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THE GLOBAL GOALS

For Sustainable Development



GLOBAL GOAL EDUCATION ADDRESSES THE WORLD'S MOST PRESSING PROBLEMS

Connecting learning to the Global Goals is a mission that deals with the most pressing issues of our time: Poverty, hunger, diseases, inequality, injustice, pollution and war. It is a bold claim, but it is the aim of this mission to fight all problems that are defined by the UN and are reasons for the development of the Global Goals.

At the same time a huge problem of education is that, for many students and teachers, it has lost its purpose and its goal and therefore causes many students and teachers to be lethargic, frustrated and depressed. We can no longer afford for our students to feel like they don't make a difference and like they are only trained for theoretical work, but not for actions that matter. Student boredom is a massive phenomenon and a state of mind that leads to frustration and resignation.

(https://kops.uni-konstanz.de/bitstream/handle/123456789/24008/Daschmann_240080.pdf?sequence=1)

GLOBAL GOAL EDUCATION IS COST-EFFECTIVE.

The current cost for the project is minimal. Currently, many of the contributing people volunteer or try to keep the cost low by e.g. providing online conferences instead of conferences, using social media instead of advertisements and covering costs for conferences in other countries privately or through collaborating organizations. Unfortunately, this keeps the circle of people who are involved limited to a few hundred and the circle of those who

get convinced and join the moment to several thousand. Also, it makes it difficult to define the inner circle, because – due to the lack of funding – many people volunteer and are therefore involved to different degrees and at varying times. Already associated are several hundred teachers from around 100 countries who are connected through several teacher networks and are committed to value-based, purposeful education.

A funding of any amount would be highly cost-effective. Training teachers is a fantastic way to multiply results. Any child who has experienced that their actions make a difference is more likely to take action to support themselves and others. Educating children to help fight poverty with regards to themselves, their households, their region, their country or the world is going to create wealth for the individual and the world as well.
<https://www.oecd.org/pisa/44417824.pdf>

Individual programs with the aim to achieve results for the Global Goals will help children improve their learning and their attitudes for a better world. Even small improvements with regards to education will have a huge impact on the GDPs of countries, as the OECD-results show.

With a bigger budget, more teachers could be reached, more training could be supported, and the wider public could be made more aware. Costs for welfare, health-care, prisons, wars and reparations could be saved.

GLOBAL GOAL EDUCATION ADDRESSES THE GENDER DIMENSION.

With Goals 5 Gender Equality and 10 Reduced Injustice, two of the Global Goals explicitly address the gender dimension. In a world-wide Global Goal curriculum gender equality is one of the major goals to achieve. A key to many other problems, like fighting world hunger and poverty, or quality education has been found to be the empowerment of women in their communities, for females tend to use their own empowerment to also empower other members of their communities.

It goes without saying that it is an aim of Global Goal Education to make sure all girls have access to quality education and to achieving the ability to take care of themselves and others. What needs to come with Global Goal Education is the upvaluation of social deeds and therefore social work which – in most societies – has traditionally been done by women and is still mostly done by women. Social work is still unpaid or underpaid in many countries and it is going to be an aim of Global Goal Education to also create societies which value social achievements highly for they are the key to the survival of humans and a life in dignity.

GLOBAL GOAL EDUCATION IS SUSTAINABLE.

The initiative is divided into three phases: The attack phase, the consolidation phase, and the stabilisation phase. The attack phase should take three years of intense work with the aim of creating enormous attention for the urgency and the chances of the program and with convincing opinion leaders and key disseminators and training the first hundreds of teachers in each country. The consolidation phase will take three more years and will help us reach the majority of teachers as well as train new teachers. It will be important to also be aware of stabilisation: There will never be an end to the mission, for we'll always have to make sure that there is continuous development, progress, that new teachers are continued to be trained, that processes are adapted and that teachers and students stay connected with the purpose of the program.

By definition, Global Goal Education is sustainable, for it focuses on the Sustainable Development Goals to become the goals of all learning activities. Now, as well as in 2030, as well as in the future, we, as humankind, are going to need sustainable, social development. No matter how our lives and our jobs are going to change through any transformation with regards to politics or technological development like the rise of artificial intelligence: We'll always need sustainable development as well as socially responsible behaviour for a better, more just and supportive world.

