

Global Education Debates: Should Africa Have a Voice?



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Purpose

To examine some global education issues and join the conversations on the 'agenda' of the 'heard voices', while making the case for Africa to have a voice in global education debates.

Main Objectives

- **To discuss how global education debate is conceptualised.**
- **To draw attention to the relationship between global education and global learning.**
- **To highlight the learning perspectives of global education.**
- **To explain why Africa should have a voice in global education debates.**

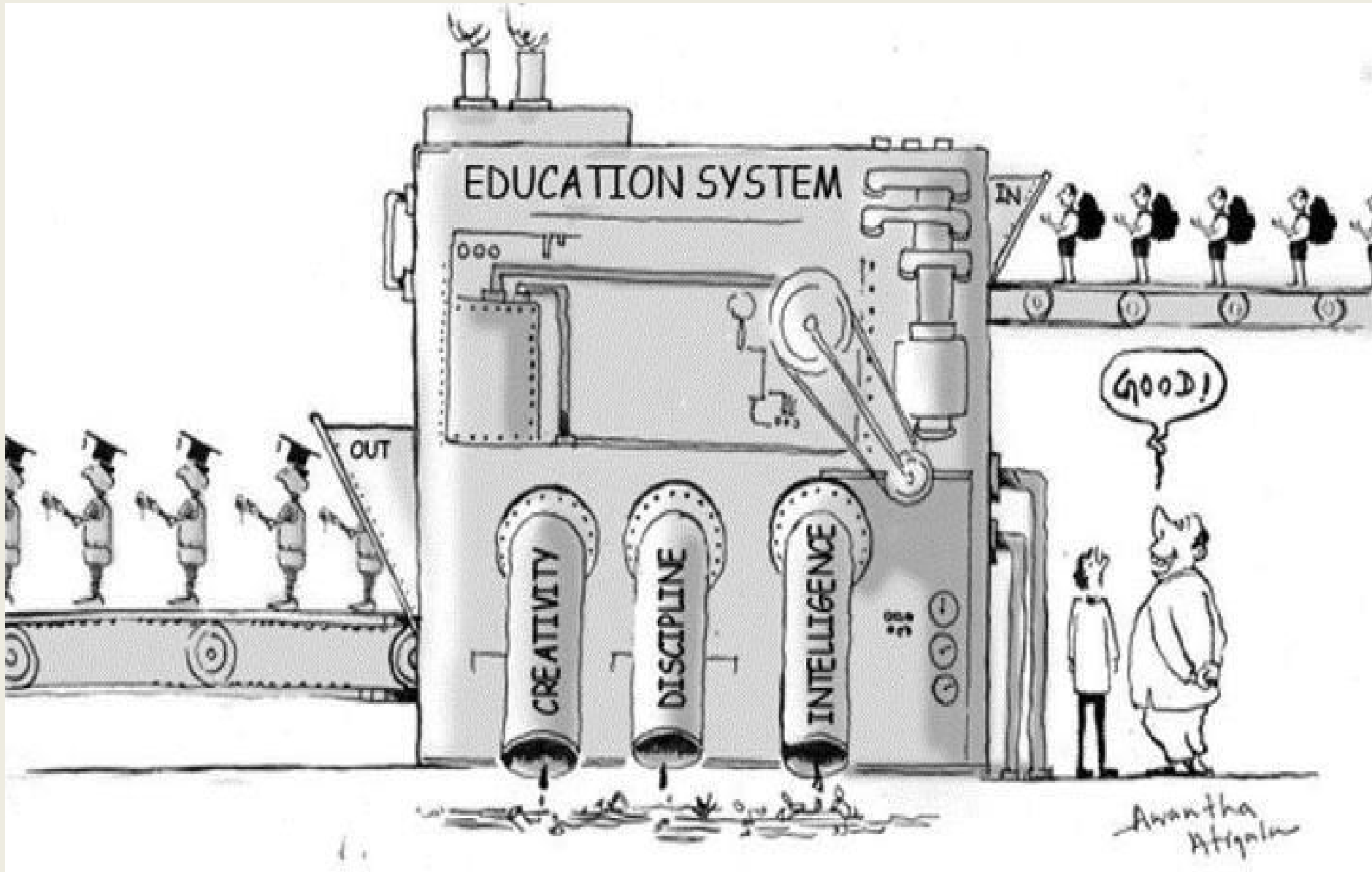
Does Education Have a Purpose?

