Learning and Training for SDG Implementation in the COVID-19 Era

Fernando M. Reimers
July 2020
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- "4.7 by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development" (UN 2020)
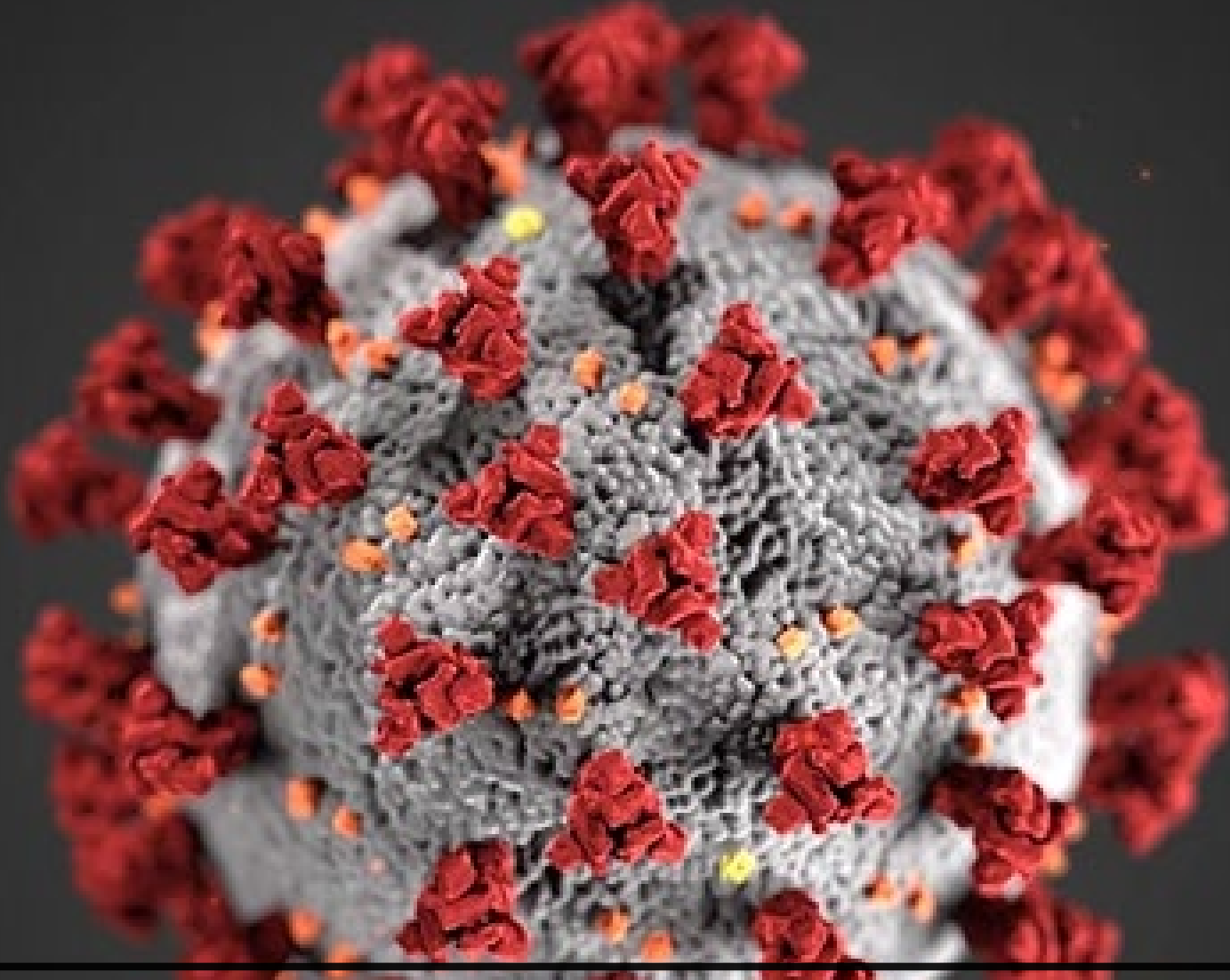
Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children." (United Nations 1948)

March 7, 1947

March 11, 2020

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	SUSTAINABLE DEVELOPMENT GOALS

https://globaled.gse.harvard.edu/education-and-covid-19-pandemic

What do these cases teach?

- Normalization of the importance of education
- Professionalism of educators
- Possibility to build an innovation ecosystem:
  - Innovative capacity of teachers
  - Partnerships with civil society
  - Schools and Universities
- Capacity of schools and education systems to learn quickly
- Potential of technology for new ways of management
- Generosity of many and spirit of collaboration
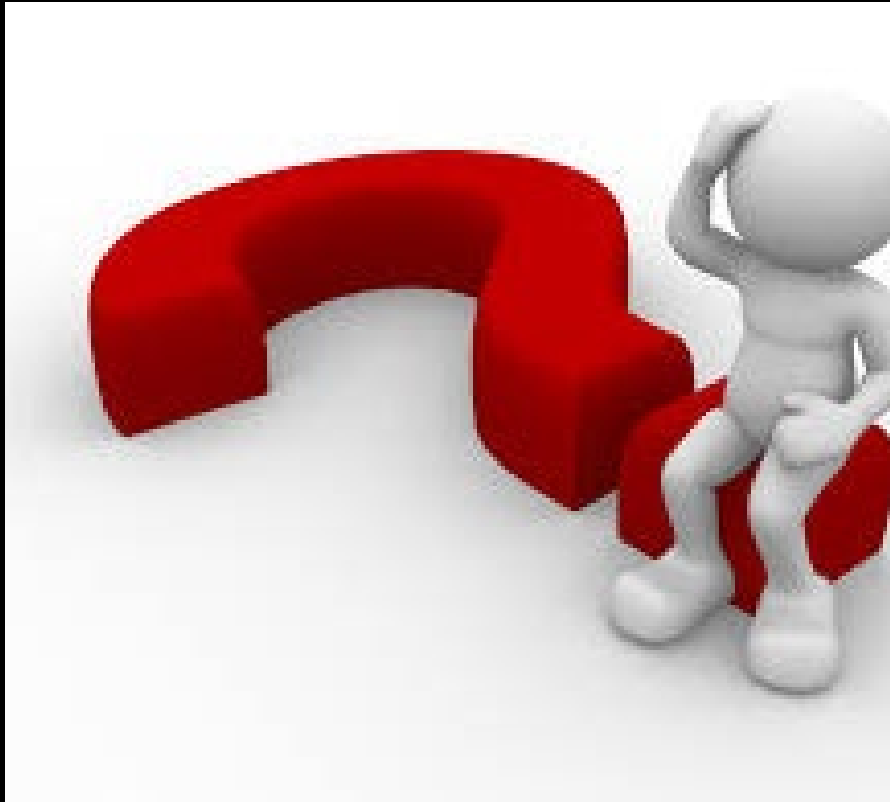
- What are students learning?

- How are education systems changing?

LEARNING TO COLLABORATE

FOR THE GLOBAL COMMON GOOD

Fernando M. Reimers

With:

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Shengnan "Cicy" Zhang

SPRINGER BRIEFS IN EDUCATION

Fernando M. Reimers

Educating Students to Improve the World

Springer Open

SUSTAINABLE DEVELOPMENT GOALS

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SUSTAINABLE DEVELOPMENT GOALS

Empowering **GLOBAL** Citizens

A World Course

Fernando M. Reimers • Vidur Chopra
Connie K. Chung • Julia Higdon • E. B. O'Donnell

