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Ellen Christoforatu (ed.)

Education in a Globalized World

Teaching Right Livelihood



Education in a Globalized World

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Ellen Christoforatu

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Teaching Right Livelihood

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Foreword

The idea of 'right livelihood' is a very ancient one. It embodies the principle that each person should follow an honest occupation which fully respects other people and the environment. It means being responsible for the consequences of our actions and taking only a fair share of the earth's resources.

In every generation, there are groups of people and individuals around the globe who valiantly uphold these principles of right livelihood. The Right Livelihood Award, which has become widely known as the "Alternative Nobel Prize", was established in 1980 to honour and support such people "offering practical and exemplary answers to the most urgent challenges facing us today". Consequently, it is not an award for the world's political, scientific or economic elite, but an award that recognises peoples' successful struggles for a better future. Presently, there are 158 Laureates from 65 countries from all walks of life; farmers, teachers, doctors, or simply, concerned citizens.

The actual presentation of the award is supplemented by specific programmes to support the Laureates as well as various activities and initiatives that aim to disseminate their ideas and work worldwide, through regional conferences, publications and by the various campuses of the Right Livelihood College.

School education plays a very important role in disseminating these innovative ideas and practical approaches with teachers serving as multipliers within their classrooms. The project "Teaching Right Livelihood", which was initiated and implemented at the University of Kassel, makes a significant contribution in this regard. It aims to initiate an informed discussion about the fields of action, motives, and successes of our Laureates, focusing on bringing their ideas into teacher education. I am very pleased about the way this book presents the work of three Laureates and through these case studies portrays the diversity of global social movements working for change. Furthermore, the book points out possible ways to disseminate the concept of right livelihood in school education as well as teacher education.

The interdisciplinary approach of this project recognises that the Right Livelihood Award has no strict categories. This is because, in striving to meet the challenges of today's world, the most inspiring and remarkable solutions often defy any standard classification. People who start out with only one goal frequently find themselves drawn into different issues of environmental protection, health, human rights and/or social justice. Thus, their work becomes a holistic response to community needs and sectoral categories – just as the separation of broad themes into specific "school subjects" – lose their meaning.

May this book inspire teachers and teacher educators worldwide not only to convey the intricate global problems of our time, but also to empower young people to seize the opportunities to shape a more peaceful, sustainable and just future for all!

London, August 2015

JAKOB VON UEXKÜLL, Founder of the Right Livelihood Award

There can be no doubt that we live at a crucial time in human history. Your decisions and actions – or your failure to act – will have an impact on future generations for centuries, possibly for millennia, or even for geological time periods.

Jakob von Uexküll

Part I

Theoretical Background

Educating in a Globalized World – Challenges for Teachers and Teacher Educators.

An Introduction into the Concept of Teaching Right Livelihood

1 Conceptual Considerations

“Sustainable Development,” – “Globalization” – “Internationalization” – “Europeanization” – Universities are being continually confronted with these buzzwords. They also have to prepare student teachers in particular for the diverse and far-reaching expectations associated with these concepts. But it is precisely because these expressed demands are cross-sectional tasks that they constitute challenges for university-level teacher education as well as for teacher training that should not be underestimated. For one thing, the content of subjects to be taught often far exceeds the fields of study intended to prepare student teachers for their future tasks; they also lie outside the areas of responsibility of individual subject areas or tertiary teaching staff. Then again, the question arises as to how future teachers can be trained during their studies to pass on in future those skills which they have often not yet developed themselves: one thinks in this context particularly of the so-called “Gestaltungskompetenz”, defined here as the ability to take proactive and future-oriented action.¹

In view of the aforementioned requirements, a supranational-international enhancement of teacher education seems vitally necessary. This is where the Teaching Right Livelihood project, which was established at the University of Kassel in 2011, starts. In its conceptual development, the following questions are central:

1. How can we enable future teachers to fulfil their educational mandate in an interconnected and mobile society which is characterized simultaneously by linguistic, ethnic, religious and cultural heterogeneity?

