

Global Citizenship Education

Reading List

1. Global Citizenship Education: A Guide for Policymakers (Part 1)
2. GCED Online Campus – GCED 101 (Introduction to GCED) Course
3. Official GCED videos
4. The ABCs of Global Citizenship Education
5. Global Citizenship Education: A Guide for Trainers (available in EN and FR)

1. Global Citizenship Education: A Guide for Policymakers (Part 1)

Below are excerpts from “Global Citizenship Education: A Guide for Policymakers (APCEIU:2017, pp.10-23)”.
(PDF version of the book: http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m412&wr_id=87)

Part 1. Global Citizenship Education: Vision and Conceptual Framework

1.1 Background

The world has seen significant economic, political, social and cultural changes during the last two centuries. Most countries have experienced, or have been affected by, industrialisation, urbanisation, globalisation and the expansion of mass consumerism. Modern science and the digital revolution have transformed infrastructure, transport and communication, and technological breakthroughs are ushering in the fourth industrial revolution.

Despite these advances, the world faces many challenges, including growing contradictions and widening inequalities. Although there have been fewer wars between nation states in the recent past, the incidence of armed conflict within countries has increased, resulting in a significant rise in the number of refugees and internally displaced people. Other forms of violence, such as domestic violence, criminal assault, child abuse and bullying, including in cyberspace, are a growing problem in many societies. There is also evidence of worsening mental health and a diminution of ‘inner peace’, reflected in increasing global rates of anxiety, addiction, depression and suicide.

Human rights violations persist in all regions, despite the existence of numerous international conventions and declarations, which many national governments have ratified. Prejudice, racism, discrimination, xenophobia and religiously-motivated extremism are all barriers to a peaceful and inclusive world, and ecological destruction and climate change threaten the planet and human survival. While globalisation has yielded some benefits, the majority of the world’s population continues to experience poverty, hunger and marginalisation, and global and national inequalities have widened.

These challenges highlight the critical need to transform a pervasive culture of violence in all its forms and at all levels to a culture of peace that goes beyond the absence of war to encompass living with justice and compassion, promoting human rights and responsibilities, building intercultural respect, reconciliation and solidarity, living in harmony with the earth and cultivating inner peace.¹

¹ Toh, 2002.

Transformative Education

There is growing recognition of the central role of education, and of transformative education specifically, in developing a culture of peace, and of the need to ensure that education meets the needs of a changing and increasingly globalised world.

Through the process of transformative education, learners are facilitated to critically understand their perspectives of themselves, their relationships with the world, and the multiple social, cultural, economic and political forces that shape their lives. Learners are then motivated to consider changes in their perspectives that lead to transformational, personal and social action, based on principles and values such as peace, non-violence, social justice, human rights, intercultural understanding and respect, gender equality and sustainability.

The concept of transformative education initially drew on the work of educators in the field of adult learning such as Paulo Freire and Jack Mezirow, although it has since been applied to all types and levels of education. Further development of different forms of transformative education has been fostered by educational thinkers, policymakers and practitioners, governments, inter-governmental agencies, in particular UNESCO and other UN agencies (see Annex 1), and by CSOs, NGOs, universities and innovative teaching training institutions.

As a result of these efforts, diverse forms of transformative education that can contribute to building a culture of peace have emerged in recent decades. These include: Disarmament Education, Peace Education, Education for a Culture of Peace, Education for Conflict Resolution and Transformation, Education for Interfaith Dialogue, Human Rights Education, Education for International Understanding, Development Education or Education for Global Justice, Intercultural or Multicultural Education, Anti-Racist Education, Indigenous Education, Global Education, Civic Education, Citizenship Education, Education for Democratic Citizenship, Values Education, Futures Education, Life Skills Education, Education for the Four Pillars of Learning, Education for Sustainable Development or Sustainable Futures, Education for Gross National Happiness, Education for Inner Peace or Mindfulness, Education in Emergencies, Global Citizenship Education, and Education for Preventing Violent Extremism. Many of these forms of transformative education share common visions, goals, principles and values (see Annex 2).

The Emergence of Global Citizenship Education

Educational thinkers and practitioners have pointed out that a focus on 'citizenship' in terms of national identity is a major limitation of many approaches to citizenship education. They have drawn on forms of transformative education that emphasise global perspectives to develop the concept of GCED, extending the notion of citizenship beyond the nation state to encompass the wider world. CSOs such as Oxfam have also played an active role in promoting a global focus in citizenship education.