Empowering Students To Improve The World **In Sixty Lessons**

VERSION 1

Fernando M. Reimers *with* Abimbola Adetunji, Alka Aziz Salam,
Alexandra Ball, Christian Bautista, Deaweh Benson, Nicolas Buchbinder,
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Percentage of students satisfied with their life
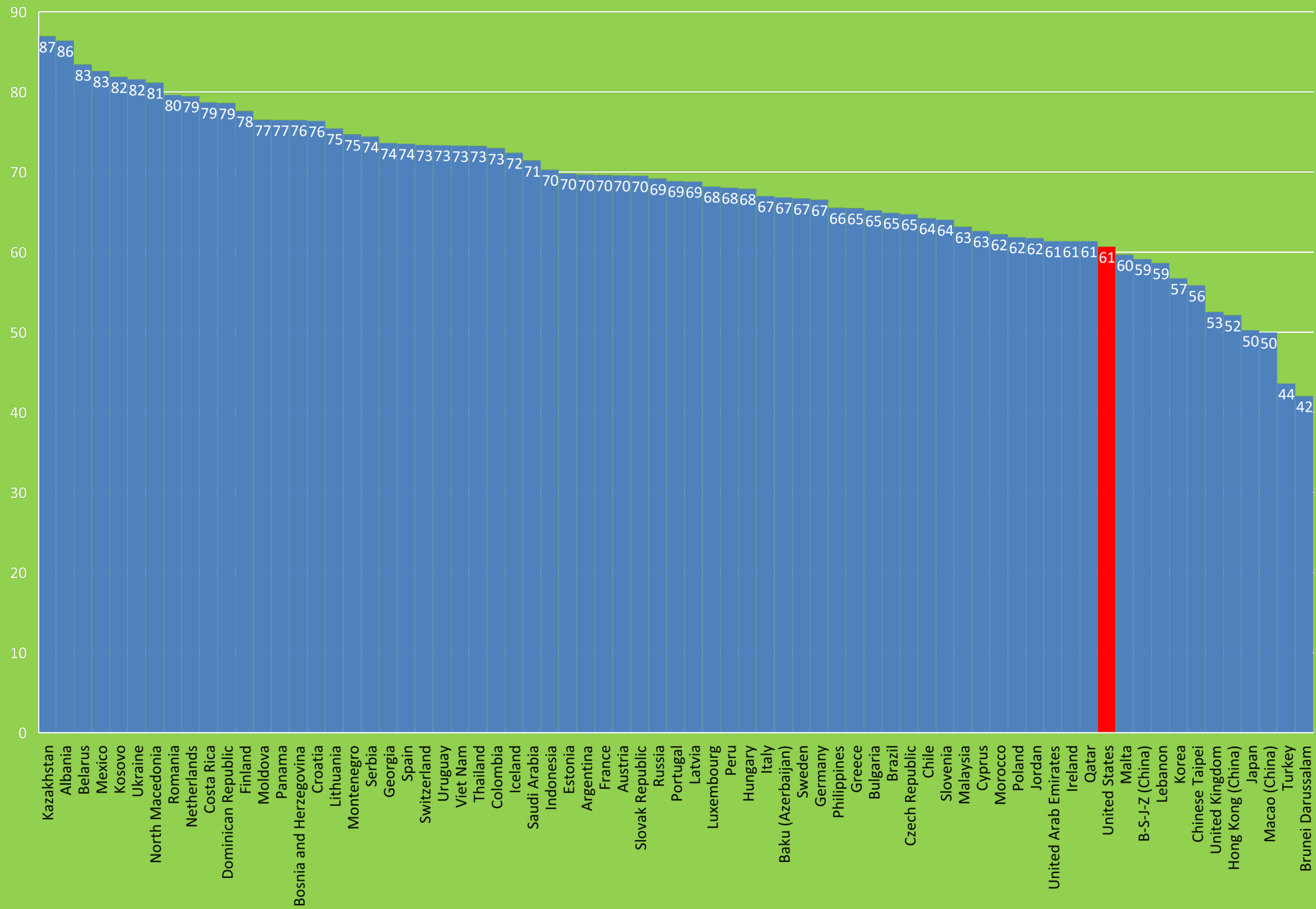
Percentage of students bullied
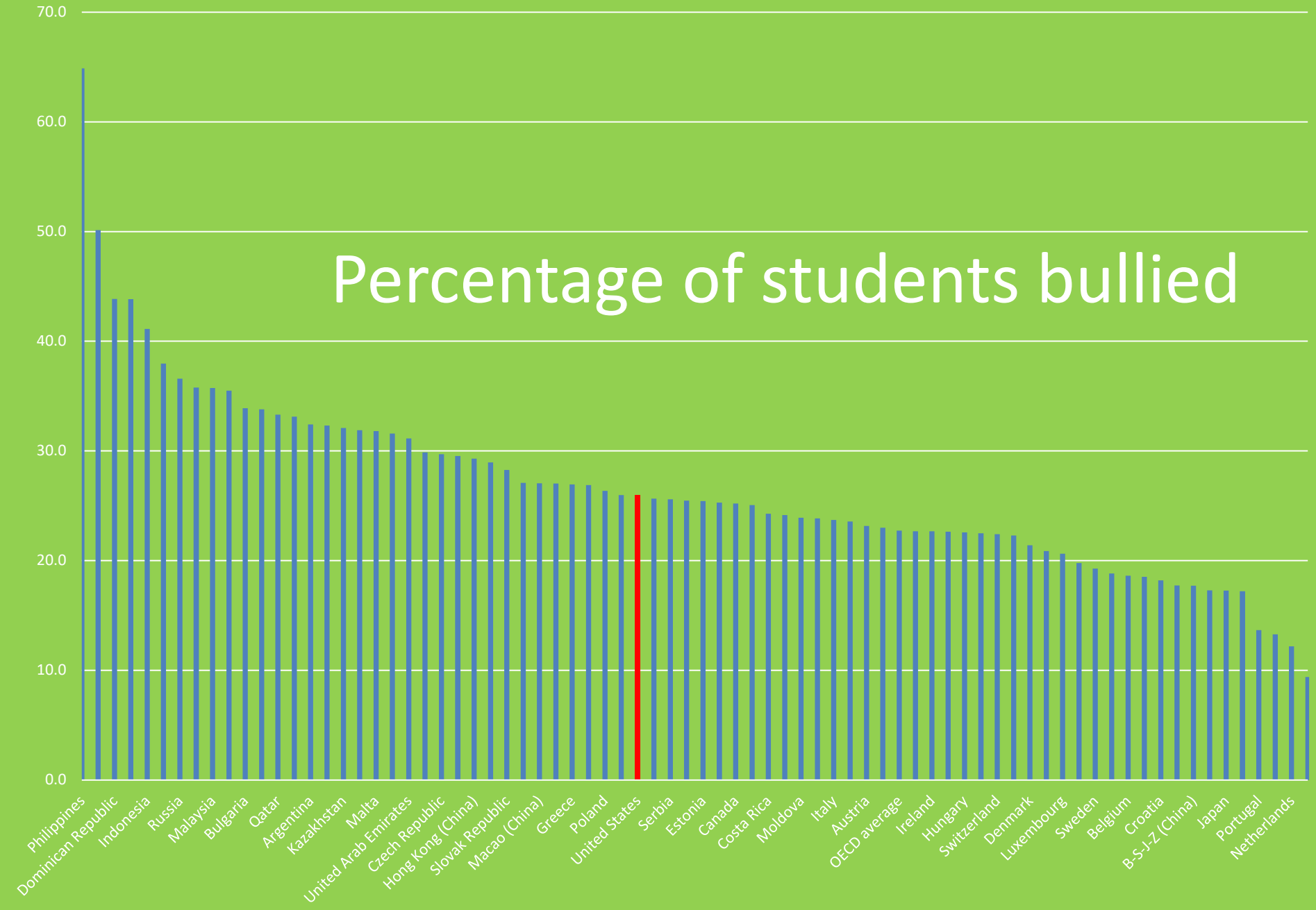
My life has clear meaning or purpose
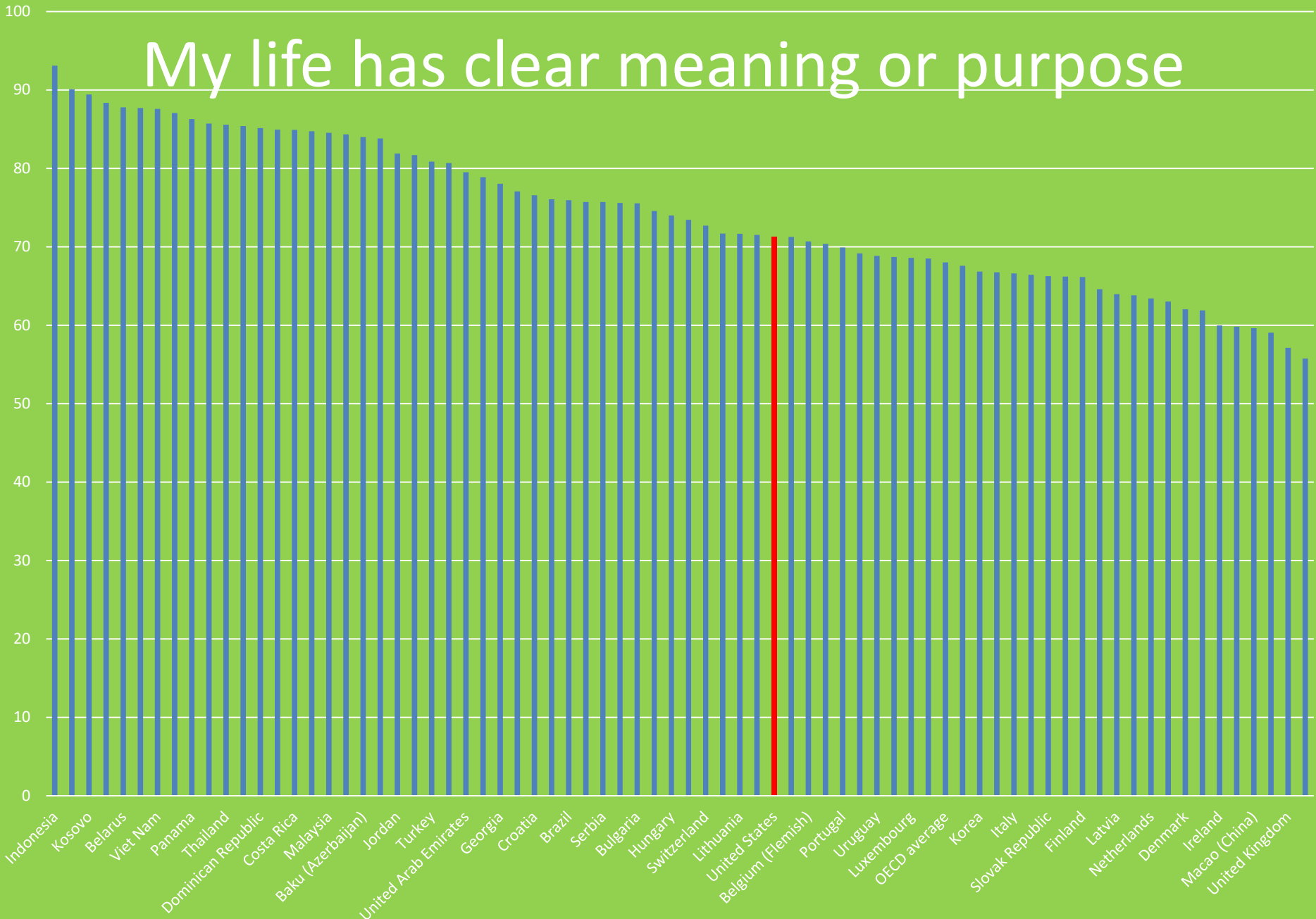
Present a summary of recently learned content
