Global Development Education

A Cross-Curricular Framework
in the Context of
Education for Sustainable Development

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Global Development in Education:
An Educational Policy Matter

We are living in an era of globalisation where the people of the world are moving closer together. And the changing forms of global interconnectivity have a direct influence on our lives. This especially holds true for the impact economic globalisation and climate change have on the world. Deforestation of the Amazon jungle, for instance, will directly influence global warming. Because wages in Asia are much lower than in Germany, this can have implications on working conditions in this European country.

Those who remain unaware of these types of interrelationships will have problems understanding the world around them. Those who cannot even think in terms of these associations are poorly prepared and will hardly be able to help shape the future.

Schools have to teach children and young people about this complex interconnectivity, to prepare them for the future, offer them information and give them the capacity to reflect. To be able to remain active in a global society in transition, the debate on environmental issues has to be intensified and universal value criteria have to be developed. Their self-sufficiency and interests have to be determined as well as their shaping of global interaction in sustainability. Schools are also asked to impart these issues – naturally as an ideal and oriented to the individual abilities of these children and young people. Competencies evolve from out of critically examining topics in detail. In this respect, this framework for "Global Development" education categorises the four developmental components into Society, Economy, Politics and Environment.

The competency goals and educational concepts suggested here advocate an understanding of the systematic coherencies of the "Global Development" learning area and the allocation of subject-specific competencies and topics. These were prepared ideally for individual Secondary Level I, primary school and vocational education subjects, are however certainly available for further subjects and learning areas. The "Global Development" learning area becomes an essential part of general and vocational education through its integration into the curriculum. It constitutes a vital educational pillar for sustainable development, which can also be encouraged through classroom projects and school activities.

The framework has been designed to support education administrators and the development of syllabi by the German states, all levels of teacher training, school book authors and publishers. It offers a guiding principle for: the development of school profiles; the design of full-day programmes; and the quality assurance of state and non-state level competency. Finally, the framework is a solid foundation for a continuing productive collaboration between education and development institutions.

I would like to thank all those who participated in this orientation framework as well as the German Federal Ministry for Economic Cooperation and Development for its continued support.

Senator Prof. Dr. E. Jürgen Zöllner
President of the Standing Conference of the Ministers of Education
and Cultural Affairs

Global Development in Education:
A Developmental Policy Matter

Bildquelle:Bundesbildstelle/BPA

Global warming is the prime example of a global development issue which cannot be solved by one nation alone. This challenge can only be dealt with when all the countries of the world work together as one.

The developing countries however must be given the chance to adapt to working against the climate change *while* developing economically and as a society. Poverty often forces people to deplete natural resources at the expense of the environment. Therefore the elimination of poverty should go hand-in-hand with environmental protection. The preservation of the environment and societal and economic development must be brought in harmony all over the world.

The guiding principle and global measures required to address international problems were set based on an international consensus for sustainable development. Of course Germany too is following the commitments passed by the World Summits in Rio 1992 and Johannesburg 2002 and implementing the United Nations' Millennium Development Goals – eight international development goals for the creation of fair globalisation. Political efforts to meet these tasks of the century could however only be achieved with support from society and a willingness for participation over all levels of action.

The Standing Conference of the Ministers of Education and Cultural Affairs presented the BMZ (German Federal Ministry for Economic Cooperation and Development) with the opportunity to enter into a joint collaboration to develop this framework. We gladly complied with this request, as it represents an excellent chance to promote sustainable development education. Our goal was to support the educational institutions in the German states, the schools and the educational experts in their key function, to embed the Global Development learning area into the general and vocational education curriculum and in this way contribute to the future viability of our society.

I am absolutely convinced that this framework will be a valuable contribution to shaping globalisation. I would like to especially thank all those who participated – the KMK management team of rapporteurs and the members of the Four *Länder* Committee, the Ministries of Education responsible for the schools, educators, instructors for teacher education and the education sciences and civil society stakeholders. We would be willing and pleased to continue our close and constructive collaboration with the education sector of the German states and the KMK.

Heidemarie Wieczorek-Zeul

Federal Minister for Economic Cooperation and Development

The joint project of the *Kultusministerkonferenz* (KMK) (Standing Conference of the German Ministers of Education and Culture) and the *Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung* (BMZ) (German Federal Ministry for Economic Cooperation and Development) 2004-2007

The project was launched during the KMK plenary session on the 4th of March 2004 in Berlin by Germany's Ministers of Education and the Federal Minister for Economic Cooperation and Development. The education sector collaborated on this project with the development sector along with experts from the areas of education, didactics, and the sciences and non-governmental organisations. *The Cross-Curricular Framework for Global Development Education in the Context of Sustainable Development* was approved during the KMK plenary session on 14th June 2007 and presented to the public by the President of the KMK and the Federal Minister (see back cover).

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THE GERMAN FEDERAL GOVERNMENT/GERMAN STATES COLLABORATION IN DEVELOPMENT POLICY EDUCATION

KMK-BMZ PROJECT FRAMEWORK FOR GLOBAL DEVELOPMENT EDUCATION

FEDERAL GOVERNMENT LEVEL

KMK (Standing Conference of Ministers of Education and Cultural Affairs)

- School Education Committee
- Tertiary Education Committee
- EuKiA (Commission for European and International Affairs)

Two KMK Rapporteurs

Four Delegates of the Ministries of Education

KMK-BMZ Project Framework for Global Development Education

BMZ (Federal Ministry for Economic Cooperation and Development)

BMZ-group of consultants on development policy education

Executing Organisations, e.g.:

GTZ GmbH (German Technical Assistance)

InWENT gGmbH (Capacity Building International)

BLAEZ (Joint federal government / federal states council for development cooperation)

VENRO

Non-Governmental Organisations

State Level Networks

State Level Coordination

State Ministries of Education

STATE LEVEL

State Ministry responsible for development cooperation

Legend: Bodies   Institutions

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A list of acronyms and abbreviations

AFB	Areas of performance requirements
ALLBUS	Allgemeine Bevölkerungsumfrage der Sozialwissenschaften (German General Social Survey)
BE	Berlin
BIBB	Bundesinstitut für Berufsbildung (Federal Institute for Vocational Education and Training)
BLK	Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung (Bund-Länder Commission for Educational Planning and Research Promotion)
BMBF	Bundesministerium für Bildung und Forschung (Federal Ministry of Education and Research)
BMWI	Bundesministerium für Wirtschaft (Federal Ministry of Economics and Technology)
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (Federal Ministry for Economic Cooperation and Development)
CSD	Commission on Sustainable Development
DESECO	Definition and Selection of Competencies
EQF	European Qualifications Framework
ESD	Education for Sustainable Development
HE	Hesse
HH	Hamburg
ICC	International Criminal Court
IGLU	Internationale Grundschule-Lese-Untersuchung (PIRLS Progress in International Reading Literacy Study)
IGU	International Geographical Union
InWEnt	Internationale Weiterbildung und Entwicklung gGmbH (Capacity Building International, Germany)
ISB	Staatsinstitut für Schulqualität und Bildungsforschung (State Institute for School Quality and Educational Research)
KMK	Kultusministerkonferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany)
LER	Life planning / Ethics / Religion
MDGs	Millennium Development Goals
NGO	Non-Governmental Organisation
NRW	North Rhine-Westphalia
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
PL	Performance Levels
TH	Thuringia
UN	United Nations
UNCED	United Nations Conference on Environment and Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VENRO	Verband Entwicklungspolitik deutscher Nichtregierungsorganisationen (Association of German non-governmental development organisations)

Introduction

The present *Cross-Curricular Framework for Global Development Education* is the result of a joint initiative by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) and the Federal Ministry of Economic Cooperation and Development (BMZ). The framework serves the purpose of establishing a cross-curricular Global Development learning area, in the context of education for sustainable development, in the curricula of general and vocational schools. It will also be necessary to connect this learning area with the qualitative development of schools, as they are increasingly responsible for their own curricula.

Globalisation processes are bringing about major changes for all of us, both in our immediate and our extended environments. These changes have hitherto been considered more of an opportunity than a problem. Children and young people are particularly sensitive to the dangers of serious environmental changes or widespread global poverty, along with their consequences. The treatment of such topics in school should provide children and young people with the necessary competencies to allow them to orient themselves in a globalised world, and to develop values and positions of their own. The sustainable development model should be an important point of reference for cross-curricular Global Development teaching.

For these reasons, the Ministers of Education of the German states and the Federal Minister for Economic Cooperation and Development agreed at the plenary session of the KMK on 4 March 2004 in Berlin to establish a joint KMK-BMZ project, with the mission of updating the KMK resolution "One World/Third World in Schools and Curricula", of 28 February 1997. As part of the project, the schools sector was to cooperate with government experts from the area of development, as well as with experts in education, teaching methods, scientific disciplines and non-governmental organisations. The project of approximately forty participants was chaired by the two KMK rapporteurs for development policy education and educational cooperation and, based on a decision by the experts of the state ministries of education, was supported by a *Vier-Länder-Ausschuss* (Four *Länder* Commission) containing delegates from Berlin, Hamburg, Hesse and Thuringia.[1] The Bavarian State Institute for School Quality and Educational Research (ISB) was the project coordinator, and the Internationale Weiterbildung und Entwicklung gGmbH (InWent: Capacity Building International, Germany) conducted the experts' conferences that accompanied the project. The costs of the project were jointly borne by the German states and the BMZ.

Environment and development under the sustainable development paradigm

The resolutions adopted at the 1992 United Nations Conference on Environment and Development (UNCED) in Rio and its follow-up conferences, such as Johannesburg 2002, have become a part of the political frame of reference of the international community. Central to the process is the Agenda 21, adopted at the UNCED in Rio de Janeiro in 1992, after environmental issues had already been considered a priority for some time in the industrialised countries. It is thanks primarily to the developing countries, to development policy, and to dedicated civil-society groups that catalogues of extensive social, economic and development policy measures were adopted in Rio, and to an even greater extent in Johannesburg.

The Earth Summit in Rio was the starting point for an international appreciation of the sustainable development model and an awareness of the necessity to coordinate social, economic and environmental target components. These were also emphasised in the Millennium Development Goals adopted by the United Nations at the turn of the millennium. In keeping with the spirit of these decisions in Germany, the political perspective of good governance was added as a fourth component, especially in the BMZ and the Association of German Development NGOs (VENRO).

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[1] KMK rapporteurs: Dieter Appelt, Hannes Siege; *Vier-Länder Ausschuss*: Birgit Kröner, KMK rapporteur for human rights and peace education (Berlin), Reiner Mathar (Hesse), Helmut Rieth (Thuringia), Robert Schreiber (Hamburg) and until 2004, Rolf Schulz (North Rhine-Westphalia).

Since the nineties, the principle of sustainable development has increasingly been adopted by policy makers and civil society in Germany. The federal and state governments are oriented towards it. With the increasing acceptance of the principle in Germany, the significance of education for sustainable development (ESD) has also been recognised. Increased awareness of the problems of environmental challenges, globalisation and poverty has meant that the concepts of environmental education, global learning, and education in development policy have been consistently oriented towards sustainability.

This development has also been mirrored in decisions and documents adopted by institutions ranging from the German Bundestag and the German states to VENRO, which are shown in Section 1.2.3. Above all, these products emphasise the necessity of arriving at an equally balanced treatment of environment and development in the context of ESD.

Education for sustainable development and the United Nations Decade of Education

The United Nations General Assembly on 20 December 2002 proclaimed the World Decade of Education for Sustainable Development for the years 2005 through 2014. The UN member countries were asked to support the objectives of sustainable development through appropriate educational activities, both nationally and internationally, so as to secure the conditions of life and survival for current and future generations. The Decade of Education is not only oriented towards the goals of the world summits of Rio 1992 and Johannesburg 2002, but also towards the Millennium Development Goals of the UN Millennium Declaration of 2000. The lead institution for the Decade is the United Nations Educational, Scientific and Cultural Organization (UNESCO). In 2005, the National Committee on the Decade of Education set up by the German UNESCO Commission developed a National Action Plan. The joint KMK/BMZ project for 2004-2007 was one component of the package of measures contained in the National Action Plan.

The Cross-Curricular Framework for Global Development Education

Cross-curricular Global Development teaching is an essential component of ESD, and is closely tied to other ESD teaching areas by the principle of sustainable development. Learning in this area should provide pupils with a future-oriented viewpoint on the increasingly globalised world and the issues affecting the future, which they will then be able to build upon further in the context of lifelong learning. They should acquire basic competencies that correspond to shaping their personal and professional lives and help them to get involved in their own societies and share responsibility in a global setting.[2]

The *Cross-Curricular Framework for Global Development Education* is a frame of reference for the development of syllabi and teaching curricula at school, for designing and checking lessons and extra-curricular activities, as well as for study-area and subject-specific requirements. In addition, it can be relevant for teacher education.

In particular, the framework describes:

- **the contents of the Global Development learning area**
- **the overarching educational objectives of the learning area**
- **the competencies the pupils are to acquire**
- **the contents or thematic areas that are important and suitable for the acquisition of these competencies**
- **the performance requirements using concrete sample assignments**

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[2] Cf. among others the OECD and EU strategies for lifelong learning: EU, Schlüsselkompetenzen für Lebenslanges Lernen – Ein europäischer Referenzrahmen, Bundesrat printed paper 820/05; OECD, Definition and Selection of Competencies (DESECO) (2002): Theoretical and conceptual foundations, strategy paper.

The components of development—society, economy, politics and environment—are related to school subjects and disciplines. The cross-curricular framework uses these four components of development as the starting point to structure the complex questions of global development and provide recommendations on how to handle these questions in the classroom. The framework maintains realistic considerations for the traditions of the subjects involved and their specific teaching methods. At the same time, in both the teaching of further subjects and in the inter-disciplinary and cross-disciplinary organisation of the instruction, it creates a foundation to deepen and focus the development of a school profile or orientation framework for school quality, such as is used for internal evaluations or school inspections.

The cross-curricular framework is aimed at primary schools, Secondary Level I schools and vocational education. It is an open platform both for the inclusion of more subjects and for extension to Secondary Level II.

Access to the Global Development learning area in terms of relevant subjects is shown through examples from the following education areas, disciplines and subjects: primary school, Biology and Natural Sciences, Geography, political education, economic education, Religion/Ethics and vocational education.

The framework system also better permits schools to judge where deepening and focusing will be useful, where project lessons and other forms of learning can enrich instruction and school life, and where competency outside the school can contribute to making the school a more open place.

This framework is designed to appeal to authorities on education administration, the various educational service institutions of the German states, and teachers. We call upon all of those addressed in the framework to examine its suggestions and to support its mission.

The structure of the framework

The considerations outlined above have determined the chapters of the framework:

- Chapter 1 describes a basic strategy for cross-disciplinary Global Development teaching on the basis of policy decisions for sustainable development and current scientific approaches. It integrates the analytic and normative means of access to global issues.

- Chapter 2 analyses the relationship of children and young people to globalisation, and takes the latest research results into account. It discusses the conditions of school and the educational and instructional challenges of the learning area.

- Chapter 3 presents a curriculum strategy, the core competencies and the thematic areas of cross-disciplinary Global Development teaching.

- Chapter 4 connects specific subject competencies, sample assignments and thematic areas to the core competencies. It includes subject-teaching suggestions for primary school, Biology/natural sciences, Geography, political education, economic education, Religion/Ethics and vocational education.

- Chapter 5 describes respective requirements for teacher education.

1. Conceptual Foundations of the Framework*

1.1 Tasks and structure of the framework

Serious environmental changes, such as the dangers of global warming, the extent of worldwide poverty, and the consequences that accompany all of these, raise immediate social, economic, political and environmental challenges. They lead to an increased awareness that globalisation must be shaped in accordance with the objectives of sustainable development, both nationally and internationally. The guiding principles of sustainable development provide a framework for this purpose.

Children and young people should attain future-oriented competencies on these issues for their own living environment (*"Lebenswelt"*), and acquire professional and social perspectives. Key elements include "cosmopolitan attitudes, linguistic proficiency, understanding of foreign cultures and openness to mobility".[3] According to the German government's 2006 Education Report, the educational system must provide these "indispensable supplemental qualifications" in addition to substantive competencies, since certain trends of globalisation, such as the increasing significance of trans-national trade and the internationalisation of labour markets, demand such skills in order to make international cooperation possible.[4]

Essential components of the present approach to the learning area of Global Development are:

- the model of the four components of development

- the structural levels for these components of development

- observation of the interactions, tensions, and conflicting goals among the four components of development

- awareness of the diversity in the world by means of a change of perspective

- consideration of various socio-cultural contexts.

The learning area of Global Development is structured in an inter-disciplinary and cross-disciplinary manner. It carries the essential features of a domain:[5] a delimited object area, a specific approach to the world, and the reference to a basic teaching concept in the educational policy traditions of one-world or development-policy education and global learning.[6]

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*Chapter 1 compiled by Dieter Appelt, State Institute for School Quality and Educational Research, and Hannes Siege, InWEnt, in coordination with the KMK-BMZ working group in charge of producing the framework.

[3] Loc. cit., p. 13,
[4] Konsortium Bildungsberichterstattung, *Bildung in Deutschland, ein indikatorengestützter Bericht*, 2006, www.bildungsbericht.de.
[5] For the concept of the domain in connection with school competency models, see E. Klieme, et al., *Zur Entwicklung nationaler Bildungsstandards*, 2003, p. 59.
[6] Barbara Asbrand and Annette Scheunpflug, "Globales Lernen", in Wolfgang Sander (ed.), *Handbuch politische Bildung*, Frankfurt, 2004.

The framework describes the conceptual foundations and establishes the curricular connection to the subjects concerned. It defines a structure for the implementation of the learning area in syllabi and school curricula, for the shaping of lessons and extra-curricular activities, and for requirements specific to the subject and learning area, as well as for checking these elements. At the same time, it takes the debate about core syllabi and educational standards into account, and describes the impact on teacher education.

The framework explains the interdisciplinary nature of the learning area and shows how to use the instruction process to connect it to the *Lebenswelt* of the pupils and to their individual, professional and societal possibilities for action.

1.2 The development of the concept

1.2.1 Points of reference for the learning area of Global Development

Unlike traditional subjects, the area that is to be covered by the learning area of Global Development requires a detailed description. While school subjects are usually clearly oriented towards one or several key academic disciplines, the learning area of Global Development is primarily defined by:

- the situation of political decision-making at the international and national levels, particularly in development, economic, social and environmental policy

- theoretical approaches and current analyses of the relevant sciences in these areas

- orientation and training requirements at the individual and societal levels with regard to globalisation and sustainable development

- compatibility with didactic concepts for the subjects involved.

1.2.2 Reports from experts and other foundations

As part of the project by the Conference of German State Ministers of Education (KMK) and the Federal Ministry for Economic Cooperation (BMZ) referred to above, contracts were issued for a number of experts' reports to serve as a basis for the formulation of the framework, and the following documents were examined:

a) Important approaches such as global learning, development policy education and the pilot project "21", of the *Bund-Länder* Commission for Educational Planning and Research Promotion (BLK), were evaluated as part of an in-house review.[7]

b) Reports on sustainability were drawn up by experts in the social, economic, political, environmental and natural sciences.[8]

c) A survey of thirty representatives of the development policy community and relevant educational institutions was carried out.[9]

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[7] Overwien, B., *Sichtung des Sach- und Diskussionsstandes zur entwicklungspolitischen Bildung an Schulen*, www.gc21.de/kmk-bmz, Documentation of the third specialists' conference of the KMK and the BMZ.
[8] Cf. third KMK-BMZ specialists' conference, expert reports by Prof. Rauch/Prof. Tröger, Dr. Loose, Dr. Wolff, Dr. Ferdowsi.
[9] Schmitt, R., *Befragung von 30 Repräsentanten zur entwicklungspolitischen Bildung an Schulen*, documents for fourth KMK-BMZ specialists' conference.

d) The latest teaching syllabi for primary school subjects in fourteen German states were analysed.[10]

e) The syllabi of some states (e.g. Bavaria, Berlin and Hamburg) were consulted in order to formulate specific aspects.

f) School materials, such as the media package *Welt im Wandel* (A World in Trans-formation)[11] promoted by the BMZ, materials supplied by NGOs[12] that were used in the project *Eine Welt in der Schule* (One World at School), and handouts produced by the states were used for purposes of comparison.

Materials a) through d) can be seen on the Internet page www.gc21.de/KMK-BMZ.

1.2.3 International and national resolutions

International resolutions

The UN Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992 defined sustainable development as the guiding principle for a combined solution to the target areas of environment and development. Sustainable development means that, "The right to development must be fulfilled so as to equitably meet developmental and environmental needs of present and future generations". [13]

This involves the following basic concepts:

- generational responsibility, i.e., responsibility for future generations, but also for reconciliation within the generations living today

- the principle of coherence, that is, the combination of social, economic, political and environmental goals

- the principle of participation, which means involving various stakeholders – business, the scientific community, societal groups and individual citizens – more strongly in the development and implementation of sustainability strategies[14]

- the common but differentiated responsibilities of industrial and developing countries

In early 1993, the UN founded the Commission on Sustainable Development (CSD), to monitor and assess the worldwide implementation process, develop suggestions for the further promotion of sustainability, and to advance the dialogue and the networking between all relevant stakeholders. The Federal Republic of Germany reports to the CSD as well.

The CSD's indicator system also includes an institutional element. In Germany, the BMZ and the association of development-policy NGOs (VENRO) were instrumental in adding the political angle of "Good Governance" as a fourth component, in connection with the CSD and other institutions, to supplement the three target components of Social Justice, Economic Efficiency and Ecological Compatibility.[15] Moreover, the Johannesburg Global Summit

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[10] Knörzer, M., *Bestandsaufnahme zum Sachunterricht an Grundschulen*, document of the KMK-BMZ Project.

[11] Omnia Verlag, www.omnia-verlag.de

[12] Cf. e.g. Welthaus Bielefeld et al., *Eine Welt im Unterricht – Sec. I/II. 2006/2007* issue. *Materialien, Medien, Adressen,* brochure, 80 pp., Bielefeld, 2006.

[13] This principle of the Earth Summit, originally put forward by the Brundlandt Commission in 1988, has become a piece of worldwide common property; see e.g. European Commission, *Communication on a Draft Declaration on Guiding Principles for Sustainable Development*, Brussels, 2005.

[14] German Federal Government, *Bericht zur Bildung für eine nachhaltige Entwicklung 2005*, p.7.

[15] In addition to Social, Environmental and Economic, the CSD framework of indicators includes a fourth area: Institutional.

brought three more important aspects of sustainable development to the fore: Peace, Respect for Human Rights and Civil Liberties, and Cultural Diversity.[16]

In December 2002, the UN General Assembly proclaimed the years 2005 through 2014 as the Decade of Education for Sustainable Development.

National resolutions

The German federal government has used a number of different committees, commissions, advisory councils and reporting procedures to ensure the nationwide implementation of the international resolutions on sustainable development:

- The Bundestag Enquête Commission on the Protection of Humanity and the Environment, which presented its final report in 1998 (see below)

- The German Advisory Council on the Environment (SRU, since 1971)

- The German Advisory Council on Global Change (WBGU, since 1992)

- State Secretaries' Committee on Sustainable Development (since 2001)

- The Council for Sustainable Development (since 2001)

- The Bundestag's Parliamentary Advisory Council on Sustainable Development (since 2005)

Major resolutions, reports and declarations by governmental and non-governmental institutions

- The *Bundestag* Enquête Commission on the Protection of Humanity and the Environment, *The Concept of Sustainability*, 1998

- German *Bund-Länder* Commission for Educational Planning and Promoting Research (BLK), *Orientation Framework for Education for Sustainable Development*, 1998

- German *Bundestag*, Resolution on Education for Sustainable Development (10 May 2000, *Bundestag* printed paper 14/3319)

- Final declaration of the VENRO conference "Education 21 – Learning for Fair and Sustainable Future Development", 2000

- The Osnabrück Declaration of the participants in the BLK conference "Learning and Shaping the Future – Education for Sustainable Development", 2001

- German Federal Government, *National Sustainability Strategy*, 2002

- Federal Ministry of Education and Research, First and Second Reports of the Federal Government on Education for Sustainable Development, 2002 and 2005

- Hamburg Declaration of the German UNESCO Commission on the United Nations Decade of Education for Sustainable Development, 2003

- German *Bundestag*, Resolution of the Action Plan on the UN World Decade on Education for Sustainable Development (1 July 2006, Bundestag printed paper 15/3472)

- VENRO, position paper, "Towards Sustainable Development – Learning for a World Qualified for the Future", a contribution of the Association of German Development NGOs (VENRO) to the discussion on the UN Decade of Education for Sustainable Development, 2005-2014; adopted in 2005

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[16] Cf. e.g. Eisermann, D., *Die Politik der nachhaltigen Entwicklung, Der Rio-Johannesburg-Prozess*, Bonn, 2003.

1.2.4 Reference to sustainability resolutions

When adapting the framework to these sustainability resolutions, a number of special challenges must be addressed:

Environment and development

Environmental education in the schools makes an important contribution towards improving environmental awareness. The German *Bundestag* is concerned with opening schools to global contexts, such as the global climate and the complex societal conditions required for preserving the environment worldwide,[17] and these issues have been addressed in the BLK experimental project "21".[18] Since a predominantly environmental interpretation of the sustainability resolutions of Rio and Johannesburg would be inappropriate, further efforts must be made to treat environmental and development perspectives equivalently, and to link them consistently in instruction.[19]

Globalisation and cultural diversity

The world conferences have emphasised the significance and the value of cultural diversity, even if this has repeatedly made forming a consensus very difficult. Openness to global cultural diversity is essential in order to deal with the ambivalent role of diversity in the global transformation process. Competency in intercultural cooperation is central, even in regard to international exchange relationships and international labour markets, or military involvement to maintain peace in troubled regions. An understanding of cultural diversity in a global context also includes, by way of reflection, one's own cultural identity.[20]

The framework includes the cultural background of all four components of development, which allows us to handle the normative aspects of each component and the culturally determined tension between the components, as well as questions of cultural identity, in relation to the global transformation process.

Shaping globalisation

A "fair shaping of globalisation"[21] cannot content itself with a view of globalisation as a process determined by anonymous forces. Rather, the opportunities and dangers of globalisation require dialogue and cooperation between the stakeholders of the various components of development. At each level, the stakeholders or their representatives must be included, and democratic forms of participation must be sought. In addition to the multilateral organisations, the nation-states are still the most important levels of integration for development-related behaviour—particularly when they are in dialogue with civil society, must deal with the internal dynamics of the private sector, and/or delegate responsibilities to supra-regional political communities.

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[17] German Bundestag, Resolution on Education for Sustainable Development (10 May 2000, Bundestag paper 14/3319).

[18] BLK, *Orientierungsrahmen Bildung für eine nachhaltige Entwicklung*, 1998.

[19] Konsortium Bildungsberichterstattung (ed.), *Bildung in Deutschland*, Bielefeld, 2006, p.197.

[20] VENRO, "*Globales Lernen" als Aufgabe und Handlungsfeld entwicklungspolitischer Nicht-Regierungsorganisationen*, Bonn, 2000 (VENRO Working Paper No. 10).

[21] BMZ (ed.), *Mehr Wirkung erzielen. Die Ausrichtung der deutschen Entwicklungszusammenarbeit auf die Millennium-Entwicklungsziele*, BMZ Special Issue No. 130, Bonn, 2005, p. 8.

1.3 Global development as the object of the framework

1.3.1 The target components of the sustainable development principle

The resolutions of Rio and Johannesburg include such programmatic objectives as Agenda 21, from Rio 1992, and very detailed catalogues of measures, from Johannesburg 2002. Using the principle of sustainable development as a unifying bond of these resolutions and efforts means an abstract formulation for the long-term process of sustainable development that will be open to further precision in the future:

The Rio Declaration on Environment and Development, 1992

"Principle 3

The right to development must be fulfilled so as to equitably meet developmental and environmental needs of present and future generations.

Principle 4

In order to achieve sustainable development, environmental protection shall constitute an integral part of the development process and cannot be considered in isolation from it".

Principle 7 is one of a number of places where the formulation "common but differentiated responsibilities" of countries can be found.

The Johannesburg Global Summit, 2002

"Since the Rio Earth Summit in 1992, sustainable development has emerged as a new paradigm of development, integrating economic growth, social development and environmental protection as interdependent and mutually supportive components of long-term development".

[22]

The BMZ has represented that three-component model of sustainable development as a four-sided figure, so as to include the political dimension. The four target components have each been supplemented by central sub-objectives or fields of action:[23]

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[22] United Nations, *Johannesburg Summit 2002. Global Challenge, Global Opportunity: Trends in Sustainable Development*, foreword by Nitin Desai, Johannesburg, 2002, www.earthscape.org/p1/nid01/nid01.pdf.
[23] BMZ, from Packet of Transparencies on Development Aid Policy, Bonn, undated.

Social, Ecological, Economical and Political Developments Are Symbiotic
The four German Developmental Policy Target Elements

Social justice
- Social balance
- Social services
- Poverty-reducing conditions

Economic productivity
- Trade and financial systems
- Growth with poverty reduction
- Economic cooperation

Ecological sustainability
- Environmental protection and natural resource management
- Biodiversity preservation
- Support of renewable energy

Good Governance
- Gender equality
- Human rights
- Democracy
- Peace

1.3.2 The target components as "components of development"

When teaching about globalisation, the four target components of sustainable development—social justice, economic efficiency, good governance and ecological viability—can be represented as the four components of development: society, economics, politics and environment. This highlights their affinities with school subjects and subject structures more clearly and facilitates analytical access.

This model of the components of development is then expanded to include:

- the various structural levels (see also 1.3.3)

- various detailed aspects of the components of development

The result is an instrument for system-oriented analysis that is open to future modification. Through the use of this instrument, the complex facts of globalisation can be structured and examined in the classroom (see figure on the next page).

Components and Structural Levels of Development

World

Trans-national units

Nation, state

Region

Community

Family, group

Individual

Individual   Family, group   Community   Region   Nation, State   Trans-national units   World

Society
Demographics
Urban-rural relationships
Socio-culture
Religions
Language/Communication
Mobility
Socialisation/Education
Social services
Health

Economy
Economic system
(e.g. market economy)
Economic sectors
Informal structures
(e.g. subsistence economy,
small business)
Trade, Export
Finance markets
Labour markets
Technology/Energy
Agriculture

Politics
International
structures
National structures
Government systems
(i.e. democracy)
Legal systems
Interest groups
(i.e. parties, NGOs)
National security

Environment
Natural resources,
Biosphere (i.e. forests)
Air/Climate
Soil, water
Fauna, flora
Man to nature
relationships
(i.e. use of resources)

Each quadrant represents one structural level spanning all components. It may be practical to define components, levels and aspects of development differently, depending on the analytical purpose and current developments.

1.3.3 The structural levels of the components of development

People's actions in each of the four components are largely determined by differentiable control modes at each respective level. In the context of the family, expectations for action are largely conveyed by personal contacts, which are in turn primarily based on informal, socio-culturally determined role assumptions, while from the meso-level upwards (see chart), formal rules such as legal standards are of greater significance.

The analysis of behaviour and the possibilities for action in the direction of sustainable development must therefore be oriented towards the control modes applicable at each respective level. Thus, for instance, an analysis of the conditions for a person's peaceable behaviour in his or her immediate social environment contributes little to an understanding of the issue of peace and war in the trans-national context.

The sustainability resolutions refer to these different levels repeatedly, as in the final report of the Johannesburg Summit: "We assume a collective responsibility to advance and strengthen the interdependent and mutually reinforcing pillars of sustainable development— economic development, social development and environmental protection—at the local, national, regional and global levels".[24]

Structural levels are also ACTION levels towards sustainable development		
Macro level	World →	Shaping of globalisation for requirements of sustainable development through international agreements. Multilateral cooperation in United Nations and other global organisations, as well as bilateral cooperation for ecological sustainability and development
	Trans-national units →	Mobilisation of regional organisations for international coordination and settlement of conflicts
(Meso level)	Nation, State →	Promotion of democratic consent and good governance towards more coherence of conflicting components of development
	Region →	Dialogue of state, economy and civil society to overcome the self reference of institutions and sectors for more synergy
Micro level „Lebens-welt"	Community →	Provision of local conditions of life and development
	Family, group →	Stabilising factor in social change: Gender roles, division of work, solidarity in managing the risks of life
	Individual →	Individual balance between competing economic, societal, political and ecological forces

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[24] United Nations, "Johannesburg Declaration on Sustainable Development", §5, from *Report of the World Summit on Sustainable Development*, Chapter I, Annex, Johannesburg, 2002.

1.3.4 The linkage of heterogeneous structures through globalisation

Globalisation processes are supported by technical innovations, and moved forward by economic and political interests. Although these processes have been present at least since the European colonisation of the world, a strong acceleration has been apparent over the last few decades, and especially in recent years. The globalisation process involves contradictory tendencies: on the one hand, the levelling effect of global processes is increasing. The primary responsibility for this lies with trans-national business groups and companies, as well as trade, communications, advertising and tourism. Structures and global networks are arising that have uniform modes of operation, professional standards, organisational forms and value systems.

On the other hand, traditional structures persist in local, regional and national contexts. Global processes thus bring forth heterogeneous cultural contexts, both internationally and within countries, and these contexts are often prone to conflict. The winners of globalisation are juxtaposed against those who are clearly losers—individuals, sections of the population, and many developing countries.

The processes set off conflicting interests and a serious power divide that disadvantages developing countries, both of which force the industrialised countries to recognise global diversity and to overcome Eurocentric opinions regarding the universality of their own living conditions and their own value system. Indeed, in many developing countries, the colonial boundaries across traditional ethnic entities tend to aggravate national integration and their capacity for unified state action to this day. Due to their structural heterogeneity, many developing countries must from the outset contend more strongly with a lack of national coherence of their development processes. Where there is much talk of the declining significance of the nation-state at the global level, these countries often face difficulties in establishing a full-fledged state structure. The weakness of society-wide policy makes it very difficult to formulate coherent development strategies for fighting poverty. Often, the elite profit from international relations and the world market at the global level, while protecting their privileges domestically on the basis of traditional structures. In the extreme case of the so-called "failed states", autonomous warlords rise to dominance, often leading to chaos and genocide. More than 90% of the almost 200 wars since 1945 have taken place in developing and transitional countries; in most cases, these have been civil wars, the victims of which have numbered some 1 million people per year.[25]

According to the *World Development Report 2004*,[26] in 2002 there were 2.5 billion people living in low-income countries—those with per capita incomes averaging approximately $1.20 per day or less—while some 2.7 billion people lived in medium-income countries, where the average was up to about $5; almost 1 billion people lived in high-income countries, where the average was some $74 per capita per day in 2002. Since these high-income countries are largely synonymous with "the West", the almost 1 billion people in these countries are juxtaposed against the approximately 5.2 billion people in the medium and low-income countries. Although these orders of magnitude represent a gross simplification, since the living conditions differ greatly even within the countries (consider the major cities, the elite, the subsistence and poverty sectors, etc.), they do provide a rough reflection of the global relationships with regard to social, economic and political conditions.

Communications in real time through electronic media, primarily the telephone, Internet and television, play an essential role in the processes of globalisation. The use and effect of

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[25] BMZ, *Medienhandbuch Entwicklungspolitik 2004/2005*, Bonn 2004, p. 176.
[26] World Bank (ed.), *World Development Report 2004: Making Services Work for Poor People.* Washington D.C. 2004, www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2003/10/25/000094946_031010 04015920/Rendered/PDF/multi0page.pdf

these means of communication obviously depends on whether or not these transmitted messages can be utilised in certain professional or value-oriented contexts.

In the case of multinational corporations, which use global communications for the segmentation and international organisation of production processes for the lowest per-unit costs, this is largely successful. Indeed, frameworks that facilitate both professional and intercultural understanding through direct personal contacts are used in worldwide scientific cooperation, the networking of NGOs, and the tourism industry. When the mass media disseminates messages that are more or less devoid of context, however, the prerequisites for mutual understanding between different socio-cultural frameworks are often lacking. This increasingly appears to be the case, since journalists, news editors and producers of TV series or films cannot always assess the dissemination paths and ranges of their media, in view of the global communications context. This not only increases the risk of misunderstanding, but also the danger that media messages will be misused in some regions and countries where there are fundamentalist regimes or a lack of media freedom, and will increase the potential for conflict there.[27]

However, the effect of the mass media must also be considered in light of other far-reaching effects on disadvantaged people and countries, the consequences of which include such phenomena as worldwide migration: "Commercial influences from all parts the world are brought to people via TV images, and arouse desires and longing, especially among children and young people, and most particularly in the poor and excluded sectors. Their own economic and social situation is ever more starkly subjected to a comparison with that of the rest of the world."[28]

Intercultural communications in the context of globalisation thus face a great challenge to fend off threatening global cultural conflicts.[29] This applies to the media sector just as much as to all others involved, including those in charge of the global dialogue of religions. It is their common responsibility to strengthen the potential for understanding arising from the growing global communications system.

1.3.5 Coherence of the components of development as a central challenge

The starting point for the demand for coherence in ESD is in the resolutions of Rio and Johannesburg. At Johannesburg, great value was attached to avoiding "non-sustainable" development through better coordination. The challenge to coordinate the components of development with each other more coherently involves the following objectives:

- the perception of environment and development as equivalent and mutually interdependent target areas in society, business and politics

- the advantage of synergies through coordinated measures in the various components of development

- avoidance or resolution of conflicts of goals between the components which endanger development success

The aforementioned objectives make it necessary to analyse the synergies and conflicting goals resulting from the specific development target of the four components.

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[27] According to Niklas Luhmann, "global society" is constituted as the world transpires in communication. See N. Luhmann, *Die Gesellschaft der Gesellschaft*, Frankfurt, 1997, p.150, quoted by B. Asbrand, "Unsicherheit in der Globalisierung", in *Zeitschrift für Erziehungswissenschaft*, vol. 8, no. 2/2005, p.223.
[28] BMZ, *Medienhandbuch Entwicklungspolitik*, p. 176.
[29] Samuel P. Huntington, *The Clash of Civilizations*, New York, 1996.

The following figure shows the components of development with their most important tasks and objectives. The arrows indicate the areas of tension and conflicting goals between each pair of development components.

Conflict of Goals between Development Components

Politics
Democracy,
good governance,
coherent development

Regulatory policy
⇔ Market forces

Public welfare
⇔ Interest groups

Balance of interests
i.e. traffic planning
⇔ Nature conservancy

Economy
Providing goods
and services,
incomes and
standard of living

Society
Self preservation,
continuity in
change,
social security

Maximisation of growth and profit
⇔ Social justice

Economic growth
⇔ Conservation of
natural resources

Satisfaction of needs
⇔ Conservation of
natural resources

Environment
Protection of eco-systems
and natural living conditions

One occasionally encounters the view that sustainability could be achieved by pursuing the respective objectives of the components of development in parallel. This **"one-dimensional model"** would mean that principles of sustainability could be defined and pursued "within" the respective development component, or on the basis of it. These component-specific principles of sustainability—environmental, economic, political and social—would then stand side by side equivalently.