*The function of **education** is to teach one **to think intensively and to think critically**. Intelligence plus character - that is the goal of true education – Martin Luther King Jr.*

*The purpose of education should not to be to fill you with knowledge, but **education should make you hungry for knowledge** – Debasish Mridha.*

*Education is not preparation for life; **education is life itself** -John Dewey.*

An Effective Education System?



What is Global Education?

- The heart of global education is enabling young people to participate in shaping a better, shared future for the world.
- Global education emphasises the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, as well as building peace and actions for a sustainable future in different times and places.
- Global education promotes positive values and assists students to take responsibility for their actions and to see themselves as global citizens who can contribute to a more peaceful, just and sustainable world.

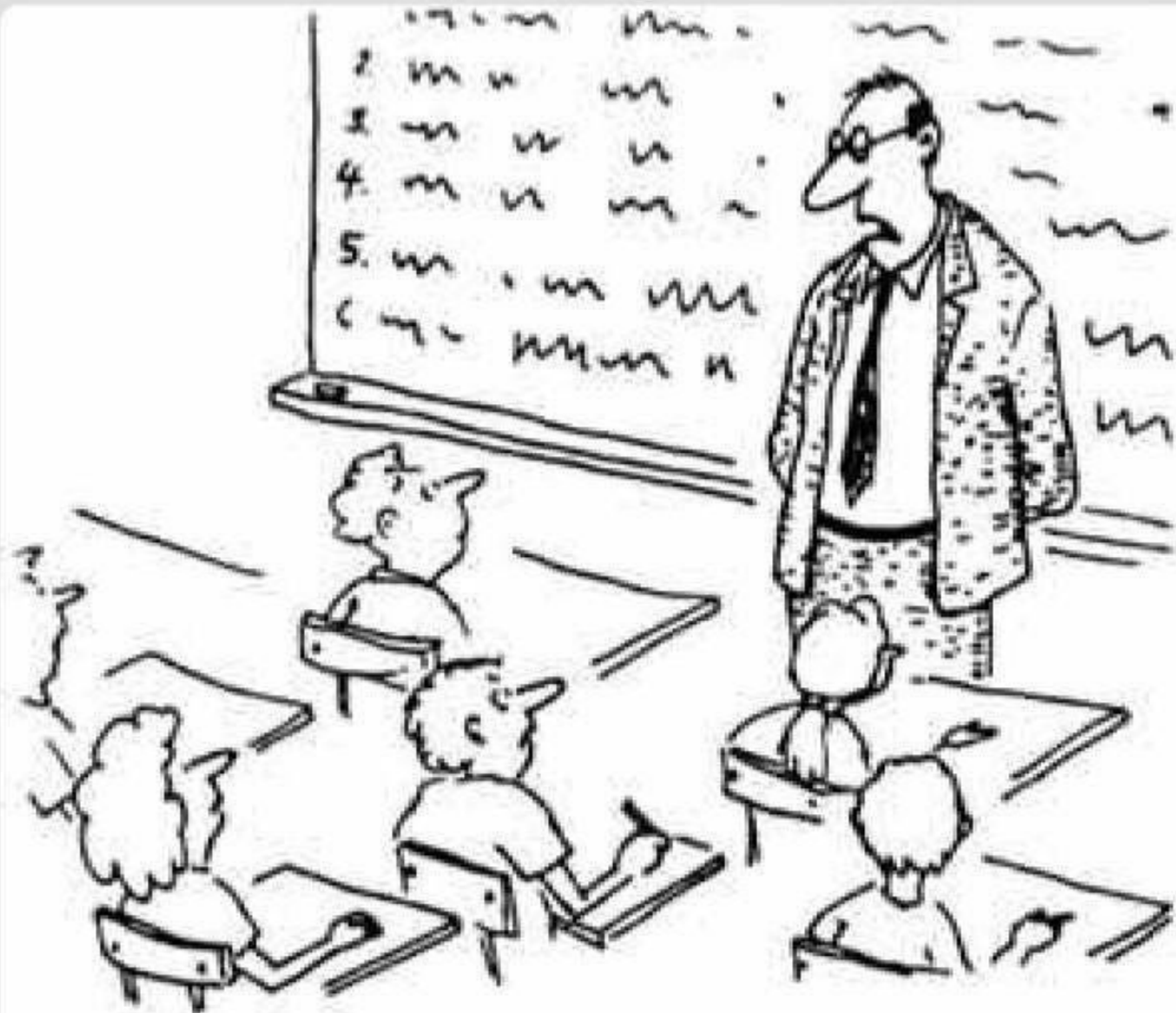
Global Education Perspectives

Interdependence and globalisation	an understanding of the complex social, economic and political links between people and the impact that changes have on each other
Identity and cultural diversity	an understanding of self and one's own culture, and being open to the culture of others
Social justice and human rights	an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others
Peace building and conflict resolution	an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved
Sustainable futures	an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs. http://www.globaleducation.edu.au/global-education/what-are-global-perspectives.html

Offers for Students and Teachers

- An approach which takes into account the whole of human society and the environments in which people live.
- An emphasis on the future, the dynamic nature of human society, and each person's capacity to choose and shape preferred futures.
- An opportunity to explore important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice.
- A focus on cooperative learning and action, and shared responsibility.
- An emphasis on critical thinking and communication.
- An opportunity to develop positive and responsible values and attitudes, important skills and an orientation to active participation.