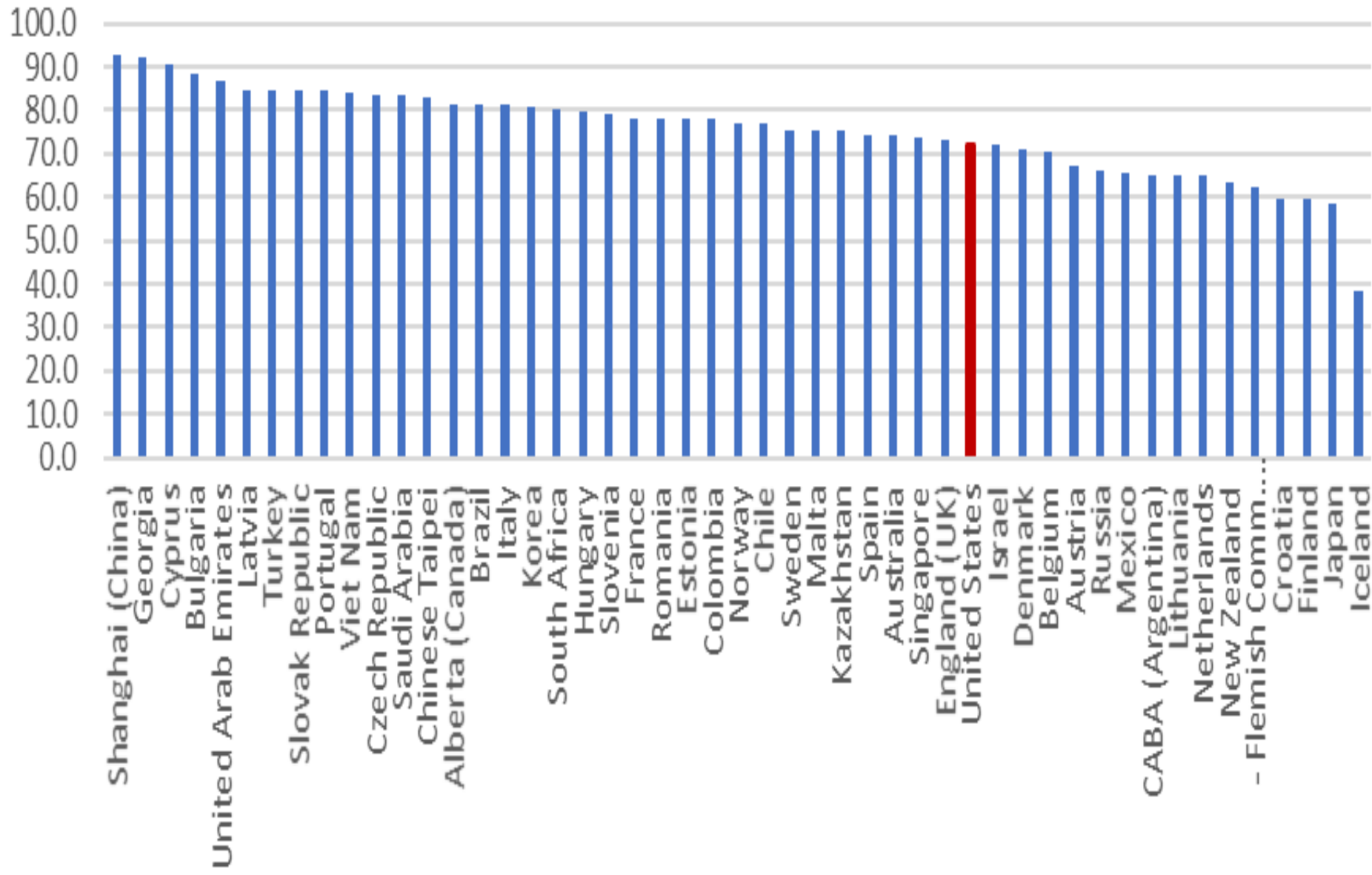
Set Goals at the Beginning of Instruction
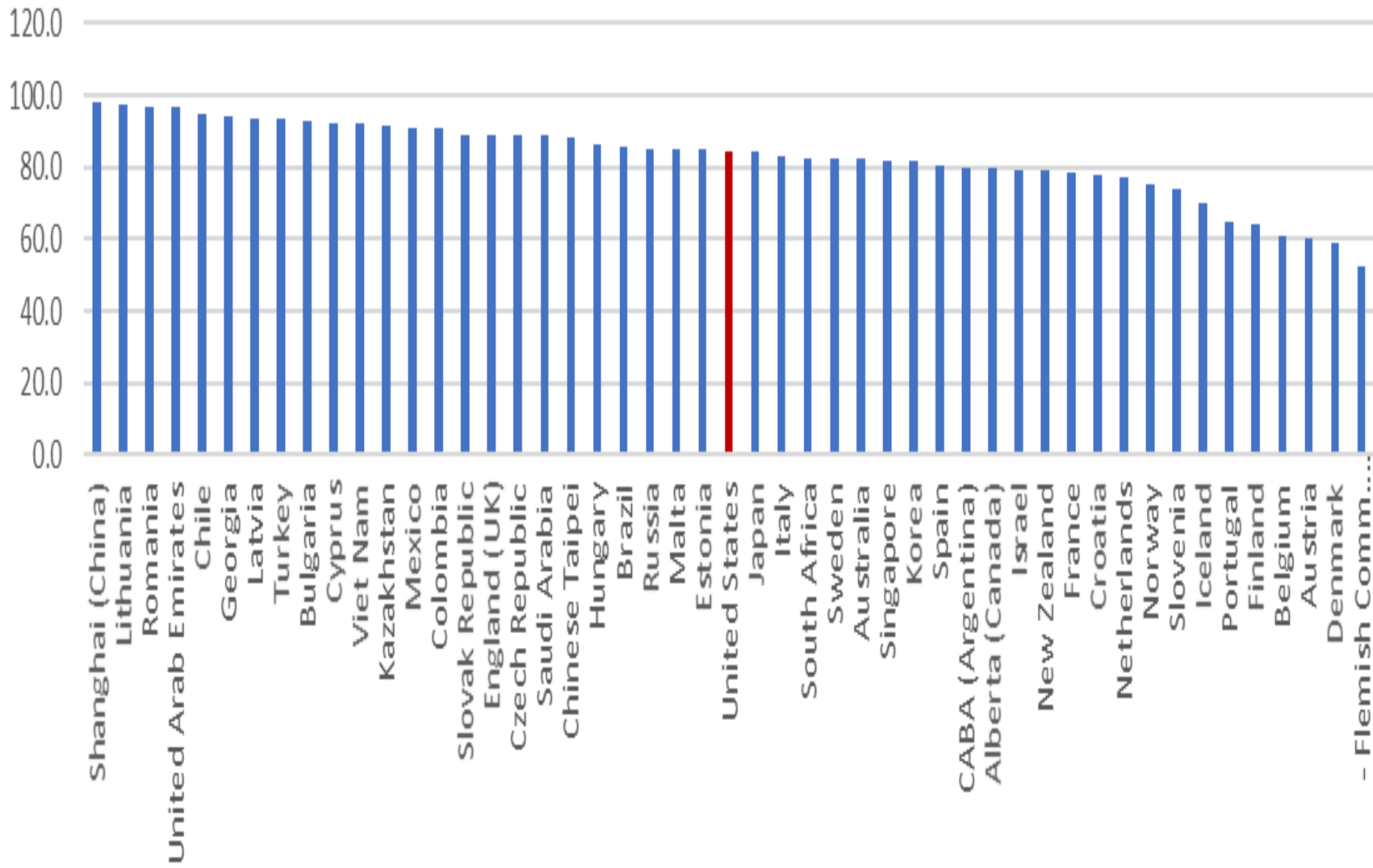
Explain what I expect students to learn
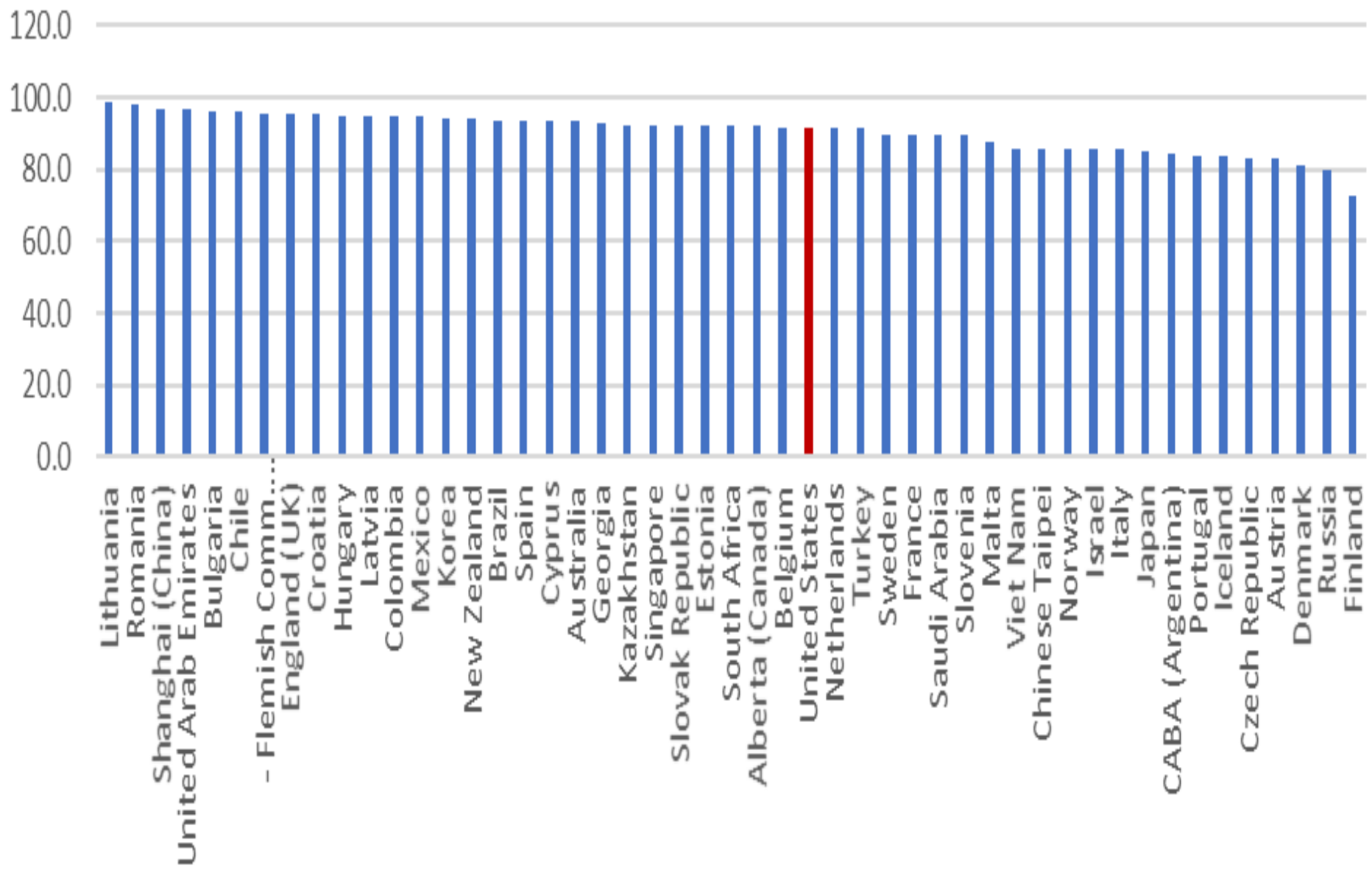
Explain how old and new topics are related
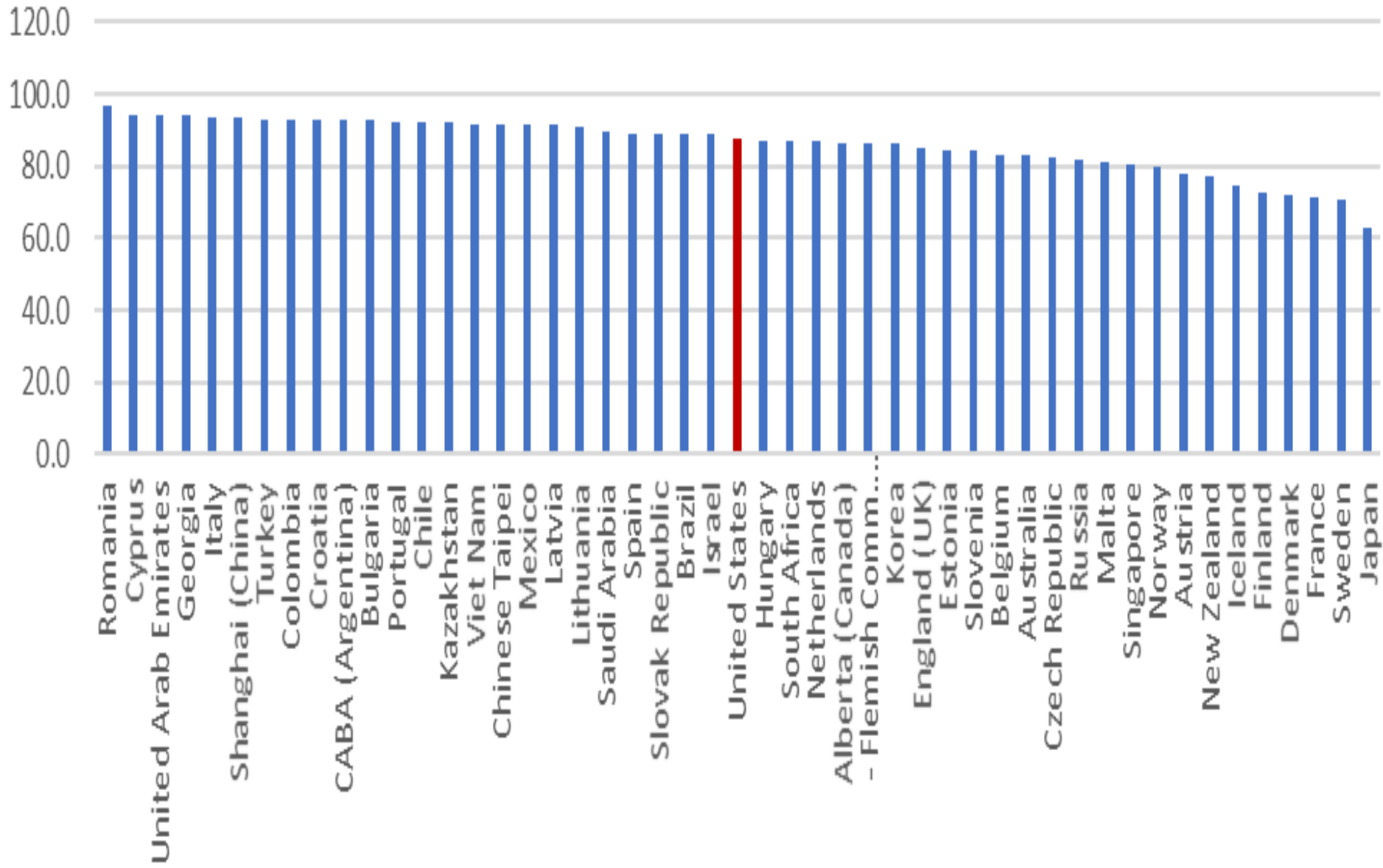
Present tasks for which there is no obvious solution
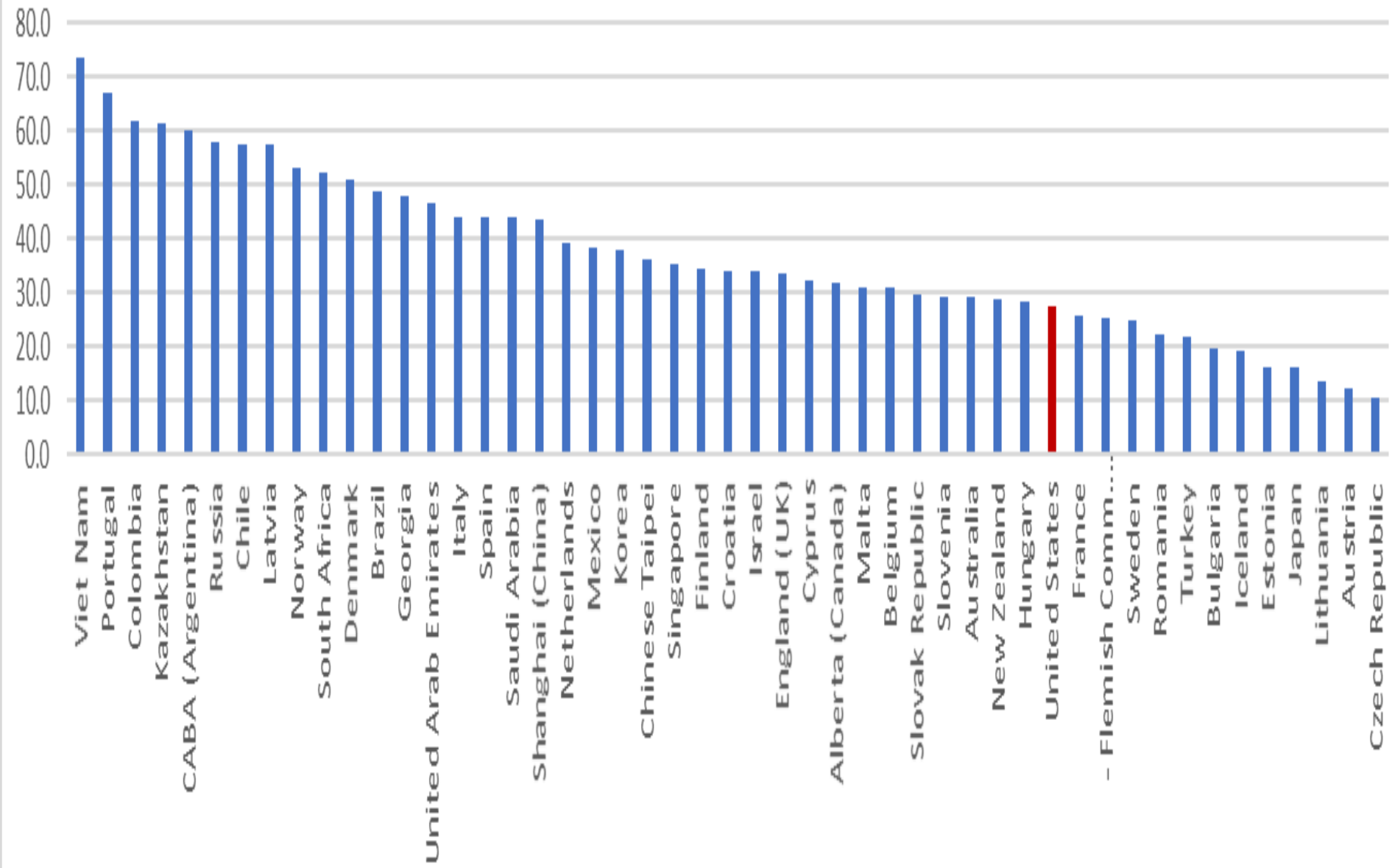
Give tasks that require students to think critically
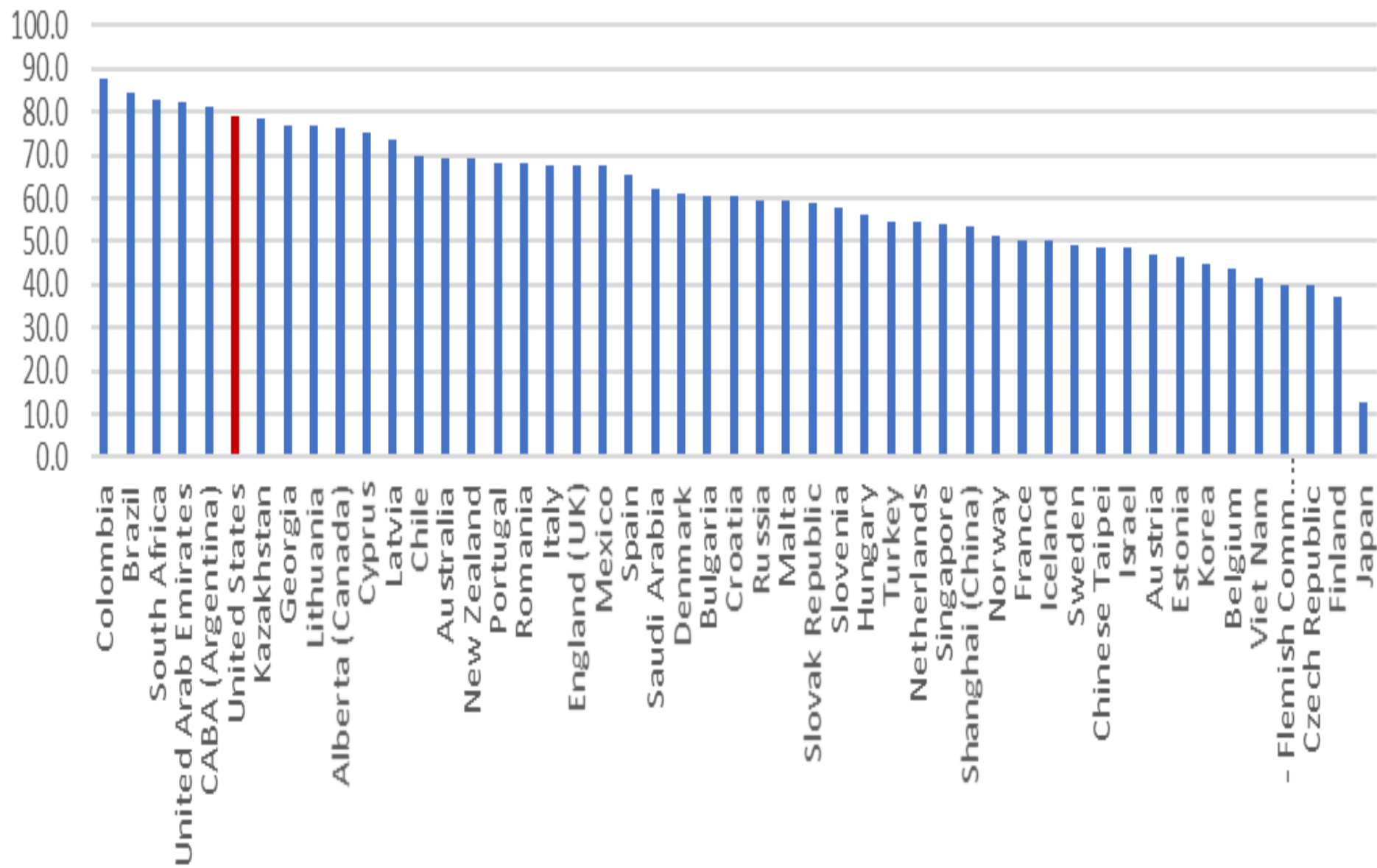
Have students work in small groups to solve a problem or task