In general, environmental **"guide-rail" models** do not assume the equivalence of the components of development. Rather, they assume that environmental guide-rails define the limits of sustainable development, and hence a development corridor from which it is not permissible to depart. Only within this corridor is there space to pursue economic, social, environmental and political objectives.

The principle of the equivalence of the components of development and their objectives could also, however, require the definition of political, social and economic guide-rails. Thus poverty, as defined in the Millennium Development Goals, is viewed by the international community as constituting a de facto guide-rail for human development.[30]

An **"integrated model"** is closer to the concept of coherence, and also gives priority to the political implementability of a sustainability strategy. "An environmentally dominated policy of sustainability will always lose out in the societal trade-off process whenever other problem complexes prove to be more immediate, more noticeable or more virulent, and thus more urgent and more attractive for political action. Even if it is able to win acceptance, it will be without effect, since only a policy of integration … of the components will in the end be able to overcome the conceptual weakness of an environmental discussion isolated from economic and social issues. … In Germany, it is gradually being realised that the model of sustainable future development also addresses important lines of development beyond the environmental dimension. Because of the complex connections between the components or positions of environmental, economic and social policy, they must be addressed in an integrated manner. To put it in terms of imagery, this does not involve unifying three columns standing side by side, but rather developing a three-component perspective, from the reality of experience. The discussion tends towards interpreting sustainability policy as a societal policy, which in principle and in the long term treats all the above-mentioned components as equal and equivalent."[31]

In the case of issues of concrete coherence, or of the analysis of non-sustainable processes, it is necessary to examine the interdependence between the components of development and their single components. The aspects which can play a role in nature and society include:

- Causal (and likely rarely mono-causal) effect relationships or broad ranges of effect, with various interactions

- Time sequences in process forms: regularity, self-reinforcement or self-restrictiveness, threshold values, etc.

The following aspects may be important as problem-solving and decision-making criteria for questions of coherence:

- Indicators and limiting values for important factors or for target strategies

- Identification of stakeholders and their possible power and other influence structures (e.g. economic and political power, access to resources)

- Communications channels between stakeholders, the public media presence, and the culture of debate

- Conflict resolution models and modes of controlling the structural levels, courts of arbitration, professional committees and standards, and scientific justification contexts involved

- Over-arching criteria, such as the principle of sustainable development and relevant national and international resolutions.

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[30] In addition to the objective of safeguarding the basic natural conditions of life, social (e.g. health, education) and economic objectives (poverty alleviation) are also mentioned there. The elimination of extreme poverty is identified as a precondition for development in all other areas (www.un.org/millenniumgoals).
[31] Enquête Commission of the 13th German Bundestag on the Protection of Humanity and the Environment, *The Concept of Sustainability: From Vision to Reality* (final report), 1998, p.31ff.

Coherence at the various structural levels

If, with increasing globalisation, global and local phenomena are interconnected more closely, it makes sense to take a look at the coherence issues at the various action levels.

The individual level and the *Lebenswelt*

The immediate *Lebenswelt* can be described as a micro-level. It encompasses the individual and the family or small group, as well as the immediate environment of the community. The *Lebenswelt* is mostly based on personal relationships. We can ascertain the coherence questions of the *Lebenswelt* by assuming that the four components of development are brought together there through concrete personal behaviour.

Every person faces economic, social, political and environmental challenges, which he or she must harmonise for the respective situation, in order to meet the requirements for a future-oriented life. This applies to lifestyle, housekeeping, and societal and political activity as well. Even at this level, conflicting goals must be settled, and complex contexts reduced to feasible and sustainable behaviour alternatives. Even at the *Lebenswelt* level, the effects of globalisation apply, as we experience in interpersonal contacts—as tourists abroad, or in intercultural encounters in Germany, as well as in the effects of institutional, economic or national conflicts with globalisation, or regarding the issue of competition for jobs with "low-wage countries", or the supply of food from developing countries.

The complexity of issues to be addressed at the *Lebenswelt* level that arise in pluralistic society, in the context of competitive claims and possibilities, is increased considerably by global influences. Often, conflicting goals between local and global interests must be resolved (e.g., when buying fresh fruit in winter, our environmental considerations may be in conflict with the income opportunities of the poorer southern countries delivering these products).

The meso and macro levels

The meso and macro levels encompass the institutional, regional and ethnic structures, including the national level. Here, it is primarily institutional behaviour according to largely formal laws and regulations that is involved. Such institutions as corporations, parties, or social or environmental associations can usually be assigned to one of the four components. They will operate in the context of the specific targets of that component, and be marked by its control modes and its institutional self-interests. These framework conditions, and particularly the narrow self-definition of some institutions, make coordination beyond the respective area of activity and responsibility more difficult. In the area of technical innovation, therefore, the instrument of "technological impact assessment", which should assess the effects of a technology on all components of development as early as possible, aims to achieve a coherent shaping of policy. Corresponding measures are desirable for other criteria of sustainable development—environment, gender, poverty, etc. Ethnic, religious and socio-cultural diversity is frequently also a hindrance for coherent development in industrialised countries, as shown by the extreme cases of violent conflicts and terrorist acts in Northern Ireland, Spain and the Balkan countries, as well as hate crimes in Germany itself. There were concerns voiced in the discussions of the enlargement of the European Union about the overextension of its integration capability. This ultimately makes coherent development at the meso level an eminently political challenge. On the one hand, diversity calls for a high degree of self-determination, while on the other, the ability to act at the national level is indispensable, since it ensures a democratically legitimised reconciliation of interests.

The global level

The global level is where the demand for coherence faces its greatest challenges, in view of the prevailing cultural, social, economic, political and environmental diversity, as well as the associated divergence of interests. The world conferences, as forums of the common efforts for sustainable development, have therefore referred to "common but differentiated responsibilities". In the world market, the interests of multinationals and those of the developing countries often conflict, and therefore require, in addition to the often unstable interplay of global market forces, the shaping of international economic policy e.g. in the context of the World Trade Organisation (WTO). In the common interest, the world economy also requires long-term consolidation measures to fend off the dangers of local, regional or global economic crises, which can for instance be sparked by the development of financial markets into an independent force, by the high trade imbalance that the United States has with China, or from the debt crises in many developing countries.

The behaviour of trans-national corporations plays a central role for the coherence of sustainable development. For this reason, the UN proposed the creation of a "Global Compact" at the 1999 World Economic Forum in Davos, calling upon leading businessmen worldwide to commit themselves to the construction of social and environmental pillars to support the new global economy, and to ensure that globalisation benefit all the people of the earth. Since then, the UN, private corporations and civil-society organisations have been cooperating in a worldwide network with the goal of implementing ten principles of human rights, labour standards, environmental protection, and the fight against corruption. In the business community, the initiative has achieved a broad response: some 2000 corporations worldwide have already joined. However, there is also criticism that some corporations have participated primarily for the sake of image-building, and do not really include sustainability objectives in their management decision-making processes.[32]

The leading global economic institutions, such as the World Bank, the International Monetary Fund and the WTO, have also increasingly included the sustainability objectives in their core programmes. For instance, the World Bank's *World Development Report 2003* "examines the relationship among competing policy objectives—reducing poverty, maintaining growth, improving social cohesion, and protecting the environment—over a fifty-year horizon. The report notes that many good policies have been identified but not adopted or implemented. … It stresses that ensuring economic growth and improved management of the planet's ecosystem requires a reduction in poverty and inequality at all levels."[33]

Politically, the key goals at the global level are regional cooperation (at the EU level, for instance, or at the level of other associations that are not yet so strongly integrated) and global governance.

In the area of the environment, the efforts on preventing the threat of climate catastrophes are central. The insufficient objectives of the Kyoto Protocol, which additionally have not been supported by the United States, must be carried on after the Protocol expires, intensified and effectively implemented into concrete areas of policy.

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[32] "Global compact – the contribution of the GTZ". Internet page of the GTZ, 22 Sept. 2006.
[33] World Bank, *World Economic Report 2003. Sustainable Development in a Dynamic World: Improving Institutions, Growth and Quality Of Life*, blurb on back cover, Washington, D.C., 2003.

1.3.6 Balance between global and local

The global and local processes must be continually brought into balance at every level of societal activity. The significance of the local, regional and national levels is underscored in the sustainability resolutions. Tangible institutions and persons at all levels constitute an important potential for confidence, in view of largely anonymous global structures and relationships. In addition to opening up this potential, the interactions require new procedures for coordination among the areas for which various actors, such as corporations, political institutions, non-governmental organisations, etc., are responsible. In this context, the World Bank refers to "social capital", which consists of social networks and their institutional and cultural bases, and is a decisive factor in the self-organisation of the components of development.

The balance between local and global requires that at every structural level, the influences of globalisation be harmonised with local requirements. The key factor is the effective interconnections of the micro-to-macro levels—from the exhaust pipe to the climate issue, or, in the other direction, from a new law to the behaviour of the individual. Often, an individual may see the effect of his or her contribution to overall developments as insignificant, while at the other end, it is often difficult from the macro perspective to adequately take into account the needs and possibilities of the individual. Horizontal and vertical coherence constitutes a major challenge for sustainable politics and the future-oriented behaviour of the individual.
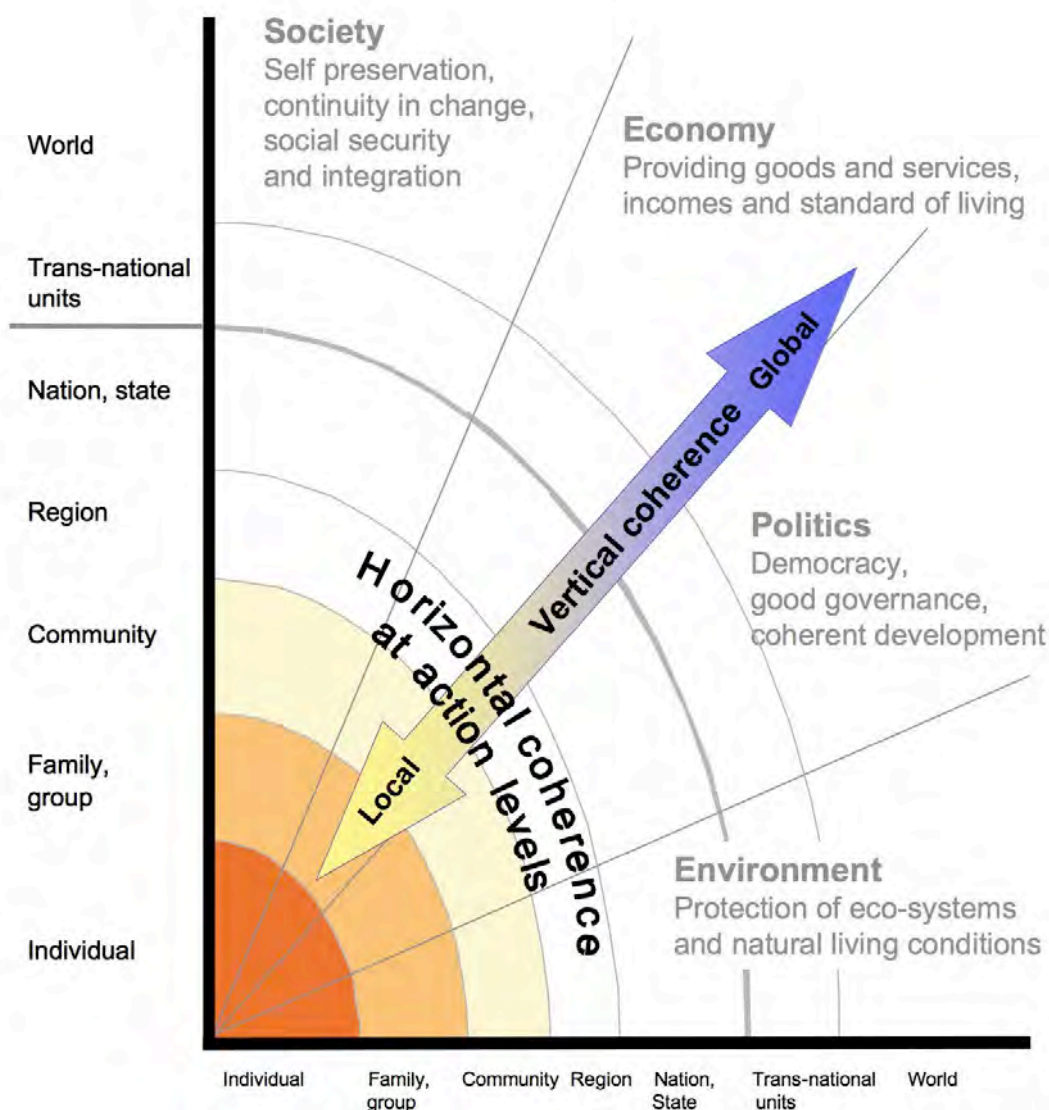
1.3.7 Development aid policy and global development

Development aid policy is essentially oriented towards three fields of activity:

- The design of an international framework for sustainable development ("global structural policy")
- support for developing countries, particularly the poorest countries, in alleviating poverty
- peacekeeping and conflict prevention

In addition to these, short-term assistance in emergencies and crisis situations is also an important field of activity in development aid policy.

Global structural policy and direct support for developing countries are closely inter-connected. Without an adequate international framework which takes the special conditions in the developing countries into account, the poorest countries will not be able to survive in international competition, to avoid the negative effects of globalisation on their countries, or to build up their own institutions to manage politics at the national level for the purpose of sustainability.

On the other hand, international agreements and rules will not suffice to make sustainable development possible, especially in the poorest countries. Economic development and the associated reduction of absolute poverty, in particular, require extensive support from industrialised countries.

Often, the developing countries need foreign help to enable them to build the institutions necessary to permit them to implement their numerous international commitments, including those regarding environmental standards. Based on the realisation that this cannot be a unilateral process, that one cannot "develop people" and that they can only develop themselves on the basis of their own cultures and environmental conditions, the pivotal role today devolves to the competence of the partners in the south, upon their readiness to assume responsibility, and upon their self-initiative. Over the course of a number of world conferences during the 1990s, the international community formulated an international development agenda. At the UN Millennium Summit in New York in September 2000, the objectives and principles of that agenda were summarised in eight Millennium Development Goals, with eighteen concrete targets. These goals have a time horizon of 2015, and are binding upon all members of the United Nations.

On the basis of these Millennium Goals, the German Federal Government has adopted a programme of action,[34] which is primarily oriented towards the first and overall goal, to halve absolute poverty by 2015.

The Millennium Goals and the international agreements associated with them make it clear that there is **an international consensus** that sustainable development must be defined in a multidimensional manner, encompassing interrelated economic, environmental, social and political objectives at various different structural levels.

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[34]BMZ, *Armutsbekämpfung – eine globale Aufgabe. Aktionsprogramm 2015. Der Beitrag der Bundesregierung zur weltweiten Halbierung extremer Armut*, Bonn, 2001.

Millennium Development Goals and Targets (selection):

Goal 1 Eradicate extreme poverty and hunger

Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than $1 a day.

Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

Goal 2 Achieve universal primary education

Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 7 Ensure environmental sustainability

Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.

Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water (expanded in Johannesburg to include provision of basic sanitation by 2015).

Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers.

Goal 8 Create a global partnership for development

Target 12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system (includes a commitment to good governance, development and poverty reduction—both nationally and internationally).

Target 13: Address the special needs of the least developed countries (includes tariff- and quota-free access for the least developed countries' exports; an enhanced programme of debt relief for heavily indebted poor countries [HIPC] and cancellation of official bilateral debt; and more generous official development aid [ODA] for countries committed to poverty reduction).

Agreement has also been achieved on the principle that the attainment of these comprehensive goals will require concerted action and **joint projects** by business and the developing countries. While the industrialised countries have particularly committed themselves to a "development friendly" design of the international framework under Goal 8, and to a financially reinforced and more effective development cooperation programme, the developing countries have, under the Monterrey Consensus, taken on the responsibility of shaping the economic and political framework in their countries in such a way that the foreign support can be effectively put to use. The governments of the developing countries will need a measure of political will and also an ability to shape the future, which, to date, has hardly been in evidence in the poorest countries. The large number of violent conflicts in developing countries that has prevented an orderly development process, or has wrecked previous development successes, underscores the significance of the political component of sustainable development.

Development cooperation today is therefore aimed more towards supporting partner countries at all levels, in the creation of a coherent framework for sustainable development internally, than towards individual measures (projects). Development cooperation is the responsibility of such state institutions as the German federal government itself, or of its implementing institutions, like the Development Bank KfW, the government-owned development company GTZ, the German Development Service, the company InWEnt,[35] and the non-governmental institutions of civil society. These include political foundations, churches, and development NGOs, as well as business institutions. The role of the non-governmental sector, particularly in efforts toward sustainable development, is an express component of international resolutions such as those of Rio and Johannesburg.

The German states are participating with development programmes of their own, particularly in areas in which they have special competence and the corresponding staff available. With their resolution of 9 July 1998, the minister-presidents of the states have once again confirmed the significance of ODA and pointed to their own efforts in that area.

Like the federal government, the minister-presidents see development-policy education in the context of education for sustainable development as an important instrument for shaping globalisation and sustainability—both here and worldwide.

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[35] Kreditanstalt für Wiederaufbau (KfW, or Credit Bank for Reconstruction), Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ, or German Agency for Technical Cooperation), Deutscher Entwicklungsdienst (DED, or German Development Service), Internationale Weiterbildung und Entwicklung (InWEnt, or Inwent Capacity Building International, Germany).

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2. The actual school situation and educational challenges[*]

The integration of Global Development into the school curriculum, and its benefits as a learning area, become unquestionable when looked at against the actual school situation and the educational challenges connected with the social background of today's younger generation. Current research indicates that young people's relationship to globalisation is included in these educational challenges.

2.1 *Lebenswelt* (living environment) change – implications for children and young people

Adolescent mindset and behavioural change correspond to a large extent with the dominant social flow, even when youth-specific variations are considered. Annual surveys can offer some representative data about Germany's changing society. These include the *Allgemeine Bevölkerungsumfrage der Sozialwissenschaften* (German General Social Survey, or ALLBUS), conducted every other year since 1980;[1] the *15th Shell Youth Study*, conducted in 2006, which collected data on the values of Germans from 12 to 25 years of age;[2] and a random sampling conducted annually since 2002 that is a statistical sampling of 3,000 people from 16 to 92 years of age and examines issues such as xenophobia, Islamophobia, and preferential rights of the established, while also assessing fundamental values such as conformity and commitment.[3] The *Internationale Grundschule-Lese-Untersuchung* (International Survey of Primary School Literacy, or IGLU) and the Programme for International Student Assessment (PISA) uncovered some very revealing facts, since both studies regularly survey pupils' learning and living conditions.[4] In 1999, the Civic Education Project also collected data on civic knowledge and engagement among 14-year-olds in 28 countries, which included Germany.[5] This international comparison confirmed most of the findings of comparable national surveys.

2.1.1 The younger generation: Awareness of globalisation

The 15th Shell Youth Study enquired as to what extent Germans between the ages of 15 and 25 were aware of the term globalisation and its surrounding issues. This was the first time an official survey of this type was made for all of Germany. One of the questions asked was: "There has been a lot of talk lately in politics and public opinion about globalisation and the world moving closer together. Have you personally ever heard of globalisation?"

Findings of the survey are shown in the following table (15th Shell Youth Study, p.164):

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[*] Chapter 2 written by Prof. Em. Dr. Rudolf Schmitt, University of Bremen, in cooperation with the KMK-BMZ Project Working Group.

[1] *ALLBUS* (German General Social Survey), a service of the Gesellschaft Sozialwissenschaftlicher Infrastruktureinrichtungen e.V. (GESIS, Association of Infrastructural Institutions of the Social Sciences), conducted every other year since 1980.

[2] Deutsche Shell (ed.), *Youth 2006. 15th German Shell Youth Study*, concept and coordination by Hurrelmann, K./ Albert, M. in consortium with Infratest Sozialforschung, Frankfurt/M., 2006.

[3] Heitmeyer, W. (ed.), *Deutsche Zustände*, vol. 1 (2002) to vol. 4 (2006), Frankfurt/M, 2002-2006.

[4] Bos, W., et al. (eds), *Erste Ergebnisse aus IGLU, Schülerleistungen am Ende der vierten Jahrgangsstufe im internationalen Vergleich*, Münster, 2003; see also German PISA Consortium (eds.), *Pisa 2000. Basiskompetenzen von Schülerinnen und Schülern im internationalen Vergleich*, Opladen, 2001.

[5] Torney-Purta, J. et al., *Citizenship and Education in Twenty-Eight Countries:. Civic Knowledge and Engagement at Age Fourteen* (IEA Civic Education Study), Internet 2001; see also Oesterreich, D., *Politische Bildung von 14-Jährigen in Deutschland. Studien aus dem Projekt Civic Education*, Opladen, 2002.

Survey results of globalisation awareness: „Have heard of globalisation"
Young people aged 15 to 25 years (in %)

	Have heard of globalisation		
	Yes	No	N/A
Total	**75**	**24**	**1**
Age			
15 to 17 years	60	38	2
18 to 21 years	79	19	1
22 to 24 years	81	19	0
Sex			
Male	78	21	1
Female	72	27	1
Region			
West	75	24	1
East	75	24	1
Social status			
Hauptschule	45	54	1
Realschule	56	40	4
Gymnasium	79	20	1
University or college	93	7	0
Apprenticeship	71	28	1
Employed	77	23	0
Unemployed	71	29	0
Otherwise occupied	71	26	3

Shell Youth Study 2006 – TNS Infratest Sozialforschung

Two-thirds of those surveyed who were over the age of 18 had in fact heard of globalisation. But only 45% of over 15s attending vocational schools and only 56% of secondary school pupils had heard of globalisation. Presuming that the topic is addressed in primary schools without exception, then the lack of awareness among pupils at these later school levels (certainly most of them former primary school pupils) can probably be attributed to the fact that the term "globalisation" is not in common use at the primary school level. The familiar term is "one world" and "we are children of one earth", etc.

The authors of the 15th Shell Youth Study also stress that the findings partly indicate that "associated deliberations for sustainable development have not yet been broadly accepted into their *Lebenswelt* at this point." This becomes quite clear in the following table, which lists the responses to a survey question asking what respondents associated with globalisation (15th Shell Youth Study, p.165):

What do young people today associate with globalisation?
Of the young people aged 15 to 25 years who have already heard of globalisation (in %)

Freedom (travel, study abroad, etc.)	82 %
Cultural diversity	79 %
Unemployment	66 %
Crime	59 %
Peace	57 %
Negative impact on the environment	56 %
Underdevelopment	51 %
Democracy	50 %
Loss of one's own culture	37 %
Affluence	33 %
Social security	21 %
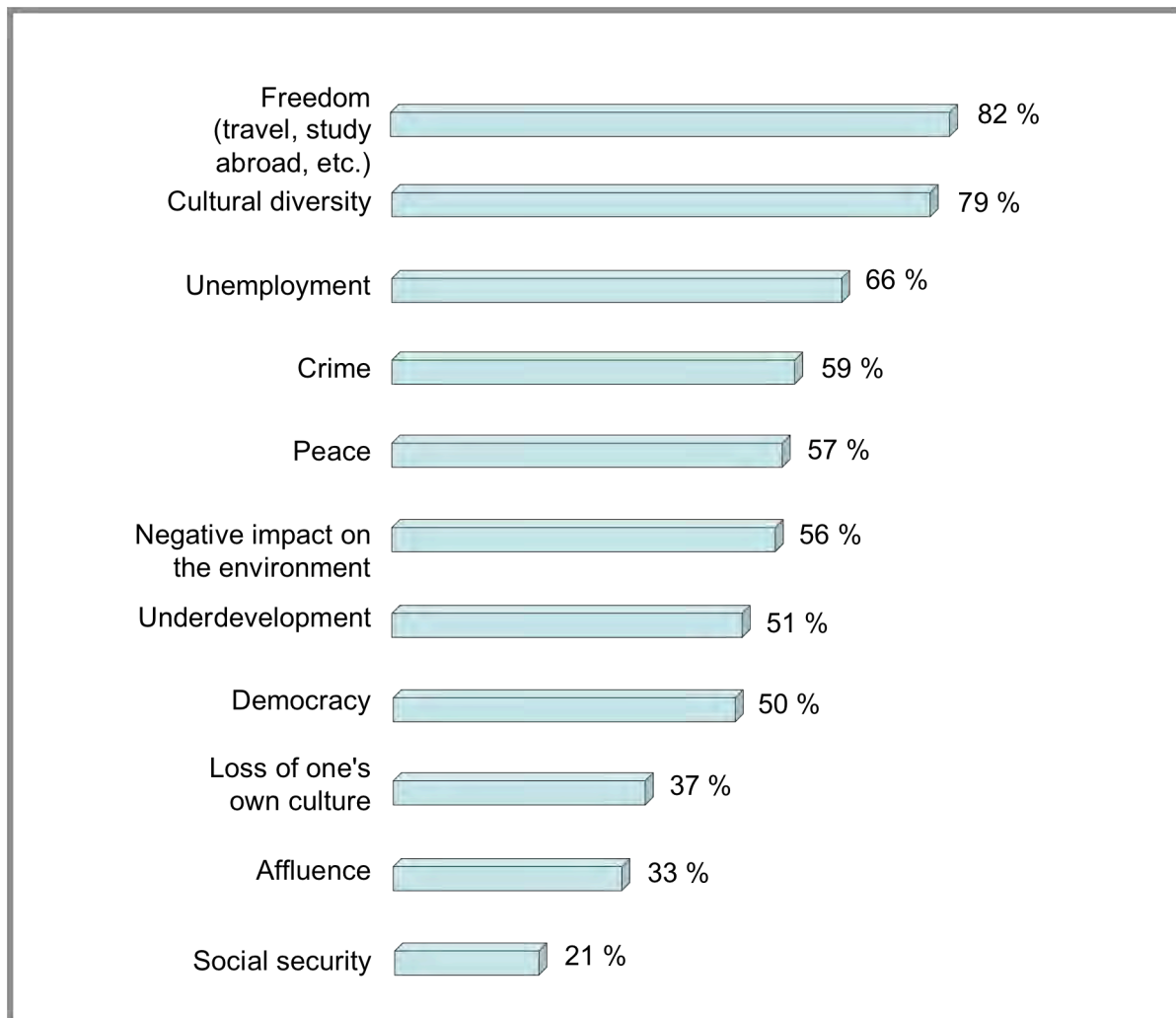
Shell Youth Study 2006 – TNS Infratest Sozialforschung

The youths associated two outcomes most of all that they took to be positive, specifically freedom (travel, studying abroad) and experience of cultural diversity. In fact, for four-fifths of those surveyed, these were the most important benefits associated with globalisation. Over half of those surveyed then followed with four negative influences associated with globalisation: an increase in unemployment, a rise in crime, ecological devastation and underdevelopment. The hope for more peace and democracy ranked at only the intermediate level. Only one third of those surveyed expected a higher standard of living; and even fewer expected an increase in social security.

It is therefore no wonder that in 2006 the number of young people with doubts about globalisation more than doubled the figure in the 14th Shell Youth Study,[6] compiled in 2002 (15th Shell Youth Study, p.166):

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[6] Deutsche Shell (ed.), *Jugend 2002. 14. Shell Jugendstudie*, concept and coordination Hurrelmann, K./ Albert, M. in cooperation with Infratest Sozialforschung, *Fischer Taschenbuch Verlag*, Frankfurt am Main.

Position on Globalisation

Young people aged 15 to 25 years who have already heard of globalisation.
(2002, Total of young people aged 15 to 25 years)

Will globalisation mean more advantages than disadvantages?

2002

Disadvantages
13%
Don't know 16%
48% Both equally
23%
Advantages

2006

Disadvantages 27%
Don't know 7%
48% Both equally
Advantages 18%
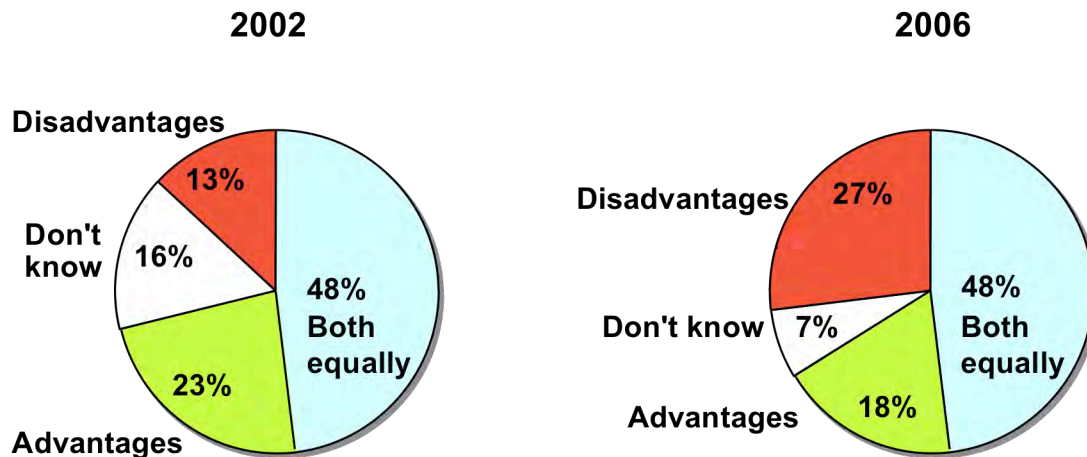
Shell Youth Study 2006 – TNS Infratest Sozialforschung

The 15th Shell Youth Study on Globalisation has concluded that for the majority of young people, the process of globalisation is still largely hard to grasp. On the whole, scepticism has increased somewhat in the absence of their having formed a conclusive opinion on how globalisation could affect the individual" (15th Shell Youth Study, p.167).

The most current empirical analysis, entitled *Die Globalisierung aus der Perspektive Jugendlicher*[7], which collected data on the cognitive, effective and conative (an inclination to act purposefully) connections to globalisation in pupils attending vocational schools and German grammar schools (gymnasiums) in North Rhine-Westphalia, confirms the findings of the 15th Shell Youth Study most impressively and allows for a very detailed insight into the educational relationship.

1061 pupils attending years 7, 9 and 12 filled out a 30-item questionnaire. The young people achieved the highest values in the cognitive area of the questionnaire, followed by the effective, which focused more on the adolescents' problem awareness and sense of responsibility. Values were significantly lower in the conative domain, the area that examined the willingness to act.

It is interesting to note how the author of the study derived the types, because these could hold a deeper significance for the design of the curriculum. Approximately 40% of the subjects were classified as globally aware: they reached high values in all three areas, above all in the conative domain of willingness to act. This type tends to be female and to attend the upper grades of a gymnasium. A close third of the pupils could be classified as globally indifferent; not exceeding mid-level values in all three areas. This type is the most likely to attend a vocational school and be in a lower grade. The rest of the respondents were classified as the globally sceptical type, which is also relevant for instructional design. This type is characterised by a high level of cognitive dissonance; they have a broad range of

knowledge but at the same time show low problem awareness and a low sense of responsibility, and an even lower willingness to act. This type tends to be male and is often undergoing the physical and mental changes associated with puberty (cf. Uphues, p.245ff.).

B. Asbrand conducted an empirical analysis concerning uncertainty and globalisation[8] that compared gymnasium pupils attending the 12th grade with others of the same age who volunteered in extra-curricular activities. She found among the gymnasium subjects a reflective treatment of knowledge and non-knowledge and a lack of orientation towards voluntary activities outside of school, above all in those who had been typified as global-sceptics.

A North Rhine-Westphalia analysis has also yielded information about positive influences on young people's attitudes towards globalisation, namely that socio-political interests have a significantly positive and assertive influence on the total mindset. These manifest as an interest in following the news and an affinity for discussing the issues, as well as a higher level of education (type of school and year). Personal contact with non-Germans, whether through their own circle of friends, life in a multicultural neighbourhood or correspondence with someone in another country also has the power to exert a positive influence (Uphues, p.246).

The relevance of following the news corresponds with findings from a British study conducted in 2001[9] about the attitudes among pupils of 11 to 16 years of age concerning developmental policies. 69% of the young people asked admitted that their knowledge about foreign countries originated mainly from television news programmes, a fact that is criticised in this study because television news broadcasts often neglect the poorest countries or present them in a negative light.

In any case, both studies show what influence modern mass communications, particularly television and probably the Internet, have on young people's attitudes about globalisation issues. Schools must take this into account and establish the Global Development learning area to sort out this flood of information. That said, the idea is not only to expand on one-sided perspectives and expose distortion, but often to clarify contexts to be able to simply understand and classify the information.

2.1.2   Value orientations and the social activities of children and young adults

The aforementioned social change studies should be consulted and examined in order to understand and analyse the current adolescent mindset towards globalisation–including responsibility and the willingness to take action in particular, not only knowledge and facts.

The *Datenreport 2006*, another report from the German Federal Statistics Office,[10] clearly reveals that acceptance of state and political organisations has been decreasing over the last 20 years. Youths in particular show a diminishing interest in political and social engagement. This fact is confirmed in dwindling union and political party membership, as well as in mounting voter apathy. Even young voter participation in the *Bundestag* elections is 10% below average.

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[8] Asbrand, B., "Unsicherheit in der Globalisierung. Orientierung von Jugendlichen in der Weltgesellschaft", in*Zeitschrift für Erziehungswissenschaft*, vol. 8, no. 2/2005, p.222-238.
[9] MORI, *Schools Omnibus 2000-2001 (Wave 7)*. Report. *A Research Study Among 11-16 Year Olds on behalf of the Department for International Development (DfID),* London, 2001, p.6.
[10] Statistisches Bundesamt (ed.) in cooperation with the Wissenschaftszentrum Berlin für Sozialforschung (WZB, Social Science Research Center Berlin) and the Zentrum für Umfragen, Methoden und Analysen, Mannheim (ZUMA, Centre for surveys, methods and analyses), *Datenreport 2006. Zahlen und Fakten über die Bundesrepublik Deutschland*, Bonn, 2006.

These findings were established in all of the official surveys conducted for Germany, including the telling 14th Shell Youth Study of 2002. This was a comparative study of the social value orientations of 14-to-25-year-olds living in the old German states between 1987/88 and 2002 (14th Shell Youth Study, p.153). The outcome: "Merit-, power-, and assimilation-related value orientations are increasing, whereas commitment-related (ecological, social and political) social motives are decreasing" (14th Shell Youth Study, p.152). Of the 23 value orientations studied, "environmental awareness" slid from number 6 to number 12, "social engagement" from 12 to 18 and "political engagement" from number 19 to second-to-last place. "Power and influence", "hard work and ambition", and "security" climbed significantly. Incidentally, the trend continues in the 15th Shell Youth Study in which the same value orientations were examined between 2002 and 2006 (15th Shell Youth Study, p.17).

When compared with young people from other countries, German 14-year-olds also rank last in political, social and environmental engagement. This fact can hardly be denied considering the following table taken from the Civic Education Project:

A comparison of activity in groups by country (in %)

Participation in:	A student council or student parliament	A human rights organisation	An environmental organisation	An athletic club or team
Germany	13	2	10	79
Rich industrial countries	28	4	13	77
Former socialist countries	21	4	13	54
Poorer countries of Southern Europe and South America	35	12	28	67
Switzerland	8	3	10	82
USA	33	6	24	81
Greece	59	16	32	75
International average	**28**	**6**	**16**	**64**

Source: Oesterreich 2002, p.77, Chart 3.10

In the three categories listed under political, social and environmental engagement, German 14-year-olds ranked last. They only placed above average in sports. This is a dire reminder of the brief summary of the findings of the *Datenreport 2006* stating that participants chose "bowling over Caritas, athletic clubs over the workers' welfare association".

In spite of the not encouraging aspiration for values and social motivation in German youth, there may be light at the end of the tunnel, as indicated in the 14th Shell Youth Study: for the first time in the tradition of the Shell Youth Studies, the 12-to-25-year-olds were confronted with the critical situation of the developing countries.

Attitudes towards the developing countries
Children and young people aged 12 to 25 years – values in %

In agreement –		
More has to be done to fight an increase in Third World poverty	83 % (West)	78 % (East)
Wealth results from Third World exploitation	59 % (West)	65 % (East)
Higher prices equal fair trade	59 % (West)	44 % (East)
Third World has to catch up to the rest of the world on its own	37 % (West)	38 % (East)
Third World is at fault for its own misery	22 % (West)	24 % (East)
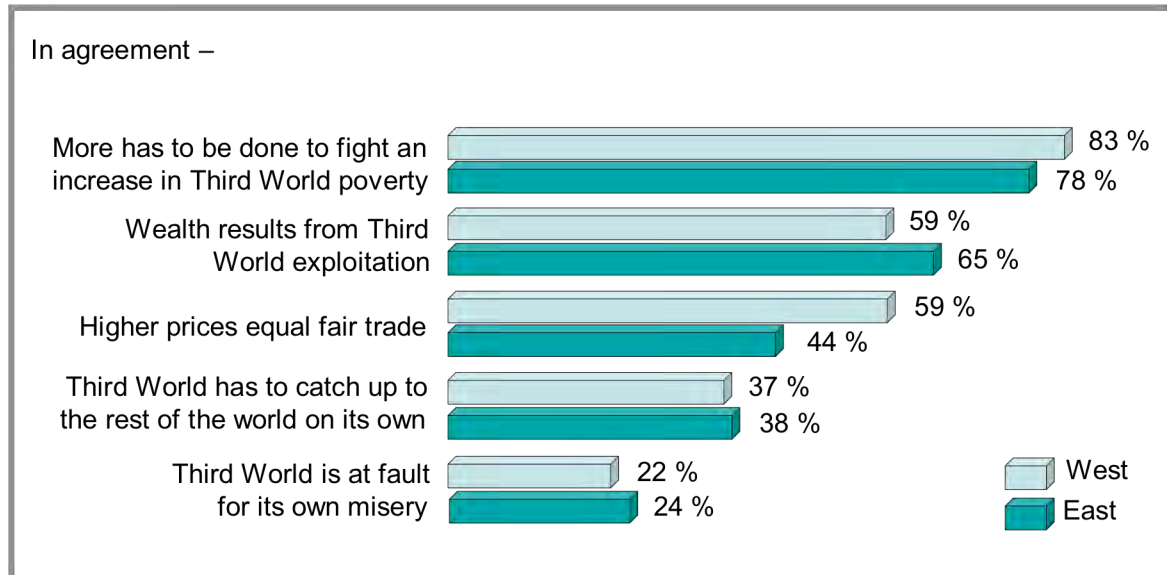
14th Shell Youth Study 2002, p.136

This table shows that German adolescents are very concerned with the issues associated with globalisation and that a large majority are willing to become active to improve conditions in the developing countries. A comment to this table notes that even though this generation has identified itself as "politically apathetic", they have proved to be very liberal-minded about the new challenges and problems in other countries. The resulting impression is that young people are indeed very open to these and other issues that obviously concern them, and are willing to form and offer an opinion. This generation therefore cannot be labelled as "apolitical": they seem much more realistic and democratically minded (14th Shell Youth Study, p.136f.).