UNESCO has had a longstanding commitment to the principles of GCED and is the lead agency, within the UN, in promoting GCED in cooperation with many partner organisations. UNESCO institutes and centres have re-oriented their programmes towards GCED, for example, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO in Seoul, Republic of Korea, and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) in New Delhi, India.

Momentum around GCED has increased since 2012. GCED has been the focus of international, regional and national conferences, forums and workshops, and was integrated in the Global Education For All Meeting in 2014 in Muscat. The link between GCED and the new vision of education, Education 2030, was also articulated at the World Education Forum in 2015 in Incheon, Republic of Korea, organised by UNESCO, UNICEF, UNDP, UNHCR, UN Women and the World Bank. The Incheon Declaration, towards inclusive and equitable quality education and lifelong learning, affirmed that quality education must develop “the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education” as well as “human rights education and training in order to achieve the post-2015 sustainable development agenda”.

The SDGs, set out in Transforming our World: The 2030 Agenda for Sustainable Development at the UN Sustainable Development Summit in September 2015, provided another major impetus to GCED. SDG 4 seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Target 4.7 highlights GCED as follows: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

1.2. Why Global Citizenship Education?

Citizenship is a status and identity based on belonging to and participation in the political domain of a nation, as well as on the civil and socio-economic domains within which individuals relate to one another and their society.² In most countries, citizens are expected to fulfill various duties, responsibilities and loyalties, including participating in political processes and undertaking economic, social and cultural roles according to accepted norms, laws and regulations. Nurturing the values, attitudes and skills of ‘citizenship’ is, therefore, a common goal of modern education systems.

Although the core domains of citizenship education are generally found across all countries³ differences have also been noted. For example, in Asia there is less focus on individual rights and more focus on ‘moral’ development and individual-societal relationships.⁴ There is also a continuum of approaches in citizenship education from the more ‘conservative’ – with greater emphasis on social order, conformity, and content-led, didactic teaching– to the more ‘progressive’ – with greater emphasis on transformation and adaptation to change, action and civic engagement, and process-led, interactive teaching.⁵

Global Challenges Require Global Action

In an increasingly globalised world, the notion of citizenship based primarily on national identity and expectations is insufficient. Nations are part of a ‘global village’, linked together by complex relationships across all spheres of life. We also live in an era with the largest scale of population movement in history, due to migration, conflict, education, economic and cultural exchange, and tourism and, consequently,

² Heater, 1999; Kymlicka and Norman, 2000.

³ Arthur, Davies and Hahn, 2008; Faour, 2013.

⁴ Lee, 2009.

⁵ Tawil, 2013.

many people have multiple citizenship identities.⁶

A Technical Consultation on GCED in 2013 concluded that it is essential “to recognise the increasing interdependence and interconnectedness of people and places” and, as the Delors Commission Report highlighted, “to learn to live together”. However, while growing interconnectedness can foster intercultural understanding and mutual benefits, it can also contribute to increased conflict, violence and distrust. For example, foreign economic investment can result in conflict with local citizens or environmental degradation, greater interconnectedness has facilitated transnational organised crime and a rise in human and drug trafficking, and an increase in the number of migrants, refugees and foreign students can exacerbate prejudice and discrimination in host countries.

In addition to learning to live together, we also need to learn to act together to address the challenges the world faces. Cooperation at global level, involving all nations, is critical to tackle issues such as climate change.

Education and Global Citizenship

There is a growing consensus that education plays a central role in increasing understanding of global issues and in promoting peace, human rights, equity, acceptance of diversity and sustainable development.⁷ In a globally interconnected and interdependent world, education needs to address values and communication skills as well as cognitive knowledge and skills. GCED promotes the concept of a ‘global citizen’ in terms of citizenship beyond borders or beyond the nation state. As participants in the UNESCO Technical Consultation agreed, ‘global citizenship’ is not about legal status but rather about common humanity and a sense of belonging to a global community. Global citizens are, therefore, not only concerned about the rights and well-being of their own community and country but also about the rights and well-being of all people and the wider global community. As a UK study showed, students need to “know about and understand significant contemporary global issues and events such as war and conflict, HIV/AIDS, poverty, pollution and human rights.