Ask students to decide on their own procedures for solving problems or tasks

Give Students Problems that Require at Least a Week to Complete

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LEARNING
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FOR THE GLOBAL COMMON GOOD
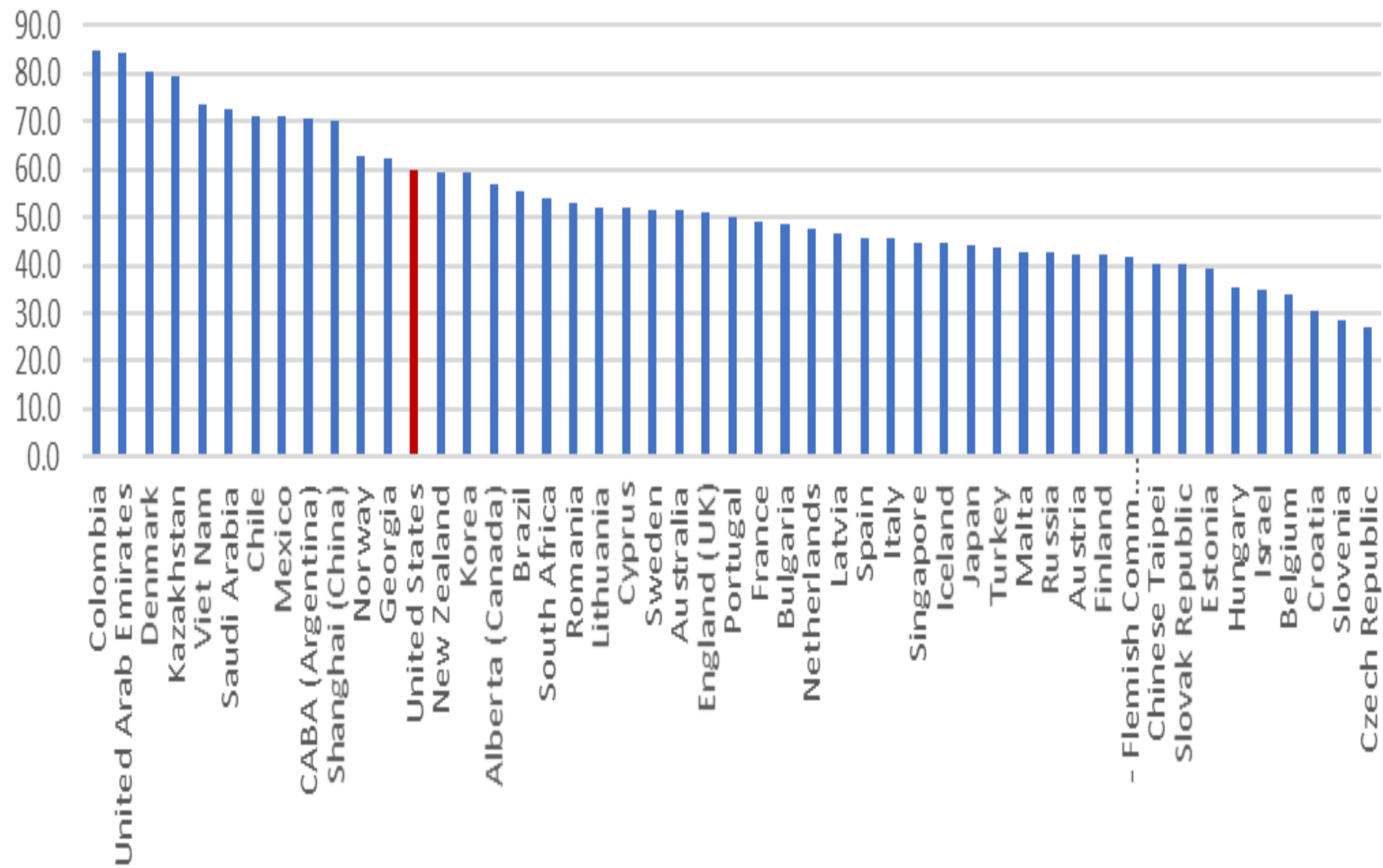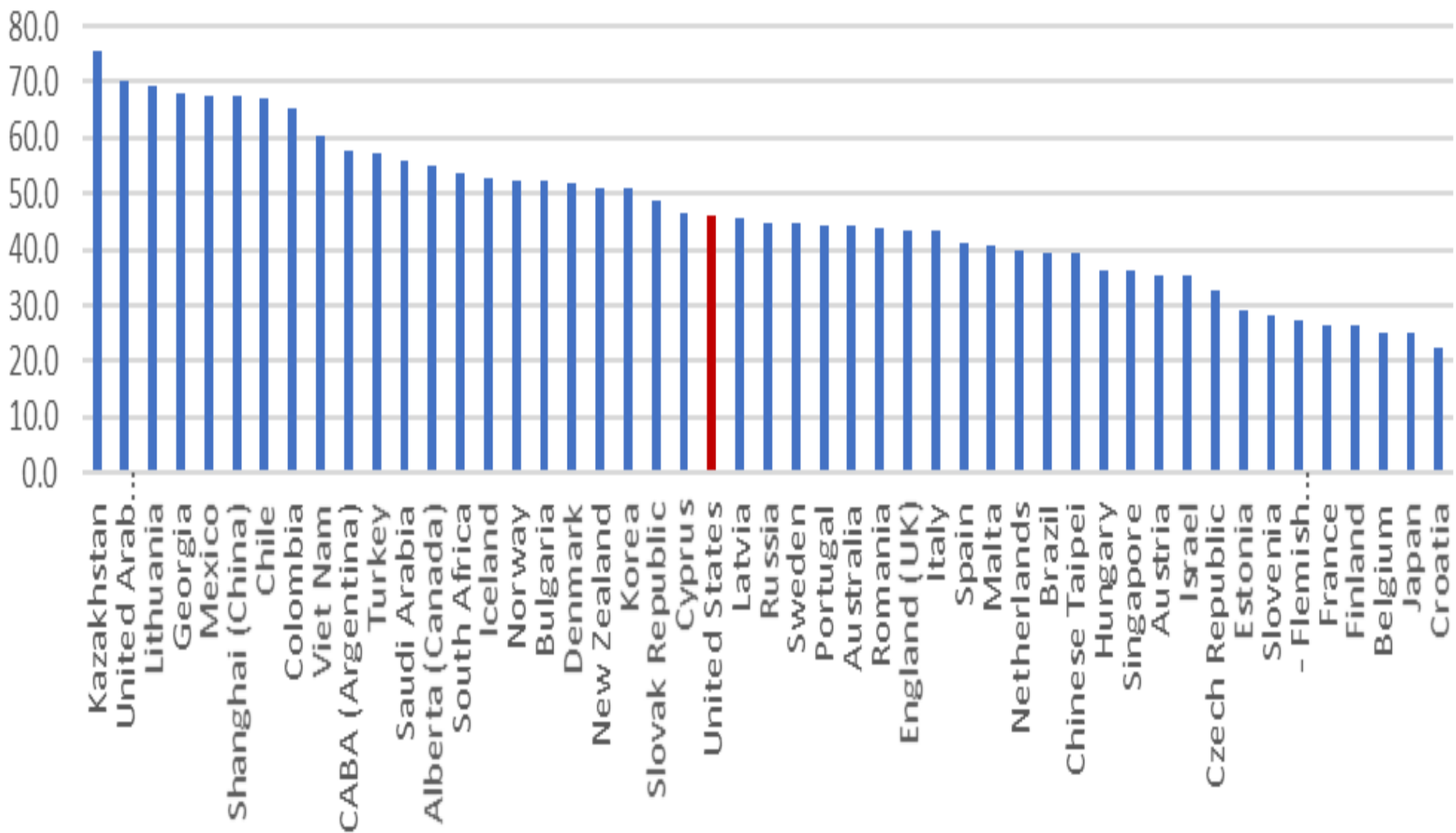
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The World Course
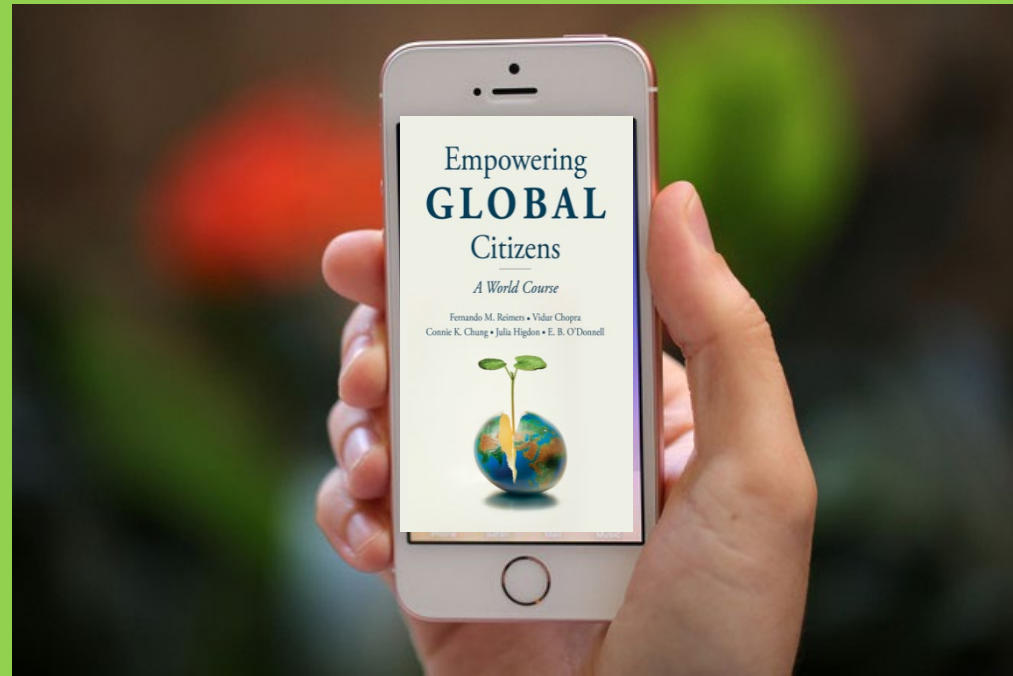
Organizing Principles