This 14th Shell Youth Study finding, which does not conflict with the 15th, shows that young peoples' positions on global change are an encouraging starting point, and that the educational curriculum can target these more strategically. Even the differentiated findings of the North Rhine-Westphalia study reveal the necessity of attaching more importance to the acquisition of analytical skills, critical value orientation and justified commitment to global development, as well as more effective planning of the school programme.

2.2 The actual school situation

2.2.1 Global Development and the school's responsibility to educate

The school's responsibility to educate, set out in the first article of the school laws of most German states, includes general educational goals that are meant to enable a pupil's future participation in a global society.

The schools are taking on an enormous responsibility in helping to prepare young people to live public and socially-oriented lives based on democracy, freedom, peace, human dignity and gender equality, to have respect for others' religious beliefs, etc., and to act responsibly

towards the environment. The schools should aid in the development of young people's moral fibre, to enable them to examine social, economic, political and environmental developments critically. They have to learn how to assess and comprehend the options in a global world in order to acquire the skills to manage the future challenges in their professional and everyday lives.

The Global Development learning area should give pupils a future-oriented viewpoint of an increasingly globalised world, which they can expand on in the context of lifelong learning. Under the guiding principles of sustainable development, this curriculum specifically targets basic and versatile skills to help young people:

o shape their personal and professional lives

o participate within their own society

o accept co-responsibility in a global sense.

Schools must also portray the complexity and existential relevance of the problems that are still to be solved, in view of our common responsibility for "one world". This task is so important that it must constitute an essential part of the core curricula and receive special consideration during vocational training.

This is provided that the school already stresses activity-based learning in addition to giving the pupils the capacity to become aware of the problems surrounding global responsibility and take action. The openness of some young people towards cultural diversity and their wish for greater understanding and peace between nations is to be supported and strongly encouraged. Of course, this is also under the precondition that they become aware of and experience their own culture and its values.

2.2.2 Implications of integrating a Global Development learning area into the curriculum

Contents related to the Global Development learning area up until this point have been taught in the Secondary Level I in subjects considered appropriate for the subject matter. These are the Geography, Politics/Citizenship, Biology, Religion/Ethics, Vocational Studies/Business and History curricula. Genuine coherence of the subject matter cannot be achieved in such a fashion, however, because of the different subject-specific perspectives. Interdisciplinary and cross-disciplinary teaching often depends on the somewhat incidental ability and willingness of the individual educator. It was for precisely this reason that on December 4, 2003, the Kultusministerkonferenz (Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany) reformed educational standards for the Intermediate Leaving Certificate and in this way expressed a need for change. Fundamental professional and interdisciplinary qualifications were to be reformulated, in order to strategically aim for multidisciplinary education and to follow the principle of skills accumulation. The latter would provide a foundation for the lifelong learning required for further education and vocational training.

The *Cross-Curricular Framework for Global Development Education* meets the needs of this educational approach, particularly in how it defines core competencies. Its definition of coordinated subject-specific skills allows for the design of a cross-curricular structure (see Chapter 3). Simultaneously, the core competencies form a foundation for a cross-curricular programme that can coordinate additional subjects (connecting History, Literature and the Arts, for example).

It also improves the ability of individual schools to implement the learning area of Global Development into their own school curriculum concept (already firmly positioned in some German states in line with educational provisions and school programme development and subject to quality control inspections).

Through its interdisciplinary, cross-curricular and *Lebenswelt* approach, Global Development education aids in the processing of intricate issues, and can be made a part of class projects as well. This is particularly suitable for school-specific Secondary Level I programmes with flexible schedules and educational customisation through pooled hours or profile-specific course options.

2.2.3 Trends in curriculum design

The inclination in all of the German federal states in the last few years to combine subjects or group subject and learning areas together in their educational programmes increases the likelihood that non-traditional learning areas will be added to the compulsory subject base. This has always been the case in primary schools for the subjects of Social Studies, Local History and Citizenship, which are essentially cross-curricular. This type of subject or learning area integration (e.g., Nature and Technology, Society, Work and Professions, The Arts) is taking hold in lower and intermediate secondary schools more and more, to provide the most true-to-life instruction. This is also the case in schools for children with learning disabilities and in special schools for physically and mentally disabled children. Interdisciplinary learning has also taken hold for pupils at the upper gymnasium levels, who are defining their own study profiles (for instance in association with advanced courses and seminars). Vocational schools can encourage the integration of Global Development subject matter into the "learning fields" curriculum concept, as introduced in 1996—particularly where job training is associated with globalisation issues in manifold ways.

2.2.4 Independence of schools and profile development

All federal states (*"Länder"*) of Germany are promoting a certain independence of schools within the framework of state responsibility for education. Schools are expected to work out an individual profile that encompasses their core educational themes and particularities. The development of this type of profile is inspired by such things as sustainability concerns, neighbourhood characteristics, political objectives (for example Europe), etc. It is these very aspects for which the interrelated domains of globalisation could play a profile-shaping role. Successful schools that feel particularly obliged to Global Development teaching could contribute to the quick implementation of this learning area into the curriculum by becoming role models for other schools.

2.2.5 Trend for all-day schooling as opportunity

The results of the first PISA study initiated a trend towards all-day schools in Germany, which also favoured the implementation of Global Development learning area objectives, in lesson plans and above all in the schools themselves. The pupils now have more time to work on projects in which people from outside the school may also participate. The organisational framework of the all-day school allows workgroups to be created across classrooms, which are important in building the school-specific study profile. The school's media centre could develop special departments for the Global Development curriculum. A deeper understanding of foreign living and development conditions requires a great deal of illustration. Pictures, resource material, typical artefacts, games and above all Internet access are instrumental in the transfer of Global Development knowledge.

In all-day schools, cross-curriculum concepts and extracurricular opportunities open up new learning experiences. Civil society actors are gaining significance in this particular field: they can make a successful contribution to sustainable development education if they are "interwoven" into the school-specific education process. This also applies to people visiting from developing countries, who can present a realistic view of their lives and living conditions.

Cooperation partners outside the schools are usually unfamiliar with the teaching process and school structure, so the *Cross-Curricular Framework for Global Development Education* offers a basis for their understanding in the form of an approved procedure (e.g. competency guidelines and requirements, binding subject matter and suitable methodological approaches). The framework can be consulted to ensure the quality of activities outside the school's purview (for example when drawing up a cooperation agreement with the school or instructors).

2.2.6   Achievement focus and open schools

Once the Global Development curriculum becomes a compulsory part of individual or connecting subjects, achievement focus and degree relevance will be a natural result. Because the various quality aspects of education have come into focus in the Germany-wide discussion concerning the development of standards and quality, and the redirection towards analysing results, we can assume that the efficiency of the teaching and learning processes can develop in an encouraging climate, what with the diversity in schools and their involvement with their communities. How a school integrates its social partners and the surrounding community has an influence on the school environment and on pupils' learning processes.

In this regard, the core and specific competencies of the Global Development curriculum are practically made for task-based teaching and encourage pupils in their willingness and ability to take part in active learning. Cooperation with civil society actors—compulsory for schools in some states—presents the opportunity to put co-responsibility for people and the environment to the test within the safety of the school, to develop a willingness to understand and resolve conflicts and to consolidate and practice these skills.

2.2.7   Reducing foreign heritage-related educational disadvantages

Consideration of the changes in the social background situation and the increase of pupils who are immigrants or German-born residents of foreign heritage should also be included into the basic school framework of the Global Development learning area. PISA results and other comparative studies have unmistakably indicated that these socially deprived groups are at a disadvantage. As defined in the microcensus of 2005, the percentage of people with foreign heritage comes to almost one fifth (18.5%) of the total population. The percentages in the youngest age groups are increasing dramatically; children younger than six make up a striking one third of the total population. The obvious consequence is that school integration requirements will increase. The report *Bildung in Deutschland* (Education in Germany), put out by the Konsortium Bildungsberichterstattung in 2006, points out differences between German and non-German children entering primary school and notes that these differences are increasing: "Pupils of the lower social classes entering secondary schools, above all those who are foreign-born or of foreign heritage" are disadvantaged. It is worth noting that foreign heritage-related educational handicaps continue in informal voluntary learning areas.

These findings underscore the necessity to intensify educational work and orient it toward global change processes and direct integration efforts according to unanimous sustainable development guiding principles. The objective of the Global Development learning area is to position the social and individual challenges of the socially disadvantaged and the privileged into a global development context and contribute to integration through the corresponding learning processes.

2.3   Educational challenges

2.3.1   Age-based Global Development curriculum design

2.3.1.1 Kindergarten and primary school

Years of experience along with empirical studies[11] indicate that the Global Development learning area should be introduced into the educational system as early as possible. Attitudes towards foreign people and cultures are formed by the time a child is five years old, and these are unfortunately more inclined to be negative than positive. This is not a German but a worldwide phenomenon, as countless international studies have shown.[12] This rather negative attitude that children form towards foreigners is on the one hand a reflection of casually absorbed ideas from a child's immediate surroundings (parents, relatives, television, picture books, etc.). On the other hand, it also represents a legitimate need for security through the child's own reference group and a developmental bias for the child's own viewpoint (egocentrism). These negative tendencies are observed more in children who are raised in authoritative and restrictive families. Relevant studies[13] have also shown that these negative tendencies can be positively influenced when children are exposed early to holistic learning activities on tolerance, cooperation and solidarity for marginalised groups. This is the opportunity and task that the Global Development education must take on for children in kindergarten and primary school.

The themes chosen for this age group must closely connect nearness and distance, trust and the unfamiliar, since many children have a multicultural *Lebenswelt*, while others encounter foreign living conditions from the television. According to the principle of social proximity, all efforts should be made to understand and form partnerships with people in foreign countries and other cultures through comprehensive social education in their own group or class. This education should involve play, foreign culture, foreign foods, festival days, family life, marginalised groups, immigrant children in the group or class, immigrant families in the neighbourhood, playground conflicts, etc. These themes can be examined in depth involving a seemingly faraway world: life and work in Germany and elsewhere. In order to do so, the following should not be overlooked: important social educational goals—for example being independent, open to criticism, cooperative or acting in solidarity. Children too can achieve these only by critically examining real social issues. Life as part of a group, a class, or a family is not always easy. Children can only be helped when they can learn to better comprehend and manage their reality. This can also be achieved by drawing examples from children in other countries and cultures who may face difficulties such as poor living conditions, child labour, no clean water, etc. These do not have to be taboo subjects for the kindergarten or primary school classroom if they are not presented from a biased perspective or as a hopeless situation. The consideration of two further principles should help in avoiding this mistake:

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[11] Schmitt, R., *Kinder und Ausländer. Einstellungsänderung durch Rollenspiel—eine empirische Untersuchung*, Braunschweig, 1979.

[12] Lambert, W.E./Klineberg,O., *Children's views of foreign people. A cross-national study*, New York, 1967. See also Simon, M.D./Tajfel, H./Johnson, N., "Wie erkennt man einen Österreicher? Eine Untersuchung über Vorurteile bei Wiener Kindern", in *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 19 (1967), p. 511-537.

[13] Wegener-Spöhring, G., "Vorurteilsstrukturen im Vorschulalter – eine empirische Untersuchung", *Zeitschrift für Pädagogik* 21 (1975), p.535-545.

- The faraway foreign world presented during classroom activities should not be too far removed from their familiar environment. Horrible diseases, glaring misery and the overly exotic should be avoided.
- Children should not have to solve impossible problems without help. At least try to reach the solution through using positive real-life simulations (for example role play, stories or pictures).

2.3.1.2 Secondary Level I: The post-primary years up to 9 / 10

The primary school Global Development education should flow seamlessly into the secondary school education system.

In the primary schools Global Development topics are generally integrated into the social science subjects, but in the secondary schools the learning area spans Geography, Citizenship/Social Studies, Vocational Studies, Biology, History and Religion, and Ethics. That said, the primary objectives of the Global Development learning area remain unchanged in both systems. Cognitive range and diversity, critical awareness, independence and self-reliance, moral engagement and scope of action should nevertheless escalate throughout secondary school learning.

In the cognitive area, abstract reasoning is gradually augmented by increasing subject matter complexity. This applies to all four sustainable development components. What was taught in the primary schools under the guiding principles of "family", "festivities", "school", etc. is now expanded within the context of the component "Society" to include "Demographic structures and developments", "Globalisation of religious and ethical guiding principles", "Education", and more. Social science activities encompassing the area "Products from other countries" flow into the "Economy" domain in topics such as "Commodities from around the world: Production, trade and consumption", and "Globalisation of the economy and labour", etc. Basic knowledge in "decision-making processes in the family and/or the community" is expanded in topic areas such as "Political power, democracy and human rights (good governance)", "Global governance – World order", etc. under "Politics". Social science environmental themes such as water shortage, air pollution, forest death, etc. are dealt with in depth in the "Environment" component as "Global environmental changes", "Protection and use of natural resources and energy production", "Opportunities and dangers of technological progress", etc.

The special challenges of Secondary Level I lie in the more intense focus on coherence (see also Chapter 1). This encompasses working out samples for conflict of goals and approaches for sustainable development by coordinating aims and interests in the various components. The primary schools are to continue the integrated approach on a higher level and to orient learning processes (knowledge, skills and viewpoints) toward integrated competencies.

2.3.1.3 Schools for disabled children/schools for children with learning disabilities

Schools for disabled children and schools for children with learning disabilities have a responsibility to teach the learning area of Global Development as well, as do mainstream classrooms. Because children and young people with learning disabilities who have been mainstreamed have their educational needs met by special education offered in the regular school system, there is a need to plan the Global Development curriculum appropriately to correspond to these pupils' different needs and challenges. Subject matter and working methods have to be consistently oriented to the children's environments without limiting these to the local level.

2.3.1.4 Secondary Level II: Upper gymnasium years

Pupils attending the upper level of a gymnasium deepen acquired competencies with the goal to study at post-secondary or tertiary level or to enter vocational training. In a rapidly changing world characterised by globalisation and an incessantly expanding pool of knowledge and its accessibility, pupils require education that is oriented towards continuity and cross-functional thinking.

Assuming that a knowledge base must be logically structured and cross-functional to ensure usability, an uncompromising precondition for the effective management of specific future challenges of a societal, economic, political and ecological nature is knowing the personal and societal relevance of said knowledge. This should be achieved with a progressive competency acquisition model that ensures that the subject matter and thematic fields that constitute an essential part of Secondary Level II[14] education are designed in a larger learning context that is cross-curricular and interdisciplinary. The special challenge of Global Development education is to handle complex globalisation processes in an appropriate manner while integrating the different sustainable development objectives.

By graduation, the gymnasium pupils must be able to independently assess and justify regional, national, European and international issues in an accurate and responsible way. The core competencies described in Chapter 3 also apply to the Secondary Level II. Requirements for the university entrance school leaving certificate, sample topics and assignments, however, still have to be developed.

Global Development education contributes to the development of the student personality and their qualification for further study and vocational training instrumental to the schools' central education task (see also Lumpe 2006):

1. promotion of individual learning through support and development of self control and self-directed organisational skills
2. shifting the teaching focus from imparting knowledge to the development of each individual's competency profile
3. integrating extra-curricular learning into the teacher's realm of responsibility

2.3.1.5 Vocational education

Organising the Global Development learning area into the vocational and continuing education curriculum would require that we first define linkages with the professions and full-time educational programmes. This framework is not able to take the aspects of each individual profession, study programme and institute into account, or even to offer recommendations. Instead, we have developed overarching competencies in vocational training as well as learning areas and central issues. These are meant to aid experts in creating new professional ordinances and (framework) curricula, as well as to act as a guide for vocational education teachers and trainers who implement these ordinances and (framework) curricula at vocational education and training (VET) schools and workplaces. Vocational education processes should be designed in a way that enables learners to help shape global development and should be oriented to the learning environment and work processes of the specific profession. This means developing competencies not only for pupils' professional lives, but also for their personal and social actions.

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[14] Agreement for the design of the upper grades of the Secondary Level II gymnasium – Decision of the Standing Conference of the Ministers of Education and Cultural Affairs of 07/07/1972 in the follow-up from 02/06/2006.

This recommendation is based on the goals for professional competencies (see also Chapter 4.7), which promote pupils' holistic and integral development. These include the development of specific skills, general expertise, personal and social competencies, as well as methodological and learning skills, into a "model of comprehensive occupational action" (planning, implementation, assessment, adaptation, evaluation) for curriculum development and implementation. They are obligatory for courses of vocational training.

The aim is to develop specific professional competencies (along with personal and social competencies), which proposes samples of relevant Global Development subject matter and topics relating to the sites where learning takes place (school, workplace, vocational training institutes, specific work and business processes of the learner's specific profession or sector).

2.3.2   Global Development as part of a lifelong learning process

The objective of Global Development in the curriculum is to help pupils acquire competencies that they can use in their later personal and professional lives, enable them to participate in their own communities and to accept co-responsibility on a global level. This can only be obtained when their engagement and careful examination of global issues does not end when their education is completed. Therefore the objective must be to help pupils to acquire competencies during their schooling that can serve as a foundation for lifelong learning. To achieve this effect, teachers must act as role models and show an open attitude towards global change issues, making their own interest in continuing education clear. Instruction should not be limited to the regular school day and classroom; it must expand to include a connection to the knowledge-based society by way of external contacts and cooperation with partners.

2.3.3   The realisation of one's own identity and the ability to shift perspective

Seen from an ethical, anthropological and human rights perspective, "cultural equality" does not suggest that all cultures are or should be similar. Despite the ongoing process of cultural exchange and mutual enrichment, cultures retain their own identity to a certain extent within their respective social settings.

Schools must also prevent the possibility of mistakenly thinking that "one world" is or should be a uniform world in the economic, social, political and environmental sense. This error can be avoided if the pupils become aware of their own respective cultural identities. Being open to the unfamiliar and becoming more aware of one's own relationships from an unfamiliar perspective is the essence of the shift in perspective taught in Global Development education.

Changing one's own perspective requires and advances the ability to tolerate ambiguity, the ability to simplify and the ability to critically judge. In this regard there has to be a difference between the values debate (in which values are assessed as relevant facts) and the normative debate (in which values are assessed and possibly accepted into one's own behaviour).

In the context of Global Development, the educational objective of a shift in perspective is to open up an as-yet-unfamiliar model of perception and assessment. The change in perspective helps pupils to develop and realise their own identities and to respect the unfamiliar. This is the precondition that must be set before the student can accept co-responsibility for "one world" (requiring tolerance, understanding and above all thinking and acting in solidarity and defending fundamental values) and cope with development crises, human rights violations, terrorism and other global challenges.

2.3.4 Objective value orientation

Values and personal engagement are central aims of Global Development instruction. The identification with fundamental values is absolutely essential, particularly with those values universally understood as human rights. A rigid morality that does not consider intricate, social, economic, political and ecological structures may be risky, however, especially for children and youths. True commitment to seeing one's personal values put into practice therefore also requires the rational and occasionally controversial examination of these various structures and an understanding of their momentum.

In this sense, the Global Development learning area can be incorporated into a school's total educational programme, aiming for objective reflection of complex reality while avoiding any form of indoctrination. Refined problem assessment is a requirement for the active engagement that supports conflict-solving processes.

Teaching children and young people to process Global Development aspects individually is very important to help them develop awareness and form their own personalities, particularly for those who react very emotionally to human suffering. Young people should not feel discouraged about the future when they are confronted with unsolved development and environmental problems that have to be addressed. Solutions to these problems should therefore be discussed with the pupils, since the solutions could also influence their own lives. Hope and confidence are essential teaching elements.

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3. Competencies, topics and performance requirements[*]

3.1 Introduction

This cross-curricular framework for Global Development education is meant as an aid for developing syllabi and curricula, for designing individual classes and for setting and assessing requirements for related subjects. Even though the framework does not systematically define learning objectives or educational content, or propose a teaching chronology or methods, leaving these tasks to the state or school curricula, it does make suggestions on:

- the **competencies** that pupils should develop

- the **thematic areas** and contents that are important and suitable for developing these competencies

- the **performance requirements** to be achieved and assessed in concrete assignments.

All three aspects are geared towards the **educational goals of this learning area** and should ensure that these goals are met as well as possible:

> **Global development education should provide pupils with guidance for a future in an increasingly globalised world, which they can build upon in the context of lifelong learning.**
>
> **Following the guiding principle of sustainable development, it aims to develop basic competencies for**
>
> - **shaping one's personal and professional life**
>
> - **active involvement in one's native society and**
>
> - **accepting co-responsibility on a global level.**

These educational goals refer to social, academic and political engagement with global change. Setting competencies, topics and performance requirements ties in with the practical experience in specific subjects and interdisciplinary lessons (Overwien 2004). The competencies, topics and performance requirements necessary to meet these educational goals should not only facilitate the development of lesson plans in this learning area. They also have been designed to be integrated into quality management programs and to grant schools more individual responsibility.

The competencies proposed here are connected to both the OECD's definition and selection of key competencies[1] and the European Reference Framework *Schlüsselkompetenzen für lebenslanges Lernen* (Core Competencies for Lifelong Learning – German Bundesrat, 2005). They include significant elements of the eight core competencies adopted by the European Parliament in the Reference Framework, particularly 5) Learning to learn; and 6) Interpersonal, intercultural, social and civic competencies.

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[*] Chapters 3.1-3.11 are compiled by Jörg-Robert Schreiber, Hamburg Authority of Education and Sports/State Institute for Teacher Training and School Development in cooperation with the KMK-BMZ working group

[1] Rychen et al., 2003. The close connection can be seen in particular in the DESECO definition of core competencies, as skills that enable people to meet the challenges of globalisation and modernisation "such as balancing economic growth with environmental sustainability, and prosperity with social equity." DESECO 2005, p.6.

The integrative definition of competencies that the framework is based upon, and the underlying goal that pupils be able to autonomously call upon their knowledge, skills and attitudes to master the various situations they are confronted with, both correspond to the basic elements of the European Qualifications Framework (EQF, Commission of the European Communities 2005), making it possible in the future to classify qualifications gained in Global Development education according to the EQF.

3.2 Fundamentals of a model of competencies for the Global Development learning area

The expert report *Zur Entwicklung nationaler Bildungsstandards* (On the development of national educational standards – Klieme et al. 2003) suggests developing a model of competencies built on specific competencies that represent gradations or developmental stages of competencies. Most important, however, is to define the learning expectations for pupils as competencies that should be fully developed at specific stages of their school career.

As a tool meant to guide both federal states and the school level in curriculum development, the framework adheres to the general tendency of putting a stronger emphasis on performance requirements in syllabi and allowing schools to concretise the implementation themselves.

Global Development education is distinctive in that, in contrast to integrative learning areas, it did not develop by combining certain subjects. Instead, it is its own cross-curricular field. It exhibits the main characteristics of a domain, as it arose out of a specific approach to the world and was developed over decades as one world/development policy education or global learning.

The core competencies defined for Global Development education are the foundation for a model of competencies that is given shape here for primary school (until the end of Year 4) and for the intermediate leaving certificate at the end of Secondary Level I (Years 9 or 10), but needs to be differentiated for continuing years, in particular for Secondary Level II.

Competencies, according to the OECD report "Definition and Selection of Competencies" (2005), should aid people in meeting the societal demands of global change and following their personal goals. The societal objectives named by the DESECO Commission in this context:

- economic productivity
- democratic processes
- social cohesion, equality and human rights
- ecological sustainability

are fundamentally similar to the four target components of sustainable development (see Chapter 1), which the educational objectives of this framework follow.

The core competencies of Global Development education are all comprehensive (transversal), required not only for the labour market, but also in private and political life. They are interconnected with one another and also connect with certain specific competencies from different fields, becoming complex competencies as defined by Weinert (2001, p.271f): competencies are "the cognitive skills and abilities inherent in an individual or that can be learned by him or her to solve certain problems, as well as the connected motivational, volitional and social willingness and ability to successfully and responsibly solve problems in variable situations."

This integrative definition corresponds with the definition of the term used within the European Qualifications Framework. Based on French, British, German and American literature on the topic, this framework gives attention not only to knowledge, abilities and actions, but also to ethical attitudes as a specific competency.[2]

The competency to effectively turn ideals into action—the ability and willingness to follow sustainable development objectives in one's private life, at school and at work as the result of an autonomous decision, for example—and to work towards their implementation on the societal and political level (Core Competency 11, see Chapter 3.5), is unthinkable without the competency to acquire knowledge, analyse this knowledge and make a personal judgment. In order to identify elements of learning processes and to develop curricula and lesson plans, it makes sense to differentiate between specific competencies as components of a complex competency. This makes it possible to define and assess concrete requirements within this process.

The three over-arching competency areas of the framework are modelled after the educational standards the KMK has set for the intermediate leaving certificate, according to competencies that lessons already often focus on.

Dividing competencies in this way is especially important for the assessment of requirements. Such theoretical divisions, however, should not obscure the fact that meeting the complex demands of an increasingly interconnected world necessitates complex competencies that can be developed best in a holistic, hands-on learning process.

3.3 Areas of competency

The division of Global Development education competencies into the competency areas of

- **recognition**
- **evaluation**
- **action**

should make clear the different but complementary components of a holistic idea of competency. They mirror the behaviour expected of the pupils (recognise – evaluate – act) and can be adjusted to fit the didactic structures of those subjects relevant to this cross-curricular learning area.[3]

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[2] Commission of the European Communities, *Towards a European Qualifications Framework for Lifelong Learning*: "Competency includes: i) cognitive competency involving the use of theory and concepts, as well as informal tacit knowledge gained experientially; ii) functional competency (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity; iii) personal competency involving knowing how to conduct oneself in a specific situation; and iv) ethical competency involving the possession of certain personal and professional values.", 2005, p.11.

[3] This division has thematic parallels to the three DESECO core competencies:
1. using tools interactively (recognition); 2. interacting in socially heterogeneous groups (evaluation); and 3. acting autonomously (action). However, the DESECO competencies are geared more towards action in all three areas of competency.

Within the **recognition** area of competency, the ability to gain knowledge in a target-oriented manner is of particular interest, since the exponential growth of knowledge in many disciplines makes it more and more difficult to define fundamental knowledge and to continually stay up to date. Which interdisciplinary knowledge is necessary depends upon the issues covered in the learning area (Chapter 3.6) and is illustrated by examples in Chapter 4.

To gain knowledge, it is important to be able to construct knowledge on a variety of topics. This competency goes beyond technical skills and the ability to use certain media, by including the ability to use specific communication tools in an efficient and targeted manner. The boundary of the **evaluation** area of competency is fluid when it comes to the ability to use media critically and the key ability to recognise the suitability and worth of information and its sources. There is a connection to the **action** area of competency in the interactive process of gathering and processing information. Gathering information and gaining knowledge are necessary preconditions for forming opinions, making decisions and acting responsibly.

"Knowledge about global development processes is characterised best by a high level of complexity, which one can best do justice to by a system-oriented approach. The competency to deal with and understand interconnected systems is therefore at the core of the elements of this knowledge..." (Rost 2005, p.14) Rost also notes that—in the context of sustainable development education—systems competency needs to be founded on knowledge from a variety of fields. In Global Development education, this means that interdisciplinary or cross-disciplinary lessons build on basic knowledge acquired in other fields.

For Global Development education, basic knowledge of the following is necessary:
• the concept of understanding the world through the lens of the multi-dimensional guiding principle of sustainable development on an analytical and ethical level (see Chapter 1)
• concepts from various cooperating subjects (see Chapter 4)
• the didactic context model which chooses topics according to their relevance to science and society as well as to the pupils' lives (see Chapter 3.6.1)

Complex systems demand analytic skills, which are a further key component of the first area of competency. They are based on the model of sustainable development and on its four components, as well as on the model of structural levels (from the individual to the global) and on the recognition of diversity. These analytical abilities make it possible to recognise the necessity of shaping globalisation processes as well as being able to work on future scenarios and possible solutions. They create the knowledge, insight and skills necessary for future-oriented action. Skills needed include the ability to analyse systems and to recognise and assess the historic and future dimension of fundamental operating principles. Analytical abilities are also necessary to be able to recognise conflicts in key areas, to understand differing interests and needs and to separate what is important from what is irrelevant in order to propose well-founded solutions.

The competency area of **evaluation** focuses on critical reflection and on recognising and weighing differing values, as well as developing an identity based on ethical examination. These are preconditions for "solidarity and co-responsibility for humankind and the environment" (Core Competency 8, see Chapter 3.5), which marks the boundary with the area of competency "action". In the context of cultural interaction, this means being able to recognise your own values and the values of others, to question these values and to put them up for debate. This necessitates the ability and willingness to empathise and to alter perspectives; this can challenge our outlook on the world and lead to new insights and changed points of view. Perspectives can be adjusted by taking a variety of positions: actors and observers; those who make and those who are affected by a decision; people from different cultures, nations and institutions; different age groups and genders; the powerful

and the powerless. "Perspectives" includes both factual differences, variations in attitude formed by differing values and interests and emotional reactions, without overlooking the fact that there are many connections between opposite poles.

The competency to evaluate in the context of Global Development education is on the one hand part of a fundamental discourse on questions of development and globalisation (Core Competency 6), and is on the other hand geared towards being able to assess concrete development aid projects (Core Competency 7). In both cases, one must be able to look at norms, values, political agreements and models, reflecting on them critically and thus making conscious identification possible.

The competency to evaluate also means that the guiding principle of sustainable development itself, its claim to universality and its normative elements, is questioned, interpreted, and further developed. In the educational process, however, it should be made clear that the guiding principle of sustainable development is a framework agreed upon internationally, in accordance with binding international law, which has a high degree of obligation for political, social and individual actions. "Guiding principle" and "framework", however, both mean that in the global society there are different cultural, national, local and individual strategies for sustainable development implementation. The 1992 Rio Declaration speaks of the "common but differentiated" responsibilities arising from different conditions of development and the diversity of socio-cultural contexts.

The competency area of action combined with reflection plays a very important role for the central objectives of this learning area. Such competencies include promoting understanding and conflict resolution skills (Core Competency 9), ambiguity tolerance, creativity and the willingness to innovate (Core Competency 10), as well as participation and active involvement in development processes (Core Competency 11), and above all the readiness to bring one's own behaviour into alignment with the basic principles of a sustainable way of life. Usually a conscious choice must be made between different ways of acting: conflicts of interest and conflicts of values must be clarified and the direct and indirect consequences of actions estimated. Acting means shaping projects by oneself and with others, setting goals, using resources sparingly and effectively, learning from mistakes and being able to make corrections. Complex situations and rapid transformation demand the ability to be able to deal with uncertainty and contradictory expectations, such as variety and universality. The competency to act means, in general, communication skills: the ability to effectively pass on information but also be able to listen, to search for sustainable solutions in deliberations and discussions, to stand up for one's own rights and interests, but to also defend the rights of the other.

A key element is not only ensuring the ability to act in a sustainable manner, but also to take into account the motivational and volitional elements of the term "competency" in the form of a readiness to act. This is only possible when teachers strictly adhere to the prohibition on overwhelming pupils and the imperative of treating controversial subjects as controversial, when pupils can make an autonomous decision to aim for sustainable goals and can participate in their implementation. Seen this way, the core competency of participation and active involvement (Core Competency 11) includes the ability to make autonomous judgments, taking other perspectives into account, and accepting legal boundaries and valid standards when utilising freedoms.

3.4 Selection and definition of competencies

The selection and definition of core competencies for Global Development education is a pragmatic compromise that takes the following criteria into account**:**

1. Central importance of achieving the main educational objectives (see Chapter 3.1)
2. Focus on the components of sustainable development
3. Relevance regarding the model of structural levels / action levels
4. Observation of diversity and of shifting perspectives
5. A specific identity in comparison with other areas and fields of study, as well as an ease in connecting with them
6. A clear connection with an area of competency
7. Feasibility in subject lessons (compatibility with key concepts of relevant subjects) as well as in interdisciplinary or cross-curricular organisational forms
8. Compulsory for pupils in all types of schools and vocational education
9. Opportunity to assess performance requirements

Not all of these criteria can receive the attention they deserve in light of the current status of the competency model. This is particularly true of the criterion that core competencies and specific competencies should be translated into performance requirements that can be evaluated, as is illustrated by examples (see Chapter 4). During the further development of suitable assignments, educators should make sure that the measurability of requirements is not the only criteria applied when standardising expectations of student work in this learning area. The necessity to assess and compare scholastic performance, as well as learning processes and educational structures, is in opposition to the complexity of the Global Development learning area.

3.5 Core competencies in the Global Development learning area

Pupils are able to...

RECOGNITION
1. **Acquisition and processing of information** Gather information on questions of globalisation and development and process them thematically.
2. **Recognition of diversity** Recognise the socio-cultural and natural diversity of our one world.
3. **Analysis of global change** Subject globalisation and development processes to qualified analysis, applying the guiding principle of sustainable development.
4. **Differentiation between social structural levels** Recognise the different social structural levels from the individual to the global and identify their respective functions for development processes.

EVALUATION
5. **Shift of perspective and empathy** Become conscious of, appreciate, and reflect on one's own and others' values and their meaning for life choices.
6. **Critical reflection and formation of opinions** Form opinions after critical reflection on globalisation and development issues, informed by international consensus on sustainable development and human rights.
7. **Evaluation of development aid measures** Look at a variety of methods of evaluating development aid measures, taking diverse interests and frameworks into account, and make individual evaluations.

ACTION
8. **Solidarity and co-responsibility** Recognise areas of personal responsibility for humankind and the environment and take up the challenge.
9. **Communication and conflict management** Overcome socio-cultural and special interest barriers to communication, cooperation and problem resolution.
10. **Capacity to act on global change** Pupils can act in times of global change, especially in personal and professional life, through openness and the willingness to innovate as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open situations.
11. **Participation and active involvement** Pupils, as a result of their autonomous decisions, are able and willing to follow sustainable development objectives in their private lives, at school, and at work, and can work towards their implementation on the social and political level.

3.6 Thematic areas and choosing topics

Global development education is integrated into the syllabi of many subjects. A variety of topics are covered from subject-specific perspectives as well as interdisciplinary or cross-disciplinary approaches in development education, one world education or global learning projects.[4] The curricula are usually not coordinated, however. In light of the contemporary nature and problem focus of the topics chosen, the thematic content is usually in the foreground. The skills and knowledge thus gained are important in and of themselves, but they remain fragmented, and connections are not automatically made to the competencies that could be drawn on in order to solve problems in variable situations.

Whereas the number of competencies to be learned is limited, and subject only to gradual changes in the course of societal transformation processes, this is not true of the topics covered in the learning area of Global Development. Competencies can only be developed situationally, or in studying concrete topics and doing concrete assignments of a seemingly infinite number, which are also often quickly obsolete. For this reason, this framework only suggests thematic **areas** and suggests criteria for selecting topics that allow educators to create learning situations in which certain competencies can be developed.

3.6.1 Definition of thematic areas

As in choosing competencies, the selection of thematic areas (see below) is a compromise to satisfy diverse criteria. Thematic areas are constructed according to a context model, such as is applied in many fields, whereby specific content is put into a context that is meaningful for the learner. The content is made up of issues drawn from daily life, science and society that are relevant to the pupils and to society at large. Analogous to the underlying concepts of the subjects involved, a particular focus is on the fundamental concepts of Global Development education—the guiding principle of sustainable development, the model of structural levels as well as diversity and shifting perspectives.

Thematic areas should:

- represent basic knowledge relevant to the learning area
- illustrate the multidimensional character of the guiding principle of sustainable development
- sufficiently represent the development perspective of this learning area
- at the same time be relevant to pupils' lives and make a global perspective possible
- be grouped in a manner usual in academic or social discourse
- draw from teaching experience

From these thematic areas, within the framework of the school curricula, topics can be chosen for the creation of assignments and the design of learning situations depending on the options for implementation within the subjects involved or interdisciplinary project. These topics should offer pupils an opportunity to develop competencies in this learning area and fulfil specific performance requirements.

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[4] See among others M. Knörzer's analysis of primary school curricula, 2006. A cross-curricular global education curriculum (primary school, secondary levels I and II) for the city of Hamburg can be found online (in German) on the city's website, www.hamburg.de. The learning areas defined in Hamburg as supplementary to the core learning areas are in many ways similar to the concept of this learning area we describe. The learning areas of Global Learning, Environmental Education, and Intercultural Education are all subsumed under Sustainable Development Education, which is also true (if less so) for the learning areas of Health Promotion and Road Safety Education.

The following list of thematic areas is not complete and can be developed further as long as the above-mentioned criteria are met.

Thematic areas

1. Diversity of values, cultures and living conditions
2. Globalisation of religious and ethical guiding principles
3. History of globalisation: From colonialism to the "global village"
4. Commodities from around the world:

   Production, trade and consumption
5. Food and agriculture
6. Illness and health
7. Education
8. Globalised leisure-time activities
9. Protection and use of natural resources and energy production
10. Opportunities and dangers of technological progress
11. Global environmental changes
12. Mobility, urban development and traffic
13. Globalisation of the economy and labour
14. Demographic structures and developments
15. Poverty and social security
16. Peace and conflict
17. Immigration and integration
18. Political power, democracy and human rights (Good governance)
19. Development cooperation and institutions
20. Global governance—World order

3.6.2 Selection and design criteria for topics and assignments

The selection of topics, the creation of assignments and the design of learning situations should be developed according to the following criteria:

- a connection to competencies from, if possible, all areas of competency and a clear focus
- a connection to the guiding principle of sustainable development and to the model of structural levels/action levels
- allows a change of perspective
- connection to learning processes in one or more subjects
- connection to pupils' real life experiences and relevance to their education
- social relevance
- preferences autonomous learning

The presentation of chosen topics in grid form on the following page illustrates competencies and thematic areas and provides an overview for designing curricula.

Competencies \\ Thematic areas	RECOGNITION				EVALUATION			ACTION			
	1. Acquisition and processing of information	2. Recognition of diversity	3. Analysis of global change	4. Differentiation between structural levels / levels of social action	5. Shift of perspective and empathy	6. Critical reflection and formation of opinion	7. Assessment of development aid measures	8. Solidarity and co-responsibility	9. Communication and conflict management	10. Capacity to act on global change	11. Participation and active involvement
1. Diversity of values, cultures and living conditions											
2. Globalisation of religious and ethical guiding principles											
3. History of globalisation: From colonialism to the "global village"											
4. Commodities from around the world: Production, trade and consumption											
5. Food and agriculture											
6. Illness and health											
7. Education											
8. Globalised leisure-time activities											
9. Protection and use of natural resources and energy production											
10. Opportunities and dangers of technological progress											
11. Global environmental changes											
12. Mobility, urban development and traffic											
13. Globalisation of the economy and labour											
14. Demographic structures and developments											
15. Poverty and social security											
16. Peace and conflict											
17. Immigration and integration											
18. Political power, democracy and human rights (Good governance)											
19. Development cooperation and institutions											
20. Global governance – World order											

3.7 Learning area performance requirements

When setting performance requirements for Global Development education, we must decide whether to aim for a minimum (under which no pupil should fall), an intermediate, or a maximum level of competency. The intermediate performance level should be set on the basis of practical experience. This framework for Global Development education sets three competency levels (end of Year 4, the Intermediate Leaving Certificate with Year 9 or 10 and vocational education). There are descriptions of the performance requirements that correspond to certain core and specific competencies, and examples of individual assignments.