<http://www.globaleducation.edu.au/global-education/why-global-perspective.html>



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

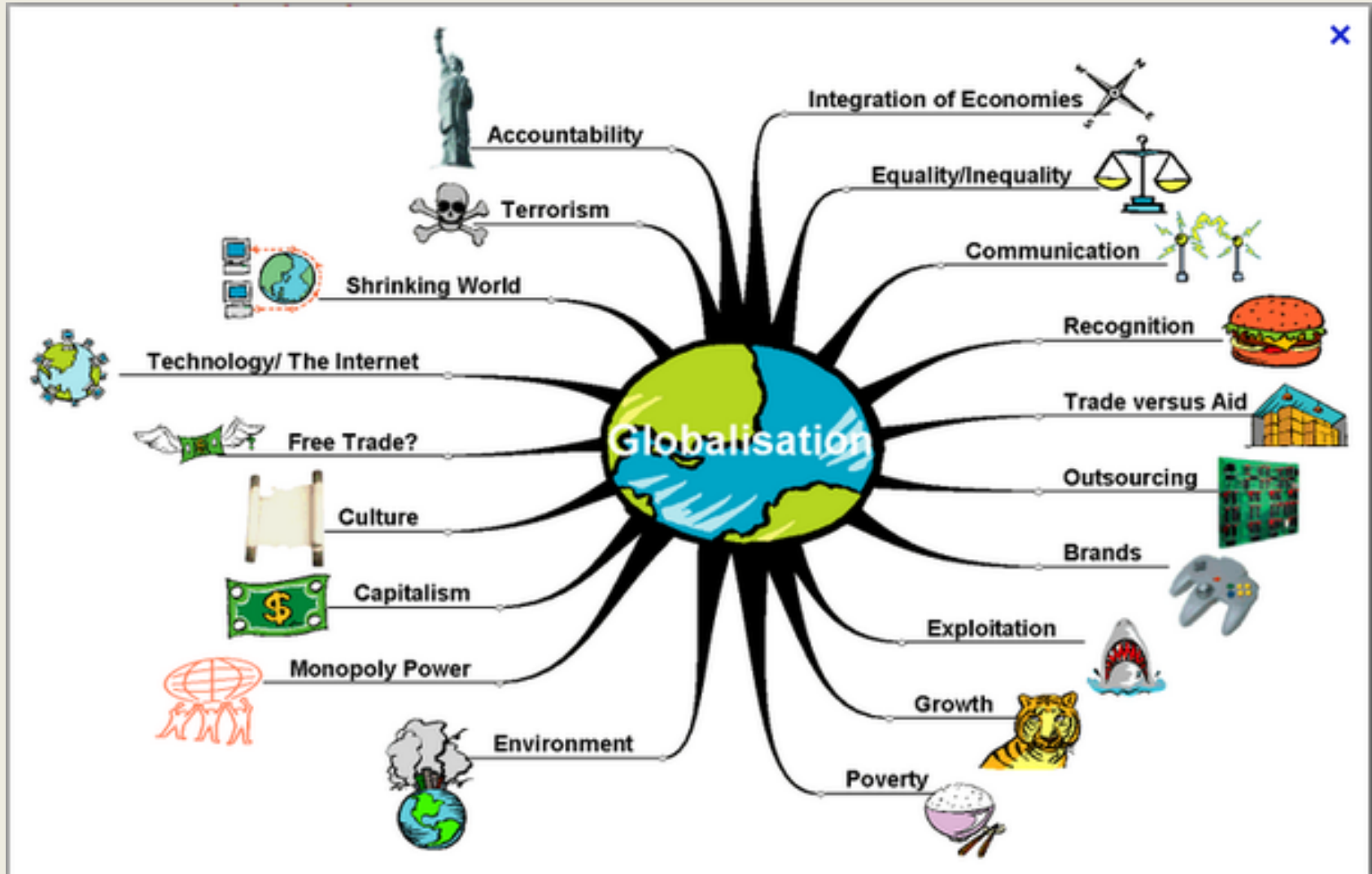
The Long Arms of Globalisation

Globalisation describes a process by which national and regional economies, societies, and cultures have become integrated through the global network of trade, communication, immigration and transportation.

(Financial Times, 2017)



The Globalisation Dilemma: Implications for Education



Some Global Education Issues (GEIs)