- Outcomes Based
- Project based
- Emphasis on doing, active learning
- Knowledge, Skills, Attitudes
- Capstones
- Coherent yearly themes
- Interdisciplinary units
- New knowledge and content
- Fostering Agency, ability and desire to make a difference. Initiative. Leadership.

Organizing Principles

- Learning from what works, and challenges.
- Developing innovative and entrepreneurial spirit.
- Parents and community as resources
- Emphasis on development of analytic and problem solving skills: curiosity, exploration, observation, analysis, research, writing, presenting, inventing.
- Global Challenges as the focus. SDGs and Human Rights
- Connections between Global and Local
- Engaging with complex issues, messy, no easy answers.
- Age appropriate curriculum but not infantilizing.
- From personal and immediate, to more advanced and conceptual understanding.

Characteristics of a Globally Competent High School Graduate

Intercultural Competency
1. Interpersonal
2. Intrapersonal
3. Ethics

Knowledge and Skills
1. Economics, Trade & Demography
2. Culture
3. Politics
4. Science, Technology, Innovation and Globalization
5. Public Health
6. Demography
7. Business, Entrepreneurship, Social Entrepreneurship

Work and mind habits

Characteristics of a Globally Competent High School Graduate

Intercultural Competency
1. Interpersonal

- Is able to recognize and weigh diverse cultural perspectives.
- Understands own identity as well as others' identities and how other cultures shape own identity (ours): where we are in place and time
- Can work productively in and can lead effectively inter-cultural teams, including teams distributed in various geographies through the use of telecommunication technologies.
- Is capable of demonstrating empathy towards other people from different cultural origins.
- Understands and appreciates cultural variation in basic rules of etiquette and knows where to find appropriate norms to specific settings and types of interaction.

Characteristics of a Globally Competent
High School Graduate

Intercultural Competency
1. Interpersonal
2. Intrapersonal

- Is curious about global affairs and world cultures
- Can recognize cultural (civilizational, religious or ethnic) prejudice, and has the skills to minimize its effects in intergroup dynamics.
- Is skilled in negotiation, mediation and conflict resolution skills.

Characteristics of a Globally Competent High School Graduate

Intercultural Competency
1. Interpersonal
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3. Ethics

- Can interact with people from diverse cultural backgrounds demonstrating humility, respect, reciprocity, integrity (academic and other).
- Understands role of trust in sustaining global institutions and recognizes forms of break down of trust or institutional corruption and its causes.
- Appreciates ethical frameworks in diverse religious systems.
- Recognizes common values and common humanity across civilizational streams.
- Is committed to basic equality of all people.
- Can value the potential of every person, regardless of socio-economic circumstances, or cultural origin.
- Appreciates the role of global compacts such as the Universal Declaration of Human Rights in guiding global governance.
- Is committed to supporting Universal Human Rights, to reducing global poverty, promoting Peace and promoting sustainable forms of human-environmental interaction.

Characteristics of a Globally Competent
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Intercultural Competency
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Knowledge and Skills
1. Economics, Trade & Demography

- Theories of economic development, and how they explain the various stages in economic development of nations, poverty and inequality.
- Knows which institutions regulate global trade and which work promoting international development.
- Is familiar with contemporary literature on the effectiveness and limitations of those institutions.
- Impact of global trade
- Knows the consequences of Global Poverty and recognizing the agency of the poor.
- Demography and the factors influencing demographic trends, and their implications for global change.

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Knowledge and Skills
1. Economics, Trade & Demography
2. Culture

- World history and geography, with attention to the role of globalization in cultural change.
- Historical knowledge includes various perspectives, including the role of ordinary citizens in history.
- World geography: know different areas of the world, what unites them and what differences exist, how humans have changed the geography
- World religions, history and points of contact between civilizations over time.
- Major philosophical traditions and points of connection.
- Knows and appreciates performing and visual arts as means to find common humanity (theater, dance, music, visual arts)
- Appreciates different arts and also see connections,
- Sees art as expression, use art for expression, globalization and art

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Knowledge and Skills
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- Knows comparative government.
- How does government work in different societies?
- Major international institutions and their role shaping global affairs.
- Contemporary global challenges in human environmental interaction:
- Sources of these challenges, options to address them, and the role of global institutions in addressing these challenges.
- History of contemporary global conflicts and the role of global institutions in addressing these challenges.

Characteristics of a Globally Competent High School Graduate

Intercultural Competency

1. Interpersonal
2. Intrapersonal

Work and Mind Habits

- Can demonstrate Innovation and creativity in contributing to formulating solutions to global challenges and seizing global opportunities. Capable of seeking and identifying global best practices and transferring those across geographic, disciplinary and professional contexts.
- Can identify different cultural perspectives to think about problems
- Understands the process of cultural change and that there is individual variation within cultural groups.
- Ability to carry out research projects independently
- Ability to present results of independent research, in writing, orally and using media.

SUSTAINABLE DEVELOPMENT GOALS

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Work and mind habits

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Work and mind habits

Unit: 8.1
Topic: Global Citizenship
Theme: Ethics: Value Human Potential, Work and Mind Habits: Innovation and Creativity

Region: Various
Length: 2 weeks
Goals & Objectives:
Learn: To learn what is social entrepreneurship and how social entrepreneurs are addressing some of the major global challenges.
Inspire: To inspire students to initiate a social entrepreneurial venture to address one of the MDGs.
Act: Establish a social enterprise.
Skills & Knowledge: Students will
Study the work of various social entrepreneurs.
Recognize the value of social innovation in addressing development challenges
Identify the steps involved in establishing a social enterprise.
Plan a social enterprise and develop an implementation plan.
Overview:
This unit builds on the last unit of Grade 7, when the concept of Social Enterprise was studied. The students begin Grade 8 with an introduction –or review—of Social Enterprise, and create a Social Enterprise around one of the MDGs for their end-of-year project. This enterprise is implemented during the year, when students periodically reflect on the results they are achieving, use those reflections to review the theory of action of the enterprise, and to make adjustments to their business plan. The year ends with a presentation of the enterprises created by the students and a discussion of their results.
Activity 8.1.1: What is social entrepreneurship?
The teacher will introduce the activity with a presentation of what is social entrepreneurship. The students will describe the growing role played by the citizen sector in generating innovation to address global challenges and provide a range of examples of social entrepreneurs. The introduction will highlight the various approaches to financing social enterprises –for profit, hybrid and not for profit. If possible invite actual social entrepreneurs to visit the class and make a short presentation describing their work and sharing their passion.
Resources 8.1.1: There are numerous online resources featuring examples of youth who are social entrepreneurs, such as the following Ted presentations
http://www.tedxyse.com/category/changemakers/