The holistic character of competencies poses a particular problem and makes it seem counterproductive to evaluate specific competencies separately. It could be possible in this case to define performance requirements in this learning area, by focusing on the development of certain specific competencies and defining higher performance requirements as the increasing accumulation of specific competencies in the course of a systematically interconnected learning process.

Whether or not pupils' competency levels can be evaluated reliably depends upon the tools available and the evaluation framework. Individual performance evaluation by long-term observation of oral and written performance during class allows for much greater flexibility than supplementary comparative tests. For example, it is possible to evaluate the competency of **participation and active involvement** (11), or pupils' readiness to take action, on the basis of their autonomous decisions. Whether or not it would be possible to "measure" such complex competencies using standardised comparative tests is, among other things, a question for academic research.

The definition of performance requirements for Global Development education can only be made in close cooperation with (or coordinated with) the cooperating subjects in which these competencies should be developed in cross-curricular projects. This framework can only provide examples and basic principles.

3.8 Creating lesson plans

The fact that competencies and performance evaluation are gaining importance for the educational system has consequences for the design of learning processes in the classroom. New models of competencies are usually constructed with the objective of pupils being able to deal with variable life situations autonomously. Learner-centred learning and educational processes that are as autonomous as possible are becoming more important in school education, as preparation for lifelong learning becomes a central topic. This is true of lessons in general and is particularly true of the complexity of Global Development education; the need for clear guidelines in light of the speed of global change, the development of competencies needed to shape one's personal and professional life, as well as participation in society.

For Global Development education apply the general conditions of active learning, as summarised by Meyer (2006):

• In holistic learning processes, the interconnection of knowledge and action in the sense of a value-based development of structural knowledge is of key importance.

• Active learning is learning from theory-oriented knowledge (structural knowledge), learning from and acting on the basis of this knowledge and reflecting on human action in personal and societal contexts.

- Active learning is based on the following methods: autonomous development of knowledge, problem solving skills, including the development of readiness for lifelong learning.

- Active learning is not limited to the school as a learning space, but rather opens schools and the learning process to include experiences from the economy, the working world, society and politics.

- Lessons dedicated to active learning are value-based and committed to the objectives of sustainability in the sometimes conflicting arenas of environment, society, economy and politics. This means that these lessons are open to shaping future-oriented development.

- Learner-centred learning is increasingly designed by the learners themselves, who are given planning, working and learning tools and are provided with flexible educational resources.

- Teachers facilitate learning rather than impart knowledge; they help their pupils gain knowledge autonomously and solve problems in a value-based manner and within a social context. They design conditions for autonomous learning processes.

The educational resources referred to above have always played a key role in the development of materials for one world/development education and global learning.[5] These can play a very important role for a future orientation towards competencies in this learning area and for the methodological design of learning processes associated with this new focus.

3.9 Sample assignments

Assignments have very different functions within the learning process and in directing educational processes. In this case, in shaping competencies and designing performance requirements, the focus is less on the design of the lessons themselves—which must still be done in the form of developing sample syllabi and educational materials—but is rather on the concretisation of this learning area and its requirements.

In general, it is true of all assignments that they should help pupils become aware of their competencies. The fact that sample assignments evaluate competencies by assessing written performance (mostly) in cognitive areas should not be transferred to the general design of lessons or the performance evaluation in this learning area, which is characterised by a wider diversity of methods and learning arrangements.

At the same time, some of the sample assignments can easily be transformed into learning assignments or class projects. They integrate proposals for the development of a culture of assignments, increasingly made on the basis of PISA results.[6]

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[5] Alongside educational material supported by the BMZ such as *Eine Welt in der Schule* (University of Bremen) and *Welt im Wandel* (Omnia Verlag), we would like to mention the publications of the organisation Pädagogische Werkstattgespräch, which for 20 years has been creating teaching materials for a large variety of topics in this area.
[6] The principles delineated here for the creation of model assignments are based in parts on a compilation by M. Colditz, LISA Halle.

The **subject-specific sample assignments for primary school, secondary level and vocational education** (see Chapter 4) are usually based on the following basic principles:

1. The assignments examine **complex** (requiring decisions between alternatives) and **meaningful** (at the individual and societal level) tasks/problems.

2. They are conceived for the final Years of primary school (Year 4), secondary level I (Years 9 or 10) and of vocational education.

3. They require **45 to 60** minutes maximum to complete.

    All components are assigned to the **core competencies and specific subject-related competencies** delineated in this framework. It is possible (and recommended) to make connections to more than one competency. For each partial assignment, educators should try to cover (specific) competencies from all three areas of competency (**recognition** – **evaluation** – **action**).

4. They present a **topic** according to the criteria delineated in the framework (see Chapter 3.6.2), explain the importance of the topic in a short introduction and classify it under one of the **20 thematic areas** defined by the framework (see Chapter 3.6.1).

5. For secondary level I, all components of the assignment are for the **intermediate level**, which is closer to the end of Year 10 at *Realschule* than it is at *Gymnasium*.

6. **Expected responses** are defined for each component of the assignment, allowing for a precise evaluation of whether the performance requirements have been met. The definition of the performance requirement is derived from each particular specific competency and stipulates the content to be drawn from the assignment.

7. Assignments take all three **performance levels** (PL)[7] into account, whereby the main focus is on accomplishment in PL II. Each component of the task has been assigned to PL I-III.

8. They are limited to **three to six partial assignments** that focus on task and problem solving. This means that they are introduced with clear key words (instructions)[8] and not with questions.

9. The **partial assignments have a common thematic connection** to the topic, but do not build upon each other, so that answering one component falsely does not lead to wrong answers or unsatisfying solutions for the subsequent assignments.

10. They represent a **variety of assignment formats** (open – partly open – closed) and **assignment types**.

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[7] **PL I: Reproduction** (the ability to repeat facts and circumstances related to a limited area and in a certain context via the exact reproduction of learned working techniques)
PL II: Reorganisation and Transfer (the autonomous explanation, use and assignation of content and the reasonable application of content and methods learned in other circumstances)
PL III: Reflection, Evaluation and Problem-Solving (the ability to deal reflectively with new problems and use the methods and knowledge learned to arrive at autonomous justifications, conclusions, analyses, judgments and solutions).
[8] **Usual instructions/key words:**
PL I: name, count, describe, show, reproduce, assign, summarise
PL II: examine, determine, classify, order, explain, elucidate, compare, relate, analyse, characterise, distinguish, check, evaluate, illustrate, prove, define, write, develop, construct
PL III: justify, demonstrate, prove, judge, evaluate, interpret, figure out, derive, deduct, conclude, discuss, argue, take a stand on, design, create

11.   A short informative introductory text explains whether the sample assignments are independent of previously learned material or are conditional upon previous knowledge of the subject. This knowledge must then be described more exactly.

12.   The amount and extent of **additional material** is limited as much as possible. These materials are as varied as possible (different kinds of texts / photos / cartoons / maps / graphics / statistics etc.) and are absolutely necessary in order to complete the assignment successfully (do not merely illustrate a point).

13.   Additional **material is inherent to solving the problem** and is not meant to assess reading competency.

3.10   Guidelines for creating curricula

The framework for Global Development education is meant primarily as an aid for the creation of educational master plans and curricula by the German federal states, as well as for schools that have the task of designing their own curricula.

The focus is on when—and which—competencies should be developed, compulsory content, and performance requirements. Learning as an active, constructive and autonomous process of communication should be promoted.

When designing their own internal curricula, schools face the difficult task of coordinating the syllabi of each subject with one another and with the schools' main foci. This presents a particular challenge in two areas:

•   the interdisciplinary coordination of the development of basic competencies such as reading competency, general social and methodological competencies or competency in presentation
•   coordinating requirements and content for interdisciplinary learning areas such as Global Development education

In some German *Länder*, syllabi for interdisciplinary learning areas already exist or are in development, usually for *Hauptschule*. In most cases, the subjects are a merging of scholastic content into areas such as "Work and Career", "Nature and Technology" or "Citizenship", so that pupils can make the connection to their *Lebenswelt* and the classroom is brought closer to real-life social contexts. Usually, it is easy to recognise traditional subject components in these learning areas. Only very few German federal states have created framework curricula for cross-curricular primary and secondary school education that is truly interdisciplinary and cross-disciplinary.[9]

The majority of these curricula are frameworks for individual subjects that are often barely coordinated with one another and regularly elicit complaints about an overabundance of content. They are based on the educational standards set by the Standing Conference of the Ministers of Education and Cultural Affairs, as far as they exist. In the new generation of curricula, one can clearly see the will to place more emphasis on competencies and requirements and severely limit obligatory content in core curricula. These curricula are characterised by defined performance requirements, whereas their final design is largely open. This gives individual schools more options to design their own curricula, but also

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[9]   One example is the Hamburg curricula for the new learning areas of Occupational Orientation, Health Promotion, Global Learning, Intercultural Education, Media Education, Sexual Education, Social and Legal Education, Environmental Education, and Traffic Safety Education. See, in German: www.hamburger-bildungsserver.de

confers more responsibility upon them. Within the prescribed framework of curricula, they can react more quickly and flexibly to changing societal circumstances and also and most importantly to internal school goals and conditions. Designing school-specific curricula is a permanent process of conception, implementation, and evaluation, which makes high demands on school advisory bodies and expert committees. This creates two further challenges:

- Teachers need to transform their teaching from primarily topic-focused to more competency-focused lessons.
- They must themselves take responsibility for shaping their school as a systemic holistic model from the perspective of their pupils.

This is neither about new lesson plans or isolated subject curricula that should grow together to become a new school curricula, but rather about a new integrated control procedure for scholastic development.

Within this ambitious process the framework describes an educational mandate, which has been partially implemented in numerous curricula and is perceived very differently by individual schools, but now must be structured more effectively to meet the challenges of Sustainable Development Education as an interdisciplinary learning area.

Important points of reference for working on curricula in this way are:

- the learning area's eleven core competencies (Chapter 3.5)
- the specific subject-area competencies related to these (Chapter 4)
- the thematic area (Chapter 3.6)

The sample topics for individual subjects (Chapter 4) are suggestions of content that enable the development of the desired competencies. In no way should this framework of core competencies, correlated specific subject-related competencies, thematic areas, and subject-related sample topics be misunderstood as a syllabus for Global Development education or as a sample school curriculum. Rather it provides a guideline and choices (as well as criteria for choices) for creating such tools.

The task facing planners of school curricula is to create obligatory rules for the development of core competencies in Global Development education that are appropriate for each Year and integrate as many subjects as possible. They must also make sure that a solid base of knowledge is built up by bringing in as many thematic areas as possible and choosing meaningful topics (see selection criteria, Chapter 3.6). The presentation of select topics in grid form illustrates competencies and thematic areas (Chapter 3.6.2) and provides an overview for designing curricula. Particular attention should be paid to the transitions between different stages and types of schools. This will only be possible when internal school curricula exist and schools can build on previous plans.

This framework should make it easier to define obligatory requirements for Global Development education that must be set by the schools themselves if they are not already set by curricula. The sample assignments (Chapters 3.9 and 4) are a very practical aid to help in demonstrating requirements concretely according to the development of competencies. Schools should decide internally on standardised tasks that allow for an evaluation of whether the desired competency level has been achieved and provide indications of the direction further development of school curricula should take.

In many cases, school curricula are created in stages by the creation of individual subject-related curricula. In such cases, it is important to ensure that reciprocal coordination takes place at an early stage and that cross-curricular basic competencies are given a central role.

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4.   Implementation and integration of the framework in individual subjects and learning areas

The number of subjects and school levels included in the KMK-BMZ project on the framework in 2004-2007 was limited for capacity reasons. Further subject areas relevant to Global Development education such as History, new languages, Art and Music still need to be integrated. The same is true for scholastic levels such as Secondary Level II.

Rudolf Schmitt[1]

4.1   Primary school: Citizenship and further subjects

4.1.1   Introduction

In primary school education, it is easiest to link the learning area of Global Development to topics covered in Citizenship (and Local Studies, in Bavaria), as well as to Ethics or Protestant or Catholic Religion courses. It can also be linked to German or German as a Foreign Language, and not least to those subjects pertaining to aesthetic education: Art, Music, Sports, Textiles or Craft Design. Even in Mathematics, it is possible to integrate Global Development into interdisciplinary or cross-disciplinary lessons.

The topics covered by Global Development as a learning area that can be integrated into primary school curricula (see among others Knörzer 2006) exhibit one of three selection criteria:

-   **Socio-cultural and natural diversity in the native society**
-   **Socio-cultural and natural diversity in foreign societies**
-   **Connecting the native society and foreign societies**

This selection aids young school children in gaining the competencies they need for their future in our one world. Components of those competencies that shall have been developed by the end of Year 4 show a clear connection to these thematic criteria.

The following particular content is relevant within this structure (compare Schmitt 1997, p.4f):

Living together in our society, expressing solidarity with minorities in particular

All sections of primary school curricula which deal with living together in school and in the family should be subsumed under this topic: class outcasts, migrant children in the class, migrant families in the neighbourhood, ethnic German immigrants, refugee children, conflicts around play, competition, boy-girl relationships, foreign languages as languages of exchange, foreign families' songs, dances, food and drink and more.

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Life in foreign countries: Daily life in other places

These days, primary school children find it natural to step outside their countries' borders. Topics such as the following can be found in the curricula of all sixteen German federal states:

- Locating places on the world map
- How children in other countries live
- Finding out about families in other countries
- Finding out how children in other countries play, learn, live, celebrate
- Learning something about how people in other countries live and work
- Respecting other lifestyles
- Christmas in other countries
- Children study the reasons for the unequal distribution of wealth and poverty in the world and ways to change this state of affairs
- Problems children have and what children need

Connecting here with there: Learning from foreign cultures

This thematic approach takes up more and more space in the newest primary school curricula. One of the reasons for this trend is the increasing importance of sustainable development education, which has entered primary schools chiefly in the form of global environmental topics. The interconnection of living conditions and environmental problems here and in other parts of the world becomes clear through such topics as:

- Drinking water and wastewater here and in other countries
- Conventional and alternative means of energy production
- Waste treatment and waste disposal
- Connections between climate, human lifestyles and culture
- Healthy eating habits
- Commodities from around the world during different eras
- A first look into globalised production

Primary school education on Global Development is also governed by topics that create connections on a societal and ethical level:

- Use elements from other countries and cultures in one's own creative work
- Make comparisons between the living conditions of children in a developing country and one's own *Lebenswelt*
- Realise that there are not only rich people but also poor and hungry people
- Learn about human rights and children's rights as well as violations of these rights in one's own environment and elsewhere
- Promote the consciousness of our one world

Newer primary school curricula contain rudiments of all topics covered by Global Development education in terms of sustainability (compare Knörzer 2006). As in the subject of German (cf. the KMK decision of 15 October 2004), Global Development education is also concerned with creating lessons that are more focused on competencies and performance requirements.

4.1.2 Specific competencies at the end of Year 4

The following specific competencies (all assigned to core competencies of Global Development education) should be developed by the end of primary school Year 4.

Pupils are able to ...

Core competencies	Specific competencies Year 4
Recognition	
1. Acquisition and processing of information Gather information on questions of globalisation and development and process it thematically.	1.1 Using the sources of information provided, find and process information about the living conditions of children and their families in familiar and foreign countries or cultures. 1.2 Find media reports and images from the daily news that deal with current events in familiar and foreign countries or cultures. 1.3 Create simple charts on development questions and make comparisons
2. Recognition of diversity Recognise the socio-cultural and natural diversity of our one world.	2.1 Recognise differences and similarities in the living conditions of children and their families in different countries or cultures by studying the socio-cultural conditions. 2.2 Recognise differences and similarities in the living conditions of children and their families in different countries or cultures by studying the natural conditions.
3. Analysis of global change Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1 Analyse changes in children's living conditions, taking socio-cultural factors into account. 3.2 Analyse changes in children's living conditions, taking natural factors into account.
4. Differentiation between structural levels / levels of action Recognise the different social structural levels from the individual to the global level and their respective functions in development processes.	4.1 Recognise desires and the ability to realise them depending upon the existing living conditions. 4.2 Compare children's desires and their ability to realise them in different countries and cultures. 4.3 Illustrate the process of production, marketing and consumption using a typical children's product.

Evaluation	
5. Shift of perspective and empathy Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 Identify and reflect upon their own values by examining foreign values or religions. 5.2 Begin to research and compare the historical roots of their own and others' values. 5.3 Take values into consideration when proposing solutions for problematic living conditions in other countries or cultures.
6. Critical reflection and formation of opinion Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 Form an opinion on chosen conflict situations: Who is only thinking about him or herself? Who thinks that they alone are right? Who is also thinking about the others? Who is fair, who is unfair? 6.2 Understand children's rights and their importance for all children of the world 6.3 Using case studies, describe which children's rights are being violated and how the children involved feel. 6.4 Describe situations from their own experience that they think were violations against the rights of children.
7. Evaluation of development aid measures Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 Evaluate a simple development aid measure as generally sustainable or not sustainable. 7.2 Evaluate examples of the use of natural areas as generally sustainable or not sustainable. 7.3 Recognise and evaluate differing interests in both development aid measures and the use of natural areas.

Action	
8. Solidarity and co-responsibility Recognise areas of personal responsibility for humankind and the environment and take up the challenge.	8.1 Develop a feeling of solidarity from their knowledge of the difficult living conditions of children here and in other countries and cultures. 8.2 Present environmentally conscious behaviour in their own surroundings as a contribution to providing for the future.
9. Communication and conflict management Overcome socio-cultural and special-interest barriers to communication, cooperation, and conflict management.	9.1 Plan and implement projects together with children from other countries or cultures in their class or in their neighbourhood. 9.2 Try to contact and communicate with children who speak other languages. 9.3 Cooperate in school and class partnerships by post, e-mail, etc.

10. Capacity to act on global change Act in times of global change, especially in personal and professional life, through their openness and willingness to innovate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.	10.1 Differentiate between local and global courses of action 10.2 Despite the difficulty in changing problematic living conditions here and in other countries, find solutions and try them out, for example through role play. 10.3 Justify their environmentally correct personal behaviour, despite the difficulty of minimising or preventing environmental damage.
11. Participation and active involvement Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.	11.1 Propose and give reasons for projects to solve development problems, and are willing to participate in them. 11.2 Propose and give reasons for projects to solve environmental problems, and are willing to participate in them.

1.1.3 Sample topics

The sample topics listed have been chosen to fit into teaching units or teaching projects and in no way illustrate thematic priorities. Instead, they represent topics that readily present themselves or have proven themselves in practice to aid in developing competencies in subject-specific areas (as well as in interdisciplinary or cross-disciplinary lessons).

Thematic areas	Sample topics	Competencies*
Diversity of values, cultures and living conditions (1)	**1.** How do children live in their own country, in a neighbouring country or in a faraway country? **2.** Christianity and Islam **3.** Child labour here and in developing countries	**1.1, 2.1, 2.2,** 4.1, 4.2, 5.1, 5.3, **8.1,** 9.1, 9.2 1.3, 2.1, 3.1, 4.2, **5.1, 5.2**1.2, **2.1, 3.1,** 5.3, 6.1, **6.3,** 7.1, 7.3, **8.1,** 10.2
Commodities from around the world: Production, trade and consumption (4)	**1.** Cacao and chocolate Footballs from Pakistan	**1.1, 1.3, 4.3,** 7.1, 7.2, 7.3, 8.2, 10.1, 10.3, 11.1, 11.21.1-2, **2.1,** 3.1, **4.3,** 6.2, 6.3, 8.1, 10.2, **11.1**
Food and agriculture (5) + Illness and health (6)	**2.** Water as the basis of life Baby food	**1.3, 2.2, 3.2,** 5.3, 6.1, 7.1, **7.2,** 8.2, 10.1, 10.3, 11.2**1.1,** 2.1, **3.1,** 4.3, 6.1, 7.1,
Education (7)	**3.** School here and in other countries	**1.1, 2.1,** 3.1, **4.2,** 5.3, 6.3, 9.2
Globalised Leisure-time activities (8)	**4.** Holidays in foreign countries	2.1, 2.2, **4.1, 5.1, 7.3,** 8.2, 9.2
Global environmental changes (11)	Pollution, Forest decline, Rainforests	**1.2,** 2.2, **3.2,** 5.3, 6.1, **7.2, 7.3,** 8.2, **10.1,** 10.3., 11.2
Globalisation of the economy and labour (13)	**5.** A T-shirt goes travelling	1.3, 4.1, **4.3,** 6.1, 7.1, 7.3, 8.2, **10.1,** 11.1
Peace and conflict (16)	**6.** Child refugees	**1.2,** 2.1, 6.3, **8.1,** 9.2, 10.1, 10.2
Political power, democracy and human rights (good governance) (18)	**7.** Children have rights: Global Children's Summit	2.1, 3.1, 4.2, **6.2, 6.3, 6.4,** 8.1, 10.1, **10.2**
Development cooperation and its institutions (19)	**8.** UNICEF's work worldwide	2.1, **3.1,** 4.2, 6.2, **8.1,** 10.1, **11.1**

* The number sequences refer to the competencies that can be (further) developed while focusing on each topic. The main emphasis is on the competencies in bold type.

1.1.4 Sample assignment: A T-shirt goes travelling

The following sample assignment, "A T-shirt goes travelling" (Year 4), is conceived for children who have already learned something about the living and working conditions of people in developing countries. At least one product used often in daily life should serve as an example of production in developing countries, and the option of buying fair trade products should be discussed. Locating sites on a globe or world map should also already have been practised and the children should understand simple economic relationships, for example buying on the market and prices.

Assignments:

1. On the handout, write in what happens to the T-shirt at each of the five stops on its trip.
2. Write into the handout the continents on which these five activities take place. The seamstress (and her family) cannot live on twenty cents an hour. Examine what this might mean and write down some consequences in complete sentences.
3. Think about what it means for clothes sellers in Africa when our T-shirts arrive in their country as donations. In a few sentences, describe the possible consequences.
4. Propose one effective thing we could do here so that the people who make our T-shirts earn higher salaries. Justify your proposal.
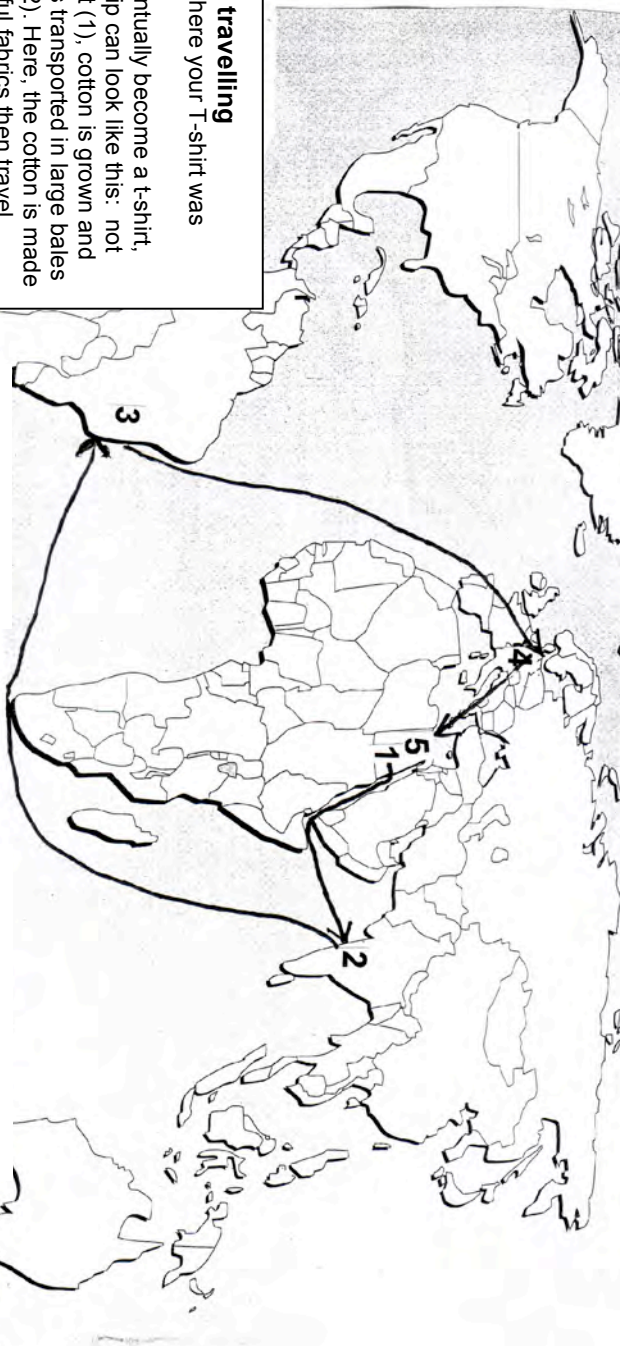
Connection to thematic area:		
13. Globalisation of the economy and labour		
Connection to (specific) competencies	**Performance levels**	**Materials and time allotted**
1.Assignment: 1.1, 4.3 2.Assignment: 1.1, 4.3 3.Assignment: 2.1, 4.1, 6.1 4.Assignment: 7.1 5.Assignment: 8.1, 11,1	PL I PL I PL II PL II PL III	Handout and questions 45 min.
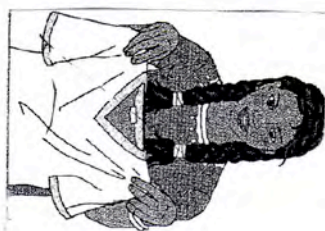
A t-shirt goes travelling

Have you ever asked yourself where your T-shirt was made?

Often, a T-shirt, or what will eventually become a t-shirt, travels around the globe. This trip can look like this: not here, but on a faraway continent (1), cotton is grown and picked. From there, the cotton is transported in large bales on a ship to another continent (2). Here, the cotton is made into fabric and dyed. The colourful fabrics then travel halfway across the world to a third continent (3), where they are cut into a T-shirt and sewn together. From there, the finished T-shirt is flown to our continent (4). In our department stores, the T-shirts are sold for 12 euros each.

When you're tired of the T-shirt, maybe you give it to a clothes drive, which then sends your donation to the same continent (5) the cotton was grown and picked on.

The t-shirt's long trip around the world is only profitable because the salaries of the people on the foreign continent are very low. A seamstress earns 20 cents an hour at most. She and her family cannot live from this money. That's why more and more people are trying to change these terrible working and living conditions.

What happens   on which continent?

1 _____

2 _____

3 _____

4 _____

5 _____

Hast du dich schon mal ge
hergestellt wird?

Nicht selten umrundet ein
eines werden soll, fast den
Reise kann so aussehen: I
die Baumwolle angebaut u
mit einem Schiff nach Indie
wird die Baumwolle dann z
Die bunten Stoffe reisen a
nach Brasilien in Südamer
zugeschnitten und zusamn
werden die fertigen T-Shirt
unseren Kaufhäusern werd
von 12 Euro angeboten.

Wenn dir das T-Shirt nicht
vielleicht in eine Altkleiders
Spende in ein Land in Afrik
Diese weite Reise deines T
sich nur, weil die Löhne de
Erdteilen sehr niedrig sind.
Südamerika höchstens 20 C
sie und ihre Familie nicht l
bemühen sich deshalb um
schlechten Arbeits- und Le

Ein T-Sh

Expected responses (intermediate level)

The activities should be written in correctly for four out of five of the T-shirt's stops. The continents should be written in correctly. Three or more of the following consequences (not necessarily this exact wording) should be named: a) the seamstress must work (very) long hours. b) Other family members/children also have to work. c) The seamstress and her family don't have enough to eat or eat badly. d) The children cannot go to school. e) When someone becomes sick, the family cannot afford a doctor or medicine. Possible negative effects should generally be recognised and can be defined by naming at least one concrete consequence (for example falling prices, loss of income, problems for her and her family). The proposal made (for example buy fair trade T-shirts; support these people through projects/actions) should make sense on some level and can be at least rudimentarily justified.

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4.2 Science lessons – Biology as an example

Jürgen Mayer [*]

4.2.1 The contribution of science subjects to cross-curricular Global Development teaching

Although the concepts, topics and problems relating to global development do not form an obligatory part of science lessons, they still provide a range of opportunities to convey science-related teaching material in the context of global development issues, particularly for biology, and to teach the corresponding competencies arising from such issues. As the three science subjects—Biology, Chemistry and Physics—differ from one another to a greater or lesser extent in terms of the actual teaching content involved for each, the below text simply expands the cross-curricular Global Development issues for the subject of Biology, and should be seen as an example for science subjects in general.

The ideas presented in the following text place a clear emphasis on the various opportunities to connect them to the current Biology curriculum; for this reason, references are made, where possible, to the basic concepts and skills of the standards for education relating to biology (KMK 2005), the current contexts for science lessons (OECD 2000), the discourse surrounding environmental creation and the teaching of sustainable development in biology lessons (Mayer 1996, 1998, Jüdes 2001, Bögeholz et al. 2006), and finally to existing teaching units within the context of Global Development.

Within the national standards for education (cf. KMK 2005), the subject content for Biology lessons is structured according to three basic concepts, under the headings of "system", "structure/function" and "development". All three of these subject concepts provide opportunities to address the central theme of how humans influence both their own living conditions and environment. In this way, the basic concept "system" makes reference to the fact that ecosystems are connected to systems within society, such as economic and social systems. Within the basic concept "development", this is encapsulated by the idea that "humans are directly or indirectly responsible for changing ecosystems" (KMK 2005, p.9). The handling of ecosystems provides a particularly good opportunity to include the global aspects and dimensions of sustainable development within lessons. In fact, all teaching content relating to humans (e.g. nutrition, health, reproduction, development) can be explored both with respect to living conditions in industrialised countries and within the context of developing countries (cf. Menzel & Bögeholz 2005).

The opportunities provided by the cross-curricular learning area of Global Development can primarily be presented by means of **contexts** according to which the subject content is taught during lessons. Contexts refer here to the aspects of the subject content that can be applied to the individual and society and that are of relevance for those doing the learning (contexts that create meaning, so to speak). This way the subject content can be linked to themes relevant both to pupils and to society in general. Subject content and contexts are usually combined to form "syllabus themes" within the syllabus itself.

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Fig. 4.2-1: Biology Lesson Concepts (KMK 2005), **Core competencies for cross-curricular global development** (see Chapter 3.5) and **Contexts in science education***

Basic subject concepts (content) (KMK 2005)		Cross-curricular Global Development competencies		Contexts in science education (OECD 2000, adapted)
System • Cell – organism – ecosystem • Elements of systems • Characteristics of systems		**Recognition** • Acquisition and processing of information • Recognition of diversity • Analysis of global change • Differentiation between different levels of societal action		**Life and health** • Health/disease • Nutrition • Reproduction • Behaviour and social interaction
Structure and Function • Cells • Functional structure • Adaptability		**Evaluation** • Changing perspectives and empathy • Critical reflection and comment • Appraisal of different types of options (e.g. developmental measures) and taking decisions on them		**Nature and the environment** • Use of resources • Biodiversity • Environmental changes
Development • Individual development • Ecological development • Phylogenetic development		**Action** • Solidarity and joint responsibility • Compromise and conflict resolution • The ability to take action on global change • Active participation		**Technology** • Genetic and biological engineering • Reproductive technology • Energy usage

* compare with PISA study (cf. OECD 2000, Mayer 2004).
The arrows symbolize the multiple connections between the three areas.

4.2.2 Subject-related competencies within the context of Global Development

The specific contribution of Biology lessons is reflected in all three competency areas within the learning area of Global Development:

Recognition*:* Biological systems are characterised by a high level of complexity and diversity as well as by specific systemic features such as natural momentum and individual and evolutionary development. If human interference in such systems has already been characterised by a general lack of security and a high level of risk, it becomes even more difficult to observe the ecological, economic and social dimensions of the system involved in an integrated way. This explains to a large extent why such interference in biological systems with respect to its causes, interrelationships and consequences is exceedingly complex, open-ended in how it will develop further, and politically divisive when it comes to possible solutions. Biology lessons can make a contribution to conveying an understanding for systemic contexts relating to both humans (social, political, economic) and the environment,

as well as for the broad range of interrelationships and interactions within Global Development.

Evaluation*:* Within the guiding principles of sustainable development, questions relating to the fair distribution of resources both across and within generations and the corresponding moral dilemmas arising from this are usually not far away (Bögeholz et al. 2004; Eggert, Hössle 2006). Attempts are often made to solve such conflicts of decision by employing norms directly obtained from nature itself. Questions of environmental ethics cannot, however, be addressed simply by turning to what seems "natural", as such an approach would be incumbent on naturalistic fallacy. Within the parts of nature inhabited by humans, "naturalness" is no longer a predetermined state, but rather something that has been relinquished. The contribution of science lessons to the Global Development learning area lies on the one hand in extracting the scientific fundamentals from normative problems, and on the other in distinguishing between descriptive or explanatory (scientific) statements and normative (ethical) ones (e.g. Bögeholz 2006; Eggert, Hössle 2006). The **evaluation** area of competency faces the particular challenge of having to handle questions of factual and ethical complexity in a systematic way, in order to facilitate decisions within the guiding principles of sustainable development (Bögeholz, Barkmann 2005). Systematic evaluation with the aim of contributing to global development also carries the implication that factual information must be connected to values, norms and principles relevant both the individual and society (cf. Bögeholz 2006; Eggert, Hössle 2006; Rost 2005).

Action*:* The Global Development learning area is explicitly directed towards competencies linked to decision-making and taking action, which face particular demands in view of the specific problems in question. For example, decoupling the space-time aspects of cause and effect relationships when applied to global environmental changes can lead to the consequences of environmental action going unnoticed and, as such, to a lack of feedback for such environmental action. This is also creates a corresponding social distance between those who cause environmental problems and those who are affected by them. Those affected by the environmental changes currently underway also include, with particular emphasis, future generations or people who are outside of the sphere of experience of those causing such changes, such as people in other countries or areas of the globe who will suffer due to environmental damage.
Pupils must therefore be motivated to grasp the connection between their own day-to-day *Lebenswelt* (consumption, leisure time, career) and worldwide developments (climate change, dwindling resources, loss of biodiversity). Competencies within the context of Global Development thus aim to foster the ability to assess the effects of one's own actions on humans and nature—outside of our immediate experience—as well as on future generations' chances for survival, and to take action accordingly.

Based on the specific contribution made by biology lessons in the **recognition**, **evaluation** and **action** competency areas within the context of Global Development, the core competencies can thus be allocated corresponding subject-specific competencies:

Fig. 4.2-2: Subject-related specific competencies in science (biology), secondary level Year 9/10

(The subject-related competencies marked with numbers refer to quotes from the KMK education standards in biology; the numbers correspond to how the standards in question are numbered, cf. KMK 2005.)

Pupils are able to ...

Core competencies	Subject-related specific competencies
Recognition	
1. Acquisition and processing of information Gather information on questions of globalisation and development and process it thematically.	1.1 Use the opportunities offered by global communication (the media, the Internet) to make inferences about aspects of development politics. 1.2 Understand environmental problems on a large time-space scale. 1.3 Process information from prognoses, world models and future scenarios. 1.4 Compile relevant factual information about the ecological, economic and social systems involved and generate causal relationships between them.
2. Recognition of diversity Recognise the socio-cultural and natural diversity of our one world.	2.1 Recognise biological diversity and the interconnections that it implies with respect to genetics, organisms and ecosystems. 2.2 Recognise the ecological, economic, scientific, aesthetic and cultural dimensions of biological diversity. 2.3 Recognise the reduction in natural diversity and the risks associated with it. 2.4 Recognise the biological diversity of Homo sapiens as a species as well as the diversity of different cultures.
3. Analysis of global change Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1 Discuss human interference with nature and the criteria attached to such decision (F 3.8)*. 3.2 Relate economic, social and political dimensions to the environment and recognise the ways in which these are interconnected. 3.3 Understand the fundamental criteria for sustainable development (F 1.8). 3.4 Compare the problems of sustainable development and development policy from the points of view of industrialised and developing countries.
4. Differentiation between structural levels / levels of action Recognise the different social structural levels from the individual to the global level and their respective functions in development processes.	4.1 Analyse problems of developmental policy on different levels (the individual, society). 4.2 Differentiate between economic, social and ecological courses of action for a sustainable approach to nature and the way in which these are interrelated. 4.3 Describe trading roles in terms of producers, consumers and trading partners based on examples from the nutrition, pharmacological and cosmetic, clothing, and entertainment sectors.

Evaluation	
5. Shift of perspective and empathy Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 Describe genetic and phenotypical (biological) diversity and human diversity as having an intrinsic value and see themselves as belonging to the "species" Homo sapiens. 5.2 Reflect upon cultural diversity and the uniqueness of humans with respect to division of labour, food distribution, production of tools, knowledge about the natural world, or art. 5.3 Describe humans in their roles as both partners and opponents of nature, and as influences on—as well as users and destroyers of—ecosystems. 5.4 Understand the perspectives of the different people involved in ecological-social dilemmas and the conflicts that arise from them.
6. Critical reflection and formation of opinion Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 Differentiate between descriptive or explanatory (scientific) and normative (ethical) statements (B 1). 6.2 Assess different measures and types of behaviour for maintaining one's health and for social responsibility (B 2). 6.3 Assess the categorisation of humans according to race as biologically unfounded and make judgements upon discrimination against humans (e.g racism) using general human rights as a benchmark. 6.4 Describe findings and methods from selected current sets of relationships and assess these accordingly ... taking socially negotiable values into account in the process (B 3).
7. Evaluation of development aid measures Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 Describe and assess the effects of human interference on an ecosystem (B 5). 7.2 Evaluate and develop examples and models of sustainable (i.e., environmentally and socially compatible to the greatest possible extent) ways in which humans can use ecosystems. 7.3 Evaluate the impact of global systems and material flows under the aspect of sustainable development (B 6). 7.4 Apply knowledge of evaluation structures and/or decision-making rules for the systematic evaluation of different possible courses of action.
Action	
8. Solidarity and co-responsibility Recognise areas of personal responsibility for humankind and the environment and take up the challenge.	8.1 Discuss courses of action within an environmentally friendly partnership in keeping with the concept of sustainability (B 7). 8.2 See themselves as a part of one Earth (the biological planet), with whose future we are irrevocably linked.
9. Communication and conflict management Overcome socio-cultural and special-interest barriers to communication, cooperation, and conflict management.	9.1 Take into account the connections between population, living standards and the need for resources (raw materials, energy, nutrition, space) in a suitable manner when discussing conflicts. 9.2 Discuss the possibilities of limiting population growth via contraception and improving people's living conditions.