In addition, global citizenship promotes the concept of citizens as active and informed participants in all aspects of life – political, economic, social and cultural – rather than as passive individuals who uncritically follow and obey societal norms, rules and laws.⁸ Active citizens engage in “civic actions in the public domain to promote a better world and future ... based ... on the universal values of human rights, democracy, justice, non-discrimination, diversity and sustainability”.⁹

It is important to emphasise that global citizenship does not reduce or replace the responsibilities of national citizenship. The values and skills developed through GCED apply equally to active citizenship at global, national and local levels: GCED educates citizens to be active in addressing local and national problems and promotes awareness of the way in which global forces affect national and local issues.

⁶ IOM, 2015.

⁷ Pigozzi, 2006; UNESCO, 2014.

⁸ Cox, 2017; Ross, 2012; Cleaver and Nelson, 2006; Davies, Harber and Yamashita, 2004.

⁹ UNESCO, 2014.

1.3. What is Global Citizenship Education

This section sets out a normative framework that draws on the values, principles and perspectives underpinning the vision of GCED of UNESCO and other UN agencies, as well as the work of many CSOs and transformative educators.

UNESCO describes GCED as “a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It represents a conceptual shift in that it recognises the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation”. GCED can also be conceptualised as a form of transformative education that seeks to:

- Educate citizens in the competencies to actively and responsibly participate in all dimensions of societal development at local, national and global levels
- Develop citizens who respect cultural diversity, practise intercultural understanding, and are competent in intercultural communication and cooperation
- Promote critical awareness and understanding of the causes of global, national and local conflicts, including the interconnection of global structures and national and local realities
- Empower citizens to engage in personal and social action to build a just, peaceful, tolerant, inclusive, secure and sustainable world

Paradigms of GCED

There is no standard definition of GCED or universal agreement on the principles and core elements of GCED.¹⁰ There are also alternative paradigms of GCED, based on differing perspectives and emphases, for example, between transnational and local identities, global competitiveness and solidarity, and education for maintaining the status quo and education for structural transformation.

These alternative paradigms have been described as the ‘soft’ or liberal/neoliberal paradigm¹¹ and the ‘critical’ paradigm.¹² So, for example, the ‘soft’ paradigm would characterise the interdependence of nations and peoples in terms of fair trade, equitable sharing and exchange of resources, goods, services, technology and knowledge, and provision of foreign aid to enable countries in the global South to ‘catch up’ with global North. The ‘critical’ paradigm would, however, critique this view of interdependence, highlighting the role of economic, political, social and cultural power and structural violence in shaping relations and creating dependency and inequalities.¹³

Similarly, the soft paradigm would view globalisation as mutually beneficial, while the critical paradigm would view corporate-led globalisation, unlimited growth and consumerism as disproportionately

¹⁰ UNESCO, 2015.

¹¹ Andreotti, 2006.

¹² Toh, 2015.

¹³ Davies, 2006; Balarin, 2011; Jooste and Heleta, 2017; Wintersteiner et al., 2015; Torres, 2017.

benefiting countries in the global North and elites in the global South, leading to a widening gap between and within nations and environmental unsustainability.

Thirdly, with respect to global citizenship or global competencies and skills, the critical paradigm would question the goals and outcomes underpinning global competencies and skills and the 'development' and 'globalisation' paradigm that is being promoted, as well as the fact that the soft paradigm's view of global competencies and skills tends to exclude or de-emphasise the 'political literacy' and 'critical empowerment' that is essential for transforming a culture of violence into a culture of peace.

Learners need to understand both of these paradigms and their differing perspectives on the themes and issues addressed by GCED. Policymakers and educators also need to understand these alternative paradigms and their implications for GCED policy and implementation, as their differing perspectives influence teaching and learning, and deliver different outcomes.