Empowering Students to Improve the World
in Sixty Lessons

VERSION 1.0

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Three Tools

- **A protocol to design and adapt global citizenship curriculum.**

- **A protocol to design a school wide strategy for global education.**

- **An actual curriculum prototype, a sixty lesson global citizenship curriculum, developed following the process presented in the book**.
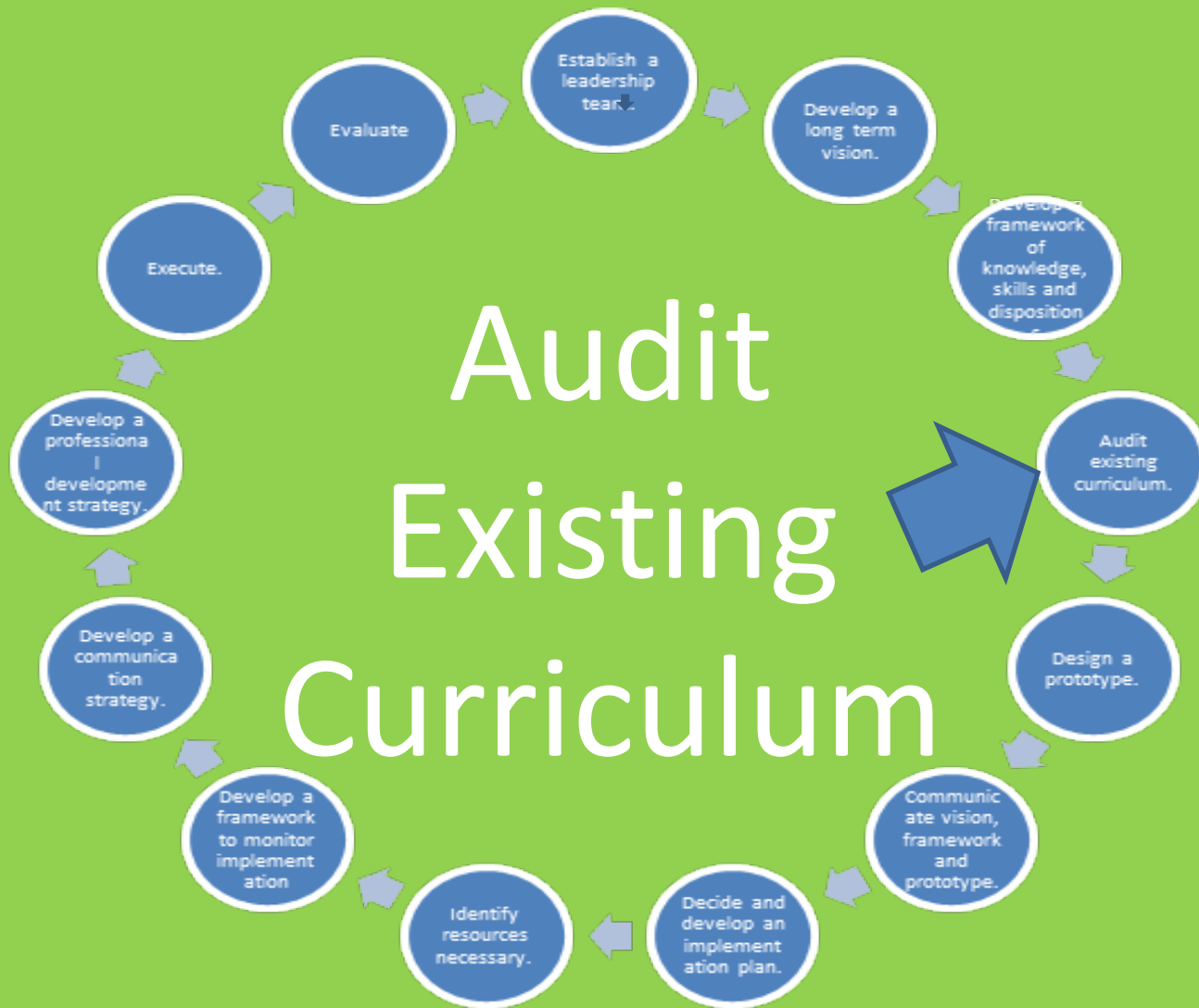
Audit Existing Curriculum
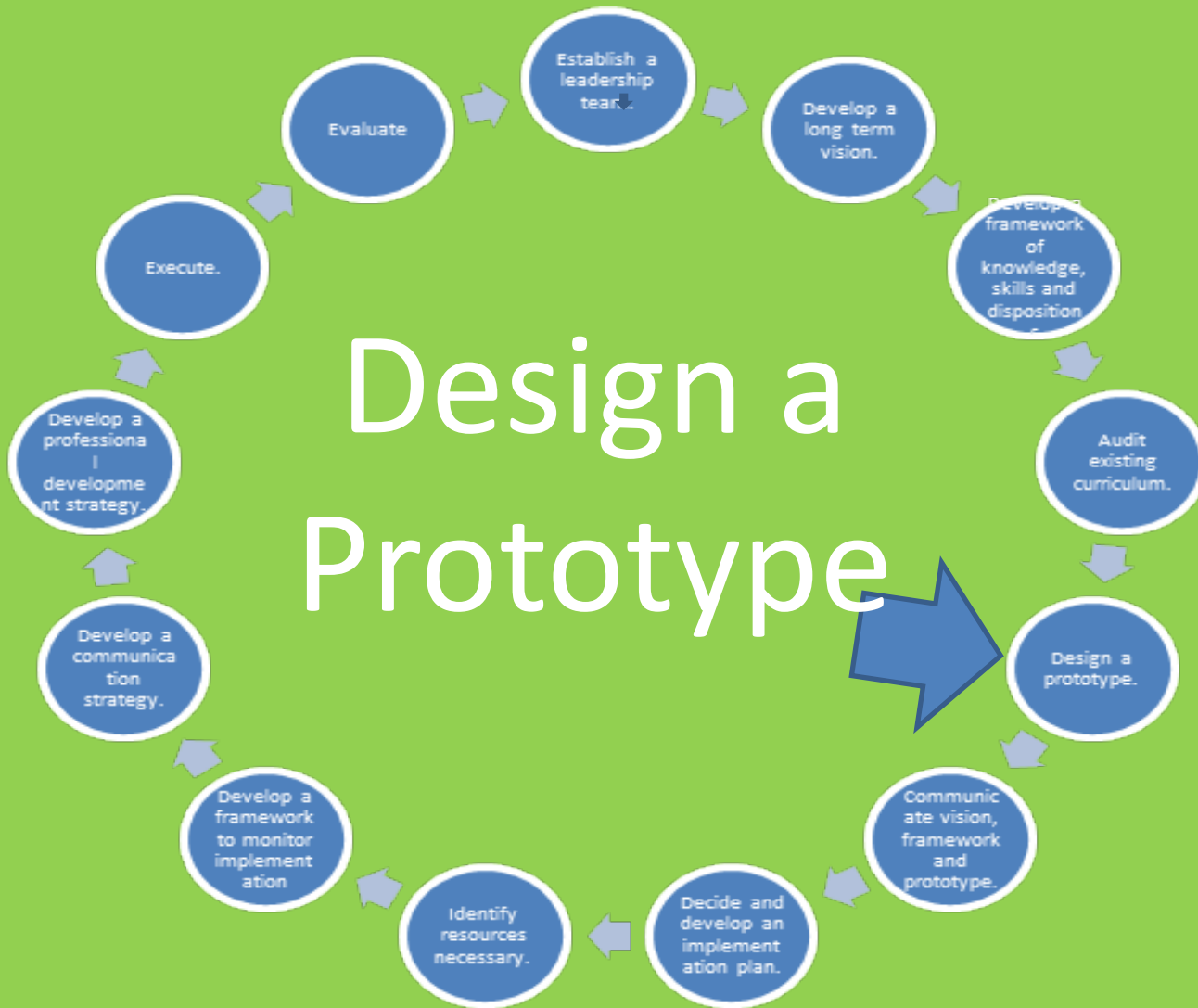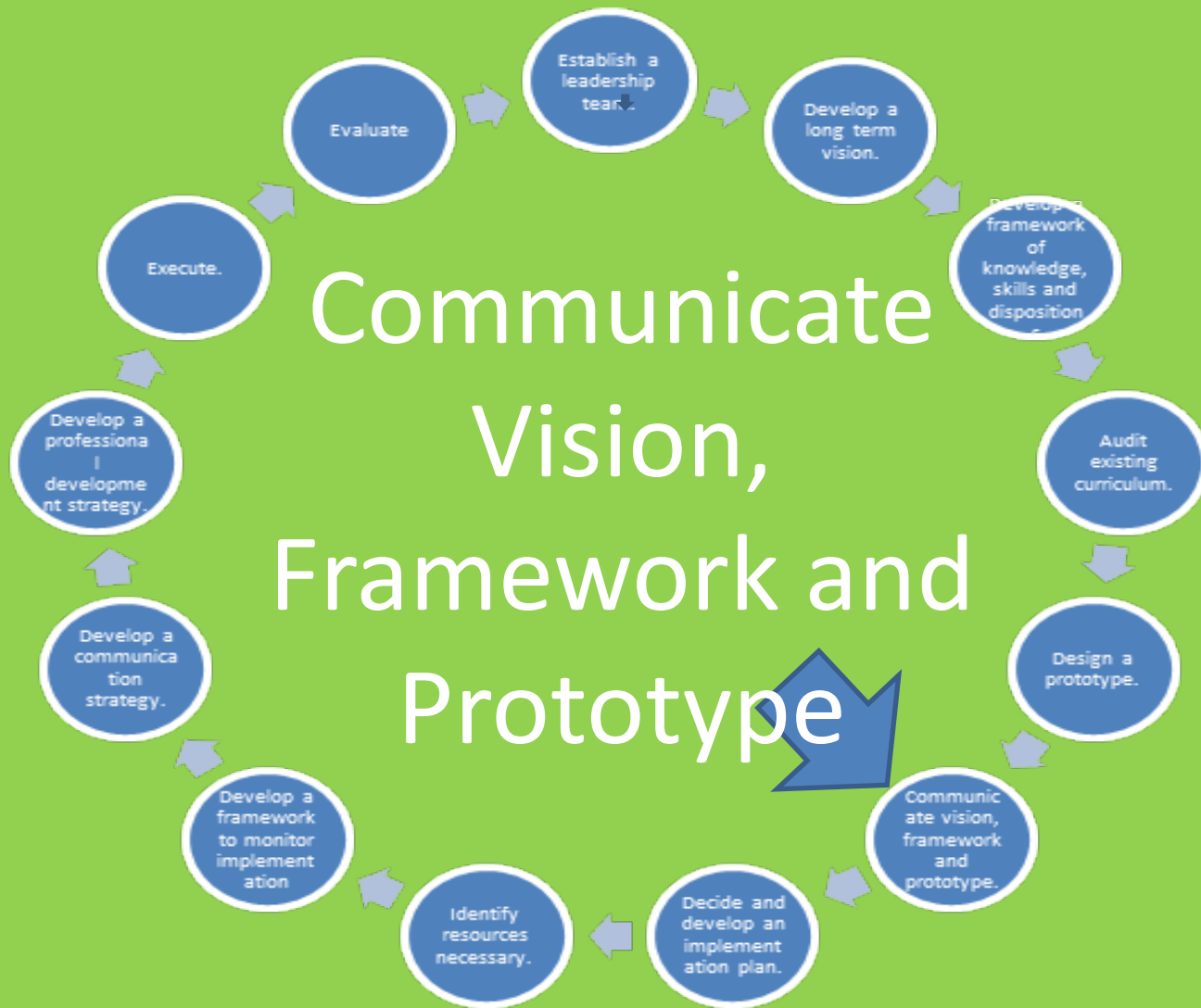
- Establish a leadership team.
- Develop a long term vision.
- Develop a framework of knowledge, skills and disposition
- Audit existing curriculum.
- Design a prototype.
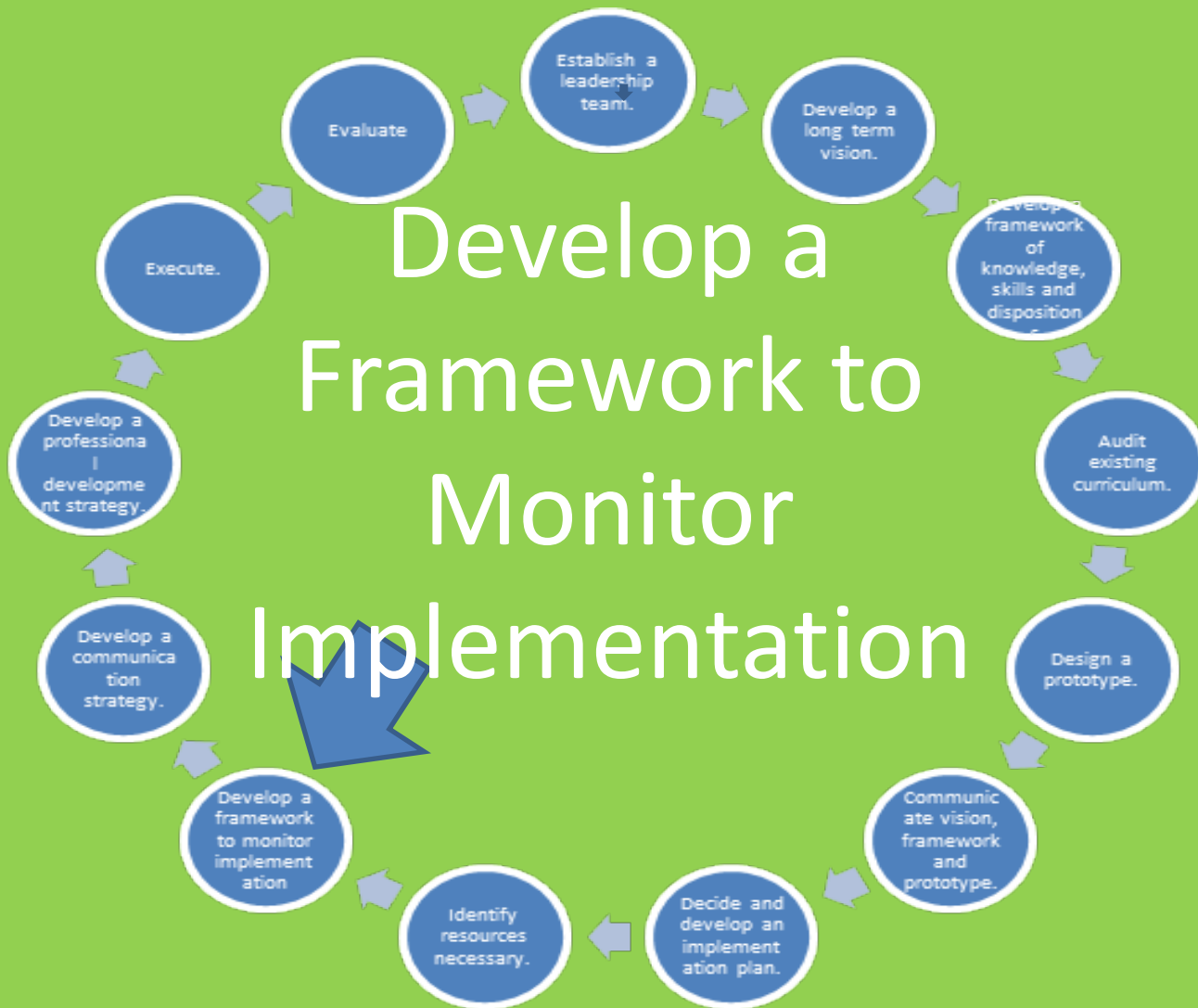- Communicate vision, framework and prototype.
- Decide and develop an implementation plan.
- Identify resources necessary.
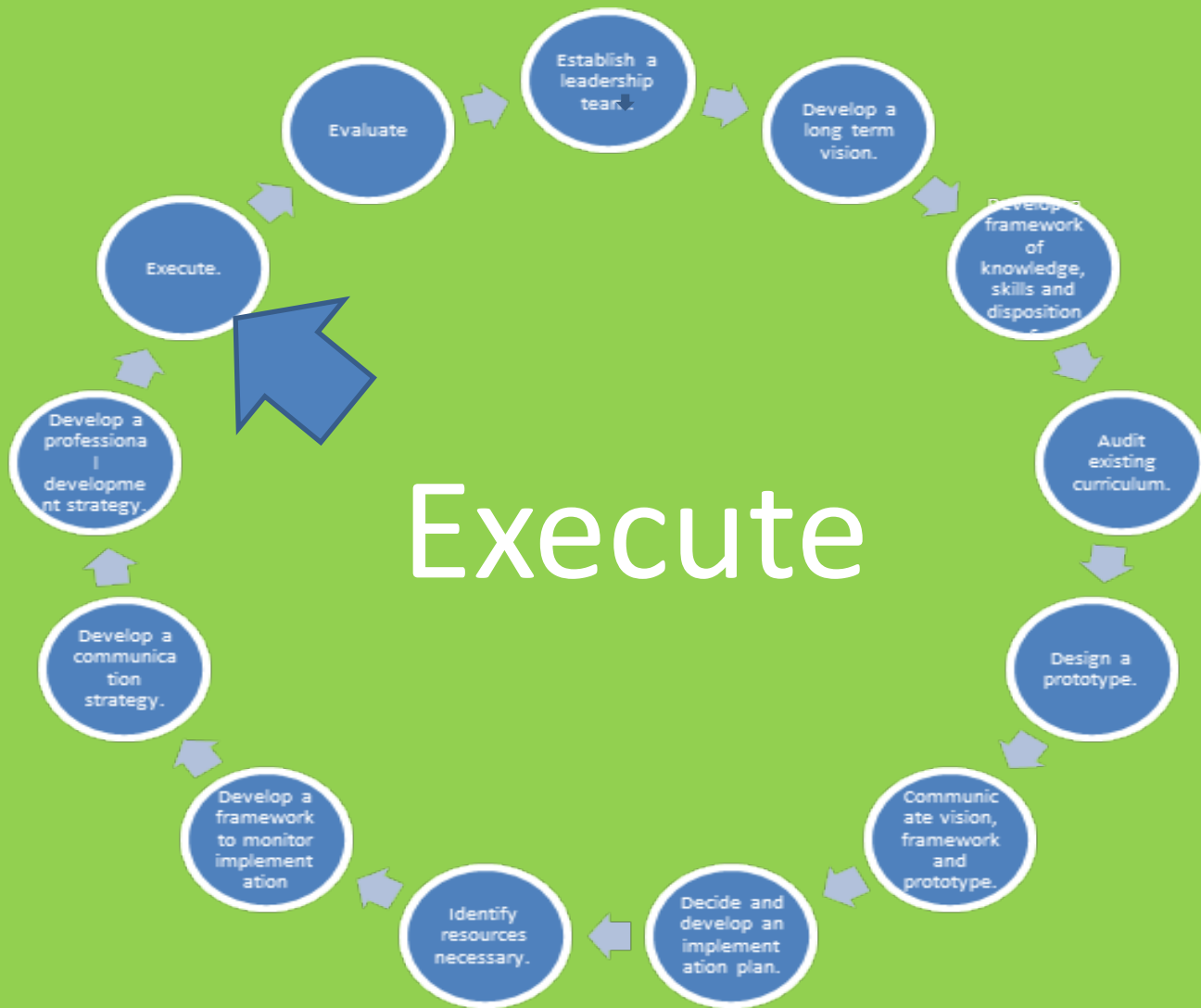- Develop a framework to monitor implementation
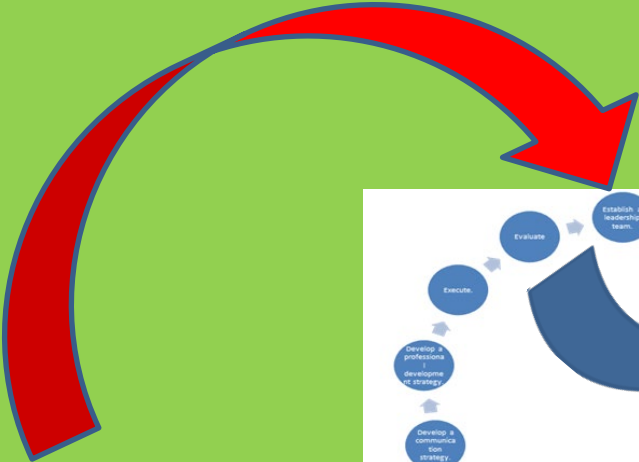- Develop a communication strategy.
- Develop a professional development strategy.
- Execute.
- Evaluate