10. *Capacity to act on global change* Act in times of global change, especially in personal and professional life, through their openness and willingness to innovate, as well as through a reasonable reduction of complexity, and withstand the uncertainty of open-ended situations.	10.1 Evaluate different options for taking action using appropriate instruments (e.g. eco-balance, environmental assessment). 10.2 Make inferences about long-term consequences via modelling, prognoses and scenarios. 10.3 Recognise the connection between infectious diseases and population density, mobility, long-haul tourism and hygiene and conduct themselves accordingly. 10.4 Develop strategies for solving global challenges (e.g. ecological-social dilemmas) and explore ways of putting them in practice.
11. Participation and active involvement Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on a social and political level.	11.1 Develop individual and social options to take action in a concrete way in such different areas as consumption, freedom and the media. 11.2 Develop individual options for taking action that have long-term effects on global aspects.

4.2.3 Global Development themes in Biology lessons

Subject content for science subjects is usually embedded within what are termed "contexts" in order to put them in a suitable framework for learners. Contexts refer here to the ways in which the subject content can be applied to day-to-day life, science and society in order to generate meaning and to make the subject content in question relevant for pupils or society. This mutual referencing of content and context is characteristic for science teaching methods and shall also be employed here.

The structuring of the contexts follows the conception of the PISA study to a large extent (cf. OECD 2000; Mayer 2004). The contexts are allocated to different subject themes from the cross-curricular Global Development area, which are to serve as examples. In order to ensure that the guidelines can still easily be related to school practice, the original titles of published lesson units have been included where possible (with titles placed in inverted commas).

The sample topics listed have been chosen to fit into teaching units or teaching projects and in no way illustrate thematic priorities. Instead, they represent topics that readily present themselves or have proven themselves in practice to aid in developing competencies in subject-specific areas (as well as in interdisciplinary or cross-disciplinary lessons).

Fig. 4.2-3: Sample topics for Biology structured according to contexts, thematic areas and competencies (the original titles of published teaching units have been put in inverted commas).

Context	Thematic areas	Sample topics	Competencies*
Life and health	Illness and health (6)	• "Malaria – spread and prevention"* • "Dengue fever in Rio" • "AIDS" (in sub-Saharan Africa) • "Allah's hostages: Bilharzia"	1.1, 1.4, **3.2**, 3.3, 4.1, 5.2, 6.2, **10.3**, **10.4**
	Food and agriculture (5)	• "Feeding the world" • "Slash and burn"	1.3, 3.2, **3.3**, 3.4, 4.2, **7.2**, 8.1, 8.2, 10.1
	Demographic structures and developments (14)	• Contraception/birth control • Child mortality • Demographic policy and health/nutrition	1.3, 2.4, 3.2, 3.3, **4.1, 5.1**, 5.2, **6.1**, 6.4, **9.2**, 10.2, 10.3
	Peace and conflict (16)	• Conflicts arising from the use of natural resources • "Chemical and biological warfare agents"	1.4, **3.1**, 5.3, **5.4**, 8.2, 10.4
	Immigration and integration (17)	• Xenophobia/human races • "Primitive peoples"	1.3, 3.3, **5.1, 5.2**, **6.3**, 8.2, 11.1
Nature and the environ-ment	Protection and use of natural resources (9)	• "The endangered biosphere" • "The greenhouse effect" • "The basics and dimensions of sustainability" • "How does chocolate grow? – A journey involving many people" • Syndromes of global change • "A big carbon footprint" (comparing industrialised and developing countries) • Certified products (wood) and fair trade • Sustainable tourism and the environment • "Tropical rainforests" • "Renewable raw material" (wood, cotton, sisal, rubber, etc.) • "The economic significance of silk" • "Sustainable use of biodiversity" • "Natural materials from foreign countries" • "Elephants in Zimbabwe: Protection though use"	1.1, **1.2**, 2.1, **2.2**, 3.1, 3.3, **3.4**, 4.2, 4.3, 7.2, 7.4, 10.1, **11.1**, 11.2
	Global environmental changes (11)	• "Providing for the coming generations?" • "Looking into the future" (world models) • Consequences of climate change	1.1, **1.2, 1.3, 3.1**, 3.3, 4.2, 5.3, **7.1**, 7.3, 7.4, 10.2, **10.4, 11.2**

Techno-logy	Energy production and use (9)	• Renewable raw materials • Alternative energy production	1.3, **3.2**, **9.1**, **10.1**, 10.2, **11.1**, 11.2
	Opportunities and dangers of technological progress (10)	• Genetically altered food • Patenting of seed • Prenatal diagnostics (in India)	3.2, 4.1, **6.1**, **6.4**, 7.1, 9.2, 11.1

• The number sequences refer to the competencies that can be (further) developed while focusing on each topic. The main emphasis is on the competencies in bold type.

4.2.4 Sample assignment: Anchovies in the Pacific

This sample assignment ties in with one from the educational standards for Biology on an ecological theme (cf. KMK 2005). The assignment has been extended in order to include a greater Global Development dimension.
The assignment can be categorised within the basis concept "system" for Biology and within thematic area 9 (Protection and use of natural resources) of the cross-curricular guidelines for Global Development.
Within the Biology section of the curriculum, the assignment forms parts of the thematic area on ecosystems. The teaching content of this thematic area includes the structure of ecosystem, abiotic and biotic factors, ecological relationships (e.g food webs) and cycles as well as the significance of ecosystems for humans. The theme of ecosystems is usually explored using forest and water ecosystems as examples. Other ecosystems that are more clearly affected and used in an anthropogenic way, such as agricultural and city ecosystems can, however, also be used as a lesson topic. Tropical rainforests or deserts are often chosen as a central theme as examples of non-European ecosystems.
The assignment is conceived as an example task that can done in connection with corresponding lessons about the sea as a ecosystem, its anthropogenic changes and the economic, social and political dimensions of these changes. Sixty minutes are suggested for the completion of the assignment.

The future of the seas

Two-thirds of the earth's surface is covered by seas. They play a central role in global ecological cycles and also provide humans with food via fishing. The seas are influenced by a variety of natural and man-made environmental changes, which also go on to affect both humans and the environment. It is therefore important for economic development, social well-being and quality of life that the marine environment remain intact.

Assignments

1. By consulting the work materials, find out the environmental factors that influence the life of the anchovy and put them into suitable groups.

2. Represent the eating relationships between the living creatures mentioned in the text in the form of a diagram with the anchovy in the centre (using arrows to indicate "is eaten by") and sketch a food pyramid for this set of relationships.

3. Express the justified concerns of fishermen and their purchasers about the effects that continued overfishing of anchovy stocks could have, taking both ecological and economical considerations into account.

4. *The Future Oceans: Warming Up, Rising High, Turning Sour* is the title of a report published by the German Advisory Council on Global Change (WBGU 2006).

   Establish a connection between the three environmental changes mentioned in this title: increase in sea temperature, rising sea levels and the increasing acidity of the seas.

5. The goal of current global environmental policy is a reduction in greenhouse gases, particularly carbon dioxide. Discuss which particular ways of achieving this make the most sense in your day-to-day life.

Work materials

The anchovy is found primarily in the coastal regions of Peru and Chile and is an important source of income for these countries. In the last centuries, more and more fish have been caught, both for use as food and to make fish meal, which is used primarily as feed in industrial livestock farming.

Fish are also valuable to humans for other economic reasons, as huge swarms of sea birds feed upon them, whose droppings (guano) form deposits on the mainland that are then sold worldwide as fertiliser. In addition to this, anchovies also represent an important food for other fish within the marine ecosystem, such as tuna. Today, anchovy stocks have shrunken drastically due to overfishing.

The stocks are also affected by climate change. The most well-known cause for natural fluctuations in anchovy stocks is El Niño, a phenomenon which occurs at irregular intervals in off the South American coast, usually around Christmas. El Niño is a warm sea current that pushes away the otherwise cold Humboldt current off the South American coast. As cooler water contains more of the plant- and animal-based plankton that the anchovy feeds on, the fish is therefore forced to move to cooler, deeper layers of water. A lack of food can lead to mature anchovies no longer being able to reproduce, meaning an entire generation of anchovy may not be born.

Connection to competencies and expected responses

Assign-ment	Connection to competencies	Perform-ance level	Expected achievement (intermediate level)
1	2.1	PL I/II	Pupils are able to work out at least four relevant environmental factors and group them correctly, e.g. **Biotic factors:** • Humans • Other predators: e.g. tuna fish, sea birds • Food: plankton **Abiotic factors:** • Water temperature and air temperature • Composition of the water
2	2.1	PL II	Pupils are able to represent at least four of the following five elements correctly in both sketches: **a) Eating relationships:** • Plankton (is eaten by) the anchovy • The anchovy (is eaten by) sea birds, tuna, humans. **b) Eating pyramid:** • Producers (Plankton) • Consumers of the first order (anchovy) • Consumers of the second order (tuna, sea birds,..)
3	2.2, 3.1, 7.1	II	Pupils can formulate at least five of the following concerns in the correct context: • Humans reduce anchovy stocks due to fishing. • The water temperature rises due to El Niño. • This leads to worse feeding conditions for anchovy, further reducing anchovy stocks. • Predatory fish (e.g. tuna) and sea bird stocks are also decimated due to the smaller anchovy stocks (prey-predator relationship). • Fishermen are thus left without work. • Products derived from the anchovy become more expensive for purchasers, as the supply has dropped. • Less guano is available, meaning that even more fishermen are left without work and income.
4	1.4	PL II	Pupils can more or less (with minimal technical inaccuracies) represent the following causal relationship correctly: • The increase in greenhouse gases caused by humans leads to global warming. • The temperature of the upper layer of the oceans also increases as a result. • This makes sea levels rise (thermal expansion of the water as well as melting ice masses). • The rise in carbon dioxide in the air leads simultaneously to the seas becoming more acidic.

5	0.4, 11.1	PL III	Pupils are able to discuss several of the following ways of taking action in a suitable manner: • Less independent transport use and increased use of public transport • Saving energy by using less electricity, warm water and heating • Consumption/use of recycled products • Consumption of regionally produced food • Less consumption of frozen food • Increased usage of alternative energies • Limiting consumption

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4.3   Geography

Dieter Böhn[*]

4.3.1 The contribution of Geography to cross-curricular Global Development teaching

The Geography subject (known in some German states as Environmental Education or other variations) teaches about the earth, its topology and the processes that exert a geographic influence or can be geographically differentiated. In this respect the "earth" is understood to be a three-dimensional surface that covers different local, regional and global areas. According to the educational standards of the Deutsche Gesellschaft für Geographie (German Geographical Society), Geography's special contribution to global development[1] lies in examining the correlation between the environment and societies of different types and sizes.

Geography as an umbrella subject for the earth sciences (geology, climatology, etc.) becomes even more relevant as a school subject, in its function as a link between the natural sciences and the arts.

Geography therefore plays a very essential role in the learning area of Global Development and in education for sustainable development. It covers topics such as "One World", "Globalisation/Global relations and interdependencies", "Developing countries", "Central problems of global change" (climate change, soil degradation, freshwater scarcity and pollution, demographic evolution and the world food problem, job displacement, global development disparity), "Sustainable development" and "Ecological load capacity—future viability". Over and above that, the study of geography may be combined with work in other learning areas to enable cross-curricular education.

Global Development is a primary socio-economic process encompassing the dimensions of economy, society, politics and the environment. An examination of the learning area starts with differentiating individual geographic areas according to their stage of development and assumes an increased consolidation of these areas in a more concentrated global network. We can then derive future-oriented activities in geography from the responsibilities and course of action that come out of this consolidation. All time dimensions (historical causes, current situation and process, and future-oriented development potential) are included in the examination. Along with the events that can be studied through the lens of politics or sociology, location and especially biogeographical conditions (for instance climate, natural resources and risk of natural disaster) play an extremely vital role. Applying sustainable development as a guiding principle requires that socio-economic and particularly natural resource use follow fair globalisation principles, so that the coming generations may lead decent lives while observing sustainable lifestyles.

Geography-specific special competencies concerning the Global Development learning area play a significant role in all three of the competency areas of **recognition**, **evaluation**, and **action**.

Recognition consists primarily of analysing current socio-economical and natural potential using maps, aerial and satellite photographs, statistics, graphics and scientific reports. The competency areas of "recognition / recognition methods", as described in the manuscript *Bildungsstandards im Fach Geographie* (educational standards for Geography) (Deutsche

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[1] Deutsche Gesellschaft für Geographie (German Society for Geography), *Bildungsstandards*, 2006, p.2.

Gesellschaft für Geographie 2006, p.11-12), may be helpful, since the report considers the interactions between isolated geofactors worldwide and uses human encroachment on the earth's geo-ecological systems as a central theme. In this way goals stated in the geographic educational standards (Deutsche Gesellschaft für Geographie 2006, p.2), in which understanding the interrelationship between natural conditions and societal activities all over the earth and a dimension-related competency that also supports the "International Charter on Geographical Education" (IGU 1992), may be realised.

Evaluation starts with the assumption that both geographically diverging natural conditions and regionally diverse culturally-specific values lead to different perceptions, and especially to a variety of alternative actions. For global learning, we must then assume that value systems comprise both universal relative values (for example the right to the preservation of regional conditions to secure a livelihood) and very different lines of action that depend on the region. Thus special consideration should be given to the prevailing living and economic conditions (for instance to enable sustainable lines of action to be accepted by the culture there), though global values should at least be broached in any preservation of regionally-influenced living conditions.

Action results from the ability and willingness to behave in a manner that is effective and appropriate to the physical region. This is the essential goal of Geography education and usually characterised as "regional action competency". "Appropriate" means, in the context of education for sustainable development, to coincide with the guiding principles internationally agreed upon for sustainable development. As paraphrased from *Bildungsstandards* (2006, p.16), the value-oriented fields of activity "environmental protection" and "intercultural/international communication in a global world" that lead to sustainable development principles play a very important role. Active learning in the classroom is only conditionally possible, and in Geography we develop this active learning by recognising different regional potentials, restrictions and conflicting objectives; evaluating current conditions; and developing possible solutions. Geographical teaching materials, computer games and simulations, and role playing as a whole-class learning method offer a variety of future-oriented activities. Geography activities can have an effect on the pupil's own lifestyle, for example on their sustainable consumer behaviour. The Geography classroom is also fertile ground for perspectives, opinions and activities centred on remote regions (involving partnerships with other schools, campaign participation, and aiding in development projects or [natural] disasters help campaigns), giving pupils motivation for sustainable action.

Geographically-oriented action means more than pin-pointing a particular region. It should also include the global perspective and interaction between different regions. Sustainable development is a global task and can only be strived for on an international scale.

4.3.2 Subject-related specific competencies

Pupils are able to ...

Core competencies	Subject-related specific competencies
RECOGNITION	
1. Acquisition and processing of information Gather information on questions of globalisation and development and process it thematically.	1.1 Pupils have topographical orientational knowledge and can categorise globalisation and development issues according to region. 1.2 Integrate related environmental and social science working techniques and lines of thinking. 1.3 Use text resources as well as maps, graphics and statistics.
2. Recognition of diversity Recognise the socio-cultural and natural diversity of our one world.	2.1 Recognise the interaction of environmental and human-geographical factors. 2.2 Analyse environmental and social potential and recognise the diversity as a developmental benefit. 2.3 Grasp the different risks caused by natural catastrophes and economic use (vulnerability).
3. Analysis of global change Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1 Apply the guiding principles of sustainability to the processes of spatial development. 3.2 Analyse the effects of globalisation on regions of the earth.
2. Differentiation between structural levels / action levels Recognise the different social structural levels from the individual to the global level and their respective functions in development processes.	4.1 Using examples, illustrate the dependency and configuration strategies of individual consumers in worldwide production networks. 4.2 Recognise communal changes influenced by globalisation processes. 4.3 Analyse the different roles of individual nations in development cooperation. 4.4 By way of examples, illustrate the effects of the way that multinational concerns do business.

EVALUATION	
5. Shift of perspective and empathy Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 Comprehend different world philosophies and views using a change of perspective. 5.2 Contemplate their own and unfamiliar values in the analysis of conflicts and development issues.

6. Critical reflection and formation of opinion Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 Research and evaluate the effectiveness of different development strategies. 6.2 Evaluate economic influences on the environment against the backdrop of their economic and social sustainability. 6.3 Become aware of the varying emphasis given to human rights and take a stand.
7. Evaluation of development aid measures Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 Critically appraise the scientific and technical methods of increasing profits, their benefits and associated risks. 7.2 Compare the intentions of international division of labour with its effects. 7.3 Analyse spatial planning measures to counteract underdevelopment and evaluate their sustainability.

ACTION	
8. Solidarity and co-responsibility Recognise areas of personal responsibility for humankind and the environment and take up the challenge.	8.1 Recognise co-responsibility as a task for the preservation of global collective goods such as climate, water and biodiversity. 8.2 Become aware of the benefits of solidarity with people who are affected by natural disasters, wars and poverty. 8.3 Scrutinise the sustainability aspects of their own lifestyles.
9. Communication and conflict management Overcome socio-cultural and special-interest barriers to communication, cooperation and conflict management.	9.1 Analyse spatial conflicts of interest and develop conflict management ideas.
10. Capacity to act on global change Act in times of global change, especially in personal and professional life, through their openness and willingness to inno-vate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.	10.1 Apply complexity reduction models and estimate their conclusiveness. 10.2 Illustrate the contradictions in analyses, development strategies and prognoses using their own *Lebenswelt* as an example and develop appropriate behaviours.
11. Participation and active involvement Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.	11.1 Develop a personal guiding principle for sustainability and base their own actions upon it. 11.2 State reasons why they will/would become active in certain sustainability projects and actions.

4.3.3 Sample topics

The sample topics listed have been chosen to fit into teaching units or teaching projects and in no way illustrate thematic priorities. Instead, they represent topics that readily present themselves or have proven themselves in practice to support competencies in the learning area Global Development (in subject-specific areas as well as in interdisciplinary or cross-disciplinary lessons).

Thematic areas	Sample topics	Competencies*
Diversity of values, cultures and living conditions (1)	1. **Living in differently developed places in the world**	2.1**, 2.2**, **5.1**, 5.2, 6.3, 9.1
Globalised leisure-time activities (8)	2. **Travelling in developing countries** Tourist regions: Analysis of economic and social development, use of resources and cultural effects	**1.2**, 2.2, **2.3**, 3.1, 3.2, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 6.2, 6.3, 7.3, **8.3**, **9.1**, 11.1
Commodities from around the world: Production, trade and consumption (4)	3. **Coffee – our enjoyment at the producers' expense?** Production conditions, world trade and consumption	1.2, 3.2, **4.1**, 4.4, **7.1, 8.2**
	4. **Apples from New Zealand or from here?**	2.2, 3.2, **4.1**, **7.1**, 8.1, **8.3**, 11.1
Food and agriculture (5)	5. **Food for a growing world population** Effects of scientific methods to increase profit and farming methods adapted to securing the food supply	2.1, 2.2, 3.2, 4.1, 4.2, 4.3, **4.4**, 5.2, 6.1, **6.2, 7.1**, 7.3, 8.1, 10.2
	6. **Cash crops or subsistence economy?**	2.2, 3.1, **3.2**, **6.1**, 7.1, 9.1
Mobility, urban development and traffic (12)	7. **Metropolisation and fragmentation in cities** (primarily in developing countries)	**3.1**, 3.2, **4.2**, **6.1**,
	8. **Sustainable transport infrastructures** for example: Railway vs. Roadway	**3.1, 6.1,** 6.2, 9.1, 11.1
	15. **China's migrant workers** – social proletariat or the force behind socio-economic reforms in rural regions	2.2, **3.2**, 5.2, **6.1, 6.3**
Globalisation of the economy and labour (13) + Commodities from around the world: Production, trade and consumption (4)	16. **Export zones – a sustainable motivation for development?**	**3.1, 3.2, 4.3, 4.4**, 6.1, 8.2
	17. **Globalisation in the sugar bowl**	**3.2**, 4.1, **7.1,** 7.2

Demographic structures and developments (14)	18. **"You shouldn't have any more children" – "You have to have more children"** Population policies in developing and industrialised countries	**4.3**, **5.1**, 5.2, 6.1, **10.1,** 11.1

Poverty and social security (15)	19. **Poverty as cause and result of environmental devastation** examples: - soil degradation in Nepal - desertification in Sahel - deforestation in Madagascar	**2.1, 2.3,** 3.2, 6.1, **6.2,** 8.2,
	20. **Poverty reduction through forced economic growth or participative development approach?** (China and India for instance)	2.2, 3.2, **4.3**, **6.1,** 6.3, 7.1, 7.3,
Migration and integration (17)	21. **People leave their homes** African refugees make their way to Europe	3.1, **3.2,** 4.2, 4.3, **5.1**, 5.2, 6.3, **8.2,** 9.1, 10.2
	22. **Segregation and integration of immigrants**	3.2, 5.1, **5.2,** 6.1, 6.3, 8.2, **9.1**
Development cooperation and its institutions (19)	23. **Development strategies – ideas to overcome underdevelopment** Development co-operation by way of example	2.2, **4.3**, **5.2**, **6.1,** 7.1, **7.3**

* The number sequences refer to the competencies that can be (further) developed while focusing on each topic. The main emphasis is on the competencies in bold type. The second number refers to Geography-related specific competencies.

4.4 Sample assignment: Galapagos Islands

This assignment is independent of any previous class exercises or projects containing similar subject matter. Basic geographical knowledge and skills are a prerequisite, as are the core competencies in Global Development education and the ability to follow sustainable development principles.

Pupils have 60 minutes to complete this exercise. The tasks are based particularly on thematic area 8 (Globalised leisure).

Galapagos: World Heritage Site in danger

The unique flora and fauna of the Galapagos Islands, dubbed the "living laboratory of evolution", are extremely vital to humankind. Their uniqueness has also led to rapid population growth and increased affluence on the islands. Since there are already problems at this time, we must consider the issue of restricted capacity and determine under what conditions sustainable development is possible.

Assignments:

1. Using the materials provided, design a sheet (approximately half a page) containing information for German tourists with:
   a) the size and location of the Galapagos Islands
   b) the climate in July-August
   c) tourist attractions

2. Present the increase in population and tourism and examine the reasons.

3. Discuss which opinions (see M 5) the Ecuadorian government should take up or reject in order to target sustainable development.

Materials

(please see the following pages)

Mat. 1: Lage der Galápagos-Inseln

Mat. 2: Klimadiagramm und Klimaprofile der Galápagos-Inseln

Puerto Ayora, Isla Santa Cruz
Galápagos Ecuador
0°45'S/90°18'W   6 m ü. M.

°C   mm
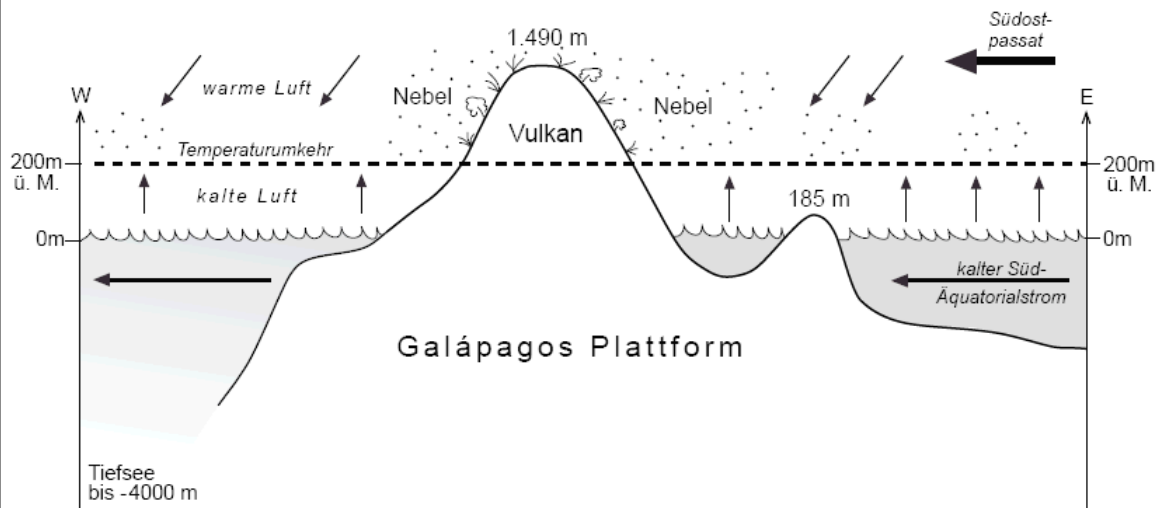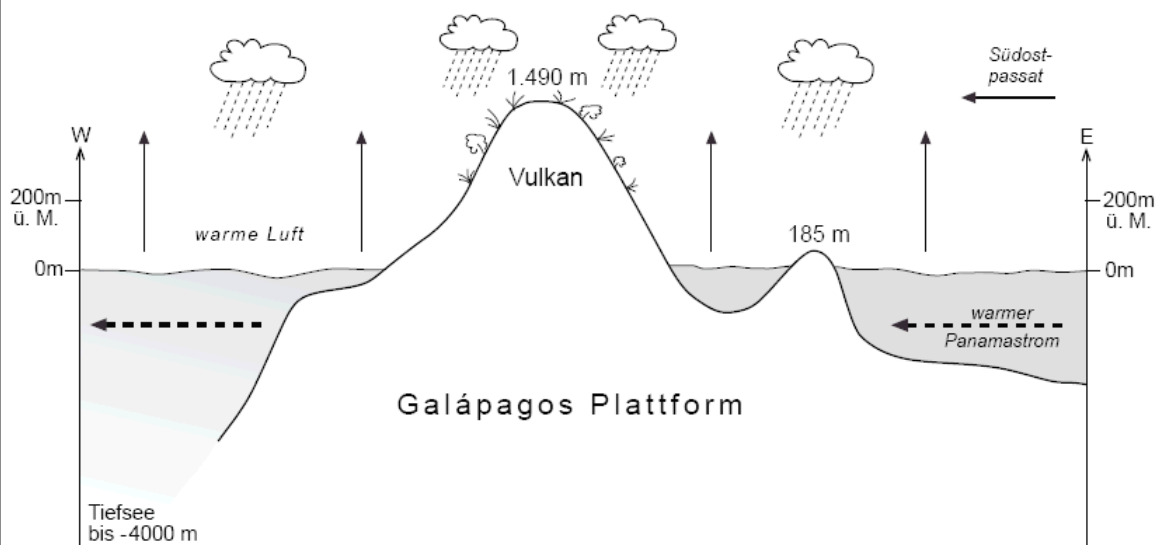
T = 24°C
N = 607,2mm

J A S O N D J F M A M J

Quelle: Heck 2005
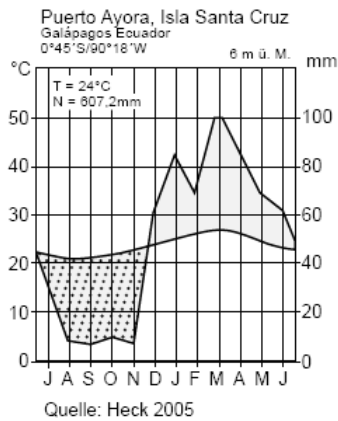
Trockene und kühle Jahreszeit
(Juni - November)

Südost-
passat

1.490 m

W   E

warme Luft   Nebel   Nebel

Vulkan

Temperaturumkehr

200m   200m
ü. M.   kalte Luft   ü. M.

185 m

0m   0m

kalter Süd-
Äquatorialstrom

Galápagos Plattform

Tiefsee
bis -4000 m

Warme und feuchte Jahreszeit
(Januar - April)

1.490 m   Südost-
passat

W   E

Vulkan
warme Luft

200m   200m
ü. M.   ü. M.

185 m

0m   0m

warmer
Panamastrom

Galápagos Plattform

Tiefsee
bis -4000 m

Entwurf: K.- H. Otto

M 3

The Galapagos Islands are a group of about 120 islands that became known for their over 1,300 endemic species of plants and animals. "Endemic" means that they are unique to the Galapagos, sometimes to only one single island, because they have adapted to that particular environment.

Conditions are unfavourable for humans; for example, water is scarce. That is why the Galapagos Islands remained sparsely settled even centuries after their discovery. Over 100 islands are still unpopulated.

In 1959 the Galapagos Islands were declared a protected area, with only three larger areas and some agricultural land excluded from this designation. In 1979 the group of islands was declared a UNESCO World Heritage Site; their destruction would be an irreplaceable loss for all of humankind. Being on the World Heritage list is a great honour. This attracts tourists from all over the world, which has led to a considerable inflow of money for the islands.

M 4

Year	Tourists	Population
1980	3,000	6,000
1985	11,000	7,000
1990	25,000	10,000
1995	40,000	15,000
2000	56,000	18,000
2005	86,000	27,000

Source: as according to E. Kroß, *geographie heute* (2004), no. 25, vol. 225, p.31, revised.

M 5

The government of Ecuador passed strict laws to protect the islands.
Opinions on the decision vary:

Hotel owners*:*

The residents did not take the incentive to protect the delicate environment until tourists discovered the islands and started coming in ever-increasing numbers. Before this happened, the Galapagos tortoise had been just about wiped out. So far the rare animals have not been disturbed by the visitors. Tourism should be allowed to increase.

Entrepreneurs whose ships bring the tourists to the islands:

Up until now, the ships were only allowed to drop anchor at a few of the islands. If we could spread out the visitors over more of the islands, the number of tourists could be increased significantly so that a lot of people could have the opportunity to earn money.

Tour guide:

Tourism is the main source of income on the islands. This is because tourists who want to see the flora and fauna only have access to the islands under the condition that they are accompanied by a resident guide. Guided tourism not only creates jobs for us, but preserves the uniqueness of the islands. An increase of tourists would increase the opportunities to earn money. There is however the risk that too many tourists could scare away the animals, which would consequently decrease tourism.

Ecuadorians from the mainland:

Tourism increased significantly in the last few years. Subsequently people moved to the islands to seek work and the opportunity to make a good living. A lot of people don't think it is fair that the government has now put a cap on the number who can move there. The majority of the islands remain undeveloped for tourists.

Expected responses

Assignment (Performance level) *Connection to competencies*	Expected achievement (intermediate level)
Assignment 1 (PL I and II) *Competencies* 1.1, 1.3	1.1 "Pupils have topographical orientational knowledge and can categorise globilisation and development issues according to region". 1.3 "Pupils can use text resources as well as maps, graphics and statistics". The information sheet created by the pupils should contain the right data as to size and location of the Galapagos Islands. The following are expected: • located in the Pacific on the equator and approximately 1,000 kilometres from the South American coast of Ecuador. • the average temperature in July-August is a bit above 20°C, dry (only 20mm rainfall per month) and foggy above an altitude of 200 metres • over 1,300 types of endemic plant and animal species under protection and declared a World Heritage Site by UNESCO.

Assignment 2 (PL I and II) *Competencies* 1.3, 2.2	Pupils are able to... 1.3 "use text resources as well as maps, graphics and statistics". 2.2 "analyse ecological and societal benefits and recognise diversity as a development potential". Give largely correct responses on the topics of: • population growth and the more rapid increase in tourism • the relationship between the two developments
Assignment 3 (PL III) *Competencies* 2.3, 3.1, 6.2, 9.1	Pupils are able to... 2.3 "Grasp the different risks caused by natural catastrophes and economic use (vulnerability)". "Apply the guiding principles of sustainability to the processes of spatial development". 6.2 "Evaluate the economic impact on the environment against the backdrop of its economic and social sustainability". 9.1 "Analyse conflicts of interest and develop conflict management ideas". It is expected that the pupils can generally correctly evaluate the four opinions against the backdrop of the guiding principle of sustainable development and give reasons for their suggestions: • the hotel owner's suggestion to increase tourism can be agreed with somewhat, but only under the condition of strict conservancy rules • the demands of the ship entrepreneurs to develop more islands for tourism should be recognised as non-sustainable • the argument of the tour guide can be agreed with from a sustainability perspective • the demand to deregulate immigration to the islands must consider the short-term positive societal effects against the long-term damage.

4.3.5 Bibliography

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4.4 Political Education

Ingo Juchler [*]

4.4.1 Connections to the Global Development learning area

The learning area of Global Development has to date been a field neglected both in political education and in political teaching. Moreover, this area has been addressed very differently in the various curricula and educational frameworks of the German states. Its implementation in instruction therefore currently appears rather arbitrary from a teaching perspective.

The specific subject-related competencies that are introduced in the following, together with sample topics, should be seen as a subject-specific contribution to the acquisition of core competencies contained in the cross-curricular framework. From this subject-specific perspective, it should be kept in mind that the learning area of Global Development can be addressed only in an interdisciplinary manner, so that points of connection are indicated together with the subject-related specific competencies.

With regard to the categorisation of the key competencies specified in the cross-curricular framework as **recognition**, **evaluation** and **action**, it must be pointed out from the perspective of political instruction that in political education, the ability to make a political judgement is the central competency.[1] This ability is a subject-specific competency that is of outstanding importance for the entire cross-curricular framework.

Moreover, it is very important in the learning area of Global Development, where the comparison of political developments in industrial, emerging and developing countries is of special importance, to be able to shift perspectives. This competency, with its ability for expanded ways of thinking that qualifies the specific mode of making political judgements, is incorporated in the theory of instruction in political education: the political judgement is justified by a consensus-oriented balancing of individual self-interest with the actual or assumed interests of others, in accordance with political values (cf. Juchler 2005).

Regarding the core competency area of **action**, finally, we must as political science educators note the first principle of the Beutelsbach Consensus, i.e., the *Überwältigungsverbot*, or prohibition against overwhelming the pupil (cf. Wehling 1977). The pupils should very likely gain communications and action skills in the context of this cross-curricular learning area, and thus acquire the ability to actively shape sustainable development. In any normatively oriented area of studies, too, it is left up to the individual pupils to decide on the basis of their political judgement either in favour of political (or other) involvement, or against such a step. In either case, the connection of the learning area of Global Development to the approach "democracy as a global project" (cf. Himmelmann 2005) is assured.

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[1] Cf. Gesellschaft für Politikdidaktik und politische Jugend- und Erwachsenenbildung (GPJE), *Nationale Bildungsstandards für den Fachunterricht in der Politischen Bildung an Schulen,* Schwalbach/Ts. 2004, p15f.

4.4.2 Subject-Related Specific Competencies (Secondary level I, Years 9 or 10)

The pupils are able to ...

Core Competencies	Subject-Related Specific Competencies
RECOGNITION	
1. Acquisition and processing of information Gather information on questions of globalisation and development and process it thematically.	1.1 Select and apply the thematically appropriate method of gathering and using information. 1.2 Gather information on the political and economic situation in developing and industrial countries from the print and electronic media. 1.3 Independently address the issue at hand on the basis of information that they have gathered on their own.
2. Recognition of diversity Recognise the socio-cultural and natural diversity of our one world.	2.1 Depict the different political systems and structures in developing and industrialised countries. 2.2 Assess the significance of different political systems and structures on the opportunities that people have to shape their societies.
3. Analysis of global change Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1 Analyse the stresses between politics and the spheres of society, economics and the environment. 3.2 Work out the basic political differences between particular countries 3.3 Make a comparison of the characteristic political features of particular countries and their significance for processes of globalisation and development.
4. Differentiation between structural levels / action levels Recognise the different social structural levels from the individual to the global level and their respective functions in development processes.	4.1 Represent forms of individual political participation. 4.2 Recognise the roles and significance of state and non-state actors in shaping globalisation processes. 4.3 Recognise various structural levels, from local to global, for shaping globalisation processes.

EVALUATION	
5. Shift of perspective and empathy Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 Are aware that their own interests are tied to a value system. 5.2 Are aware of and anticipate the interests of others. 5.3 When formulating political decisions, take their own interests as well as those of others into account, in accordance with political values.

6. **Critical reflection and formation of opinion** Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 Recognise and evaluate the relevance of good governance for sustainable development. 6.2 Justify human rights in their various political manifestations, reflecting tensions that may arise in the process.
7. **Evaluation of development aid measures** Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 Recognise the effects of political and legal measures on various social groups 7.2 Assess the significance of political and legal measures for sustainable development

ACTION	
8. **Solidarity and co-responsibility** Recognise areas of personal responsibility for humankind and the environment and take up the challenge.	8.1 Be aware of the significance of sustainable development in the globalisation process, and develop the ability and preparedness to take responsible political action on this basis.
9. **Communication and conflict management** Overcome socio-cultural and special-interest barriers to communication, cooperation, and conflict management.	9.2 Appreciate the significance of human rights for understanding on a global scale. 9.3 Tolerate cultural differences and confrontation of interests. 9.4 Contribute to conflict resolutions on the basis of compromise.
10. **Capacity to act on global change** Act in times of global change, especially in personal and professional life, through their openness and willingness to innovate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.	10.1 Recognise and tolerate complex political issues in the globalisation process. 10.2 Behave in a manner more appropriate to sustainable development in various political situations.
11. **Participation and active involvement** Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.	11.1 The pupils can and are willing to advance sustainable development goals in various societal situations.

4.4.3 Sample topics

The sample topics listed have been chosen to fit into teaching units or teaching projects and in no way illustrate thematic priorities. Instead, they represent topics that readily present themselves or have proven themselves in practice to support competencies in the Global Development learning area (in subject-specific areas as well as in interdisciplinary or cross-disciplinary lessons).

Thematic areas (see Chapter 3.6.1)	Sample topics	Competencies *
Commodities from around the world:Production, trade and consumption (4)	1. **Sugar** (agricultural subsidies, sugar beet cultivation, sugar cane cultivation, trade barriers)	**8.1**, 8.2, 11.1
Education (7)	2. **Children's rights** (human rights, right to an education, basic education, education participation, Millennium Development Goals)	1.1, 1.2, 6.1, 6.2, 7.1, **7.2**
Poverty and social security (15)+ Development cooperation and its institutions (19)	3. **Millennium Development Goals**	4.1, **4.2**, 4.3, 8.1
Peace and conflict (16)	4. **War and peace** (examples: domestic and international conflicts, causes of war, peace and development)	9.1, 9.2, 9.3, **10.1**
Immigration and integration (17)	5. **Migration of population** (pull and push factors, urbanisation, flight, social conflicts)	3.1, 3.2, 9.2, **9.3**, 10.1
Political power, democracy and human rights (Good governance) (18)	6. **Good governance** (participation, rule of law, democracy, justice, human rights) 7. **Failed states** (disintegration of states, civil war, warlords, child soldiers) 8. **Dictatorship vs. democracy** (Tyranny, fundamental rights, free elections, legitimacy) 9. **Non-governmental organisations** (political participation, global networks, transnational democracy)	6.1, 6.2, **11.1** 2.1, **2.2** 3.1, 3.2, **3.3** 4.1, 4.2, **4.3**
Global governance – World order (20)	10. **Global governance** (codifying international relations, development of international institutions, e.g. International Criminal Court)	4.2, **9.1**, 11.1

* The number sequences refer to the competencies that can be (further) developed while focusing on each topic.
The main emphasis is on the competencies in bold type..