Pedagogical Principles and Strategies for Implementing GCED

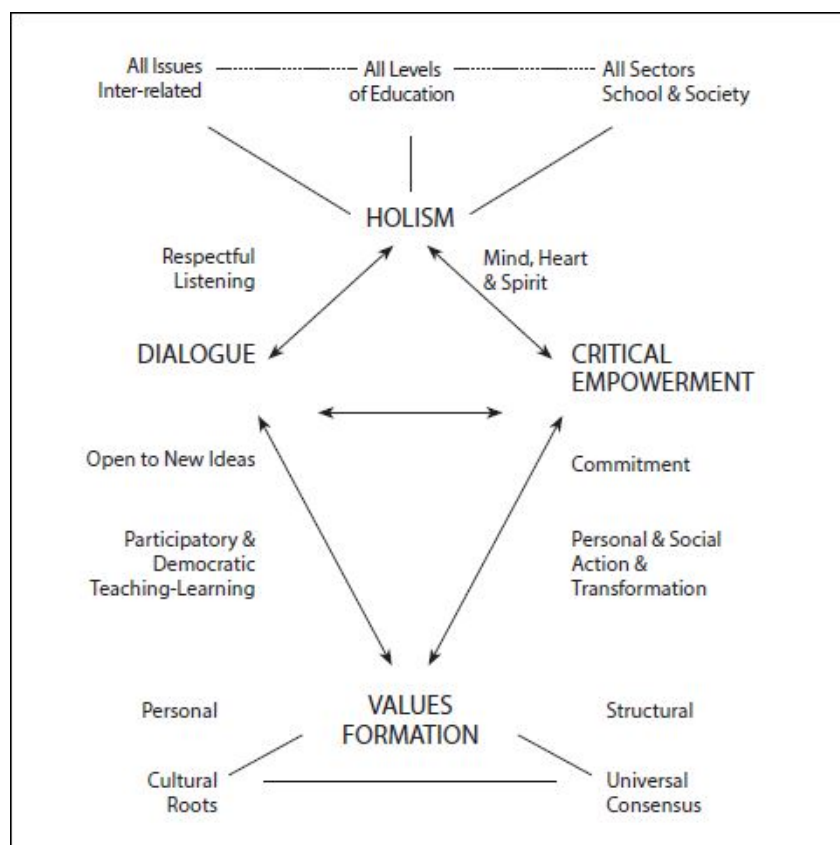
GCED can draw on pedagogical principles and strategies from a range of sources, including educational thinkers, other forms of transformative education, and GCED implementation practice. For example, Wintersteiner et al (2015) identified four pedagogical principles of GCED:

- Orientation towards human rights, values, peace and social justice
- Participation and competence for political action
- Critical inquiry
- Adopting a historical-critical position on an individuals or nation's part

Key principles and strategies developed for Peace Education and Education for International Understanding for a Culture of Peace (see Figure 1) include:

- Holism: Holistic perspective on conflicts and crises
- Dialogue: Participatory, dialogical and creative processes of learning
- Values: Formation of values reflective of peaceful people and a peaceful world
- Critical empowerment: To enable citizens to engage in personal and social action to build a peaceful, just, inclusive, compassionate, harmonious and sustainable world

Figure 1. Pedagogical principles of Peace Education



Source: Toh (2001). Education for International Understanding: A river flowing from the mountains. *Sangsaeng*, Vol. 1, pp. 1-12.

Drawing on strategies and practices in diverse regions, GCED implementation in the curriculum has commonly adopted the following principles:

- Promoting lifelong learning
- Fostering participatory, creative, inquiry-based, experiential, community service and democratic forms of learning
- Encouraging parental empowerment and engagement, as parents have a shared responsibility with schools to provide an enabling environment that is conducive to learning and motivates children to achieve their full potential, including as global citizens
- Promoting respect for the well-being of every citizen based on development, human rights, cultural diversity, inclusiveness, social and economic justice, gender equity, sustainability and values of life
- Fostering the responsibility of citizens to critically examine and transform local and national government policies and strategies that undermine peace and security, social and economic justice, the fulfillment of human rights and sustainable development for themselves and for citizens of other nations

The following strategies for implementing GCED are also recommended:

- Mainstreaming GCED at all levels and in all forms of education (formal, non-formal and informal education, technical and vocational education and training, and adult literacy) and strengthening linkages between formal, non-formal and informal education
- Engaging young people and promoting their participation in GCED
- Integrating GCED into the curriculum or mainstreaming GCED across all learning areas, as this is more effective than teaching it as a separate subject
- Taking a whole school approach and establishing links with civil society, faith-based and other non-governmental organisations as well as with communities and institutions outside the education sector
- Ensuring that GCED addresses all four pillars in the Delors Commission Report, i.e. learning to know, to do and to be as well as learning to live together
- Integrating media literacy into a wide range of learning areas and fostering a critical understanding of the power and impact of hate or extremist messages transmitted through cyber networks and social media
- Preparing for the well-being of all citizens in the present and the future, based on principles of human rights, social and economic justice, cultural diversity, gender equity and sustainability
- Fostering citizens' responsibility to examine and transform their nation's domestic and foreign policies that can undermine peace, security, social and economic justice, human rights and sustainable development