Design a Prototype

- Establish a leadership team.
- Develop a long term vision.
- Develop a framework of knowledge, skills and disposition.
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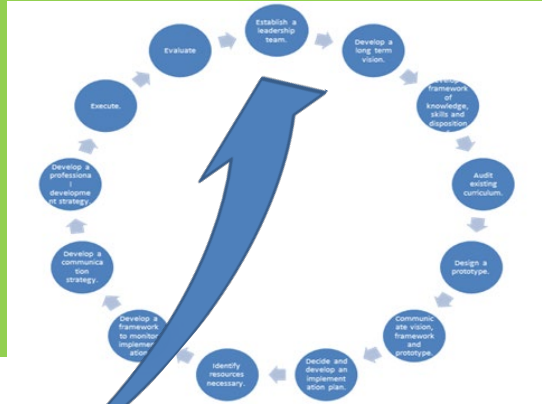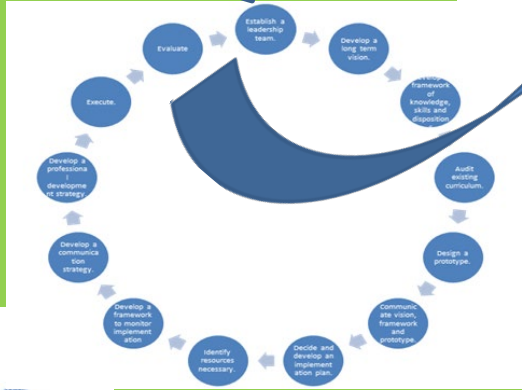- Develop a communication strategy.
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Communicate Vision, Framework and Prototype

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- Evaluate

Decide and Develop Implementation Plan

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Develop a Framework to Monitor Implementation

Establish a leadership team.

Develop a long term vision.

Develop a framework of knowledge, skills and disposition

Audit existing curriculum.

Design a prototype.

Communicate vision, framework and prototype.

Decide and develop an implementation plan.

Identify resources necessary.

Develop a framework to monitor implementation

Develop a communication strategy.

Develop a professional development strategy.

Execute.

Evaluate

Develop a Communications Strategy

Design a Professional Development Strategy

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Work and mind habits

Unit:	**8.1**
Topic:	**Global Citizenship**
Theme:	Ethics: Value Human Potential, Work and Mind Habits: Innovation and Creativity
Region:	Various
Length:	2 weeks

Goals & Objectives:
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http://www.tedxyse.com/category/changemakers/

An Improvement Network
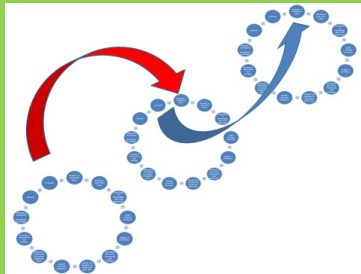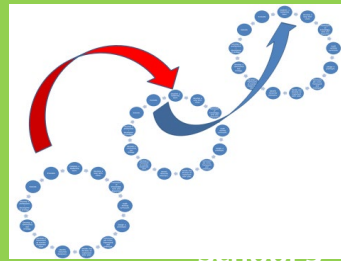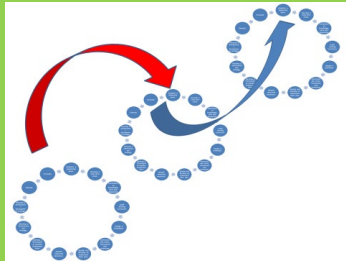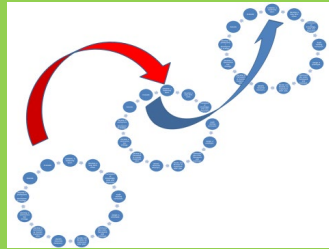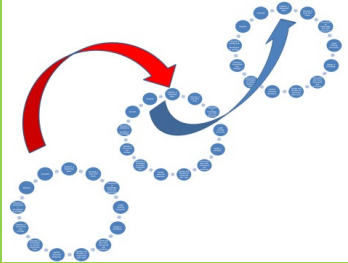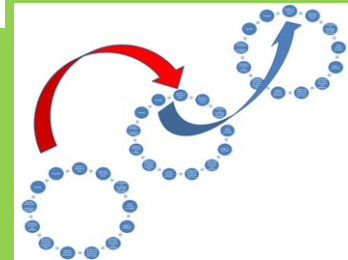
Cittadinanza globale e sviluppo sostenibile

60 lezioni per un curriculum verticale

a cura di Fernando M. Reimers
Giovanna Barzanò, Loredana Fisichella, Maria Lissoni

1 NO POVERTY	**2 ZERO HUNGER**	**3 GOOD HEALTH AND WELL-BEING**	**4 QUALITY EDUCATION**	**5 GENDER EQUALITY**	**6 CLEAN WATER AND SANITATION**
7 AFFORDABLE AND CLEAN ENERGY	**8 DECENT WORK AND ECONOMIC GROWTH**	**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**	**10 REDUCED INEQUALITIES**	**11 SUSTAINABLE CITIES AND COMMUNITIES**	**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**
13 CLIMATE ACTION	**14 LIFE BELOW WATER**	**15 LIFE ON LAND**	**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**	**17 PARTNERSHIPS FOR THE GOALS**	**SUSTAINABLE DEVELOPMENT GOALS**

Pearson **Academy**

I Quaderni

THE NEA FOUNDATION
Keeping the Promise of Public Education

12 LESSONS

TO OPEN CLASSROOMS AND MINDS TO THE WORLD

Fernando M. Reimers,
Dr. Robert Adams Jr., and Kristen Shannon
With
The NEA Foundation Global Learning Fellows