4.4.4 Sample assignment: Global Governance

Covers: Sample topic 10, Global governance
Thematic area 20, Global governance – World order
Working time: 60 minutes

Teaching prerequisites

Working with Global governance teaches pupils that the traditional concept of governance within the confines of national boundaries is now being challenged by globalisation in the policy fields of economics, finance, security, culture and the environment. At a political level, the United Nations constitute a global political forum for the development of a world policy order, known as global governance. The pupils recognise that the political strategy of global governance consists of imposing limits on the behaviour of individuals, organisations and corporations by means of a framework of rules. The goal is to codify international relations under the rule of law, so that the various actors in political conflicts follow standard norms of behaviour. As an example, the pupils learn about the establishment of the International Criminal Court (ICC) for the prosecution and punishment of serious human rights violators.

The assignment example raises the question of the discussion of the establishment of the ICC as an exemplary case of the political concept of global governance. The following historical stages of the idea of an International Criminal Court and its implementation provide information for teachers.

Historical stages of the idea of an International Criminal Court

1945/46: The International Courts of Justice of Nuremberg and Tokyo bring cases against the major war criminals of the Second World War.

1993 and 1994: The two criminal courts for the former Yugoslavia and Rwanda are set up by the UN Security Council, in which the severe violations of humanitarian international law in the former Yugoslavia and the massacres in Rwanda are to be legally prosecuted. The establishment of these two criminal courts helps move the plan for a permanent International Criminal Court forward.

1998: The Rome conference for the establishment of the International Criminal Court is opened by the Secretary General of the United Nations, Kofi Annan. After long negotiations, the conference votes on the statute of the International Criminal Court. It is adopted with 120 countries voting "yes", seven voting "no", and twenty-one abstaining. Those voting against acceptance of the statute include, by their own admission, the United States, China and Israel.

1 July 2002: The Rome Statute of the International Criminal Court enters into force, establishing the Court. Ninety-nine countries, including all EU member states except the Czech Republic, have now ratified the Statute.

March 2006: The first proceedings begin before the International Criminal Court: Thomas Lubanga is forced to answer to charges of war crimes carried out in the territory of the Democratic Republic of the Congo, where he was the leader of a political and military movement.

Assignments:

1. Describe the comic on the implementation of the International Criminal Court, and explain what it says.

2. Summarise the positions and corresponding justifications of the foreign policy representative of the European Union for the establishment of the International Criminal Court.

3. Explain the American position against the International Criminal Court, and examine what this says about the self-image of the United States.

4. Finally, evaluate the establishment of the International Criminal Court in connection with the efforts toward a policy of global governance.

Materials

Material 1: Comic "World Cop vs. International Criminal Court"
(Horst Haitzinger, April 7, 2002)

Weltpolizist kontra Weltstrafgericht
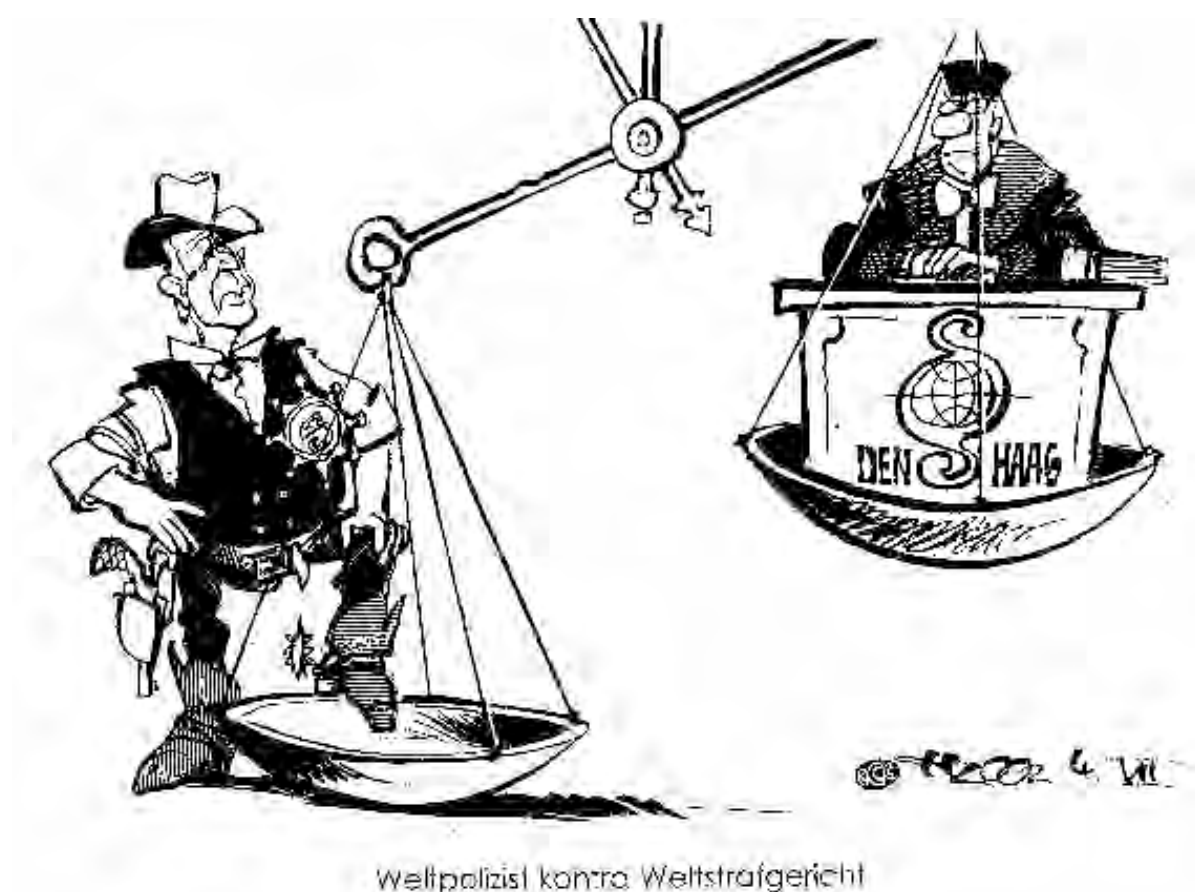
Note: The headquarters of the International Criminal Court is in The Hague, the Netherlands.

Material 2: The European Perspective

We are now witnessing how a new era in international law begins. The entry into force of the Statute of Rome underscores worldwide determination to bring to justice those who commit the most heinous crimes. Both the victims and the perpetrators deserve this determination regarding genocide, crimes against humanity and war crimes. We have supported the creation of a Global Court because it corresponds completely with the principles of justice and human rights which we value, and supports them. We must ensure that such crimes become less probable in future by making a firm expectation that the force of law is applied. We must end the era of the lawlessness in which, too often, the victims are forgotten and the perpetrators escape with impunity.

(from: "Decidedly Against Genocide", by Javier Solana, *Süddeutsche Zeitung* of July 2, 2002. Mr. Solana has since 1999 been the High Representative for foreign and security policy of the European Union.)

Material 3: U.S. perspective

To be sure, human rights violations, war crimes, genocide, and torture have so disgraced the modern age and in such a variety of places that the effort to interpose legal norms to prevent or punish such outrages does credit to its advocates. The danger lies in pushing the effort to extremes that risk substituting the tyranny of judges for that of governments; historically, the dictatorship of the virtuous has often led to inquisitions and even witch-hunts. ...

For example, can any leader of the United States or of another country be hauled before international tribunals established for other purposes? ... Most Americans would be amazed to learn that the ICTY, created at U.S. behest in 1993 to deal with Balkan war criminals, had asserted a right to investigate U.S. political and military leaders for allegedly criminal conduct-and for the indefinite future, since no statute of limitations applies.

(Henry Kissinger, "The Pitfalls of Universal Jurisdiction", *Foreign Affairs*, July/ August 2001.
Henry Kissinger, son of German emigrants, is a political scientist and was an adviser to U.S. presidents J. F. Kennedy, L. B. Johnson, R. M. Nixon and G. R. Ford, and served as U.S. Secretary of State under Nixon, 1973-1977.

Connection to competencies and expected responses

Assignme nt	Connection to competencies	Perform- ance level	Expected achievement (intermediate level)
1	1.2-3	PL I/II	The pupils can correctly describe the central statement of the comic in its essential features (the USA, as the dominant world policeman, tries to hamper the establishment and work of the International Criminal Court).

2	1.3, 5.2	PL II	The pupils correctly represent at least two of the following positions in their summary: • an international court of justice provides justice for victims and perpetrators of genocide, crimes against humanity, and war crimes • its establishment corresponds to the principles of justice and human rights, and strengthens them • punishment makes such crimes less probable • the era of lawlessness and the lack of protection for victims must end
3	1.3, 5.2, 6.2	PL II	The pupils recognise at least in essence • the American position of rejection, based on the fears that U.S. political or military leaders could be called to account before international tribunals • that the American position expresses a superior understanding of law
4	5.1-3, 6.1, 7.1-2, 9.1	PL III	The pupils come to a logically sound assessment of the implementation of the International Criminal Court (in at least two or three points), and place these in the context of global governance.

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4.5   Religion – Ethics Subject Group

Klaus Hock and Norbert Klaes[1]

4.5.1 The contribution of Religion/Ethics to the Global Development learning area

Religion/Ethics as a curriculum subject is an exception to the usual range of subjects in many respects. One anomaly is that it comprises at least three subjects (Protestant Religious Education, Catholic Religious Education, Ethics) and has the capacity to include more (Life Planning/Ethics/Religion [LER], Jewish/Buddhist/Islamic/etc. religious education). In fact, far from ruling out the ideal of a subject group in which "the individual subjects are taught in a cooperative way, whilst retaining their integrity and their distinctive characteristics and the rights of pupils and parents or guardians" (see Education Act for the State of Mecklenburg-Vorpommern, § 7.3), it strongly implies this possibility. This kind of cooperative approach has the potential, especially in Global Development education, to encourage multi-perspective reasoning and insight, especially in the process of sharing ideas, and to lead to mutual enrichment.

The Religion/Ethics subject group is in a unique position to address universal (ethical) issues more or less "obliquely" compared to other subjects, and thus to operate in a way which particularly emphasises the aspect of coherence.

Because of its particular composition (non-confessional, secular ethics teaching on the one hand, and religious confessional teaching on the other), the subject group has the potential to do an exemplary job of imparting the knowledge and insights to be gained from the required basic work in the area of global learning. It is therefore recommended that the teaching of Religion and Ethics not be split up into two separate subjects when following the lines of inquiry given in the framework. This view is supported by the fact that the teaching of religion from a purely theological or religious-scientific-academic perspective often creates—inadvertently—a blind spot regarding non-religious dimensions. What's more, even in the context of Ethics teaching, Global Development cannot be addressed without an academic foundation in Religion, a theological stance and individual reflection. It is, however, of great significance that interdisciplinary groundwork can be done in the Religion/Ethics subject group, apart from any specific subject content, and a horizon of reflection on interdisciplinary connections can be created, in a way that cannot be done in other subjects.

This amounts to renegotiating Global Development as the core of the subject group and subjecting it to critical reflection: the guiding principle of sustainable global development as such is already ethically "loaded", because it should inform and guide action. To this extent, it is to be expected that more or less all subjects will raise ethical issues. The workload among the other subjects and the subject group of Religion/Ethics could be divided up in schools as follows: in each subject, the technical aspects and the perception of the ethical issue itself are emphasised, while in the subject group of Religion/Ethics, these ethical questions are reflected upon in greater depth and expanded in discussions. If anywhere, it is in the subject group of Religion/Ethics that the basic intention, as laid out in the framework, and the basic underlying concept of sustainable development itself should be reflected upon in a wider connection: What is a culture? Should I define it in terms of nationality, ethnicity, religion, philosophy, the history of ideas and/or imparted values/norms? Can I only belong to one culture at a time, or more than one? Is "culture" something that can be clearly defined? On what level do conflicts arise? What are the differences in the various dimensions of sustainable development? What are the underlying concepts of sustainability? What issues

inform the ethical debate on this topic (e.g. strong vs. weak sustainability)? With what concepts, (e.g. teleological), is the term development bound up?

Of course, this can only be taken into account in a limited way in the concrete planning of subject-specific competencies, topics and sample assignments for Secondary Level I. It is important, however, that such questions are aired within the subject group and that further processes of reflection and behaviour are set in motion accordingly.

In any case, the subject group Religion/Ethics can bring certain aspects to bear in a unique way, when other subjects can only treat these marginally, if at all. Again, the basics are being dealt with as far as essential problems expressed in the framework, such as:

- the issue of differentiation between religious fanaticism and culturally-influenced or politically-motivated resentment
- the problem of identifying a common level of understanding between potential dialogue partners with a cultural-religious society-oriented background, and those with a secular-irreligious individualistic orientation
- vis-à-vis the lack of response to decontextualised calls for tolerance, the difficulty of contextualising, for example, the human rights debate in societies with a non-European cultural-religious tradition

These issues largely lie beyond the specific responsibility of the other school subjects—a unique challenge, yet also a definite opportunity for work in the area of Global Development education. The subject group of Religion/Ethics presents a solid foundation for it, as broad as it is in-depth. Here the experience and insight gained in ecumenical learning can be made use of, where development policy-based, interconfessional, inter-religious, intercultural learning and peace studies and non-violent conflict solutions all overlap, offering the chance to think and act both globally and locally and to lead a different lifestyle.

4.5.2 Subject-related specific competencies (Secondary level I, Years 9 / 10)

Pupils are able to …

Core competencies	Subject-related specific competencies
RECOGNITION	
1. Acquisition and processing of information Gather information on issues of globalisation and development and process it thematically.	1.1 Gather information on the spread of religion and process it thematically. 1.2 Identify and express criticism of religions from different cultural points of view using the information they have gathered. 1.3 Target and select information on such phenomena as migration and pluralisation and use it in debates on the clash of cultures vs. the creation of cultural hybridity.

2. Recognition of diversity Recognise the socio-cultural and natural diversity in our one world.	2.1 Present the different religious and philosophical opinions people have and recognise the presumptions on which these concepts are based. 2.2 Describe various cultural or religious perceptions of a developing world.
3. Analysis of global change Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1 Analyse current conflicts between the developmental elements of environment and economy, as seen from different religious or philosophical perspectives. 3.2 Address the opportunities and limitations of technical and economic development and globalisation from a religious and ethical point of view. 3.3 Provide examples of conflicts in the history of religion and philosophy and analyse possible solutions.
4. Differentiation between structural levels / action levels Recognise the different social structural levels from the individual to the global level and their respective functions in development processes.	4.1 Describe examples of the religious and/or philosophically-based significance and responsibility ascribed to the individual / the family / the clan / the society and its leaders. 4.2 Analyse the tensions between different levels of society and recognise how these influence development processes. 4.4 Illustrate the ethical stances between communitarianism and universalism with examples. 4.5 Illustrate the significance of dialogue at various social structural levels using examples.

EVALUATION	
5. Shift of perspective and empathy Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 Illustrate the cultural conditions necessary for different value orientations and the resulting influence of economy and society and question these critically. 5.2 Discuss the problems involved in transferring normative beliefs to a global scale. 5.3 Be aware that their own perception has a religious/cultural/philosophical background and reflect on the uncertainty regarding "self" and "other". 5.4 Recognise (self-)critically that context-determined perception can also lead to prejudice and marginalisation.

6. Critical reflection and formation of opinion Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 Understand concepts of sustainable development, human rights and other internationally recognised agreements, with their individual ethical and religious conditions, and interpret and evaluate them as contributions to building a global consensus and intercultural dialogue. 6.2 Reflect on the universalisability of global consensus formation and its ability to tie in with religious and philosophical traditions. 6.3 Differentiate between factual and ethical or religious issues of global development and evaluate the relationship between them with examples. 6.4 Reflect on the relationship between socio-cultural diversity and global development processes.
7. Evaluation of development aid measures Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 Highlight the tensions and contradictions of development policy objectives that are caused by religious ideals, philosophically-defined principles and specific factors. 7.2 Evaluate what chance of success development projects have in the context of religious interests and cultural conditions. 7.3 Evaluate development aid measures, taking into account the religious motivation of some of those involved.

ACTION	
8. Solidarity and co-responsibility Recognise areas of personal shared responsibility for humankind and the environment and take up the challenge.	8.1 Make an ethically-based case for individual solidarity with those in particular situations and for an individual sense of responsibility for the environment. 8.2 Examine and refine, in the course of discussions, the basic orientation behind their individual solidarity and sense of responsibility in the light of new knowledge.
9. Communication and conflict management Overcome socio-cultural and special-interest barriers to communication, cooperation and conflict management.	9.1 Recognise and critically examine their own adherence to ethical norms concerning development issues. 9.2 Negotiate discrepancies between basic positions founded on religion/ethics and those founded on facts. 9.3 Make well-reasoned proposals for solutions to conflicts that have been triggered by religious and/or socio-cultural extremes and clashing interests. 9.4 Enter into debate with others in a respectful manner while stating their own positions clearly.

10. **Capacity to act on global change** Act in times of global change, especially in personal and professional life, through their openness and willingness to innovate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.	10.1 Acknowledge the reality of global complexity and the accompanying ethical variance and uncertainties and deal with these constructively. 10.2 Keep their own religious/ethically-based position flexible and open to change in the debate over cultural diversity. 10.3 Using their own religious/ethically-based position as a starting point, formulate unifying and authoritative choices for action that contribute to a humane world.
11. **Participation and active involvement** Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.	10.1 Illustrate what can and should be done to work towards the goal of sustainable development, whether in their private lives, their own families, religious communities or common interest groups. 10.2 Make an ethical case for their own position on sustainable development measures and, if applicable, align these with their own religious convictions.

4.5.3 Sample topics

The sample topics listed have been chosen to fit into teaching units or teaching projects and in no way illustrate thematic priorities. Instead, they represent topics that readily present themselves or have proven themselves in practice to support competencies in the learning area Global Development (in subject-specific areas as well as in interdisciplinary or cross-disciplinary lessons).

Thematic area	Sample topics	Competen-cies*
Diversity of values, cultures and living conditions (1)	1. **Utopias and visions of Paradise** - Models and ideals of "the good life" as portrayed by world religions and philosophical concepts - Comparison of Islamic and Christian visions of Paradise - The Buddhist concept of the "Pure Land"	**2.1**, 5.2
Global environmental changes (11)	2. **The creation, cosmogony, responsibility for the world** - Creation myths and Big Bang theory - Responsibility for creation from a Christian and Islamic viewpoint; responsibility for the world - Debate around the theory that environmental destruction can be seen as a result of Christian creation theology	2.1, **3.1**, 4.1, 5.1, **6.1**, **8.1**, 11.2
	3. **Responsibility of the individual** - Concepts of participative responsibility in different cultural contexts	2.1, 4.1, 4.2, **8.1**, **8.2**, **10.1**, 10.2, 10.3
+		

Immigration and Integration (17)	4. **The Other and the Self** - African versions of Christianity and philosophy - Birth control as "rational" strategy vs. birth of many children in a family as a symbol of blessing and power	2.1,4.4, **5.1, 5.3, 5.4, 9.2,** 10.1, 10.2
Development cooperation and its institutions (19)	5. **Inter-religious dialogue** - Invitation to representatives of religious or strictly non-religious traditions	**4.4**, 5.1, **5.3**, 6.1, 7.1, **8.2,** 9.1, 9.2, **9.4, 10.2**
	6. **Religion as hindrance to development – Religion as spur to development** - Justification, on religious grounds, for the subordination of women - Justification, on religious grounds, of scepticism towards modern education - Justification, on religious grounds, of the struggle for the recognition of universal human rights - The approach used by churches to promote effective general education in developing countries	**1.2**, 2.1, 5.1, 6.2, **7.1, 7.2,** 7.3, 9.3
Globalisation of religious and ethical guiding principles (2)	7. **Mission and Colonialism** - New perspectives of "justice" (as opposed to the traditional missionary definition), reflected in the work of the ecclesiastical organisations Misereor and Brot für die Welt (Bread for the World) - Indirect Rule in Northern Nigeria - Friedrich Fabri and the religious justification of his argument for a German colonial mission - (Self-) criticism of eurocentrism and development of global perspectives in the official policies of present-day churches - Addressing missionary and colonial history in churches - Contrast "global education" as the focus of ecclesiastical education work with "alms for the poor" or "missionary teaching"	**1.1**, 1.2, 2.2, 5.1, **5.2, 7.3**
	8. **Ethics under discussion: the global ethic** - Familiarity with, and ability to question, the concept of a global ethic and the attempts to put it into practice	2.1, 2.2, 3.2, 4.3, **4.4, 5.2,** 6.1, **6.2,** 9.3,10.2
Opportunities and dangers of technological progress (10)	9. **Genetic engineering: the limits of possibility** - Discover different positions (Christian / non-religious-ethical / Islamic / Jewish / Buddhist / etc.) on genetic engineering	**1.1, 3.2**, 5.1, 5.2, **9.2**, 10.1
Immigration and integration (17)	10. **Immigration and Religion** - The Christian diaspora in Africa - Young Moslems in Germany	1.1, 1.2, **1.3,** 4.1, 4.3, **5.1,** 6.2, 6.4, 9.2, **9.3**, 10.1, 10.2

Poverty and social security (15)	**11. Poverty and wealth** - Relief of poverty vs. poverty as an expression of inner freedom and serenity in certain religious and philosophical traditions - Similarities and differences in church development services, non-religious NGOs, Islamic aid agencies, etc. - Liberation theology as reorientation within a global religious perspective - Ethical investment support by religious aid agencies (Oikocredit)	**2.1,** 2.2, 3.2, **7.2,** 7.3, 8.1, 8.2, **10.2**
Diversity of values, cultures and living conditions (1)	**12**. **Church welfare with an intercultural and inter-religious perspective** - Protestant Diakonie and Catholic Caritas - Inter-religious cooperation with non-Christian religious organisations and aid agencies - Welfare work of Islamic grassroots action groups/Islamic aid agencies - The contribution to peace work by Buddhist monasteries on a social and environmental level - The contribution made by non-religious NGOs and the reasons behind it - Christian-Hindu women's groups in India, social-pastoral campaigns at grassroots level in communities in Latin America and Europe. -	2.1, **4.1**, 7.3, **8.1**, **8.2**, 11.1
Political power, democracy and human rights (Good governance) (18)	**13. Religious freedom and human rights** - Islamic declaration of human rights - The "Asian Values" debate - The constructive contribution made by religions to the development of human rights (esp. economic, social and cultural rights)	2.1, 5.1, 5.2, **6.1**, **6.2**, 9.1, 10.3
Multidisciplinary	**14**. **Religious activism and civil courage** - Project ideas, simulation exercises and participation in campaigns within and beyond the local community - Invitations to politicians and other policy makers on the subject of global change	3.1, **3.2**, 8.1, **9.3**, **11.1,** 11.2

* The number sequences refer to the competencies that can be (further) developed while focusing on each topic. The main emphasis is on the competencies in bold type.

4.5.4 Sample assignment

This sample lesson is not suitable as a matching task but teaches the performance requirements for the relevant competencies of the Intermediate Leaving Certificate.

German Turks and Arabic Germans

Ömer was born in Turkey and has lived in Berlin with his family since his early childhood. Last night his father was beaten up, presumably by right-wing teenagers, and is now in hospital. Ömer and his friends meet up after school the next day.

Christian: "You know, Ömer, I feel really ashamed about what they did to your Dad."

Raschid: "Come on man, what are you on about? Why on earth should you feel ashamed? Were you one of them? No! Are these thugs part of your family, have you got a skinhead brother?"

Markus: "He's ashamed of being German."

Kenan: "And what about us? We're not German, I suppose? When are you guys going to realise you can't put us into different camps like this? All this nonsense about 'I'm ashamed of being German!' Only once we stop this rubbish can we, can we…"

Murat: "You can talk. You're more German than Turkish. You don't stand out one bit; you don't even try not to be like them"

Ömer: "You know what? You're really getting on my nerves with this Turks and Germans and Arabs stuff! What interests me is, are we friends or not?"

(Excerpt from Dilek Zaptcioglu, *Der Mond isst die Sterne auf*, Stuttgart-Vienna-Bern, 1998, p.128f.)

Procedure

(Time required: one double lesson)

1. Read through with the roles allocated and begin to understand the situation → What is going on here?

2. Work through the conflict in small groups
   → Divide into groups by drawing cards on which one of the boys' names and a task has been written
   → Present results on posters
   • Progress and results of the discussion in small groups
   • The boys' answers (second part of the exercise)

3. Group presentation, questions

4. Continuation (beyond the double lesson) in the form of a plenary discussion: what can we do to improve the quality of our social co-existence?

Tasks

Christian	• Consider, as a group, why Christian was ashamed and what he was thinking at that moment. • How could Christian have answered Raschid and Kenan? Write your answer on your poster using the first person.
Raschid	• Consider, as a group, what it was that made Raschid so upset and why he went for Christian like that. • What could he tell Christian about his own concept of guilt and responsibility? Write your answer on your poster using the first person.
Kenan	• Consider, as a group, what it was that made Kenan so upset and why he went for Christian like that. • What could he tell Christian about what it means to be German or non-German? Write your answer on your poster; begin by completing the sentence: "Only once we stop this rubbish can we, can we…"
Murat	• Consider, as a group, what Murat could have noticed about Kenan which made him, in Murat's opinion, more German than Turkish. • Make a list on your poster of instances when we call people "foreign".
Ömer	• Consider, as a group, what being Turkish, German and Arabic might mean to Ömer and what you think of his viewpoint. • Make a list on your poster of things the six boys could do to enrich their friendship.

Connection to core competencies/subject-related competencies

Core competencies   **Subject-related competencies**

2. Recognition of diversity: 1 and 2
4. Differentiation between social structural levels: 1
5. Shift of perspective and empathy: 1 and 3
6. Critical reflection and formation of opinion: 1 and 4
8. Solidarity and co-responsibility: 1
11. Participation and active involvement: 1

Expected responses

Pupils are able to:-

1. Understand and express the complex issue on a number of levels:
- Violence towards others (xenophobia, far-right youth groups)
- Individual and collective guilt and responsibility, and the characteristics of "family honour" historical guilt
- Marginalisation by the core culture regarding German-born residents of foreign heritage (and vice versa), othering – cultural identity – youth self-identity
- Cultural melting pot – gradual differentiation between perception of self and other
- It is still possible to live in harmony in spite of actual or perceived differences; this option should not be dismissed as utopian; it is a reality (friendship).

2. Consider the problems described here in light of personal experience and appreciate the relevance and urgency of the issue when dealing with it.

3. Arrive at suggestions for improvement / concrete action on their own
- Key phrase: "intercultural and inter-religious dialogue"
- Key phrase: "conflict strategies", "prevention of violence"

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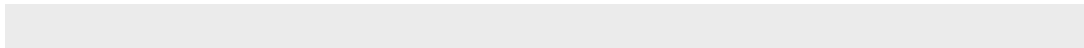
4.6 Economics

Gerd-Jan Krol and Andreas Zörner[*]

4.6.1 The contribution of economic education to the Global Development learning area

Scarcity and the market as central paradigms of economics

The economic component of development covers specific tasks, laws and categories (codes).[1] Thus for example, efficiency is a typical economic value, and the question as to the efficiency of a measure is a genuinely economic question; any economic analysis must pose the question of the efficiency of an economic action. Economic behaviour is generally oriented toward cost/benefit considerations. For companies, this means concentrating on profitability, profit maximisation and increased earnings. At a societal level, this serves to promote the avoidance of waste; saved resources are then available for other uses. How is this to be understood?

According to economic theory, commodities are regarded as generally scarce. This is also true of the resources available for economic management. This view may seem surprising at first glance, but it involves the economic definition of scarcity. Scarcity in the economic sense does not merely mean that the number of commodities available is low in absolute terms, like water in the desert, but that not enough resources—raw materials, means of production, income etc.—are available to fulfil all needs at the same time. This applies to individuals, to companies and to societies alike. Economic management means dealing with scarcity. It means meeting human needs for commodities (goods and services), which require natural and other resources and factors of production (the "capital stock") for their manufacture, to the widest extent possible, subject to the universal dictate of scarcity. It means developing procedures that allow commodities to be allocated in society in a way that both gives primary attention to the most urgent needs and avoids negative consequences for the future supply of those commodities. Economic management is a key function of human existence. It is not an operation conducted for the primary purpose of serving corporate interests, but rather to serve societal goals.

Economic theory deals intensively with the market as a regulatory mechanism for the supply and exchange of scarce commodities and resources. In functional markets, behaviour that is based on the individual interest in maximising utility results in both efficient use of the factors of production and resources (allocation) and, via the "detour" of the profit motive, in a scarce supply of commodities.

These foundations of classic economic theory were formulated under the previously existing framework of the industrialised countries. The threat to the free availability of such commodities as natural resources was not a consideration, nor was the global networking of economic processes between extremely heterogeneous economic structures. The present issues of sustainable development and globalisation have therefore provided good reason for a further development of this theory. Permanent economic efficiency as a target component of sustainable development could for example be defined as economic management, which both secures the natural capital stock over the long term and builds up new possibilities of socially and ecologically appropriate income generation through investment. This is to be made possible by saving (renunciation of consumption), and financed by borrowing, fed by

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the future yields on investments.[2] Economists generally agree that economic growth will ultimately be necessary in order to achieve this.

In the real world, a number of very different factors affect the functioning of markets. Important conditional factors for perfect markets include market transparency and free market access, along with a variety of market participants on both the supply and demand sides. Real markets are more or less imperfect, however, whether this is because of physical access to the market; information about it (e.g. insufficient traffic infrastructure, insufficient communications possibilities, etc.); insufficient market transparency; unilateral power constellations of monopolies or oligopolies on the demand and/or supply side (e.g. oligarchies in developing countries with concentrations of economic and political power); or market access restrictions that are intentional or unintentional side effects of state regulations.

The economic challenges of globalisation

In the context of sustainability resolutions, the interaction of the economy with the other components of development, ecology and social justice plays a central role in the different institutional and natural framework conditions present in industrialised, transformational, emerging and developing countries. In many industrialised countries that enjoy a secure supply of staple materials (a material affluence, in fact, compared to the global situation), the economic challenges are more likely to involve preserving the status quo in global competition, the future of labour, or their relationship to ecological precautionary measures. One key concept is the "ecological restructuring of industrialised society".

In developing countries, the central economic policy goals involve the ensuring of basic human needs; the reduction of absolute scarcity, poverty and supply bottlenecks; protection from despotism; the freedom to develop one's own individual potential, and the preparations for future contingencies. Economic growth is indispensable to overcome poverty and supply growing populations.

The UNDP[3] therefore sees trade and investment as the decisive strategies for the attainment of the Millennium Goals[4] in the context of environmentally and socially compatible growth. They not only serve to reduce poverty; investigations have shown that trade and investment often promote the goals of greater justice as well.[5] Equal opportunity of access to national and international markets increases growth opportunities in a country, and is at the same time of fundamental significance in bringing a lasting improvement in social justice. It turns out that many of the countries that have opened their national economies to the world market and made conditions for setting up companies easier, among other things, have made progress in development. Those countries that have been largely bypassed by the flow of world trade, on the other hand, or that have set up access barriers to economic activity are losing ground in comparison to the international situation.

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[2] See the stipulations in the German federal and state constitutions that net borrowing may not exceed total investment expenditures in the respective public budget.
[3] United Nations Development Programme
[4] Millennium Development Goals, http://www.un.org/millenniumgoals
[5] World Bank, *World Development Report 2006: Equity and Development*
http://siteresources.worldbank.org/INTWDR2006/Resources/477383-1127230817535/082136412X.pdf

In the discourse among economists on globalisation, there is competition between those approaches that see globalisation as a continuation of earlier developments and those that see it as a fundamentally new phenomenon:[6]

- The more or less "traditionalist" position sees globalisation as the increasing integration of national economies that will continue to exist regardless. The national governments cooperate to frame and channel the forces of the market, and to shape economic processes at the national and international levels, thereby retaining their national social achievements.

- The "globalists", who compare the economic power of transnational corporations with that of nation-states, conclude that the latter have lost influence over their national economies due to international economic integration and the power of the corporate groups. They see the nation-state as functioning as little more than a kind of moderating authority between global forces and local markets, and the political sphere as being forced to adapt to business, not the other way around.

- The "transformationalists" emphasise the dropping costs of overcoming spatial constraints, particularly through the new possibilities of communication and information technology, the "destruction of space by time", just-in-time production, and the resulting ability of the "world economy" to work together in real time. They see these as completely new conditions.

What is noticeable is that these approaches formulate important lines of development that do not apply equally to all countries and areas. Global economic integration is characterised by great differences. Poor countries in particular have remained on the outside to date. Thus, for example, the "digital divide" is characteristic of internal differences within countries: in some developing countries, only 3% of the population often have the prerequisites for Internet access, while other developing countries are building a flourishing digital service sector for the industrial countries. As to the question of whether poor countries stay poor because they are excluded from globalisation or whether they are excluded from globalisation because they are too poor, economists tend towards the first answer.

Economics and sustainability

Economics is linked to the other components of development in many ways. It reacts to the initial contributions of the other subsystems, is dependent upon them, and is at the same time itself a supplier of contributions to these subsystems.

The principle developed in Rio on the equal importance of environment and development means that the goal of conservation, particularly of nature, must be harmonised with the economic and societal requirements of progress, combating poverty, and other types of development.[7] This refers to the different "logic systems" of the development components of environment and economics. While sustainability in terms of the environment aims at the protection of natural and other resources, economics depends on the use of these, even if economic growth has in recent times been largely decoupled from resource consumption. Sustainable development must therefore coordinate with, or to a certain degree integrate, the different logic systems of the components of development, on an equal basis. The various priorities of the industrial and the developing countries must also be fairly balanced. Neither environmental protection nor the implementation of social standards should be carried out at the expense of the improved satisfaction of human needs, especially in poorer countries.

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[6] Wollenberg, K., "Globalisierung als Gegenstand wirtschaftswissenschaftlicher Betrachtung – ein historischer Überblick", in Meier-Walser, R. C., Stein, P. (eds.), *Globalisierung und Perspektiven internationaler Verantwortung*. Munich, 2004. Wollenberg refers particularly to: Thomson, G., "Economic globalisation?", in Held, D. (ed.), *A Globalizing World. Culture, Economics, Politics,* London, New York, 2000, p.85f, and Zürn, M., "From Interdependence to Globalisation", in *Handbook of International Relations*, London, 2001, p.238f.
[7] Eisermann, D., "Die Politik der nachhaltigen Entwicklung. Der Rio-Johannesburg-Prozess", in InWent – Internationale Weiterbildung und Entwicklung gGmbH (ed.), *Themendienst* 13, 2003.

In order to overcome global economic disparities, the developing countries are demanding that the industrial countries open access to their markets further, dismantle trade barriers, and create fair rules of international economic exchange. On the path towards social and economic coherence, it will be impossible to ignore, in any realistic analysis of conflict resolution, the potential tensions thus engendered, in view of economic interests, labour markets and social standards. If the standards of the industrial countries were transferred to the developing countries, the latter would lose their competitive advantage. This is only one example in this context of the problem that "good intentions" certainly do not always produce good results. Economics considers such issues.

The possible consequences of finite natural and non-renewable resources for longer-term development, and hence for economic growth, have been increasingly discussed in the economics community since the seventies, as in the Club of Rome's *Limits to Growth*.[8]

Numerous observations have shown that people as a rule favour short-term, immediate satisfaction of needs over future satisfaction. Moreover, it has been demonstrated that they do not use cost-free, freely accessible resources economically, even if collective overuse will in the long run damage the stocks of those resources. This applies to corporations as well, and particularly so, when their strategic decisions in liberalised capital markets are increasingly oriented towards shorter time horizons.

Framing market economies towards sustainability is therefore an important interface between the economic and political spheres: public policy must shape the framework under which stakeholders pursue their goals according to environmental, economic and development-policy requirements. This can only be expected if the citizens support it and participate in its creation. An example of this three-part shaping of the framework can be seen in the introduction of an ultimately worldwide emissions trading system, under which cost allocation can be tied to the emitter via a north-south resource transfer system. After agreement on an overall-reduced quantity of emission rights, countries in the southern hemisphere could sell the emission rights issued to them that they do not yet need themselves. They could agree upon an appropriate initial distribution, e.g. equal per-capita to industrialised countries at scarcity prices, and thus provide the latter with the time they need to develop sustainable development pathways. Condemning such a scheme as a modern form of selling indulgences complicates the search for approaches that cooperatively defuse conflicts between environment, economics and development.

Economics: An indispensable element of the Global Development learning area

If one understands global development as a challenge to the process of education, as the documents of the UN conferences in Rio de Janeiro and Johannesburg stress, then the education field itself must study the link between the two and hence the respective specifics of the subsystems of sustainable development—including economics, the subject of study. Thus education in sustainable development cannot manage without a sound foundation in economic education. Economic education can both guard against the absolutisation of the economic sphere and at the same time aid in recognising where economic behaviour—the economic system—is embedded: in politics, society and the environment.

Economic education helps to distinguish where individual morals and responsibility suffice as a solution to problems, and where they are blocked by systemic limitations;[9] where the maxims of behaviour of business management play a role; where macro-economic frameworks have to be considered; and where global economic structures have an effect on globalisation today and must be shaped.

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[8] D. Meadows et al, *Limits to Growth*, 1972. The limits to growth were discussed even in the 19th century; cf. the economist Thomas Malthus, who in 1798 claimed the existence of natural limits to food production, given rapid population growth.
[9] Bayertz, K., "Eine kurze Geschichte der Herkunft der Verantwortung", in Bayertz, K., (ed.), *Verantwortung. Prinzip oder Problem?,* Darmstadt, 1995, p.3-71.

Economic education is a subject of its own in only a few German states to date. Usually, it is part of an integrated subject, mostly one in which several subject perspectives are applied to issues of global development. Such combined subjects provide the opportunity to show the variability of approaches to the world from the point of view of economics and of other academic disciplines, as well as the possibilities for mutual reference and enrichment. Interdisciplinary work can thus receive a more transparent foundation.

In the subject of economics, the goal cannot of course be to make pupils such experts that they could, for example, comprehensively analyse the location decisions of international corporations. However, they should be able to focus on the important economic parameters of actions and decision-making situations and to take a well-founded position on this basis. They should also be able to judge economic issues from their environmental, social and political contexts.

Here pupils' own *Lebenswelt* contexts, their own perspectives for action, and their own contacts with economic and other globalisation processes are of special importance. In this context, not only immediate *Lebenswelt* references, such as private consumption, but also globalisation experiences conveyed by the media, or pupils' personal and professional expectations for the future, must be included. When vocational-preparatory elements are included in economics lessons, competencies aimed generally at the ability to act in an international context will gain in significance.

For the Intermediate Leaving Certificate (Years 9 / 10), pupils should have the specific subject competencies in the following list. They can be acquired in the context of various topics and contents (see 6.3, Sample topics):

4.6.2 Subject-related specific competencies (Secondary level I, Years 9 / 10)

The pupils are able to ...

Core competencies	Subject-related specific competencies
RECOGNITION	
1. **Acquisition and processing of information** Gather information on questions of globalisation and development and process it thematically.	1.1 Gather information on economic issues and development (or obtain it from sources provided), and process it independently. 1.2 Gather information about relevant political, social and environmental aspects of economic issues, and place them into context. 1.3 Recognise the significance of information on the results of decision-making processes in the market.