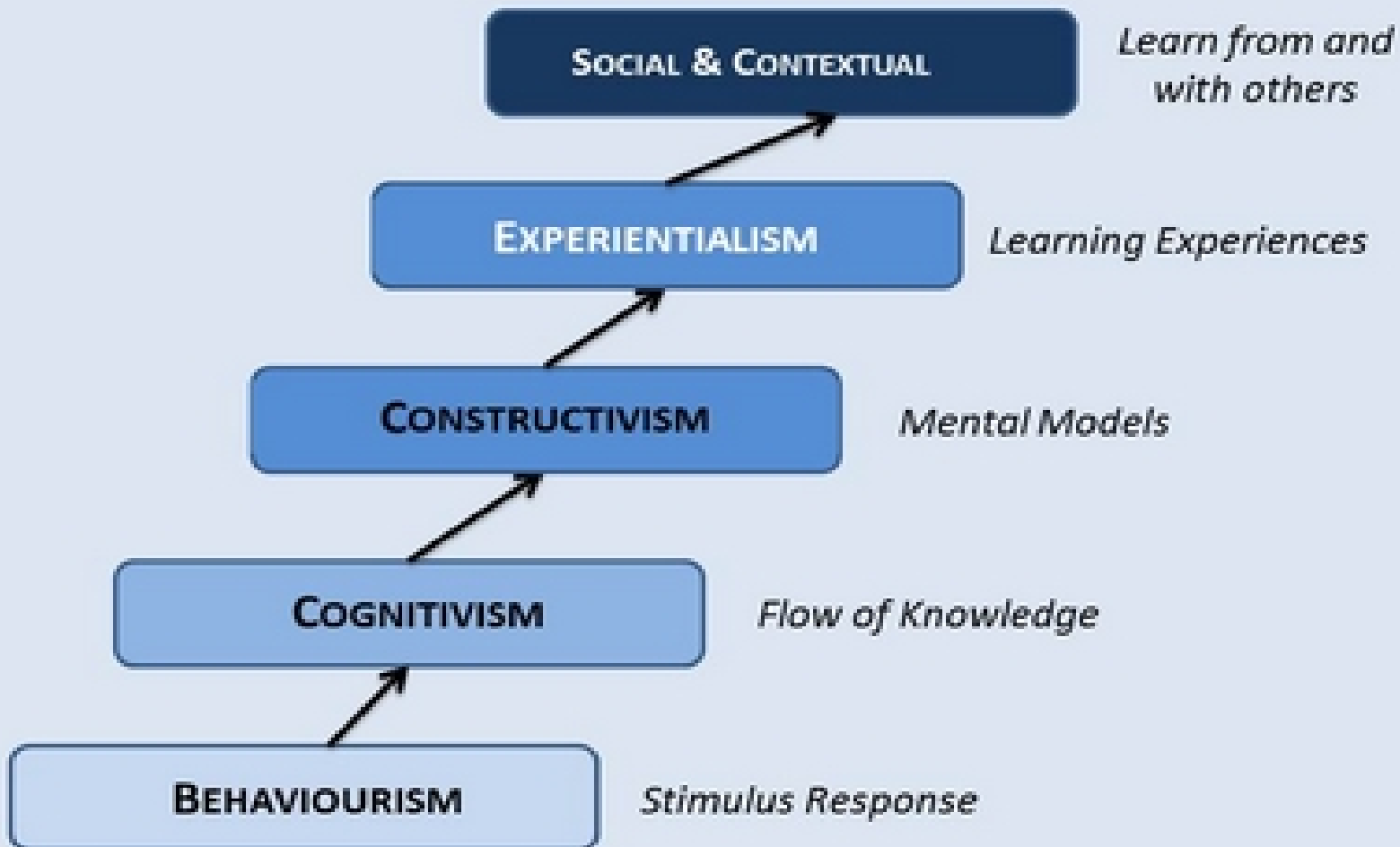


- ...With regard to the role of schools, **globalisation has become a major topic of study.**
- The inexorable transformation of consciousness brought on