The aim is to empower all teachers to effectively encourage and foster learning activities for a better world. Many people don't even know the Global Goals, but even without knowing them, our curricula currently already focus on

topics that are connected to the Global Goals: We aim to understand world problems, analyse them and discuss them, but then we take a class-test that is theoretical and we don't achieve any goals through our learning process. Therefore, throughout their school years students "learn" that their actions and their learning do not matter. By the time they leave school, many of them have turned into resigned or depressed individuals, who only wait for the classes to be over and who do not feel like they make a difference in the world and therefore also reject learning itself.

It is the aim of Global Goal Learning for educators and students to internalize the attitude that our actions in life have an impact. They are particularly valuable, if they help contribute to the Global Goals and to understand that individual actions make a difference. Once this mind-set is achieved, it is capable of being upheld by the Global Goal community, a growing community that supports each other in achieving the Global Goals and continues to raise children as Global Citizens. A shift in society can be achieved – with social actions becoming the most prestigious activities rather than non-sense actions or hurtful and destructive behaviour that is often secretly or openly glorified and rewarded in our current societies. Through Global Goal Learning, today's 1.2 billion students in primary and secondary education will become sustainable, socially-minded professionals of the future and are likely to forward their new mind-set to the next generations.

More and more policy-makers and educators world-wide are being convinced of the importance of Global Goal Education. Their impact on their students is showing in numerous activities and achievements that help support the Global Goals. They are causing a ripple effect that is sustainable and likely to encourage more change. They are having a profound impact on their students, colleagues and surroundings.

GLOBAL GOAL EDUCATION IS FUTURE-ORIENTED.

The results of Global Goal Education will become obvious in the future. The Global Goals are to be achieved by 2030 and will need to be supported forever. Actions that are done today in the spirit of achieving the Global Goals have an immediate, but small impact on the lives of people who are affected. If our students work on protest against inequality in their community, they might affect the lives of a few others. If they reflect their own stereotypes about men and women, they might affect how they treat each other now and in the future. If they help build water-filtering systems, they might affect the lives of their village or a community in another country. What might seem like a drop in the ocean now will help this planet in the long run: Creating a culture of mutual care, problem-solving, a can-do-attitude and focus on world-problems and – even more important – their solutions.

If we manage to address and involve all teachers and learners soon, by 2030 this world will be a place of justice, solidarity and empathy, with a healthy environment, ethical progress in technology, humans who care about each other and volunteer to be life-long learners and creators of happiness. This mission is all about the future: A prospering future for all.

GLOBAL GOAL EDUCATION IS TRANSFORMATIVE.

Currently, our societies are sick in many regards: In all countries of the world, there are people who suffer from hunger and poverty. The gap between rich and poor is getting wider. Our role models are people who entertain or earn money without concern for social values. 260 million children are deprived of an education. We're exploiting the earth and millions of people. In many places, men and women do not have the same rights or chances in life. People are killed for profit. In one way or another, we all agree that this world needs to be transformed and is transformed. We dream of a peaceful world with education for everyone, freedom, happiness, social justice, medical aid for everyone.

The recent past, in which we have already achieved massive improvement in many areas, has proven that we can achieve all these goals, if we put our minds to it and if we are aware of the impact that we have.

Teaching billions of our young generation to take care of each other and the planet is the transformation that this world needs. And through our schools we can also include parents. A lot of social change has started in schools. And this, the biggest social revolution of all time, is to come, if we equip and inspire all teachers to spark second order change for a better world. Our students then also will demand the same dedication from their parents and grandparents. And our teaching and learning will include them in our mission too.

GLOBAL GOAL EDUCATION IS INNOVATIVE.

Education is innovation. Over the last years we have seen numerous education reforms and numerous movements within the education world. What most of them have in common is the intent to fix a system that is itself causing most of the flaws that it tries to eliminate. If we judge our students by standardized measurements, make them competitors for the best grades, value all competences higher than social competence, and deprive them of the chance to make an impact and find their purpose in life, we make learning and life difficult for them. Then, we try to work with them against bullying to fix what we and the media have taught them. This requires an enormous effort from our educators and often doesn't lead to the results we would like to see.

If we teach towards the Global Goals instead, it will be obvious that we need every student to contribute the best they can and support their individual strengths and their progress rather than measure their "talent" or shortcomings. We will automatically focus on a growth mind-set. It will also be obvious that we can't afford to leave any child behind, because our goal, the common good, is far too precious to exclude anyone. We will naturally work with our students' interests. We will have a chance to praise them for relevant achievements. We will make them proud of supporting others and their world.