2.	**Recognition of diversity** Recognise the socio-cultural and natural diversity of our one world.	2.1	Distinguish economic systems ranging from a subsistence economy to the globalised market.
		2.2	Examine the dependence of economic processes of social, political and environmental conditions in various parts of the world.
		2.3	Recognise market processes as an unbiased method for seeking solutions to problems.
		2.4	Recognise the economic interests of industrialised and developing countries from a macro-economic point of view that covers various segments of the population.
3.	**Analysis of global change** Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1	Recognise triggers and networked effects of technological, societal and environmental change for worldwide economic developments.
		3.2	Use such economic parameters as national product, income, investment, consumption, production, or foreign trade when analysing globalisation and development, and recognise their informational value.
		3.3	Analyse the effects of economic globalisation and development processes on sustainability.
4.	**Differentiation between social structural levels** Recognise the different social structural levels from the individual to the global level and their respective functions in development processes.	4.1	Recognise the consequences of globalisation for their own households and their individual consumption.
		4.2	Give examples of changes in their own community caused by globalisation.
		4.3	Recognise the reduced power of the nation-state to shape events with regard to the economy, and the concomitant necessity of international cooperation.
		4.4	Examine the behaviour of corporations, depending on their size and their degree of world market involvement.

EVALUATION	
5. Shift of perspective and empathy Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 Assess the effect of incentives as well as the (expected) costs and benefits of choosing alternative actions. 5.2 Become conscious of the situation and location-dependent nature of economic positions and decisions when passing judgement. 5.3 Comprehend foreign values in economic decision-making and compare them to pupils' own judgements.
6. Critical reflection and formation of opinion Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 Examine tensions between economic development and respecting human rights. 6.2 Describe and evaluate globalisation processes as both opportunities and risks. 6.3 Relate their statements on global economic problems to the model of sustainable development.
7. Evaluation of development aid measures Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 Draft economic targets and criteria for sustainable development projects. 7.2 Take into account various interests and conditions in the assessment of development measures. 7.3 Consider the short and long-term consequences in their assessments of economic development measures.

ACTION	
8. Solidarity and co-responsibility Recognise areas of a personal responsibility for humankind and the environment and take up the challenge.	8.1 Recognise the possibilities of individual economic behaviour, and thus support sustainable development. 8.2 Develop approaches to solutions at various levels of society to implement economic goals for sustainability.
9. Communication and conflict management Overcome socio-cultural and special-interest barriers to communication, cooperation, and conflict mangagement.	9.1 Develop ideas for cooperative solutions to problems where conflicts over distribution and power overlie common interests. 9.2 Describe approaches that can resolve economic conflicts between industrial and developing countries through trade and economic cooperation. 9.3 Make suggestions for designing economic incentives that can contribute to resolving problems according to the principles of sustainable development.

10. Capacity to act on global change Act in times of global change, especially in personal and professional life, through their openness and willingness to innovate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.	10.1 Develop directed goals for complicated economic problems. 10.2 Justify one's own position in regard to an uncertain economic future.
11. Participation and active involvement Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.	The pupils: 11.1 know how they can contribute to sustainable development in their roles as consumers, and are willing to do so. 11.2 can make their own contributions towards the design of a framework for sustainable development.

4.6.3 Sample topics

Sample topics

The sample topics listed have been chosen to fit into teaching units or teaching projects and in no way illustrate thematic priorities. Instead, they represent topics that readily present themselves or have proven themselves in practice to support competencies in the learning area Global Development (in subject-specific areas as well as in interdisciplinary or cross-disciplinary lessons).

Thematic area (see Chapter 3.6.1)	Sample topics	Competencies *
Commodities from around the world: Production, trade and consumption (1) Globalisation of the economy and labour (13)	1. **Production all the way around the world.** Production of a commodity via international division of labour (e.g. motorcar or textile industry) 2. **Fair trade**	2.1, 2.2, 3.1, **3.3, 4.1, 4.2, 4.3, 6.1, 6.2, 11.1** 2.1, 2.2, 2.3, **3.3, 4.1 5.1, 5.2, 6.2, 6.3, 8.1, 8.2, 9.2, 9.3, 11.1**
Education (7)	3. **Does education pay off?** Costs and benefits of education from an individual and societal development perspective	**5.1**, 5.3, **10.2**
Protection and use of natural resources (9) Global environmental changes (11)	5. **The market: Only the cause or also a solution to environmental problems?** 6. **International climate protection through emissions trading**	2.1, **2.3, 3.3, 4.2, 5.1, 9.3**, 10.1, **2.3**, 3.3, 4.3, 5.1, 6.3, 7.1, 7.2, 7.3, 8.2, 9.1 **9.3**
Opportunities and dangers of technological progress (10)	7. **From the carrier pigeon to the Internet** The significance of communications technology for economic decision-making processes and structures	**3.1, 3.3, 4.1**, 4.3, 5.1, 6.2, 7.3

Globalisation of the economy and labour (13)	8. **Regional and everyday globalisation**	1.1, 1.2, **2.2, 2.3, 3.3, 4.1, 4.2, 5.1,** 6.2, 6.3, 7.3, 10.2, 11.1
	9. **Location decisions**	2.2, 2.3, 3.2, 4.2, 5.1, **7.3,**
	10. **Multinational corporations:** Environmental and social standards in danger	2.1, **3.3, 4.3, 6.1**, 6.2,
Political power, democracy and human rights (Good governance) (18)	12. **When and how do boycotts work?**	**2.2, 6.1**, 7.3, 8.1, 11.1
	13. **Economic development and human rights**	**2.2**, 3.3, 5.2, 5.3, 6.1, 6.2, 8.2, 9.1, 9.2, 9.3

* The number sequences refer to the competencies that can be (further) developed while focusing on each topic. The main emphasis is on the competencies in bold type.

4.6.4   Sample assignment: Location decision by DaimlerChrysler

Teaching prerequisites

The assignment refers to thematic area 13, "Globalisation of the economy and labour". It is important for an economic perspective of the situation that the pupils know the significance of costs and incentives on decision-making by business stakeholders. At the same time, when working on Part 2 of the assignment, they should have a simple business cycle in mind. It is expected that they know that corporate decisions are supported by consumers, and that corporations that operate in unknown markets must assume that the consumers have interests of their own. Pupils should already have been taught about location decisions by corporations operating internationally.

Time allotted: 45 minutes

Read the text: 8 minutes

Part 1 of assignment: 10 minutes
Part 2 of assignment: 17 minutes
Part 3 of assignment: 10 minutes

Topic: Offshoring to South Africa

Part 1 of assignment

Describe briefly the **interests** of the employees described in the text (M 1) as well as the corporation DaimlerChrysler.

Part 2 of assignment

Analyse what in this example is typical of the problems of a globalised economy.

Part 3 of assignment

Take a position on this statement: From the point of view of development policy, we should welcome the movement of jobs from Germany to developing or emerging nations like South Africa.

M 1: Locations and prospects

Wilfred Mestile is one of the privileged workers in South Africa. For seven years, he has lived in the new neighbourhood of Sunnyridge, an estate built by DaimlerChrysler for its workers. Mestile, 42, lives in a 45 square metre cottage with his daughter and his wife. … Mestile installs the petrol tanks into Mercedes C-Class cars, usually for 40 hours per week, but since March, it has been 45 hours, because there are so many orders. With overtime pay and bonuses, he grosses €860 a month.

Thomas Langenbach also works on the C-Class, but he's in the paint shop in the Daimler plant in Bremen. He drives an hour every day from Bremerhaven, where he lives in a small detached house with his wife and his three sons. He used to be able to drive from Bremerhaven in a car pool, but now the working schedules are so different that he has to drive alone. The 44-year-old Langenbach earns €2,825 gross per month, and works 35 hours per week. ...

Artur Ziebarth also works for Daimler, in the Sindelfingen plant. He is a trained motor vehicle mechanic and installs electric cables in the C-Class. The 32-year-old earns €2,904 gross per month, and lives with his wife and three children in the basement of his wife's parents. In the past, he frequently got extra pay for night shifts, which was good, but because "Daimler is saving money", there are hardly any night shifts any more. ...

Mestile in South Africa, Langenbach in Bremen, Ziebarth in Sindelfingen: all three work for the same corporation, and assemble the same car. ... And all three were being played off against each other in recent weeks: the workers in South Africa have been demanding an eight percent increase in pay. The factory management has repeatedly threatened to shift production to India or Namibia, where the luxury sedans can be built more cheaply. On the other hand, at the Stuttgart Daimler head office, the Mercedes boss has demanded of the works council heads at all German plants that they save €500 million every year, otherwise 6000 jobs in Sindelfingen will be cut, and the production shifted to South Africa and Bremen. ...

In principle, economists see it as logical that a corporation should want to increase its profits. ... That logic, however, is occasionally not obvious to the employees. Helmut Lense, chair of the works council in the Untertürkheim plant in Stuttgart, found that out ... when he had to try to sell a so-called compromise to several thousand Daimler workers at a plant meeting. ... Only with difficulty was Lense, also a member of the executive board of the union, IG Metall, able to convince the staff that they would get almost 2.8% less pay as of 2007, that the canteen staff, the plant security staff and the print shop workers would have to work four hours longer in future, and that paid breaks were to be reduced for everyone. ...

[Mestile in South Africa, Langenbach in Bremen, Ziebarth in Sindelfingen] know that Mercedes was the most successful division of the Daimler group last year, with €3.1 billion in profits, but they also know that other car manufacturers, BMW for example, make even higher profits, and that the logic of shareholder value is what counts today. They have also seen a report that the corporate consultant McKinsey considers one Daimler employee in ten to be unnecessary. ... And after all, they can read newspaper articles every day about companies that are actually shifting their production to Eastern Europe, or all the way to Asia.[*]

* Source: *Daimler-Beschäftigte: Kampf unter Brüdern,* 29 July 2004
http://www.stern.de/wirtschaft/arbeit-karriere/arbeit/527557.html, 29 July 2004

Expected responses and connections to competencies

Achievement expectations (intermediate level)	
The formulations are based on the definition of the respective subject-specific competencies, and refer to the contents of the respective part of the assignment.	
Part 1 of assignment Connection to competency: 1.1 PL: I	1.1 Pupils can gather information on economic issues and development (or obtain it from sources provided), and process it independently. The following should be identified: **Employee:** Job and income security **Corporation** (DaimlerChrysler): profit, satisfaction of shareholder demands (shareholder value)
Part 2 of assignment Connection to competency: **3.3**, 5.1, 5.2, 7.2 PL**:** II	Pupils are able to: 3.3: Analyse the effects of economic globalisation and development processes on sustainability. 5.1: Assess the effect of incentives as well as the (expected) costs and benefits of choosing alternative actions. 5.2: Become conscious of the situation and location-dependent nature of economic positions and decisions when passing judgement. 7.2: Take into account various interests and conditions in the assessment of development measures. The pupils should correctly describe the majority of the consequences of globalisation processes listed, which should not generally be assessed as positive or negative: • In principle, globalisation processes provide advantages and disadvantages, opportunities and risks, to the societies concerned. • As a rule, these are distributed unevenly amongst the individual members of society or economic stakeholders. • For example, it is primarily the consumers in the developed countries who profit from cheaply produced commodities, if corporations choose their locations wherever they can produce more economically. • At the same time, employees from developed countries can be threatened or affected by wage cuts, overtime and increased job insecurity. • Employees want the pay for their work to be as high as possible; at the same time, they are interested in having "their" corporation stay competitive on the world market, and keep, or even expand, its market share.

Part 3 of assignment	Pupils are able to:
Connection to competency: **6.2**, 7.2, 7.3, 8.2, 9.2 PL: III	6.2: Describe and evaluate globalisation processes as both opportunities and risks.
	7.2: Take into account various interests and conditions in the assessment of development measures.
	7.3: Take into account the short and long-term consequences in an assessment of economic development measures.
	8.2 Design collective solution approaches for implementing economic goals in accordance with the principles of sustainability.
	9.2 Describe approaches that can resolve economic conflicts between industrial and developing countries through trade and economic cooperation.
	The pupils can take an argumentative position on the statements, and take several of the following aspects into stringent consideration:
	• Production shifts have both positive and negative consequences, depending on your point of view
	• The positive consequences from the point of view of development policy would be the strengthening of the economy of the developing or emerging countries, and the creation of jobs
	• as well as the associated reduction in migration
	• and the general economic and political stabilisation
	• The repercussions for Germany could, however, be a corresponding loss of jobs, with the associated social costs
	• which could lead to crises and further pressure for reforms
	• which would in turn endanger the acceptance of development policy measures
	• Successful forms of cooperation could provide positive impulses, both in the developing country and in Germany.

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4.7 Vocational education

Shaping global development within vocational education teaching and training [*]

Konrad Kutt, Heinrich Meyer, Barbara Toepfer

4.7.1 Introductory comments

Vocational education in Germany includes, aside from the 350 occupations learnt in the "dual system" of school and workplace training, vocational trainings with and without certificates (including vocational preparation courses, various specialised vocational schools, specialised technical schools and upper secondary schools, which also grant leaving certificates in general education at all levels), as well as continuing vocational training.

In light of this, it is not possible within the scope of this study to take a detailed look at Global Development education for each specific occupation, course of training or type of school. Rather we have defined overarching competencies in vocational education, as well as learning areas and key questions. These are meant to aid experts in creating new professional ordinances and (framework) curricula and to act as a guide for vocational education teachers and trainers who implement these ordinances and (framework) curricula at **vocational education and training (VET)** schools and workplaces. Our goal is to design vocational education processes so that they enable learners to help shape global development. This means developing competencies not only for pupils' professional lives, but also for their personal and social actions.[1]

The focal point of our analysis is initial vocational education, which presents a central challenge to furthering lifelong learning.

Vocational education in Germany is guided by occupational principles—the concrete occupational and workplace demands of various sectors. These principles form the basis for the definition of specific and overarching goals and competencies. Any concept that intends to integrate ideas related to Global Development education into the theory and practice of vocational education must therefore be compatible with occupational developments and with the current realities of vocational teaching and training.

The following analysis is based on the goals for professional competencies that since 1996 have formed the basis for the manual for the creation of curriculum frameworks put out by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK) for vocational education in vocational schools and its coordination with federal ordinances for recognised trades (KMK, 2000 edition).

The structure of the current model for the development of VET competencies is different from the core competencies model (cf. 3.2) used in general education, in that VET competencies bring together various specific competencies (specific skills, general expertise, personal and social competencies as well as methodological and learning skills) into a model of "total (occupational) actions" (planning, implementation, assessment, adaptation, evaluation) for curriculum development and implementation and are obligatory for courses of occupational

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[*] Drafts by the authors were read and commented on by all members of the expert working group: Konrad Kutt (Federal Institution for Vocational Education and Training [BIBB], Bonn); Prof. Dr. Heinrich Meyer (University of Hamburg, Department of Vocational Education and Lifelong Learning), head of the Vocational Education expert working group and manuscript editor; Prof. Dr. Bernd Overwien (Technical University Berlin, Global Learning and International Coooperation); Barbara Toepfer (Institute for Quality Development, Wiesbaden); Hartmut Wiedemann (Berlin State Ministry for Education, Youth and Sport); and as NGO advisor: Pamela Jäger (EPIZ, Berlin).

[1] The term "global development" is more closely defined in Chapter 1 as well as Chapter 3.1-3.8, particularly 3.2. In Chapter 4.7.3 the connection is made to environmental, social and economic sustainability in a VET context.

training. We are not able to stray from this definition of competencies, which forms the basis of all curricula.

The Vocational Education expert working group therefore developed a concept especially for vocational education, entitled "Shaping global development within vocational education teaching and training". We thus have created a concept that can be used in the creation of curricula for specific occupations and courses of occupational training and be integrated into these subject areas and learning areas. It connects the core competencies of Global Development education with the model of VET competencies.

In the following we assume—at least during a transition period—that the Global Development education competencies taught to Secondary Level I pupils, which the vocational education competencies must build upon, will in reality be quite heterogeneous.

Due to the topic's innovative character within vocational education and training and the limited options of creating individual occupational codes of conduct, section 4.7.8 contains supplementary ideas on testing and implementation.

4.7.2   Goals of the concept "Shaping global development within vocational education teaching and training"

Integrating Global Development education into the comprehensive list of active (employable) skills to be imparted by vocation education and training is a challenge for all VET educators in Germany. Content or objectives related to global development have not yet been differentiated in the relevant preambles and are found only occasionally and in unspecific forms in individual VET curricula.

The following concept describes VET-related competencies connected to the core competencies of Global Development education in order to introduce aspects of globalisation found in vocational competencies into curriculum development for individual courses of occupational training.
Our goal is

- to underline the importance of making connections between general and professional competencies and global development competencies in occupational life

- to create the preconditions necessary to define specific occupational competencies and content on the basis of recommendations for a variety of sectors, in order to help integrate Global Development education into individual occupational sectors, occupations and vocational training courses

- to develop a practical program for exploration and implementation that, in light of the tight constraints of VET curricular frameworks, provides a role for all types of VET schools and individual sectors and in particular all of those who are responsible for VET programs and their development. Using best practice examples, also regularly illustrate ways of integrating Global Development education into the VET classroom[2]

- to introduce a sample assignment (see 4.7.7) that illustrates a way of bringing a Global Development approach into the VET classroom

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[2] Cf. Chapter 4.7.8 as well as the best practice examples on the BIBB homepage, http://www.bibb.de/de/nh_8966.htm, contributions by Meyer and Toepfer 2004, p.9-21, 31-54 and Jäger at www.epiz-berlin.de and www.dblernen.de.

4.7.3 General considerations

Economic competitiveness, ecological compatibility, social responsibility and adherence to social standards as well as human rights are indispensable components of sustainable development. The global community agreed to work towards these goals at the Rio de Janeiro Earth Summit in 1992. In this context, education is a key task that includes all parts of society such as businesses and non-government organisations.

Global Development education includes questions surrounding living and working together in and between economies and societies, taking into account differing stages of development and environmental, economical, social, political, cultural and communicative disparities. The challenges of globalisation affect all members of society.

The problems of globalisation necessitate particular efforts to ensure the active involvement of the workplace sector in shaping global development. It is also important to design one's personal life and individual perspectives so that times of unemployment and leisure time can be lived in a sustainable manner. Vocational education and training faces a particular challenge in helping those young people with lacklustre job prospects to develop these competencies. Global Development education can contribute to this aim, as it deals with questions of getting along together and reciprocal relationships on an individual and workplace level from perspectives that receive little or no attention in the current curricular specifications and recommendations.

The general and occupational mission of vocational education includes the fundamental pedagogical intention to develop the inclination to shape globalisation. At its core, it is a future-oriented, vaguely defined call to "do something", to act. To ensure that this happens, a process must be begun and/or stabilised, in which there is a continuous gathering of knowledge, finding positions, evaluating them and expressing them in action.

The connection of occupational action to globalisation differs according to the perspective of the person acting. It is difficult to delineate exactly the effects of globalisation on different individuals' perception and utilization of space, time, and communication as well as culturally determined traditions, values and patterns of behaviour. Active involvement in global development is therefore highly dependent on intercultural communication. This makes competency in intercultural communication one of the decisive competencies—at work and in one's personal and social life. Furthermore, intercultural competency consists of fundamental skills, such as being able to shift perspectives and learn from other cultures. It is thus also an indispensable foundation for innovation and creative development. This is mirrored in educational standards and in all new curricula for institutions of general education. In the future, intercultural professional competency can and must build on this as an area of qualification.

Comprehensive competencies in vocational education are, in terms of curricula, oriented towards business and working processes and are, in accordance with the current vocational education standards, usually developed within active learning processes. The ability to shape global development must therefore be integrated into individual learning areas and learning settings. For example, if active learning methods based on recognition, evaluation and action are used, then areas of vocational competency can be developed simultaneously, integrated into and focused on particular situations within learning areas specific to differing occupations and courses of training. Only in this way is it possible to ensure that the central goal of vocational education and training—that of developing professional competencies including specific (occupational) competencies, human, personal and social competencies, as well as learning skills and methodological skills—is firmly embedded and takes global aspects into account.[3]

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[3] KMK 2000, p.4; Bader 2004, p.20ff.

4.7.4 VET competencies in Global Development education

In this section, we introduce ideas for connecting the core competencies of Global Development education to competencies related to vocational education and training. As we have explained above, this is an initial aid only, as it still needs to be integrated into a concept of professional competencies. This necessitates further research and development (see section 4.7.8)

In the left-hand column are the core competencies of Global Development education for Secondary Level I, which can be further developed in vocational education and training programmes (as has already been mentioned, these core competencies still need to be systematically developed in Secondary Level I when this framework is implemented). The (specific) professional competencies listed in the right-hand column are comprised of competency clusters that must be further specified. They contain supplementary information that should make clear how it is possible to work in the topics of globalisation and sustainable development in vocational (continuing) education courses. These are proposals meant to create as much room as possible for the construction of individual school curricula and a distinctive school profile.

Pupils are able to ...

Core competencies	VET competencies
RECOGNITION	
1. Acquisition and processing of information Gather information on questions of globalisation and development and process it thematically.	1.1 Gather information with limited support on questions of globalisation from suitable media that • are related to the learning aims of specific learning areas • are related to actions dealing with vocational qualification • illustrate sector-specific situation(s) in different countries/regions • make possible a comparison of aspects such as conditions of production, structure and design of (continuing) vocational education and decisive factors of different employment and economic systems 1.2 Based on of key issues or set tasks concerning questions of globalisation, are able to make significant statements on the information, applying suitable text comprehension methods as well as sector-specific methods
2. Recognition of diversity Recognise the socio-cultural and natural diversity of our one world.	2.1 Identify and compare • cultural and/or • social • economic • political • environmental • societal specifications in their own working world as well as in other countries and regions

3. Analysis of global change Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.	3.1 can differentiate between elements of global change in their sector and problems specific to their occupation 3.2 are able to thus pinpoint related changes in occupational activities, economic interdependencies, conflicts and political influence
4. Differentiation between structural levels/ action levels Recognise the different structural levels from the individual to the global level and their respective functions in development processes.	4.1 locate specific structural levels—from the individual to the global—in their sector and at their workplace, and illustrate them using examples 4.2 describe options of sustainable development processes for individual structural levels

EVALUATION	
5. **Shift of perspective and empathy** Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.	5.1 can shift perspectives to include people, cultures, religions and ethnic identities affected by globalisation, especially in relation to occupational and economic situations 5.2 put themselves in the position of others in occupational situations and explain their patterns of action in relation to relevant social and economic structures 5.3 interpret differences in trade, cooperation and exchange relations between countries, economic regions and companies in light of the working and business processes within an occupation and in relation to occupational activity in connection with supply, production and sale as well as consumption and use of goods
6. **Critical reflection and formation of opinion** Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.	6.1 reflect on the visions and interests of political and economic decision-makers and power brokers, reflect critically on possible future global development scenarios and relate these to the guiding principle of sustainable development 6.2 analyse and evaluate the options individuals and groups have to shape the organization of their occupational sector, daily work and workplace as well as technical, economic and social systems as well as retaining their employability through lifelong learning 6.3 have a grounded opinion on the democratic control of economic power and options for employee participation
7. **Evaluation of development aid measures** Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.	7.1 evaluate development aid projects and in doing so take into account various interest groups and starting points as well as the normative reference of the people involved and the political framework

ACTION	
8. Solidarity and co-responsibility Recognise areas of personal responsibility for humankind and the environment and take up the challenge.	8.1 determine their personal co-responsibility in areas of occupational action 8.2 develop alternative activities and scenarios and try these out either as role play in their learning group or in their concrete training company/school environment
9. Communication and conflict management Overcome socio-cultural and special-interest barriers to communication, cooperation, and conflict management.	9.1 develop strategies and use methods of intercultural learning to overcome barriers and resolve conflicts that often arise in interpersonal communication within companies and between people from different cultural backgrounds 9.2 try these strategies out and become more sure of them in the classroom and at the workplace 9.3 reflect on these situations with their classmates/colleagues
10. Capacity to act on global change Act in times of global change, especially in personal and professional life, through their openness and willingness to innovate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.	10.1 analyse, develop and consolidate their openness and willingness to innovate in occupational situations and develop alternative activities for scenarios related to their work 10.2 are flexible in dealing with their ideas and competencies in light of the unpredictability of the future 10.3 accept failure and uncertainty with equanimity
11. Participation and active involvement Pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.	11.1 are ready to become involved in the field of their choosing and are motivated by their own convictions to work towards sustainable development on the societal, private and occupational level

4.7.5 The core competencies of Global Development education and the model of professional competencies

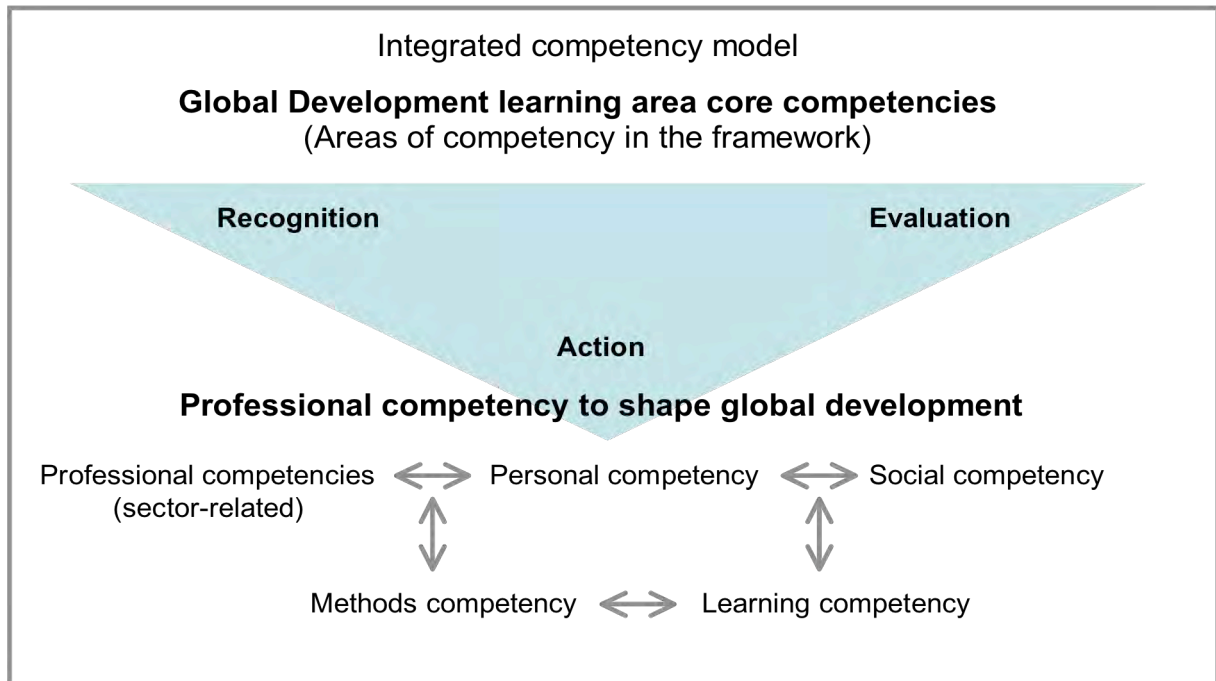**The competencies of vocational education to shape global development**

Integrated competency model

Global Development learning area core competencies
(Areas of competency in the framework)

Recognition   **Evaluation**

Action

Professional competency to shape global development

Professional competencies ⟷ Personal competency ⟷ Social competency
(sector-related)

⇕   ⇕

Methods competency ⟷ Learning competency

Illustration: Dieter Appelt and Heinrich Meyer

This comparative chart makes it clear that in integrating the core competencies of Global Development into general education, it is necessary to divide the area of competency of **action** into specific competencies. This is not true of the model of professional competencies. In this case, specific competencies are always connected to actions and must be developed in learning scenarios in a way that makes concrete and circumspect professional action possible.

If within this framework we use the general core competencies of Global Development education as our reference, we do so knowing that the design and curricular implementation of professional ordinances should be guided by the comprehensive professional competence "active involvement in global development". This includes the closely related specific competencies—subject-related/professional competencies, personnel competency and social competency—in which competency can be developed in methods and learning. Developing these competencies is the goal of the curricular and process-oriented design of trainings in individual careers and educational courses. This in turn generates corresponding content and topics, which can be integrated into the subjects of vocational education curricula and syllabi as well as framework curricula for (continuing) vocational trainings.

4.7.6 Thematic areas and guiding principles for the evaluation/revision of framework curricula, training regulations and (continuing) vocational education based on competencies

Thematic areas in a vocational education context: Shaping Global Development within vocational education teaching and training

In the following, we focus on building a comprehensive competency in shaping development by forming specific professional competencies focused on relevant (illustrative) topics and content. These proposals are meant for all sites where learning takes place—schools, in-house and intercompany trainings, as well as vocational education providers—and are geared towards the specific workflows and business processes of recognised training occupations, companies, sectors and pupils. These competencies have already been defined as competency clusters in section 4.7.4.

We propose the following topics in order to cultivate the competency to actively shape global development:

1. Sustainability and global development on the job:
   a) resource use, environmentally sound production, quality management and auditing
   b) the interconnection of production and consumption
   c) working conditions and organisational culture, vocational education and social standards in each sector, in Germany, in the EU and other parts of the world, for example in Arabic linguistic and cultural areas
   d) multicultural makeup of employee/client structure
   e) company goals/company and factory organisation and culture in Germany, the EU and other parts of the world

2. (Global) economic linkages
   f) of supply and sale markets for goods and services including the use of natural resources
   g) direct and indirect (digital) communication with clients and suppliers from differing economic, social, political, cultural and ethnic/religious backgrounds

3. Globalisation of production and competition
   h) information structures
   i) interconnection of companies/ relocation of workplaces
   j) competition structures, economic, financial and political power
   k) monetary economy and company policy (shareholder value versus sustainability)

4. Political, social and legal framework of work
   l) designing the socio-political and economic, regulatory, legal and technical norms of workplaces and the economy / economic and societal activity of national and international institutions and associations
   m) economic, environmental, social and political consequences of shaping the economy and work

These thematic areas need to be concretised for each specific sector and occupation and integrated into learning areas and learning situations.

Guiding principles for the evaluation/revision of framework curricula, training regulations and courses of continuing education

Framework curricula and training regulations of the VET dual system further the development of comprehensive professional competencies consisting of the specific occupational, personal and social competencies described above.

However, analyses of framework curricula for vocational education in schools for some occupations (for example careers in gastronomy: Meyer/Toepfer 2004, 39ff.) have shown that on the learning area level, occupational goals and content are dominant. Almost no attention is paid to developing comprehensive occupational and personal or social competencies; neither sustainability nor global development is adequately covered. This also holds true for trainings that take place exclusively in schools and for courses of further vocational education. Framework curricula for in-house trainings are limited to lists of skills and knowledge. Nevertheless, in learning situations geared towards specific occupations, it is possible to include topics and content relevant to dimensions of competency, including aspects related to global development. However, supplementary education must be provided by teachers and trainers if pupils are to acquire competency in Global Development.

This strategy for the assessment and revision of framework curricula and training regulations is compatible with the educational mandate of VET schools as well as with on-the-job trainings. In general, vocational education schools should "enable the fulfilment of occupational tasks and help shape the working world and society in an environmentally and socially responsible manner."[4]

The following key questions can support the assessment and revision of framework curricula and training regulations, as well as courses of vocational education, to include the professional competency of shaping global development:

In this specific occupation/course of vocational education, how is personal development based on competency in autonomous occupational, private and societal action within sustainable educational structures understood?

- Which occupational goals and topics are defined that relate to global development, and what are their parameters?
- Are the goals described as competencies to be developed and if so, how and which ones? Are goals open-ended and able to reflect new developments? How can they be evaluated?
- How can student participation in the design, planning, implementation and evaluation of processes be anchored as a constitutive principle?
- (How) is opening the company, school and classroom to non-government organisations, stakeholders and development aid institutions defined in relation to sustainable models of occupational action? Which changes/additions are necessary?

How can specific areas of Global Development education be taken into account?

How and to what extent are learning areas able to integrate the competencies and topics of Global Development education? Which contribution can the (sufficiently complex) spheres of action and learning that exist in specific occupations or occupational training courses make to developing those occupational, private and societal learning situations that help to shape global development?

- How are the competencies necessary to shaping global development related to action in an occupational context?

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[4] KMK 2000, handouts, p.8; KMK 1991; cf. Meyer and Toepfer 2004, p.41ff.; Bader 2004, p.13ff.

- Which companies' experiences and convictions—for example codes of conduct or international initiatives such as the Global Compact—can be integrated into this subject matter?
- How can workflows and business processes in the areas of supply, production and sales be looked at, both generally and from an economic as well as environmental, social and political point of view? Does it make sense to concentrate on individual learning areas that allow for exemplary design of specific situations? Which (occupational) topics lend themselves to the development of these competencies? Which links to the private and societal sphere can be integrated?
- How does the aspiration level take pupils' heterogeneous scholastic, social and cultural situations into account?

How is openness to making changes and learner-centred learning encouraged?

Which options for open learning processes does the structure for competency-oriented goals and content allow in each learning area? Which options exist/are necessary to learn more in (later) continuing education or in connection with supplementary qualifications?

How is self-determined preparedness and skill
- taught to pupils, so that they think in a forward-looking, systemic, interconnected manner, can shift perspectives and be creative?
- encouraged in pupils, so that they notice cultural and religious diversity that affects both occupational as well as private and societal actions?
- systematically developed in pupils, so that they practise intercultural, value-oriented communication and cooperation? How does the media used in teaching support multiple perspectives and different socio-cultural perceptions?

How do specific learning areas deal with the complexity of global questions?

Does the development of learning situations within the learning areas support a (sufficiently complex) competency-oriented structure that makes a holistic active learning vocational education process possible?

- How do the topics and areas studied integrate questions of global development?
- How are the economic, ecological, societal and political dimensions of sustainable action taken into account for specific target groups?
- How is participation encouraged in shaping work (for example in an economic, ecological, social and organisational manner) as well as in insecure jobs, for certain workplaces and sectors, and in a national and international context?
- What motivation do the learning areas give for acting in a value-oriented, humane, social manner, showing solidarity and working towards global justice?

How are uncertainty and contradictions taken into account?

Which questions must be dealt with (in content and in method) that are relevant to personal life and career plans, involvement in (global) society, or individual dilemmas, for instance those that result from the discrepancy between ethical wishes and economic necessities?

- How can potential conflicts be taken into consideration (e.g. violations of social standards and human rights, excessive environmental impact, child labour)?
- How can these be dealt with in an open-ended manner consistent with active learning processes?
- How, based on a company's existing agreements and principles, can it be shown that sustainable economic and labour practices are recognised nationally and internationally and are advantageous business practices?

How are target groups differentiated according to performance level and foreign heritage?

- How should VET target groups be differentiated in the name of expediency?
- In Global Development education, how can we differentiate between academically strong and weak pupils in vocational education courses at different levels?
- How can competencies and sector-specific content and methods be geared towards target groups with foreign heritage?
- How is openness to regional particularities ensured, for example when global development is mirrored in the microcosm of the school or training company, for example by multicultural employees, clients, suppliers, learning communities or neighbourhoods?
- What contingencies are made for the fact that vocational qualification and training does not always lead to employment, and that prospects need to be developed for (temporary) unemployment and other career setbacks?

How is agreement with and coordination of regulations organised?

How are vocational education and training regulations (framework curricula and training curricula) coordinated in the area influencing global development?

- How are vocational curricula and syllabi for the individual learning areas (Languages, Math, Citizenship, Religion, Ethics, Sports, etc.) coordinated in terms of competencies and content? Can this be integrated into the schools' teaching structures?
- How are vocational framework curricula and training syllabi coordinated in terms of Global Development education?
- Is mention of cooperation between sites of learning (schools, companies, in-house and inter-company sites, training sites, etc.) possible and desired? Which school and training structures are these based on?
- How are training and continuing education coordinated, which supplementary qualifications are possible and sensible, and which core competencies should these build on?

4.7.7 Sample assignment: "Welcome to the ONE WORLD HOTEL"[5]

(This sample assignment for the dual system of training for hotel careers, particularly for hotel and restaurant workers, was tested in Hesse vocational schools.)

Information for teachers

This audio play illustrates how principles of sustainability can be integrated into the hotel and restaurant industry in certain aspects of marketing as well as other areas of corporate policy, for example human resource policy. The following is an active learning model that teachers and trainees can draw on when creating and developing learning situations for a great many learning areas relevant to hotel and restaurant careers.

Economies around the globe measure their economic development according to growth figures and growth prognoses. Internally, companies work with numbers that reflect turnover, earnings, savings and profitability. Trainees learn to calculate and interpret these numbers at vocational schools. However, the question is seldom posed of the sustainability of corporate decisions in the context of global development. More popular—and often easier—are short-term and mid-term strategies, such as orientation towards shareholder value or stakeholder

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[5] Authors: Prof. Dr. Heinrich Meyer and Barbara Toepfer; see also Meyer, H. & Toepfer, B. (eds.), *Bildung für eine nachhaltige Entwicklung in den Gastronomie- und Ernährungsberufen – Herausforderungen, Konzepte und Unterrichtsbeispiele. Hochschultage Berufliche Bildung 2004*, Bielefeld, 2004.

value, or outsourcing, which initially promise success and lower production costs, particularly personnel costs. At the same time, companies complain about the indirect costs of high unemployment and low domestic consumption. To resolve this contradiction, we need sustainable development strategies for our society that balance corporate and societal well-being: the relationship of economic, environmental and social issues.

Norms and standards for hotels and restaurants are currently widespread and well-known. What is perhaps new is their meaning for sustainability; working in a sustainable manner is becoming synonymous with looking towards the future. Environmental protection, low environmental impact and the efficient use of resources have become second nature to many providers and consumers of hotel and restaurant services. But is this "sustainable economic management" interchangeable with corporate and business activity that contributes to local, regional and global development and that aids those who suffer from the drawbacks of these developments? The problems in the service sector after the Eastern Expansion of the European Union provide a vivid example of how difficult it is to steer labour market developments or to restrict them to the local or regional level.

Despite various regulations, laws and voluntary commitments, governments around the world ignore or circumvent environmental, economic and social standards. Some companies enhance their standing with the public through established labels meant to guarantee adherence to these standards and simultaneously violate these standards. Some tour operators, for example, offer mass tourism and sex tourism, tacitly accepting the consequences for the countries of destination. At the same time, the same tour operators often also advertise "eco-tourism".[6]

These occupational realities depend upon employees who are willing and able to uphold these contradictions.