Useful examples of GCED transformative teaching and learning can also be found in UNESCO's 2015 pedagogical guidance report, which includes a range of topics and learning objectives appropriate for various school levels, in UNICEF Canada's 2011 GCED framework and other UNICEF guides for educators. Oxfam has also developed an innovative teacher's guide for "facilitating and assessing active global citizenship in the classroom and enabling students to participate fully in a global society" as well as activity-centred resource manuals for teachers.

GCED Learning Domains and Competencies

UNESCO's 2015 guidance on GCED sets out three core dimensions or learning domains (see Figure 2).

Figure 2. UNESCO core learning domains of GCED

Learning domain	Purpose
Cognitive	To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations
Socio-emotional	To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for difference and diversity
Behavioural	To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

The socio-emotional domain includes skills and capacities in communication, such as active listening, clarity, cross-cultural, non-verbal, respect, empathy, open-mindedness and digital literacy.

This multi-dimensional framework of learning domains is consistent with the theory and practice of transformative education, which has demonstrated that effective learning needs to go beyond the cognitive to also develop learners' socio-emotional and behavioural competencies. It is these competencies, together with a critical understanding of issues and problems, which enable learners to engage in personal and social action for transformation. The process of teaching and learning in GCED also needs to be consistent with the principles and values of transformative education – for example, democratic, participatory, creative and inquiry-based learning—to facilitate the development of socio-emotional and behavioural capacities for action. Hence, GCED needs to query the limitations of the dominant 'banking' model of education that was critiqued by the Brazilian adult educator, Paulo Freire (1970).

As with paradigms of GCED, there are also different perspectives about GCED competencies, i.e. the knowledge, attitudes and skills that learners should acquire, nurture and develop. One perspective has been described as '21st Century' competencies. The OECD, for example, has identified the following dimensions of 21st Century competencies for learners in OECD countries: information (research and problem-solving skills, organising information); communication (communication, collaboration and virtual interaction); ethics and social impact (social responsibility, digital citizenship, environmental action).¹⁴ The Asia Society (2016) has identified 21st century competencies for global citizens as: interpersonal (communication, collaboration, responsibility, conflict resolution); intrapersonal (flexibility, initiative, appreciation for diversity, ability to reflect on one's own learning); and cognitive (critical thinking, information literacy, reasoning and argumentation, innovation).

Another perspective on GCED competencies is more explicitly linked to the vision of global citizenship building a peaceful and sustainable world. For example, UNESCO's pedagogical guidance identifies key learner attributes as:

- Informed and critically literate: Knowledge of global governance systems, structures and issues; understanding the interdependence and connections between global and local concerns; knowledge and skills required for civic literacy, such as critical inquiry and analysis, with an emphasis on active engagement in learning
- Socially connected and respectful of diversity: Understanding of identities, relationships and belonging; understanding of shared values and common humanity; developing an appreciation of, and respect for, difference and diversity; and understanding the complex relationship between diversity and commonality
- Ethically responsible and engaged: Based on human rights approaches and including attitudes and values of caring for others and the environment; personal and social responsibility and transformation; and developing skills for participating in the community and contributing to a better world through informed, ethical and peaceful action

Oxfam's framework also outlines GCED competencies (see Annex 3). While this framework includes competencies similar to the 21st Century competencies discussed above, it also emphasises knowledge, attitudes and skills for social justice, human rights, diversity, sustainable development, participation and

¹⁴ Ananiadou and Claro, 2009.

inclusion.

Complementarities and Synergies

As discussed earlier, there are many forms of transformative education that share common goals with GCED. It is important to understand and build on the synergies and complementarities between GCED and other related fields of transformative education, including those related to SDG Target 4.7 such as education for sustainable development, gender and human rights. GCED is one form of transformative education and, in terms of its vision and goals, is not a totally new concept. GCED can be viewed as one of many diverse forms of transformative education or ‘tributaries’ flowing into a ‘river of transformative education’, where these tributaries mix with mutual respect and share learning from experiences and challenges.¹⁵

¹⁵ Toh, 2000.