These questions point to a challenge teacher educators are confronted with worldwide: “No matter how deep their passion for developing globally competent students, teachers cannot teach what they do not know. Teachers need ongoing opportunities to develop their own global competence as well as the pedagogical capacities to foster global competence in their students.” (Mansilla & Jackson, 2011, p. 85; see Goodwin, 2012). The first approaches for performing the related tasks are provided in Germany by the Cross-Curricular Framework for Global Development Ed-

¹ According to de Haan, 2004, p.41, “Gestaltungskompetenz“ means the ability to actively participate in modifying and modelling the future of society and its social, economic, technical and ecological change in the context of sustainable development (“die Zukunft der Gesellschaft, ihren sozialen, ökonomischen, technischen und ökologischen Wandel in aktive Teilhabe im Sinne nachhaltiger Entwicklung modifizieren und modellieren“).

ucation in the Context of Education for Sustainable Development [Orientierungsrahmen für den Lernbereich globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung], which was prepared in 2007 in a joint project by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) and the German Ministry of Economic Cooperation and Development (BMZ) and which is currently being updated and expanded (BMZ & KMK, 2015). In particular, the professional demands formulated with regard to enabling interdisciplinary teaching constitute responsibilities for tertiary staff involved in teacher education and training that should not be underestimated, not least because academics concerned with the phenomenon of globalization focus on different aspects, depending on which discipline they belong to (Overwien & Rathenow, 2009, p. 9).

In addition, a broader, teaching-related and a general and academic educational interaction with new learning requirements has also only just begun. All the more significant is the joint development of tertiary-level teacher-education concepts which offer student teachers a wide range of opportunities to interact with causes and consequences of globalization processes from an interdisciplinary, multi-perspective yet academic point of view while at the same time critically working through current developments and thus to develop potential action themselves (Di Giulio, Künzli David & Defila, 2008).

2. How can university-level teacher education and training contribute to initiating a “European-ness” with student teachers and to teaching them the professional skills they will require in order to succeed in a European context?

This question is closely linked with the high expectations with which those educational institutions are increasingly confronted in the course of Europeanization (Bosse, 2009; Hilligus & Kreienbaum, 2007; du Bois-Reymond, 2007; Domovic, Gehrman, Krüger-Potratz & Petravic, 2011, 2013; Weisseno & Eck, 2009; Caena & Margiotto, 2010). The fact that education, professional practice and continued professional training of teachers have not been understood as a matter of national concern for a long time is made clear by the Common European Principles for Teacher Competences and Qualifications (European Commission, 2005) and the Teacher Manifesto for the 21st Century, which has been prepared as part of The Pestalozzi Program for which the Council of Europe is responsible (The Pestalozzi Program, 2014). Furthermore, students should be made aware of the heterogeneous, multicultural nature of European society during their training in line with the guiding principle of the European Teacher – a claim which, given the increased socio-cultural diversity in schools and the growing number of students with a multi-lingual background, is also gaining increasing significance (Uzerli, 2015) and which can be achieved in specially-designed study-abroad experiences (Colón-Muniz, Soo Hoo & Brignoni, 2012; Cushner, 2012) and experiences with other European education systems and transnational educational policy issues (Schratz, 2005, 2007, 2009). The fact that not only student foreign language teachers are to be taught to teach using a language other than their native language is a further claim to which tertiary institutions of education throughout Europe need to adhere.

3. How can activities for internationalizing teacher education be integrated into a course of studies in such a way that they can be used to full advantage by student teachers in order to develop their professional skills?

Over the last few years, increasing importance has been attributed to the international nature of teacher education not only in Germany (Quezada, 2012; Darling-Hammond & Lieberman, 2012; German Rectors' Conference (HRK), 2013, 2014a, 2014b; for an overview of current Germany-wide activities, see Christoforatos, 2015, p. 112). Due to the internationalization of course content and during stays abroad, student and trainee teachers are to be offered new opportunities to build on their foreign language skills, familiarize themselves with foreign learning traditions and teaching cultures and critically reflect on and further develop their own professionalism as teachers when compared with other education systems. However, it must be emphasized that while various opportunities for mobility were created as the result of the creation of a joint European tertiary education zone in the Bologna process (Hartmann, 2014), these do not per se lead to productive developments (Leutwyler & Meierhans, 2011; Rotter, 2014; Brodnicke, 2007). And the frequently-used argument that stays abroad prepare future teachers for the wide range of tasks of “intercultural teaching” in “multi-national classes” has not been sufficiently substantiated so far (Shaklee & Baily, 2012, p. 242).