Global Goal Education combines the latest development in education research and practice like project-based learning, student-orientation, authentic learning, service-learning, media-learning, mindfulness, teacher- and student wellbeing, student-driven learning, global citizenship, phenomenon-based learning, rethinking assessment, personalization, neuroscience-based learning, mobile learning. What is innovative apart from combining the most innovative teaching methods? The common goal, the explicit purpose that makes us aware of our interconnectedness as students, teachers and human beings. It will help us stay on track, appreciate each other's success and make the world a better place.

GLOBAL GOAL EDUCATION IS PERSONAL.

It is the aim of Global Goal Education to empower students to be critical thinkers and active citizens. The Goals are a guideline that is to be examined and extended. In the course of their learning, students might come up with different goals to add to the 17 goals defined by the United Nations and might want to add them to their own chart of the Global Goals (plus ours), then research those, analyse their backgrounds and discuss options for actions. More than in most current settings for education, Global Goal Education then wants to leave space for individual action. Students are encouraged to find their own ways of planning activities, while teachers give support in the form of pointing out helpful resources, teaching about reliability of resources, suggesting new paths, encouraging possible collaborations with other students or exterior experts or warning about possible setbacks or pitfalls. Also, teachers play an important role in pointing towards suitable technology to use and realistically assessing whether a student is has gained enough qualifications to take on a task and make an impact.

Students might be encouraged to work on a goal because they or someone in their surrounding is affected. It is not expected of all students to make the world in another country better. It can be a contribution to world peace to improve the communication between members of your own family or other students on the school yard. Actions depend on the expertise developed through the learning, research and reflection process.

Since learning and actions are personal, assessments are encouraged to be personal as well. Teachers and students form a union, whose aim it is to help each other achieve goals that help humankind. Therefore, they are not working against each other, but with each other. A caring relationship between teachers and students is encouraged and not disrupted by meaningless tests.

Because Global Goal Education is so personal, it can be done on all levels and with students with and without "special needs". Projects can be inclusive and supportive. Deficits are not the main focus of this education, but improvement, a growth mind-set and the strengthening of the personality.

Therefore, assessments based on grades and cognitive ability are no longer the most suitable forms of assessment. Analogous to how we don't grade people who work in a company, in a club or as civil activists, we would no longer give our students grades, but encourage them to document their work as proof of their qualifications and give them written certificates that honor their achievements whether it is cleaning rooms for everyone in the school to feel comfortable and putting a smile on peoples' faces by greeting them with a compliment in the morning or developing a concept for a campaign that helps people who have been unemployed to find work and support their families.

Certificate
for Emma Changemaker



Emma contributed to ending world hunger by organising a weekly breakfast meeting in her community. She organized for the local supermarket to donate excess food to her foundation and invited all families in the neighbourhood to join the breakfast. She made sure that everyone felt comfortable to also take food home for the week without feeling embarrassed.

Emma contributed to clean water and sanitation for the world by researching the global water shortage and sending letters to newspapers. She also contacted companies that waste water in deserted areas. In addition to that, she prepared and gave a speech in front of local politicians to provide more rubbish bins and start a poster campaign to raise awareness against littering to keep the local environment clean.

Together with her friends she organized Skype calls between people from different groups who usually are not in contact with each other with the aim to fight against prejudice.

For her family, Emma calculated how much more money they would need or save if they bought more local produce and switched to a more environmentally-friendly energy-provider.

We are very proud of Emma's achievement for a more sustainable and peaceful world.

Keep up the great work, Emma!

Your teacher, *M. Hachemer*



WHAT WE NEED TO ACHIEVE GLOBAL GOAL EDUCATION FOR ALL

To achieve Global Goal Education for all we need

- Awareness in our public that teaching is a profession with a huge impact and that teachers have the power to be change makers and innovators
- A wide reach that makes it possible to convince all teachers to be on board
- A network of educators who can empower and train each other to be successful Global Goal Educators
- Time and money to support educators who are empowering others
- Recognition for the Global Goals and all actions that help achieve them
- Collections of good practice and scientific research about successful Global Goal Education which is partially subject-focused and partially showing concepts for combining subjects or overcoming subject boundaries.