SPRINGER BRIEFS IN EDUCATION

https://www.springer.com/gp/book/9789811538865

Fernando M. Reimers

Educating Students to Improve the World

Springer Open

Five Perspectives to Transform Education Systems

Cultural
Psychological
Professional
Institutional
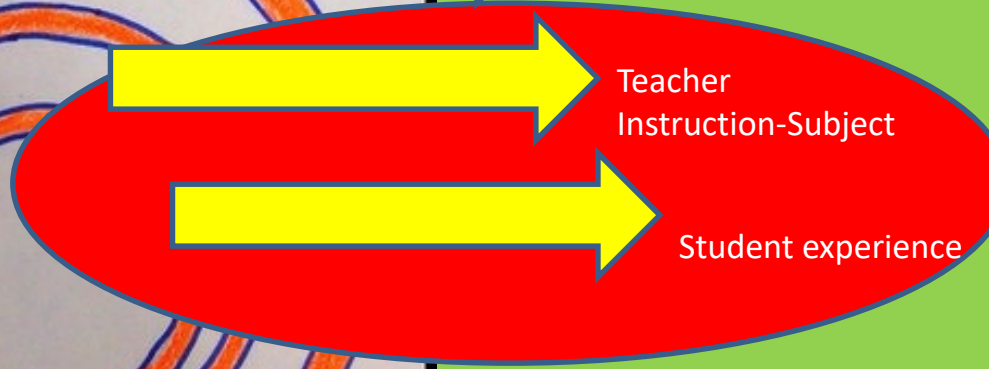Political
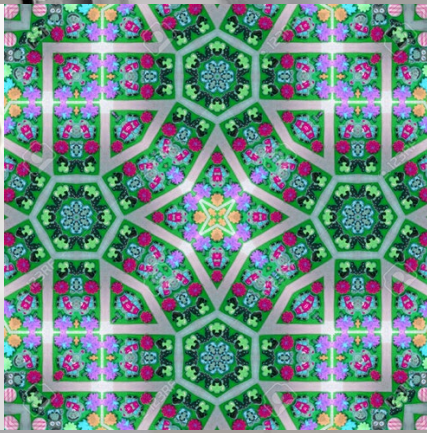
NESTED SYSTEMS
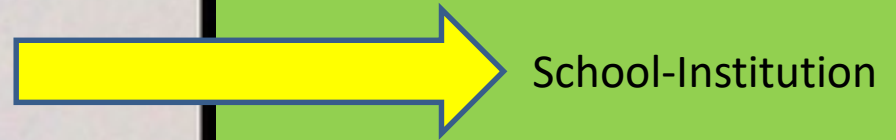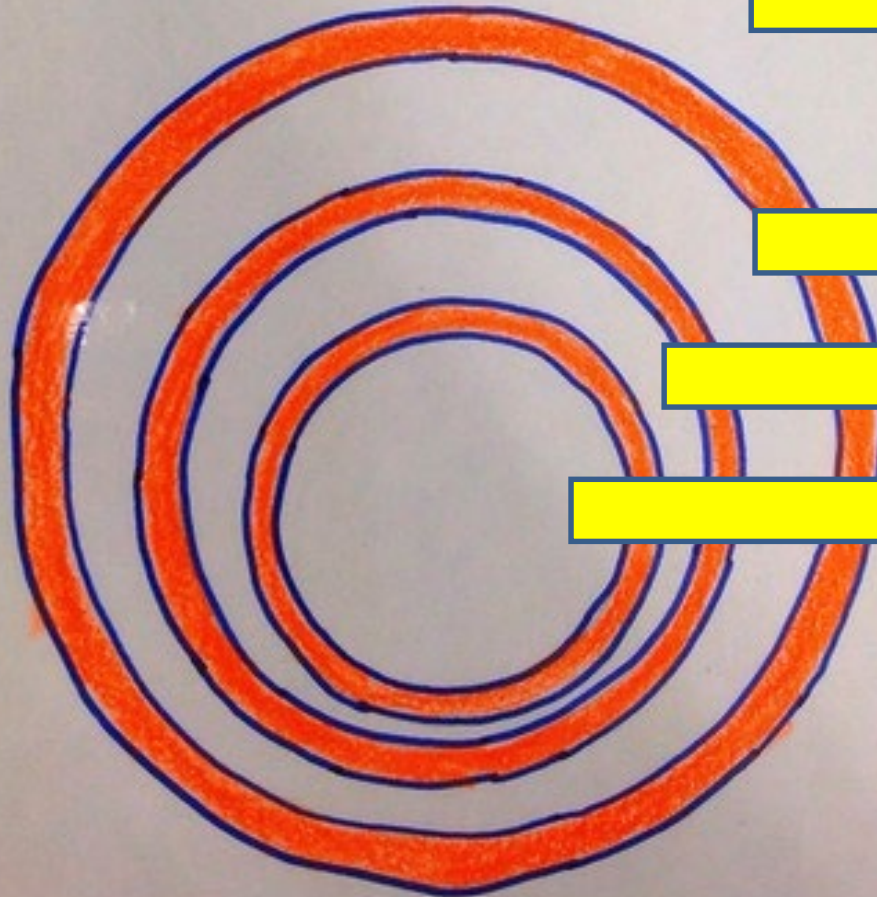
School-Institution
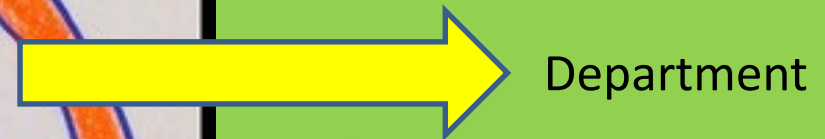
Department
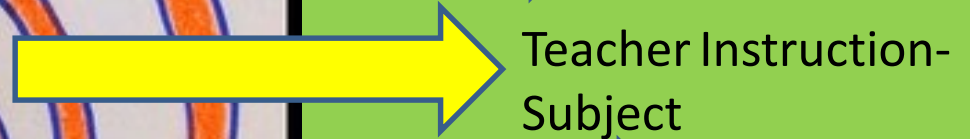
Teacher Instruction-Subject

Student experience
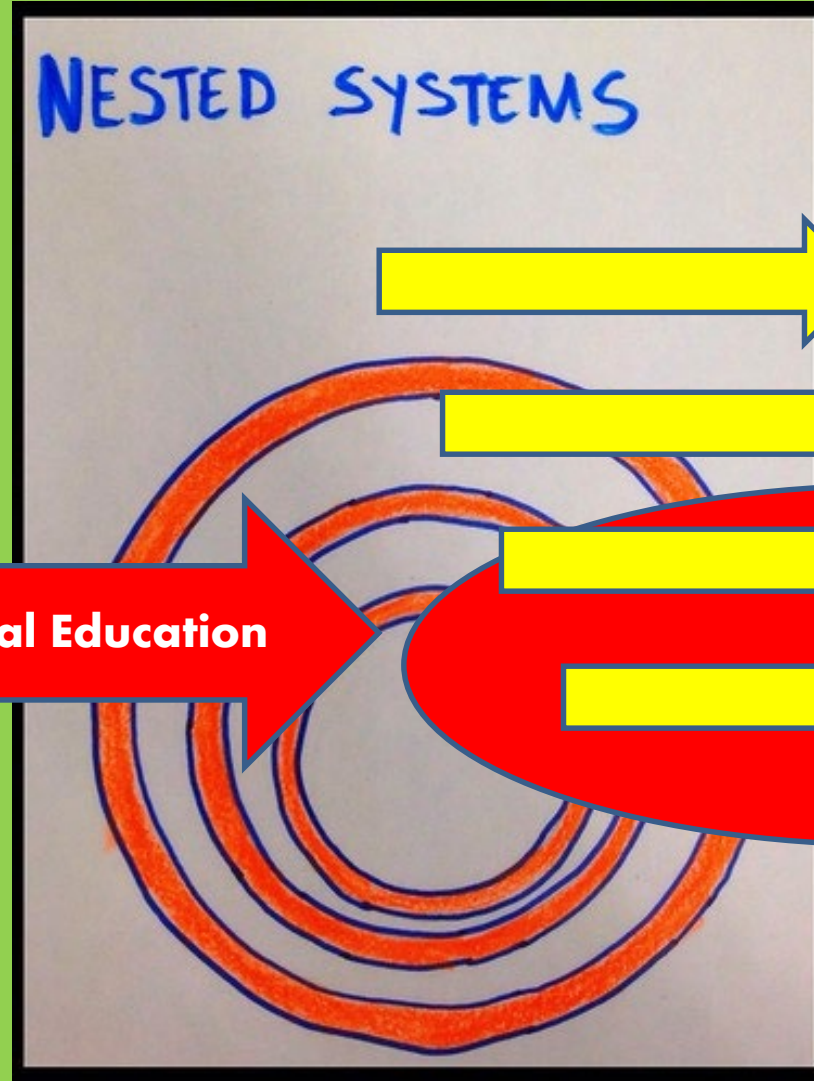
NESTED SYSTEMS

Zone of Global Education

School-Institution

Department

Teacher Instruction-Subject

Student experience

System Level Change: Cultural

Social expectations, norms and values. Accepted goals and practices.

How schools are understood to relate to other institutions and values

How society sees teachers and learners

How instruction is understood

Americans' Preference for Prioritizing Environmental Protection vs. Economic Growth, 1984-2019

With which one of these statements about the environment and the economy do you most agree -- protection of the environment should be given priority, even at the risk of curbing economic growth (or) economic growth should be given priority, even if the environment suffers to some extent?

■ % Environment given priority   ■ % Economic growth given priority

61
71
70
47
55
54
50
56
65

28
20
23
42
37
36
41
37
30

1985 1987 1989 1991 1993 1995 1997 1999 2001 2003 2005 2007 2009 2011 2013 2015 2017 2019

80
60
40
20
0

GALLUP
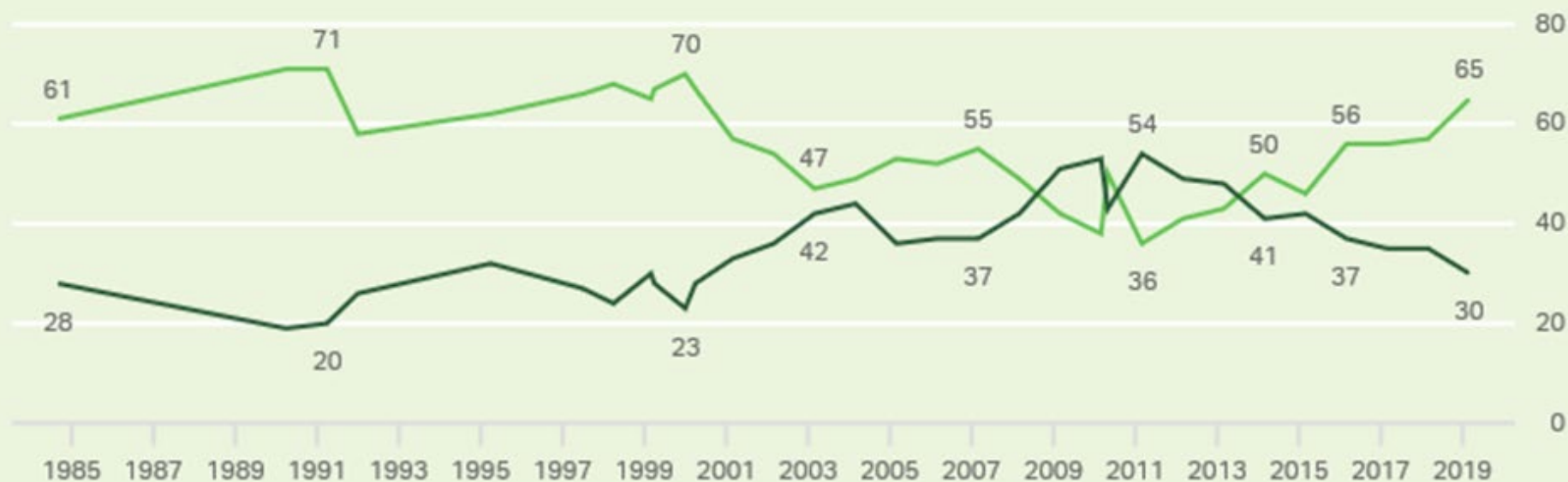
System Level Change: Psychological

- Science of teaching and learning.
- What should students learn?
- In what sequence?
- How can they be supported?
- Science of learning.

The National Academies of
SCIENCES · ENGINEERING · MEDICINE

CONSENSUS STUDY REPORT

How People Learn II

Learners,
Contexts,
and
Cultures

Expanded Edition

How People Learn
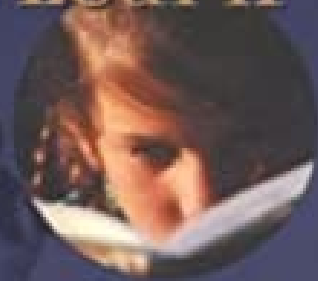
Brain,

Mind,

Experience,

and

School

NATIONAL RESEARCH COUNCIL

System Level Change: Professional

- Anchoring practice on expert-based knowledge
- Norming practice for existing roles
- Creating new roles
- What are the capacities necessary to teach a new curriculum?
- What is the gap between existing and needed capacities?

System Level Change: Institutional

"Collection of institutions, actions and processes that affect the educational status of citizens in the short and long run" (GPE 2019)

Global Education Movement

System Level Change: Political

- Stakeholders and Interests
- Political Mapping

I am human, and I think nothing human is alien to me

Terence