by globalisation **alters the content and contours of education, as schools take on an increasingly important role in the process.**

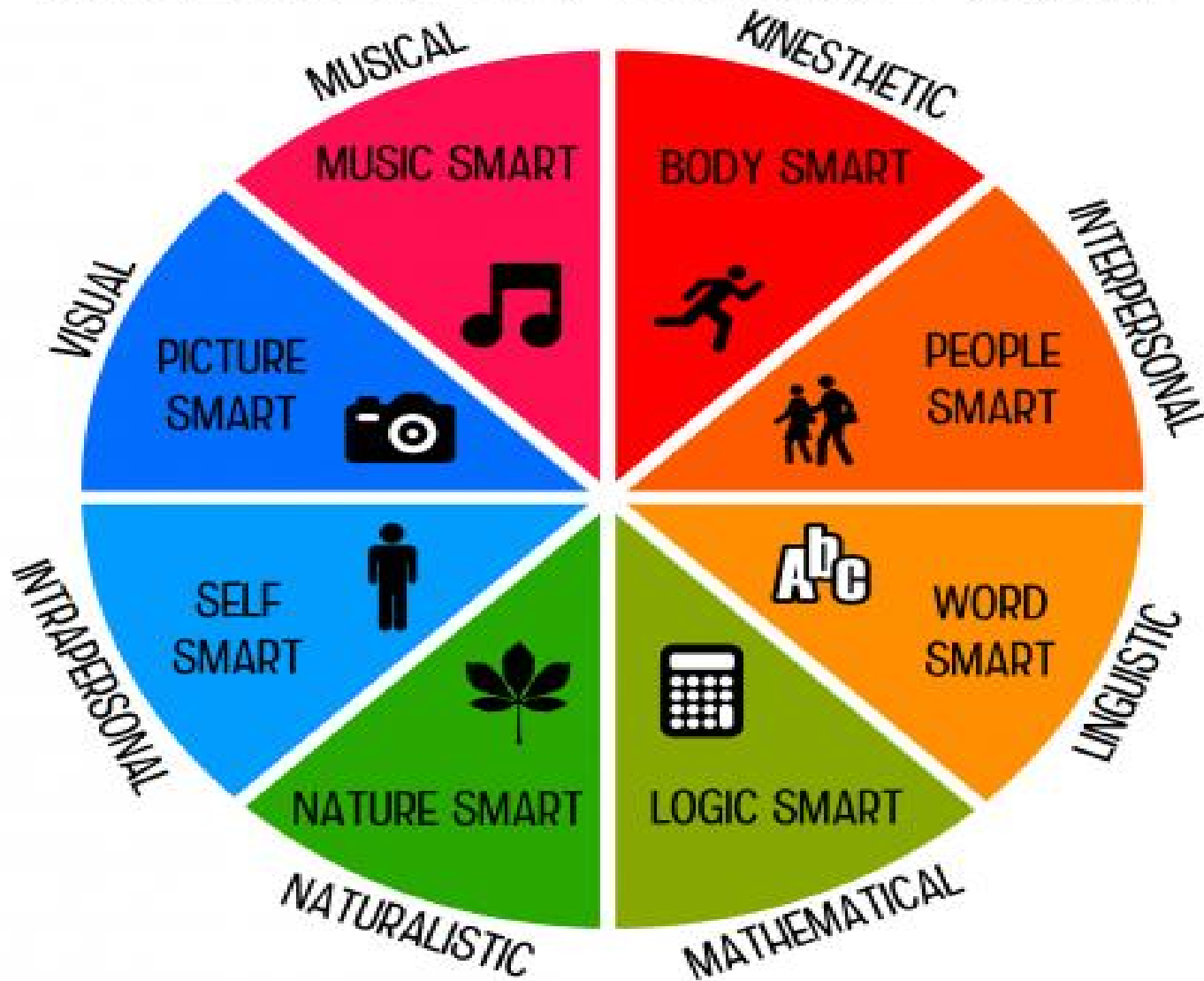
(Radhakrishnan, 2009)

