

# Our Recommendations for Teacher Training in Global Education

Good teacher trainings should

1. show that skills, competencies and global education topics can be easily linked to existing curricula,
2. contain current and concise information as well as creative didactical impulses,
3. stimulate critical thinking and awareness,
4. be flexible enough to address special interests,
5. include inputs from experts on topics such as development cooperation and fair trade,
6. invite teachers to take students' perspectives,
7. provide the participants with new and innovative teaching materials,
8. encourage questions and feedback,
9. include an evaluation and conclusions for future trainings.

## Further information

- Berlin: teacher training offers - [www.epiz-berlin.de](http://www.epiz-berlin.de), [www.globaleslernen-berlin.de/](http://www.globaleslernen-berlin.de/)
- UK: Global Teacher Award - <http://globaleclassrooms.co.uk/global-teachers-award/>
- Leeds: LeedsDEC - <http://www.leedsdec.org.uk/>

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## Project "Awareness for Fairness"

[www.be-fair.eu](http://www.be-fair.eu)

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# Global Education - Teacher Training



# Teachers and Global Education

We conducted numerous teacher trainings throughout the project with the goal of motivating teachers to integrate global education methods and topics into their teaching and providing the necessary support. The topics covered in the trainings included development policy, the globalization of the petroleum

industry, intercultural competence and global education via e-learning tools. We have chosen these subjects because teachers have shown interest in them in the past and in order to present and promote our newly developed materials.



Most of the teacher trainings last between two and three hours, the e-learning and intercultural competence trainings are all-day seminars. In general, teachers prefer short trainings (1,5 – 2 hours) and are interested in concise, up-to-date information and new teaching materials.

The majority of our trainings are led by one facilitator, in some cases we were able to work with two seminar leaders. Although conducting a teacher training with two facilitators involves higher costs, it enables the seminar leaders to complement each other's competences and experiences, and can thus improve the quality of the trainings.

We advertise our teacher-trainings in the official training catalogue of the Berlin-Brandenburg Education Department, which is only available online. We also send out invitations through various mailings lists and to those teachers who have participated in previous trainings. Teacher trainings are offered on fixed dates or as in-house seminars. Although we usually aim for a minimum of ten participants, the number of participants in our seminars ranges from three to twenty teachers – it differs a lot from topic to topic. There are no fees allowed for official teacher trainings with the Education Department.

We have had to deal with two problems regarding attendance: teachers are interested in having afternoons and evenings free and would prefer to attend trainings during their regular teaching time. However, the Education Department requires that the workshops take place in the afternoon, and teachers are often not

motivated to participate under these conditions. A second problem is the lack of commitment among teachers who sign up for a training session. In many cases, only a few of those ten or more participants who had signed up in advance were really present at the training.

## Global education community and innovative teaching

The teachers that participate in our trainings are generally very open to global education activities. Over the years, a small but active global education community has been growing in Berlin and Brandenburg region. Once teachers have participated in one of our trainings, they tend to be very enthusiastic and participate regularly in global education training and conferences. It remains a challenge to reach out to “new” teachers. Due to the fact that a number of school reforms have been implemented throughout the past ten years many teachers have become resistant to innovation or reluctant to change their teaching habits.

Student teachers are very eager to learn about new methods and teaching materials, which makes them an important target group for global education. They tend to see issues of globalization and sustainable development as very important for their teaching. We

are working to improve our contacts with student teachers; at the moment we usually conduct one training a year with this specific target group.

The role of the teacher is changing tremendously – where in the past the teacher used to be the unchallenged expert, students nowadays have access to a lot of information via the internet – including contradicting theses and opinions. The goal of teaching is not longer to “plant” knowledge in students' minds, but to enable them to develop skills and competencies.

These changes in approaches to education are a great opportunity for implementing global education in schools. In this respect, trainings are an important tool to motivate and enable teachers to integrate global education in their classrooms.