To date, efforts to initiate internationalization processes at universities and tertiary-level teacher training colleges have largely remained restricted to a few subject areas. Corresponding activities are carried out due to the commitment, expertise and the personal networks of individual academic staff; however, most of these activities are not based on any concept that incorporates all university-level teacher education and training. The problem areas, which have only been sketched out briefly here, already indicate a dilemma. On the one hand, internationalization is a cross-sectional task into which as many areas of teacher education as possible should be integrated. On the other hand, direct points of reference between main areas of current teaching and research and subject areas included in teacher education are not always found.

Precisely because the specific underlying conditions at the first stage of teacher education leave only limited room for systematically-structured innovation to date (Sroka, 2007), there are various challenges which are linked with the development and implementation of a coherently-structured concept for internationalization and which cover the breadth of teacher education. One essential task consists of establishing successive interdisciplinary structures which make it easy for both tertiary-level staff and student teachers to participate in measures aimed at internationalizing teacher training. These areas include such things as adapting curricula to new requirements which come along with the internationalization of teacher education course content, systematically establishing and expanding an international cooperation network and establishing a comprehensive support program which tertiary staff can call on when involved in international activities. Content must also be generated which international partners can also work on together over the long term, including beyond individual projects.

The “Teaching Right Livelihood” Project offers a wide range of reasons for investigating the questions posed. The Right Livelihood Award, which is known in Germany as the Alternative Nobel Prize, forms the contextual frame for various forms of cooperation and interaction. The international prize is awarded in the Swedish Parliament every year to people and initiatives who or which distinguish themselves by their special commitment to sustainable lifestyles or because they have developed best-practice models for solving local and global problem situations.² They support human rights, peace, conflict-resolution, minority rights, cultural and spiritual renewal, environmental protection and the sustainable use of resources. Other areas of the award-winners' work are: globalization, agriculture, children, education, food, alternative technologies and new economic models. The issue of right livelihood reflects not only the range of topics in the learning area “Global Development in the Context of Education for Sustainable Development”, it is also a characteristic of the project's interdisciplinary and open approach: depending on the subject focal points in teaching, study and research and on personal interests, it offers both teacher educators and students a range of points of reference for joint substantive work and organized implementation.

The starting point is formed by a transnational cooperation project (supported by the German Academic Exchange Service [DAAD] and the Association for the Promotion of Science and the Humanities in Germany [Stifterverband für die deutsche Wissenschaft]) for reinforcing the international dimension in teaching. The project was originally established at the University of Kassel in 2011/2012 in close cooperation with the Right Livelihood Award Foundation and the University of Stockholm with the title “Teaching Right Livelihood: the Alternative Nobel Prize for Schools and Teaching” (for more detail, see Christoforatu, 2012, 2014). “Teaching Right Livelihood” is now coordinated as an interdisciplinary project by the Center for Teacher Education (Zentrum für Lehrerbildung, ZLB) at the University of Kassel and is to be successively expanded with cooperative programs and internally and externally at tertiary institutions. The nucleus of the activities is formed by the interdisciplinary ZLB Working Group “Teaching Right Livelihood” which was established in 2012. In this group educationalists and teaching specialists from various areas of teacher education and central institutions of the University of Kassel, and instructors at the second level of teacher training cooperate while drawing on the expertise of academic specialists. Their common purpose is to establish the subject global development in the context of education for sustainable development in Kassel's teacher education program and to promote its internationalization by establishing a transnational cooperation network (Die Arbeitsgruppe Teaching Right Livelihood, 2013). In pursuing this aim, the members are jointly developing curricular and tertiary teaching concepts which supplement regular courses. The actual activities

² An overview of the broad range of activities of the prize-winners can be found on the website of the Right Livelihood Award Foundation: <http://rightlivelihood.org>. For information on the origins of the Right Livelihood Award, see also Lüpke, 2009; Lüpke & Erlenwein, 2010; Streich, 2005. See also the portraits of selected prize-winners in Mouratidi, 2012.

based on teacher education cover the development of interdisciplinary courses, designing tertiary-level materials for teacher education and training and the joint publication of teaching material on the subject of global development, together with organizing workshops, supervising degree theses as well as supporting relevant research projects.