Teaching Learning Imperatives

5 MAIN THEORIES OF LEARNING

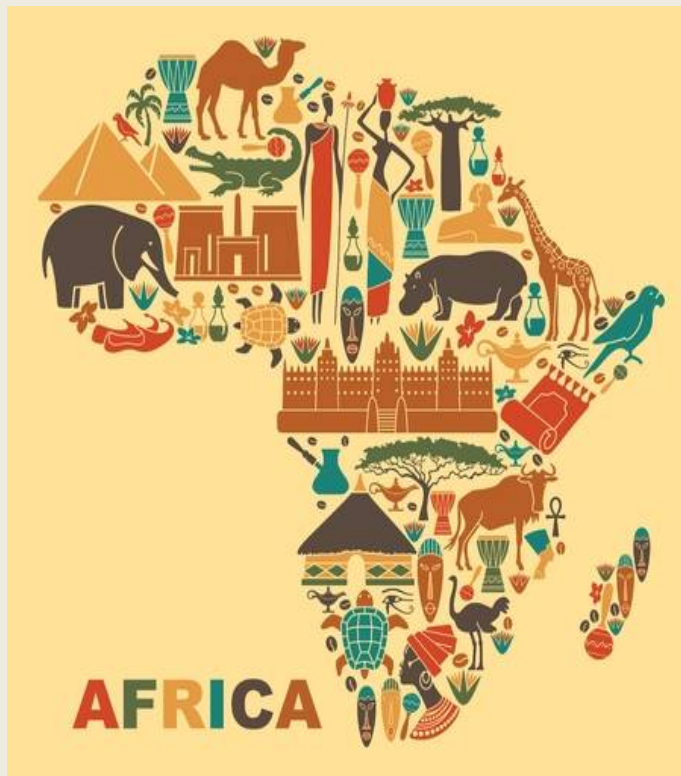


MULTIPLE INTELLIGENCES



Culturally Rich!

African culture ...refers to **the sum total of shared attitudinal inclinations and capabilities, art, beliefs, moral codes and practices that characterize Africans.** It can be conceived as a continuous, cumulative reservoir containing both material and non-material elements that are socially transmitted from one generation to another. **African culture, therefore, refers to the whole lot of African heritage** (Ezedike, 2009: 455).



The Need to Glocalise!

Glocalisation expresses the way globalisation dynamics are always **reinterpreted locally**, leading to an interpenetration of the local and global scales that creates **context-dependent outcomes**.

