



**Globala  
gymnasiet**



# Welcome to Global College

**Education for sustainable development  
Democracy and Global Issues in the classroom**



Our biggest challenge in this new century is to take an idea that sounds abstract, sustainable development, and turn it into a reality for all the people of the world.”

*Kofi Annan, Johannesburg, 2002*





## Today's agenda

- Background
- Education and programmes
- Democratic structures
- Pedagogical methods
- Field studies
- Cooperation with NGOs and universities
- Summary - Education for sustainable development
- Vision of the student profile after completing their studies



## Background

- Young school – we're on our sixth year.
- Public school with 480 students (set for 540) between the ages of 16-19.
- 30 teachers + 6 administrative staff.
- All public schooling in Sweden is free of charge and co-educational.





## Our vision

Global College, through their education, their ways of organizing teaching and through a clear structure for student influence be one of Sweden´s best schools.

Global College will also be a pioneer in educational development, especially by developing new teaching methods to increase their commitment to global development issues and opportunities to participate and influence.



## Education and programmes

- Social science programme – Global profile
- Social science programme – Art profile
- Natural science programme – Health and environmental profile

The programmes and their profiles differ somewhat in the range of subjects offered, but the teaching methods are the same, as well as the overall focus on children's rights, democracy, equality and promoting an understanding for our multicultural world.





## Democratic structures

- Equal amount of staff and student representatives (+ head teacher) in the School Conference – highest decision and policy making body.
- Much power is delegated to the Teachers team, such as scheduling,
- School democracy; student influence - both formal and informal





## Pedagogical methods

- Teaching methods are based on a multidisciplinary approach to deal with complex global issues and our students have a number of subject integrated projects.
- Besides gaining knowledge of complex global issues, students also learn to work in groups and to co-operate towards a common goal in projects.
- A central part of teaching is the use of cutting edge information technology.
- Learning management system – Fronter.



## Examples of projects

Advocacy project (Sh, Sv, Hi)

Glokalt (Sh, Ge, Nk, Estetisk verksamhet)

Global Health (Eng, Development studies, Biology)

Freshwater Project (Ge, A, Nk)

Africa Project (Hi B, Sh B, Development studies)

Climate Role Play (Sh, Environ. Politics, Ge, Sv)

Social movements (Hi, Sh,)

Soulmate (Illustration, Sv, Eng)

Genetics and ethics (Religion studies, Nk)

Gender, power and resistance (Sh, Hi, Eng)

Clashes (Re, culture communication, Hi B)

Black gold (Chemistry A, Physics A, Sh B)

**Every student take part in 13 projects.**



## Climate role play – negotiations on climate change

### **Objective;**

To show the complexity behind negotiations on climate change and to reflect upon solutions for a sustainable future.





## Climate roleplay

- a simulation of international negotiations on climate change in the UN
- the students act as if they were delegates attending a UN meeting
- the goal is to negotiate a future climate agreement



Climate role play is about;

- environmental, economical and social issues
- international co-operation
- international politics
- foreign and security politics
- human rights
- global justice
- conflicts and difficulties that occur when states and other participants with different interests, values and ideologies will work together



## Delegations;

- **States;**

USA, EU, Brazil,  
Saudi Arabia, Samoa,  
Uganda, China, India,  
Australia, Japan, Russia

- **Organisations;**

Vattenfall (Business group)

Climate Justice Now

Plan

Naturskyddsföreningen (NGO)

- **Chairman and vice chairman**





## Different parts in the roleplay

### 1. Preparations;

- Analyzing causes and consequences on climate change, country facts, different positions
- International co-operation and international politics
- To compose position papers, resolutions and opening speech

### 2. Conference;

- Registration and welcoming ceremony
- Opening speeches
- Lobbying
- Debate
- Closing ceremony

### 3. Debriefing





## Field studies

- On the social science programme (Global profile) we provide the opportunity to go on a three-week long field trips.
- This year we're sending one group to India (Orissa), one group to Malawi and one group to Nicaragua.
- The students go in groups of 22 along with two teachers.
- The aim of this field trip is for the students to gain real life experiences from other cultures as well as to apply all their acquired knowledge of global issues within a final project.





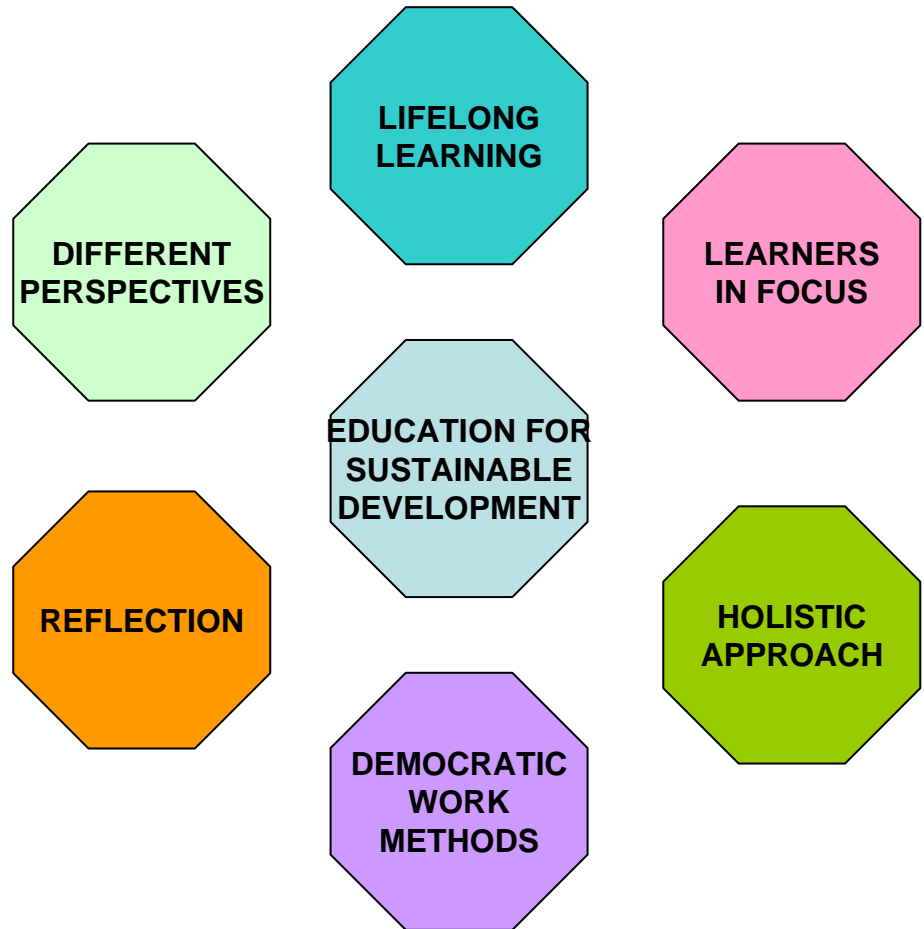
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SKOLA på  
**HÅLLBAR  
VÄG**  
*for a living planet®*

## Education for sustainable Development





## Co-operation with NGOs and universities

- Plan International/Plan Sverige
- WWF – World Wild Fund
- Stockholm Resilience Centre
- Södertörns Högskola





**The vision of Global College is that the students, when having finished their education, should have:**

- a better understanding of themselves and their possibilities for personal development;
- a realization of self development with and through other people;
- a creative, critical and analytical way of thinking;
- insights into global issues, both problems and possibilities for change;
- the strength to implement their own visions and to consider the impact of their actions;
- an understanding of the fact that our future must be built on sustainable development, global -solidarity and equity; and
- the will and the ability to change the world.



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