2 The International Conference: “Teaching Right Livelihood - Education in a Globalized World”

This publication came into being following the international conference “Teaching Right Livelihood - Education in a Globalized World” which was held in the summer of 2014 in close cooperation with the Right Livelihood Award Foundation and the Right Livelihood College. It was supported financially by the Heidehof Foundation (Heidehof-Stiftung), the Association for the Promotion of Science and the Humanities in Germany (Stifterverband für die deutsche Wissenschaft) and the German Academic Exchange Service (DAAD).

In a combination of an academic conference and practical school-related forums, teaching specialists, educationalists, academic specialists, student teachers, teachers, teacher-trainers and trainee teachers worked on the subject of right livelihood together with three laureates of the Alternative Nobel Prize:

- Prof. Dr. Raúl Montenegro (Córdoba, Argentina), received the 2004 Right Livelihood Award “...for his outstanding work with local communities and indigenous people to protect the environment and natural resources.”³ Raúl Montenegro is Professor of Evolutionary Biology at the National University of Córdoba and founder and President of FUNAM (Environment Defense Foundation), an environmental protection organization with consultative status at the Economic and Social Council of the United Nations (ECOSOC). Montenegro's numerous awards include the Global 500 Award (1989) sponsored by the United Nations Environment Program and the Nuclear-Free Future Award (1998).

³ <http://www.rightlivelihood.org/raul-montenegro.html>. For detailed information on Raúl Montenegro's work, see Streich, 2005, p. 439 ff.

- Dr. Sima Samar (Kabul, Afghanistan) received the 2012 Right Livelihood Award “...for her longstanding and courageous dedication to human rights, especially the rights of women, in one of the most complex and dangerous regions in the world.”⁴ She is the founder of the non-profit-making Gawharshad Institute of Higher Education which offers education in Political Science, Political Sociology, Economic Planning, Leadership and Education and makes it possible for women, the poor and marginalized students to obtain access to education by means of scholarships and subsidized school fees. Samar also founded the Shuhada Organization with over 100 schools and 15 hospitals. During the existence of Afghanistan's interim government, she was Minister of Womens' Affairs (2001 to 2002) and worked as Special Rapporteur of the United Nations on Human Rights (2005 to 2009). Since 2004 she has been Chairwoman of the Afghan Independent Human Rights Commission. Sima Samar has been nominated repeatedly for the Nobel Peace Prize.
- Dipal C. Barua (Dhaka, Bangladesh) is the founding managing director of the non-profit-making company Grameen Shakti and co-founder of the Grameen Bank which was awarded the Nobel Peace Prize in 2006. Grameen Shakti received the Right Livelihood Award in 2007 “... for bringing sustainable light and power to thousands of Bangladeshi villages, promoting health, education and productivity.”⁵ The NGO promotes the dissemination of solar technology and the use of other renewable energy sources in villages in Bangladesh: more than one million solar panels have been installed in rural areas. The NGO has received many awards, including the European Solar Prize (2003), the Energy Global Award (2002), the International Microfinance Award (2009) and the Solar World Einstein Award (2010). Dipal C. Barua is the founder and manager of the Bright Green Energy Foundation. For his commitment in disseminating the use of alternative energies, he was awarded the First Zayed Future Energy Prize in 2009.

In line with the focal areas of the prize-winners' work, the conference concentrated on the areas “Social and Environmental Challenges in South America”, “Human Rights in Afghanistan” and “Solar Technology as a Social Venture”, which were explored from an academic, social, education policy and practical teaching perspective. In order to prepare the students appropriately for the complex content of the work and discussion, several curriculum-based courses of a partly interdisciplinary nature were offered in the faculties 01 (Human Sciences), 05 (Social Sciences) and 10 (Mathematics and Natural Sciences) at the University of Kassel. They gave the student teachers the opportunity to engage in advance with the visions and projects of the invited laureates of the Right Livelihood Awards from a theoretical and a professional perspective. In addition, model formats were developed in cooperation

⁴ <http://www.rightlivelihood.org/samar.html>

⁵ http://www.rightlivelihood.org/grameen_shakti.html. See also von Lüpke & Erlenwein, 2010, p. 190-198.