(Ejderyan and Backhaus, 2007)

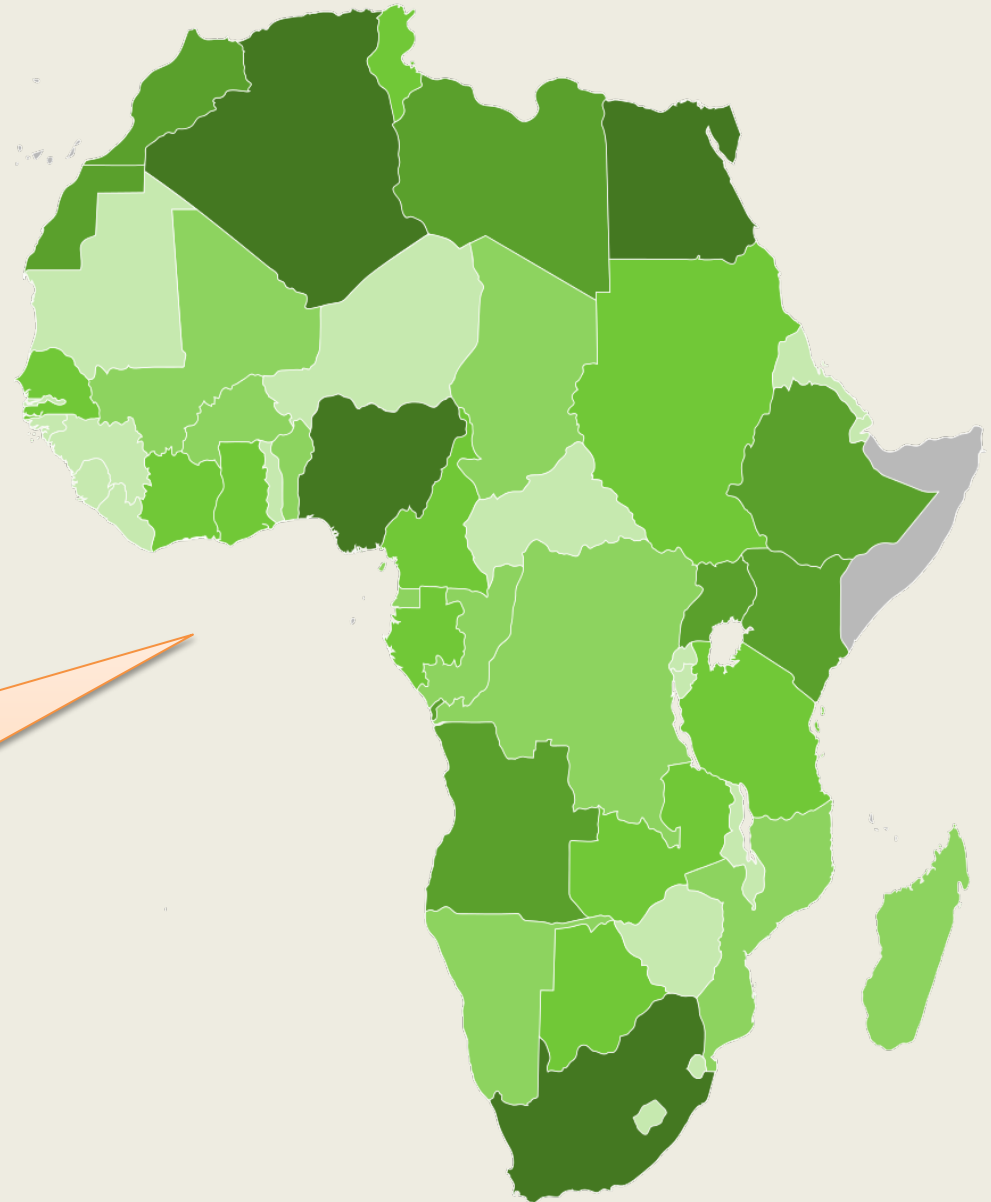




Some Food for Thought

- *We must prepare our children to deal with the ever-shifting economic and political realities of our shrinking planet – Siegfried Ramler.*
- *To build citizens for the 21st century we must continuously strive to offer instruction that helps students learn to see “through the minds, eyes and hearts of others” – R. Hanvey.*

Is anyone listening?



I deserve to have a voice in the global education debates!

Thanks for listening!