The United Nations Global Compact is meant to strengthen the Agenda 21, the World Summit for Social Development Copenhagen 1995, the International Labour Organisation (ILO) Declaration on Fundamental Principles and Rights at Work and the General Declaration of Human Rights. Knowing about and studying the Global Compact is important, so that trainees can form their own opinions. It should be studied in the vocational education classroom—not only in Economics and Citizenship, but also as an integral component of Global Development education whenever trainees need to understand or design corporate decision-making processes. Competency in implementing the Global Compact in companies necessitates integrating (global) economic, social and ecological factors, as defined by Agenda 21, in corporate decision-making processes. This area provides excellent opportunities for cooperation between non-governmental organisations and schools, using the example of economic cooperation projects to illustrate how processes can be designed in a socially and environmentally compatible manner, from the creation of the goods and services rendered all the way to their sale.

In 2005, the UN declared the Decade of Education for Global Development. The decade's educational goals are also targeted at vocational education and training.

An audio play for classroom use

This audio play makes trainees aware of the connections delineated in the goals listed below and can lead to initial thought about elements of a hotel industry philosophy based on sustainability and shaping global development. Further exercises are possible that deal with individual aspects in further detail, for example:

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[6] http://www.yourvisit.info/index_dt.html and http://www.viabono.de (29 August 2006)

- culturally aware guest relations and learning about lifestyles and consumption habits of specific groups of guests
- design of dining areas in other countries using sustainability criteria
- cost-benefit analysis of fair trade products
- multicultural employees and human resource development

These aspects can be related to learning areas such as: (at the basic level) dessert; special offers; regional domestic and foreign cuisine; working in the service sector and, at a higher, more specific level, sales and service at restaurants; marketing; housekeeping or storage. Related knowledge and skills can be honed in the third year of vocational training, for example in the learning areas dealing with working in reception, leading a housekeeping crew, managing a floor, or organising events.

Among other functions, the audio play can be used in particular to support the improvement of the following Global Development education competencies:[7]

Trainees

1. learn alternatives and options for activities in the fields of designing and marketing hotel and restaurant industry products and services (marketing policy) (2)
2. evaluate the use of natural products in dining areas (2,6)
3. recognise and form an opinion on the reasons for designing dining areas to make allowances for guests' countries of origin (2,6)
4. recognise and evaluate the meaning of efficient energy use in relation to sustainable development (2,3,6)
5. recognise and evaluate the use of ecologically sound goods and fair trade products as an element of a tourist industry company's marketing strategy (2,8,9)
6. develop courses of action for the further development of goods and services and for human resource development in a multicultural workplace environment (9,10,11)
7. further develop a fictional concept using sustainability criteria or apply the concept to their place of training (11)
8. recognise the importance of cooperation between sites where learning takes place for current and continuing vocational education (8)

Active involvement in development is furthermore both an implicit and explicit goal of vocational school curricula. The professional competencies to be developed by pupils, understood as each individual's willingness and ability to act in a thoughtful, socially responsible manner appropriate to the (societal, occupational or private) situation, also take global developments and work-related phenomena into account.

M 1: The audio play: "Welcome to the ONE WORLD HOTEL"

Assignment: Allocate roles and read aloud

D: Director, Mme. Bonnard
M: Head of marketing, Ms. Scheufler
H: Head of human resources, Mr. Kusumoto

Scene: a fictional client meeting between hotel management and the board of the company "Laptop etcetera", who are going to hold a conference in the hotel with their Japanese business partners. The company wants to learn more about the One World hotel corporate concept for future conferences and have asked for a short presentation.

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[7] The connections to core competencies of Global Development education that are also competencies for vocational education are in parentheses (see 4.7.4).

D: Ladies and gentlemen, our company is called the One World Hotel because our corporate philosophy is based on the principles of sustainability, on thinking on an international scale and cultural diversity. This is the atmosphere we offer to our guests—an atmosphere and sense of well-being—that you will be hard-pressed to find an equal to in the hotel industry. The individual needs and lifestyles of our guests are our primary focus. Our goal is to bring people and nature in tune with one another. This is particularly important for business travellers, who are dependent on this inner balance to keep up their health and their performance.

Let me begin with our interior design. All furniture in the reception area, the guest rooms, the restaurant and the seminar rooms is made exclusively of domestic wood such as birch, oak, beech and pine.

H: At our hotel, we place great value on our international team, which we have put together as a conscious choice. This allows our staff to relate to guests with an openness that is otherwise difficult to establish. Of course we all carry clichés and prejudices around with us—this is normal—but at our company, we discuss them in quality control talks and time and again we are surprised by how differently each of us sees people and situations. Since our staff is quite sensitive to the perspectives of others and they themselves come from a wide variety of cultural backgrounds, they are finely attuned to fulfilling the unspoken wishes of our guests.

D: It is very important to us that our staff practise mutual respect and appreciation. I have worked in the hotel industry for twenty-five years and I know that this is not always the case. To ensure this, Mr. Kusomoto is responsible for in-house intercultural trainings as one element of human resource development.

H: I'd like to add one thing about our corporate philosophy—our choice of staff and our product policy are all part of our company policy, which we also franchise.

D: We have known from the time that you made your booking that you will be receiving Japanese business partners in the afternoon. You have already spoken extensively with our Japanese waiter, Mr. Suwaki, about the colour concept for the meeting room, the choice of food and drink and your options for an enjoyable evening in our hotel.

M: You can of course also go directly to your rooms to prepare for your upcoming negotiations. Perhaps you would like to relax. You can take a refreshing shower with bergamot body gel from The Body Shop, a green product made in Italy. You can rejuvenate yourself with a cup of fair trade tea or coffee—you will find a small variety of hot drinks in your room along with mugs and an electric kettle.

M: In your room, you will come into contact almost exclusively with materials produced under environmentally faultless conditions—as far as we are able to say. All fabrics are of cotton, linen or silk. Some of our inventory has been made in cooperation with small companies in Mozambique and Kenya. In our contracts with these companies, we set agreements for all details of product quality. They deliver directly to us and they calculate prices to allow for the financing of their social services, particularly schools and health stations. Our delivery contracts run for at least three years, so that our partners are able to build up their companies. When the contract ends, they take over their own marketing and gain new clients, usually however remaining one of our suppliers. You can also read more about our suppliers and the projects you are supporting during your stay at the One World Hotel; a binder with more information can be found in every guest room.

D: By the way, our human resources policy provides us with reliable insight into what we need to do to create the optimum conditions for your business negotiations. We have arranged for a dinner with regional flair and, as it is cooked on a stone, Asian elements. You thus display cultural compromise in your choice of food and drink; they exhibit your own characteristic style, but do not embarrass your guests or make them feel estranged.

M: In some cases, we even call upon the help of consulates and foreign trade missions to get the information we need. For yourself and your guests, we have arranged for a tea ceremony in the late evening to be held in the meeting room. We will provide drinks and entertainment afterward, both of which are important when building good business relations with the Japanese.

M: Most of the food in our restaurant is organic, usually from regional vegetable and fruit farmers, juice producers and beekeepers. We make sure our butchers and bakers process their meat carefully and that all grain is from certified farms. We buy our milk directly from a dairy farmer in Taunus. Our delivery contracts are usually long-term and contain fixed prices—if we're not satisfied with the quality, we talk to our suppliers. Since we have decided upon set prices over a long period of time, our suppliers need not worry that we're going to push prices down. In exchange, we insist upon environmental standards and high quality, which demands high performance of our suppliers. If we have complaints and the supplier is not able to meet our expectations, we cancel the contract. But this rarely happens. We have found that it pays to make long-term contracts with suppliers.

D: At our breakfast buffet, you won't find any eggs kept warm on chafing dishes, individually packaged pats of butter or plastic yogurt containers. We have a relatively small selection of breakfast items—fair trade tea, coffee and chocolate; seasonal juice from local suppliers and orange juice from a Spanish cooperative; bread and rolls made from organic grain; regional jams, marmalades and fair trade honey; two kinds of cheese from "our" dairy; two different cold cuts and soft-boiled organic eggs—all available buffet style. We always only put out small amounts and prefer to add more as needed, creating as little waste as possible. Of course we're always ready to fulfil the special wishes of our guests should they prefer scrambled eggs or an American breakfast, for example, or have special dietary needs.

M: You have probably already noticed that our tables are all set differently—we do this in the evening as well. We buy our tablecloths and tableware from different Latin American cooperatives that are still growing. We're therefore not able to provide a uniform décor, and occasionally supply shortfalls occur. But when you know who has made the plates, cups and glasses, this will probably no longer bother you. In fact our guests—many of whom are now regulars—tell us that these minor shortcomings and inconsistencies are a "trademark" of our hotel, and that they enjoy the plentiful colours, abundant decoration and small differences.

D: Naturally, our trainees and staff have also been trained in this area. They are able to provide information on the origin and production of our inventory and support the One World Hotel corporate philosophy. We do also have guests who are not interested, but many of them read the product information on the small table cards and ask more questions.

H: Our trainees identify wholly with our hotel—in contrast to many other trainees, they feel valued during their training and are able to develop their skills to their full extent. But not only that—after all, they chose to work with us and we of course chose to work with them—they want to do more than to work in just any company. The One World Hotel gives them the opportunity to live their convictions. This is not to say that our philosophy is attractive to all young people, but you would be surprised to know how many applications we are forced to turn down. By the way, no small number of our trainees go on to become franchisees with their own family businesses.

M: Now just one word about our price system. Of course organic and fair trade products are often more expensive than is customary. On the other hand, since we use mostly seasonal products from the region, we are able to avoid high costs for imported food and luxury goods, such as strawberries in winter or exotic fruits used only to garnish plates and platters. Our wine and liquor menu is also small, which keeps our storage costs down.

By selling licenses to franchisees but doing all or some of their bookkeeping and controlling, payroll accounting and marketing ourselves, we are able to perform both our and their in-house services economically, at the same time optimising workflows and the use of IT, which also saves us considerable costs. This allows us to offer you our services at prices similar to those of other branches and locations.

D: Should you be looking to stay in Hesse again, we can heartily recommend the One World Hotels in Kassel, Marburg, Offenbach, Wiesbaden and Bad Hersfeld. All of these companies share our corporate philosophy.

We wish you a pleasant and successful stay.

M 2: Global Compact – an exceptional corporate initiative

The Global Compact was introduced in January 1999 at a speech at the World Economic Forum in Davos. At the time, Kofi Annan called upon economic leaders across the globe to work towards laying social and environmental cornerstones to support a new global economy and to ensure that globalisation helps all the people of our world.

Now, far more than 3,500 companies and organisations from around the world have become members, including 83 German companies such as Allianz Gruppe, BASF, Bayer, BMW, DaimlerChrysler, Deutsche Bank, Deutsche Telekom, Gerling Group, Henkel, Lufthansa, SAP, Otto Group, and Volkswagen AG, as well as institutions and associations from the cities of Berlin and Nuremburg.[8]

The Global Compact is based on nine principles that members commit to upholding and supporting.

Human rights:
Principle 1:
Businesses should support and respect the protection of internationally proclaimed human rights; and
Principle 2:
make sure they are not complicit in human rights abuses.

Labour Standards

Principle 3:
Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

Principle 4:
the elimination of all forms of forced and compulsory labour;

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[8] http://www.gtz.de/de/leistungsangebote/12279.htm (29 August 2006)

Principle 5:
uphold the effective abolition of child labour; and

Principle 6:
the elimination of discrimination in respect of employment and occupation.

Environment

Principle 7:
Businesses should support a precautionary approach to environmental challenges;

Principle 8:
undertake initiatives to promote greater environmental responsibility; and

Principle 9:
encourage the development and diffusion of environmentally friendly technologies.

Signatories should publish further proof of their commitment to the Global Compact on a website.[9]

The German Federal Foreign Office also underlines the importance of the Global Compact for its human rights policy.[10]

Assignments:

1. Evaluate the audio play and the Global Compact using the following key questions:

- What are the elements of the One World Hotel philosophy and what are the main differences from the usual philosophy followed by German hotels/the philosophy of your place of training?

- Which Global Compact principles does the One World Hotel take into account? Which aspects of the Global Compact are important to you personally? How would you work towards realising them in your company? What benefits would the company get by adhering to these principles?

2. Which aspects touched upon in One World Hotel would you like to learn more about? Develop initial ideas on questions to ask and how to get more information.

3. In Germany, there is a business association "kompakt". Could this be an "umbrella" for a hotel or restaurant? Please research and form a personal opinion.

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[9] www.unglobalcompact.org (29 August 2006).
[10] http://www.auswaertiges-amt.de/www/de/aussenpolitik/menschenrechte/mr_inhalte_ziele/mrb6/teil_a/5/5_1_htm (29 August 2006).

4.7.8   Proposal for a research and implementation programme

• Fundamental considerations

There are two main aspects to consider when studying the meaning and chances of implementing a framework for Global Development education in the VET sector. They stem from the socio-political demands grounded in educational theory and the demands of the economy and the employment system. In both of these the increasing need for global development competencies can clearly be seen. In the dual system of vocational education and training, attention must be paid to:

- the regulatory level (training regulations and framework curricula) and
- the implementation level

As experience with developing or revising VET training regulations has shown, both aspects need to be considered simultaneously, or at least as interdependent entities. Training regulations list the typical occupational skills, knowledge and abilities in concise form; framework curricula contain guidelines for imparting these competencies through the subject matter and in a particular timeframe.

These regulations are minimum standards, which can not be ignored if training is to be up-to-date and at a high level. They describe existing standards for the state of training today, but leave enough room to integrate future, unforeseeable developments into actual trainings. In the past few years, occupations that are more open and that can be designed flexibly have arisen, so-called "open training occupations" that are for example characterised by a variety of available choices depending on the needs of the company or the aptitude of the individual. At the same time, initial training and further education are coming closer together, particularly since the idea of supplementary qualifications is gaining ground.

In general, it is employer and employee federations and the German Federal Government (usually the Ministry of Education and the Ministry of Economics) who are responsible for the reform of training occupations and therefore also for the revision and integration of new competencies and content. The Federal Institution for Vocational Education and Training (BIBB) is the expert counsel responsible for helping these groups in their consensus-finding process. Training regulations for businesses are coordinated with the relevant framework curricula for vocational schools. Occasionally, before new training regulations are written, research is done, for example problem analyses, case studies or task analyses.
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A reform process will not be begun to meet only one challenge, for example integrating Global Development education. This was different when integrating environmental protection into vocational education and training, which was assigned benchmark character. Thus employers and employees were able to push through the reform of training regulations solely because of environmental concerns.

To integrate sustainability and shaping global development into VET occupations, therefore, we need only to wait and take advantage of reforms that will come up in any case. Since there are no requirements specifications for these competencies or this content, it is up to the balance of powers of educational policy makers and the consciousness of employers, employees, the BIBB and the KMK to decide whether and how this learning area is looked at and to come to an agreement on wording for the competencies and content to be learned in this area. Furthermore, there are sure to be a great many occupational, technological and structural changes wanted that will have to be integrated into Global Development education.

Recent experiences with integrating sustainability into vocational education and training have been sobering. They show how difficult it is to connect it to learning goals and content as well as to workflows and business processes. Objections were made on aspects such as justiciability, ability to test it in intermediate and final exams, endangering businesses' ability to provide training, difficulties in convincing businesses of these goals, and maintaining employability.

In the July 2002 reform of the training for industrial clerks, the Training Regulation on the Structure and Goals of the Training Occupation (§ 3), "The occupational field designation as delineated in § 4, para. 1, 1-4 must be taught in a cross-curricular manner throughout the training period and **include aspects of sustainability**". At least the word sustainability appears here. However, there is no further mention of sustainability or Global Development education in other occupational field designs. The framework curriculum for industrial clerks leaves this goal relatively open: "orientation towards business processes shall be supplemented by an analysis of the numerous interconnections of markets, the national economy and society. Goals should be defined that embrace the fundamentals of sustainable, environmental, social and economic development" (KMK 2002).

VET schools, in their general and sector-specific courses, generally do deal with key issues of our time such as "...peaceful coexistence between the people, nations and cultures of the world while upholding cultural identity, preserving the natural basis of existence and securing human rights" (KMK 1991).

• Reasons for the programme

BIBB's experience with integrating innovative topics initially controversial in society has shown that it is best when participative strategies, stakeholder conferences, pilot programmes, gathering best practice examples, etc. lay a path for examination and concretisation that leads to more acceptance, in-depth knowledge and experiences that show it is practicable.

Pilot programmes or similar tests can, in chosen strategic sectors, show how the requirements of Global Development education can be implemented so that the competencies developed are joined with concrete occupational and business advantages. These projects help either to create legitimacy and acceptance for future educational policy decisions and pave the way for consensus on training regulations or they can, after decisions have been made, help to develop the implementation of these regulations, test them and put them into practice.

The BIBB funding priority for projects that foster vocational training for sustainable development—including the history of the dialogue that led to the development of this programme (2001-2003)—is a good example of government taking an enterprising role and acting as a moderator rather than immediately writing everything into law.

• Programme focal points

The Vocational Education expert working group in this joint KMK-BMZ project, in light of the diversity of interests and the resistance and problems to be expected in VET programmes, proposes creating a hands-on preparation and implementation programme for Global Development education. The competencies gained in this learning area are needed from an economic and labour perspective, in light of opening markets and increasing economic interdependencies in almost all sectors.

This preparation and implementation programme could have the following foci, among others:

- Dialogue, exploration, acceptance and future prospects

Hold five to seven stakeholder conferences for different sectors and branches with the participation of all people responsible for VET in institutions, government and associations. This includes in particular representatives of VET in schools and businesses, trade associations, trade unions and academics. For each sector, 3-5 working groups should define the (specific) competencies and thematic areas/key issues of Global Development education, set requirements, analyse the status quo, state the conditions needed for action, research to be undertaken, projects to be funded, etc.
These stakeholder conferences would initiate a process of participative dialogue to explore existing needs and methods of implementation; a process focused on raising consciousness and gaining acceptance as well as on critical reflection and creative proposals.

- Good practice

Gathering good practice examples, documenting them and publishing them on the web. The work begun by BIBB, EPIZ and others should be continued and integrated into the Good Practice Centre set up by the BIBB together with the DBU. Criteria and a uniform manner of presentation shall be developed for these examples. They will be accompanied by "active transfer" strategies, so that learning from best practice examples catches on. Attempts at Global Development education thus receive a human face with individual success stories at a central, permanent address.

- Pilot projects

Based on experience gleaned from the dialogue phase and the collection of good practice examples, pilot project-like trials and developments will be initiated in innovative areas that can easily be transferred. Among these are:

- continuing education modules for teachers and trainers
- concepts to integrate Global Development education into VET teacher and trainer training
- practical implementation methods, development of media
- development and testing of work orders and tasks, collection of cases, etc.
- development and testing a cross-occupational guide (for example a handbook) to increase sensitivity and foster qualification in shaping globalisation in VET
- development of a concept for foreign placements and internships, for exchange programs, international meetings and cooperation including testing and evaluation

- Additional qualifications

Develop modules for cross-occupational or sector-specific additional qualifications; for example, for people in the tourism sector: culture-specific and cross-cultural competencies for working in specific regions on the African continent. Additional qualifications such as this could be certified, used flexibly and be acquired during the training period.

- Research

Vocational education research on VET in times of globalisation, for example on the topics:
- opportunities and limits for shaping global development on the job

- theoretical foundation and concretization of specific VET competencies and identification of overlaps with the educational "supply chain"
- research on learning goals dealing with inconsistency and contradictions
- qualification requirements analysis and task analysis on dealing with foreignness and globalisation
- development of a cross-sector, cross-occupational holistic VET concept

• Expert consultation

The programme includes expert academic consultation on documentation, counselling, service, evaluation and transfer.

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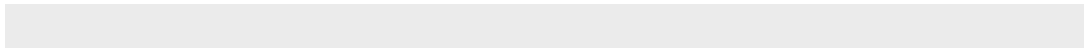
5. Teacher education and specific competencies for the Global Development learning area[*]

In December 2004 the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) passed standards for training in the educational sciences. In those KMK-defined competency areas of

- teaching skills
- education and guidance of pupils
- general professional competencies
- development and design of school

also fundamental content and specific teaching competencies should be imparted that cover the Global Development learning area during the first and second phase (practice phase) of teacher education. By the time they finish, teachers should have acquired the competencies—on a higher level of abstraction and comprehension—that they need to support their pupils in the development of the competencies proposed in this Framework:

1. **Acquisition and processing of information** Gather information on issues of globalisation and development and process it thematically.
2. **Recognition of diversity** Recognise the socio-cultural and natural diversity in our one world.
3. **Analysis of global change** Subject globalisation and development processes to a qualified analysis with the help of the guiding principle of sustainable development.
4. **Differentiation between structural levels / action levels** Recognise the different structural levels from the individual to the global level and their respective functions for development processes.
5. **Shift of perspective and empathy** Become conscious of, appreciate and reflect on their own values and those of others, and their significance for life choices.
6. **Critical reflection and formation of opinion** Form opinions based on critical reflection about globalisation and development issues, using the formation of international consensus, the guiding principles of sustainable development, and human rights as a guide.
7. **Evaluation of development aid measures** Develop different approaches to evaluate development aid measures, taking diverse interests and conditions into account in order to make individual evaluations.
8. **Solidarity and co-responsibility** Recognise areas of personal shared responsibility for humankind and the environment and take up the challenge.
9. **Communication and conflict management** Overcome socio-cultural and special-interest barriers to communication, cooperation and conflict management.
10. **Capacity to act on global change** Act in times of global change, especially in personal and professional life, through their openness and a willingness to innovate, as well as through a reasonable reduction of complexity, and are able to withstand the uncertainty of open-ended situations.
11. **Participation and active involvement** The pupils, as the result of their autonomous decisions, are willing and able to follow sustainable development objectives in their private lives, at school and at work, and to work towards their implementation on the social and political level.

[*] Chapter 5 written by Reiner Mathar, Landesamt für Lehrerbildung (State Institute of Education), Gießen, in agreement with the KMK-BMZ Project Working Group for compiling the framework.

5.1 The first phase of teacher education: university

Global Development elements and thematic areas should constitute an essential part of the first phase of a teacher's university education in the context of subject orientation. Subject differences and culturally influenced perspectives should also be addressed. Only when the fundamental meaning of a shift of perspective has been grasped can these interdisciplinary approaches be knowledgably realised in the classroom.

The Global Development learning area should also focus on an interdisciplinary perspective of development issues and prospects. These not only play a role in the implementation of teaching methods, but also in the methodical comprehension of the interconnections. The shift of perspective is an integral skill at this level as well.

Aside from the pedagogical part of the first phase, central global development contents and issues should also be integrated into all creative and visual arts subjects, social sciences, economic sciences and natural sciences programs. Here too, the topics should be considered from different perspectives.

5.2 The second phase of teacher education: practical phase

In the second phase of teacher education[*], the fundamental aspects and competencies of the Global Development curriculum should be integrated into the compulsory modular programme.

- For the **"teaching" competency area**: Education for Sustainable Development methods and teaching contents for individual subjects/subject groups and interdisciplinary learning

- For the **"education and guidance of pupils" competency area:** evaluation and acceptance of cultural diversity; communication of sustainable development values and norms; support of pupils in forming their own opinions and future-oriented lifestyles that take global perspectives into account

- For the **"general professional competencies" competency area:**
    o C2: active integration of the learner, participation, integration of external partners, and particularly also of the practice of development and of development policy education/holistic learning, the motivation of oneself and others, taking responsibility
    o C3: self-sufficient and self-directed learning
    o C4: social and cultural background of the student/cultural diversity; in this case essential aspects of global socio-cultural diversity and the ability to shift perspective should be imparted and experienced
    o C5: learn about democracy, values and norms, self-directed action; develop values and opinions, develop evaluation competency
    o C6: mediation, conflict management (competencies from KMK 12/24)

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[*] In Germany the second phase of teacher education lasts two years. It combines teaching theory and practice in schools and special seminar institutions.

5.3. The third phase: in-service professional development

Continuing education for working teachers is a necessary third phase, owing to progressive global development. Teachers should become familiar with the corresponding current processes and outcomes on all levels that not only change lesson content but also directly affect the shaping of instruction and school structures. Teachers should analyse current development by means of the models of the four development components and include these in their work.

Continuing education should give instructors the chance to experience and examine topic and circumstance-specific perspective-altering educational method basics; this applies particularly to the four development components. The system characteristics and interdependencies among these components cannot be adequately explained with a customary cause-and-effect-related approach and therefore present fundamental new challenges in the preparation and design of instruction.

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Appendices

Appendix 1

Recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* of the Federal Republic of Germany (KMK) and the German Commission for UNESCO (DUK) dated 15-06-2007 on
"Education for Sustainable Development at School"
2

ABSTRACT

After describing the initial situation and the targets of the paper, the Recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany (KMK) and the German Commission for UNESCO (DUK) on Education for Sustainable Development (ESD) at School provides practical advice for the implementation of ESD at school and for a useful framework. The definition of ESD formulates a vision of education and teaching which is meant to provide everybody with a better understanding of the world we live in and the capability to change it as regards sustainability. This particularly refers to the understanding of the complex connection between globalisation, economic development, consumption, environmental pollution, population development, health and social conditions. ESD defines a holistic interdisciplinary vision of education and teaching, imparting knowledge and options for action which are important for a sustainable future for our planet. The concept of ESD aims at qualifying school students for active participation in the creation of an environment-friendly, economically efficient and socially fair environment, taking into account global aspects, basic democratic principles and cultural diversity.

INTRODUCTORY REMARKS

On 20 December 2002 the General Assembly of the United Nations (UN) proclaimed the years 2005 to 2014 the global "Decade of Education for Sustainable Development". The global vision of the World Decade is a world where everyone has the opportunity to benefit from education and learn the values, behaviour and lifestyles required for a sustainable future and for positive social transformation directed at sustainability. UNESCO, the United Nations Educational, Scientific and Cultural Organization, was designated the lead agency for the implementation of the Decade. The activities in Germany are coordinated by the National Committee for the UN Decade of "Education for Sustainable Development" appointed by the German Commission for UNESCO.

The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) promotes the targets of the World Decade of "Education for Sustainable Development". Together with the German Commission for UNESCO, the KMK recommends further strengthening and embedding Education for Sustainable Development in schools. This recommendation is meant to provide schools with a guideline for the integration of the ideas of sustainability as a social responsibility in classroom teaching. This recommendation is not only meant for schools but also for the administration of cultural affairs and educational institutions for continuing education of teachers.

Joined to the promotion of Education for Sustainable Development at schools is the expectation that education will become a key for a sustainable society in the context of globalisation.

1. INITIAL SITUATION

On the occasion of the United Nations World Conference on Environment and Development in Rio de Janeiro in 1992, 178 governments adopted the "Agenda 21", which aims to achieve greater recognition of central ecological and social ideas at global, national and local levels, that is, everybody's right to live in dignity, the idea of global cross-generational justice, respect for the earth's capacity to absorb pollution and respect for different paths of cultural development. Chapter 36 of the Agenda 21 points out that the idea of sustainability should be considered the basis of local, national and global development requiring innovative knowledge, new awareness processes and a change in attitudes. These aims cannot be achieved without far-reaching educational measures.

The World Summit for Sustainable Development in Johannesburg in 2002, ten years after the Rio World Conference, reaffirmed the need for a global change of course toward sustainability. The participants of the World Summit underlined the need to integrate the central idea of sustainable development into all levels of the educational system – from preschool education to university as well as in non-formal education. As a central support for the development of local, regional and national education plans, the UN General Assembly proclaimed the years 2005-2014 the World Decade of "Education for Sustainable Development" in December 2002. All UN member states are called upon to develop national and international educational activities to support the world community's aim to safeguard conditions for life and survival for both current and future generations. In doing so the World Decade not only bears in mind the targets of the World Conference in Rio 1992, but also the UN Millennium Declaration from 2000, with its resulting Millennium Development Goals. In 2005 UNESCO presented an "International Implementation Scheme" (IIS). The IIS provides a comprehensive framework for actions to support the UN Decade. This is a strategic document, defining the goals of the UN Decade and relating them to other UNESCO activities in the field of education and teaching.

Since the mid-1990s the federal administration and the Länder have been adapting their policies to the basic concept of sustainable development which underlies Agenda 21:

• In 1998 the German Bundestag's Commission of Inquiry on the "Protection of Man and the Environment" published its final report entitled "The Concept of Sustainability – from principle to implementation".
• In the same year the Bund-Länder Commission for Educational Planning and Research Promotion presented the "Framework of reference for Education for Sustainable Development".
• In 2000 the German Bundestag unanimously passed the resolution "Education for Sustainable Development".
• One year later the German government set up a state secretary committee for sustainable development, which is maintained by the present government, and appointed the Council for Sustainable Development.
• In 2002 the national strategy on sustainability "Perspectives for Germany" was published. • Several Länder additionally formulated their own strategies on sustainability, while others are still in the process of developing their own concepts.
• In 2005 the German Bundestag established a parliamentary advisory board for sustainable development.
• In 2002 and 2005 the Federal Ministry for Education and Research presented the government's first and second reports on Education for Sustainable Development based on a decision of the German Bundestag.
• To implement the concept of sustainable development into all educational levels in Germany, a National Plan of Action for the UN Decade was developed in 2005 on the basis of a resolution unanimously adopted by the German Bundestag. The aim is to integrate ESD cross-sectorally in all policy areas that are relevant to sustainable development. Some Länder have already initiated their own plans of action for the promotion of the UN Decade, while several others are preparing those plans.

2. OBJECTIVES OF EDUCATION FOR SUSTAINABLE DEVELOPMENT AT SCHOOLS

The aim is to embed the concept of ESD in schools. ESD is intended to provide school students with skills for sustainable development. Students will learn to recognise and assess problems arising from unsustainable development and apply their knowledge regarding sustainable development. ESD provides recommendations to acquire skills to shape the future. Sustainable development combines environment-friendly solutions with economic 4 efficiency and social justice, taking into account democratic political issues as well as global and cultural aspects.

The National Plan of Action includes numerous measures for planning, dissemination and embedding ESD. The BLK programme "Transfer 21" is one of these measures. The concept of participatory skills in ESD is being developed within the framework of Transfer 21, together with the "Cross-Curricular Framework for Global Development Education" being elaborated by the KMK and the Federal Ministry for Economic Cooperation and Development (BMZ). Further important examples are the development of teaching materials on subjects related to sustainability (e.g. energy, climate protection, biodiversity) provided by the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU), the elaboration of a framework for "Education for Sustainable Development" for school curricula in North Rhine-Westphalia, the certification of extracurricular educational institutions in the field of environmental education and global learning in Schleswig-Holstein, the establishment of a regional network for ESD in primary education in Bavaria, embedding the overall concept of sustainability in the vocational education and training ordinances issued by the Federal Institute for Vocational Education and Training (BIBB), the initiative "Hamburg Learns Sustainability", and the regional ESD network in Hesse. The measures cited above and a multitude of other measures from the Länder and also from the federal government, companies and organisations are aimed at preparing and testing teaching materials, developing quality criteria for teaching and evaluating student competencies in the context of ESD, establishing quality standards for ESD-schools, and forming regional networks as well as networks at national and international level.

3. RECOMMENDATIONS FOR THE IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT AT SCHOOLS

The issue of sustainable development is very complex and therefore needs to be discussed as part of as many subjects as possible and in interdisciplinary and subject-linking programmes, as well as being an important topic of a school's daily life. In the field of primary education, the interdisciplinary subject Social Studies and Science is suitable for teaching ESD issues, whereas in secondary education there is a need to deal with ESD issues in an interdisciplinary and subject-linking way and to strengthen the integration of ESD in the relevant subjects. It is important to provide a curricular structure for the wide variety of individual subject matters on the basis of skills and standards.

The guideline on "ESD in secondary education" prepared in the framework of the BLK Transfer 21 programme provides further concrete orientation in the field of activity concerning school and offers a guideline to support students, teachers and lecturers in continuing education to meet the demands made by the complexity of ESD by means of systematic teaching of skills. The "Cross-Curricular Framework for Global Development Education" was prepared by a KMK-BMZ working group and shows how competencies can be embedded in the curricula for an important ESD teaching field and how to teach competencies in different subjects as well as in cross-curricular and interdisciplinary teaching methods. Some Länder also have their own guidelines, of which use can be made.

ESD is a holistic concept. It not only offers opportunities to prepare lessons with regard to content and didactics, but also provides impetuses to develop an overall concept for schools, the school profile or the school's quality programme. ESD points to possibilities for shaping a school as an open learning situation. Key activities in this context are the opening of schools towards the local surroundings and towards students' real life situations, the design of

schoolrooms and learning surroundings, and increasing the students' opportunities to learn and to gain experiences. This concerns not only the acquisition of general knowledge but also the application of that knowledge in concrete situations where the students learn to assess the results of their own actions. 5 It is useful to apply quality development tools in schools for the implementation of ESD in schools. In the framework of an internal and/or external evaluation it is possible to check the extent to which a school has implemented development processes aimed at systemic embedding of ESD in daily school life. In this context an internal sustainability audit in the school can show the targets and measures which have already been realised. It is recommended to consider certifying schools which are particularly active in the field of ESD.

3.1. Acquisition of competencies

In the framework of the BLK "21" programme and its transfer phase (BLK "Transfer 21" programme), three different teaching and organisation principles for the acquisition of competencies have been developed to enable the students to deal with the key problems in the field of sustainable development, to discover possible solutions and to learn how to evaluate them and find possibilities for action. These objectives can be reached by teaching interdisciplinary knowledge, forms of participatory learning and the establishment of innovative structures.

• *Interdisciplinary knowledge* is based on the necessity of "linked thinking", in particular the linking of the natural and cultural worlds and the development of corresponding competencies to solve problems. The objective is to establish corresponding issues and working methods within the curricula.
• *Participatory learning* takes up the central demand of Agenda 21 for participation of all social groups in the process of sustainable development. Schools can provide preparation for such participation by extending their teaching culture with teaching and learning methods aimed at conveying democratic participatory competencies.
• *Establishment of innovative structures* assumes that schools, as a holistic system, work for education by publicly discussing current issues in school reform such as quality development, profiling, opening of schools, learning culture etc., and by continuously developing the structure of such issues in participatory processes. Against this background, cooperation with partners from outside schools is very important.

The concept for the acquisition of participatory skills (*Gestaltungskompetenzen*) was developed and tested within the framework of the BLK programmes for ESD. Participatory skills are the ability to apply knowledge about sustainable development and to recognise the problems of non-sustainable development, resulting in drawing conclusions on the basis of analysis of the present and studies of the future as regards ecological, economic and social development in its interdependence, and making corresponding decisions suitable for joint political implementation.

Both the guideline "ESD in secondary education – reasons, competences, samples, exercises", which was prepared as part of the BLK Transfer 21 programme, and the "Cross-Curricular Framework for Global Development Education in the Context of Education for Sustainable Development" which is very important in the context of ESD, connect with the increasingly results-oriented educational management and standards. To assist the preparation of new education plans and school curricula, partial competencies, contents/issues and sample exercises to test the acquisition of competencies in certain subjects are provided for the core competences in the area of global development studies. Competence profiles are being developed for different school levels and vocational education with the aim of consecutive learning. The guideline describes the concept of participatory skills, and offers example exercises and a catalogue of quality indicators for schools wanting to develop their focal point in a sustainability profile.

3.2. Cooperation in schools and with partners

ESD can only be viewed as a joint task for schools because it modifies the structures and communication patterns in schools as well as towards the surroundings of schools. 6 Headmasters or headmistresses are asked to support ideas and initiatives to promote a modification process. Coordination groups for work in the context of ESD bring together members from all areas of daily school life and facilitate close cooperation between school administration, student/teacher working groups, parents, technical staff and partners from outside the school system. It is recommended to permanently maintain and strengthen existing local, Land-specific and national networks in order to develop curricula and the organisation of schools in a sustainable way. Against this background the participation of schools in programmes in their Land and cross-state programmes is also to be welcomed. International school partnerships can also be used to make clear the global aspects of sustainability and the perspectives of different cultures referring to sustainable development processes. Systematic cooperation with partners from outside the school system increases the opportunities and framework of action for educational work in schools, resulting in a larger spectrum of themes and the promotion of competencies that are mainly covered by extracurricular learning locations and programmes. In this way schools can become a part of municipal action programmes. In addition to non-governmental organisations and scientific institutions, companies are also important cooperation partners for ESD. The cooperation with these partners in the framework of ESD can result in school partnerships, student companies and jointly managed projects and campaigns.

3.3. Issues of sustainability in teaching

When deciding which of the various issues of sustainability are to be dealt with in the lessons it is advisable to consider the following criteria.
The issues should:
• be based on the principle of sustainable development (integration of different dimensions);
• be clearly related to ESD competencies;
• be of long-term importance;
• be based on broad and differentiated knowledge from science, research and politics with reference to the specific issue;
• enable relation to the daily life of the students as well as a global perspective;
• provide promising possibilities for actions for the individual and/or the community, the people affected, politics, economy as well as science and technology;
• offer favourable conditions for self-organised learning and changing perspectives;
• be relevant to the educational objectives of students;
• offer the potential to be combined with specific competencies to be acquired during lessons.

Tested teaching contents and numerous sample exercises for the wide variety of ESD issues have been developed in the framework of the BLK "21" programme and can be found in the guideline "ESD in secondary education – reasons, competences, samples, exercises" and in the teaching materials for global development in the framework of ESD.

3.4. Teacher education

The implementation of ESD in teaching and school development needs the development of corresponding competencies in all phases of teacher education in these standard areas:
• teaching;
• education, consulting and accompanying;
• general vocational competencies;
• internal evaluation, development and shaping of the school.

During the first phase of their studies teachers should already acquire competencies enabling them to deal in a professional manner with the subject of sustainable development in the context of schools. The interdisciplinary perspective is not only important for didactic-

methodical implementation but also for a prior scientific understanding of the relevant issues. In the second phase, the basic aspects of ESD should be integrated more and more into education modules in the compulsory area. In the third phase, teachers should undergo teacher training that needs to respond to rapid global change and the modified requirements of schools.

Education for Sustainable Development can change teaching and schools in ways that enable us to appropriately react to the challenges of the future. Increasing efforts are made in all fields of school education in order to achieve the objectives of the UN Decade. KMK and DUK support schools in the implementation of Education for Sustainable Development.

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Appendix 2

More information available on the internet:
http://www.gc21.de/ibt/KMK/ibt/index.html

This homepage of the KMK-BMZ project contains many documents (in German) in connection with the framework, its history and present efforts aiming at its implementation in the education sector.

There are download options

- In German:
  - o The original version of the framework, German title:
    "Orientierungsrahmen für den Lernbereich Globale Entwicklung"
  - o A condensed version (*"Kurzfassung"*)
  - o A Powerpoint presentation with all graphs and additional material

- In English:
  - o This full-length English translation of the framework
  - o A condensed English version
  - o A short Powerpoint presentation with all graphs of the framework

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For printed versions and contact for further information see page 184.

Joint presentation of the Cross-Curricular Framework for Global Development Education by Heidemarie Wieczorek-Zeul, Germany's Federal Minister for Economic Cooperation and Development, and Prof. Dr. E. Jürgen Zöllner, President of the Standing Conference of the Ministers of Education and Cultural Affairs, during the 318. Conference of Education Ministers on June 14, 2007.

For more information please check the homepage (see appendix 2) or contact:

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