Global Competence & Lifelong Learning
Outline

1. Globalisation and Global Competence: Why and what for?

2. Global Learning, (Global) Citizenship, Civic Education or Politische Bildung?
   Many collections of *what globalisation is and which domains of GC are necessary* seem arbitrary. But... they contain conceptions of Democracy, Economy and the Globe

3. Democracy and Market Economy as core aims for the Globe *(OECD Membership Rules)*
   - Different theoretical concepts of Democracy *(Habermas, Dewey, Rancière)*
   - Different theoretical concepts of Market Economy
   - Different theoretical concepts of the Globe *(WTO, ILO, Derrida, Spivak)*

4. Comparison: Different types of Politische Bildung and GC *(Zeuner/Negt/Klafki versus Detjen/Massing/Richter/Weißen; Mansilla/Jackson versus Fernando Reimers).*
1. Globalisation and Global Competence: Why and what for?

Germany: leo. 2011, PIAAC 2012
Literacy Strategy, Literacy Decade
Politische Grundbildung as part of the Decade
Christine Zeuner et al: Politische Grundkompetenzen

We are preparing leo. 2017 possibly with Politische Grundbildung
1. Globalisation and Global Competence: Why and what for?

Globalisation itself seems to be a fact. But it is neither new nor natural. We made it (WTO WRT08). We can fasten it or slow it down, and we can influence the direction it takes towards more sustainable and egalitarian or towards more neoliberal aims.
Note: Break in series between 1993 and 2003. Western Europe becomes Europe including Eastern Europe and Baltic States. NIEs - Newly Industrialised Economies comprising Chinese Taipei; Hong Kong, China; Rep. of Korea; Malaysia; Singapore and Thailand.

Source: WTO Secretariat.
Chart 2
Share of industrial countries in world manufactures exports by product group, 1955-2006

(Percentage)


- Automotive products
- Chemicals
- Manufactures
- Textiles
- Iron and steel
- Office and telecom equipment
- Clothing

a Road motor vehicles for the years 1955-73.
b Break in time series between 1973 and 1983.

Note: EU(15) before 2003 and afterwards EU(25).
2. Global Competence: New Term that cuts off Traditions

The term Global Competence has very few entries in scientific databases, while the ones named below fill libraries.

- Global Learning
- Civic Education
- Politische Bildung

Is it a good idea to cut off the Traditions of scientific theory?
2. Global Competence: New Term that cuts off Traditions

Traditions in Citizenship Education in Germany rely a lot on Critical Theory (Adorno, Habermas, Negt).

Cosmopolitanism is the political part of what is the economical element in Globalisation.
3. Democracy and market economy as core aims for the globe

Different theoretical concepts of democracy

Habermas: Deliberative Democracy. Public Sphere is necessary for discussion in an ideal situation, decision making takes place by elected statesmen

Dewey: Democracy as Lifestyle. To learn democratic procedures, life has to be democratic not only wrt governments, but also in schools, communities and at work

Rancière: La part de sans part. Democracy is about sharing goods but only among those who sit at the table.
3. Democracy and Market Economy as core aims for the Globe

Different theoretical concepts of Market Economy

WTO: Globalisation allows to move Money (critics: ATTAC), Goods (GATT), Services (GATS), Intellectual Property and Data (TRIPS) as well as People (business people, travellers and migrants) – (Free) Market Economy

ILO: Global distribution of work and profits, working conditions and wages in a standardized and therefore competing world - Rhine Capitalist Model, some social protection is necessary (ILO/ WTO)
3. Democracy and Market Economy as core aims for the Globe

Different theoretical concepts of the Globe

OECD: tends to see the North, Commerce and Competition (OECD 2013)

UNESCO: tends to see the South, Sustainability and Peace (MDG, Post 2015 Goals)

Postcolonial Studies tend to see former and ongoing exploitation between North and South (Spivak). Post-National Approach (Tawil 2013/ERF 7)

Poststructural Theory tends to see power structures wrt language: The term Mondialisation points to history while hegemonial language takes place via the term Globalisation (Derrida)
4. Comparison: Different Types of PB and GC

Based on the notion of Globalisation, Democracy and Market Economy we now can see the tendencies in curricula and competence models

Different types of Politische Bildung,
- Germany: Zeuner/Negt/Klafki
  versus Detjen/ Massing/ Richter/ Weißen}
- Mansilla/Jackson
  versus Fernando Reimers.
4. Comparison: Different Types of PB and GC

German Controversy on Politische Bildung: Wider Approach

Christine Zeuner u.a. (2005): Politische Partizipation durch gesellschaftliche Kompetenz: Curriculumentwicklung für die politische Grundbildung

- Historical Competence
- Ecological Competence
- Economical Competence
- Technological Competence
- Identity and Intercultural Competence

(relies on Oskar Negt: Gesellschaftliche Kompetenzen & Klafki: Schlüsselkompetenzen)
4. Comparison: Different Types of PB and GC

German Controversy on Politische Bildung: Narrow Approach


- Fachwissen (knowledge about the subject-matter)
- Politische Urteilsfähigkeit (the ability to make informed decisions)
- Politische Handlungsfähigkeit (the ability to take action)
- Politische Einstellung und Motivation (political attitudes and motivation)
Democracy (wider versus narrower approach)

Zeuner, Negt, Klafki (Politische Bildung)
Mansilla/ Jackson (Global Competence)

• Democracy as Lifestyle
• Themes: Development of Human Rights and State via the Example in England, Ecology/ Sustainability, History and Utopia, Identity and intercultural tolerance and understanding
• Formal Methods: Discuss, Make Decisions, Elect, Take Action

Detjen/Massing/Richter/Weißen (Pol. B.)
Reimers (Global Competence)

• Democracy as Government
• Themes: Institutions, Elections, Rules and Laws
• Deliberation (individually & among states)
• Formal Methods: Discuss, Make decisions, Elect and Take Action (demonstrate, start petitions, organise grassroots or political party activities, civil disobedience)
# Market Economy (wider versus narrower approach)

<table>
<thead>
<tr>
<th>Zeuner, Negt, Klafki (Politische Bildung)</th>
<th>Detjen/Massing/Richter/Weißeno (Pol. B.)</th>
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</thead>
<tbody>
<tr>
<td>Mansilla/ Jackson (Global Competence)</td>
<td>Reimers (Global Competence)</td>
</tr>
<tr>
<td>• Zeuner, Negt: International Interdependence of Workers</td>
<td>• Not the core theme for German Competence Model</td>
</tr>
<tr>
<td>• Technology (here: Industrial Development in the Energy Sector)</td>
<td>• Reimers implicitly focuses global Collaboration, Transactions, Community Technologies</td>
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<tr>
<td>• Economy (Discount Store – Buyers and Sellers)</td>
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</tbody>
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# Globe (wider versus narrower approach)

**Zeuner, Negt, Klafki** *(Politische Bildung)*  
**Mansilla/ Jackson** *(Global Competence)*  
**Detjen/Massing/Richter/Weißenö** *(Pol. B.)*  
**Reimers** *(Global Competence)*

<table>
<thead>
<tr>
<th>Think globally, act locally</th>
<th>Globe is what we see of it</th>
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<tbody>
<tr>
<td>International Solidarity of Workers and Trade Unions i.e. global food production</td>
<td>State is our state and the Unions we belong to (EU, USA)</td>
</tr>
<tr>
<td>Cosmopolitanism</td>
<td>The west and the rest (no quote from elsewhere)</td>
</tr>
<tr>
<td>Take Action for sustainability i.e. plant in developing country, decide on your own (open decision)</td>
<td>Globalisation</td>
</tr>
<tr>
<td></td>
<td>(Adopt to what you expect to happen)</td>
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Comparison and Conclusion: Missings & Challenges

Little is said about Racism and Neofascism, while many positive terms as intercultural understanding etcetera are mentioned. Religion, interreligious discourse and the danger of fundamentalism is not mentioned. In a way the harmonistic approach overloads education with problems it cannot solve.

Several approaches tend to give formal answers: Global Competence is to Investigate the world, Recognize Perspectives, Communicate Ideas, Take Action (Mansilla & Jackson 2011) as well as Fachwissen, Politische Urteilsfähigkeit, Politische Handlungsfähigkeit, Politische Einstellung und Motivation (Detjens et al. 2012, pp. 13).
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Thank you for your Attention

Prof. Dr. Anke Grotlüschen