2. GCED Online Campus



Link: <http://www.gcedonlinecampus.org/>

GCED Online Campus is an e-learning platform on Global Citizenship Education by APCEIU.

The platform provides GCED online courses for educators, special lecture series, case videos of GCED initiatives, and GCED-related teaching & learning materials. All courses and contents are free and accessible to every educator who is interested in GCED!

Having such e-learning resources at their fingertips, educators are encouraged to promote GCED in various settings, including classrooms, schools, and local communities.

- Recommended course before the workshop begins

GCED 101: Introduction to GCED (Certificate Course)

The course aims to provide an overview of the GCED as well as its background, concepts under the framework of UNESCO, and guidelines for teaching and learning. The course will help participants gain an understanding of the key concepts and principles of GCED, recognize educational issues relevant to GCED, and identify pedagogical approaches to GCED.

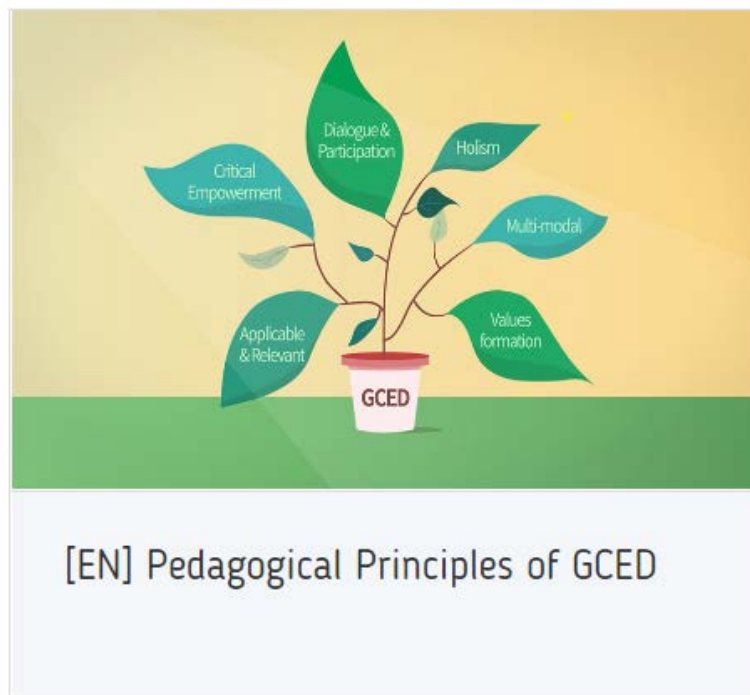
Certificates will be given to participants who fulfill the requirements; more than 80 % of lecture attendance and submission of an assignment at the end of the course.



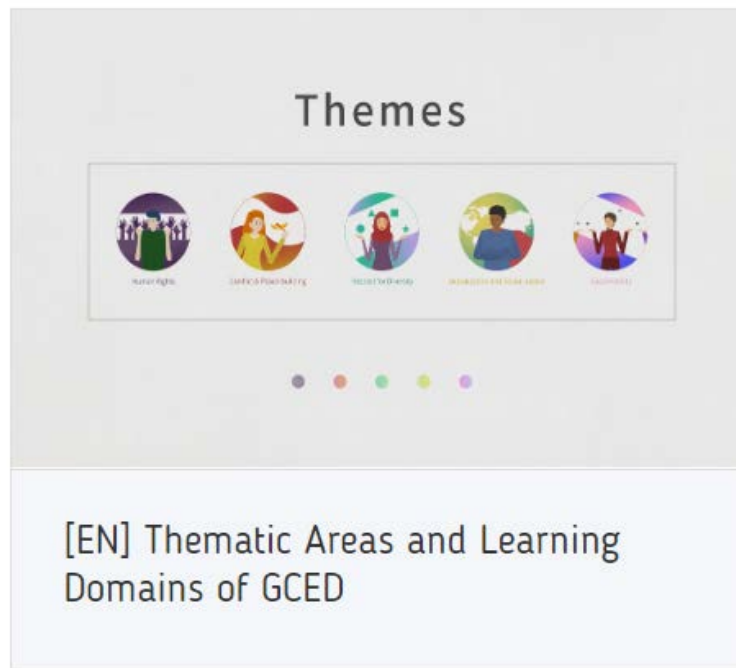
3. Official GCED videos



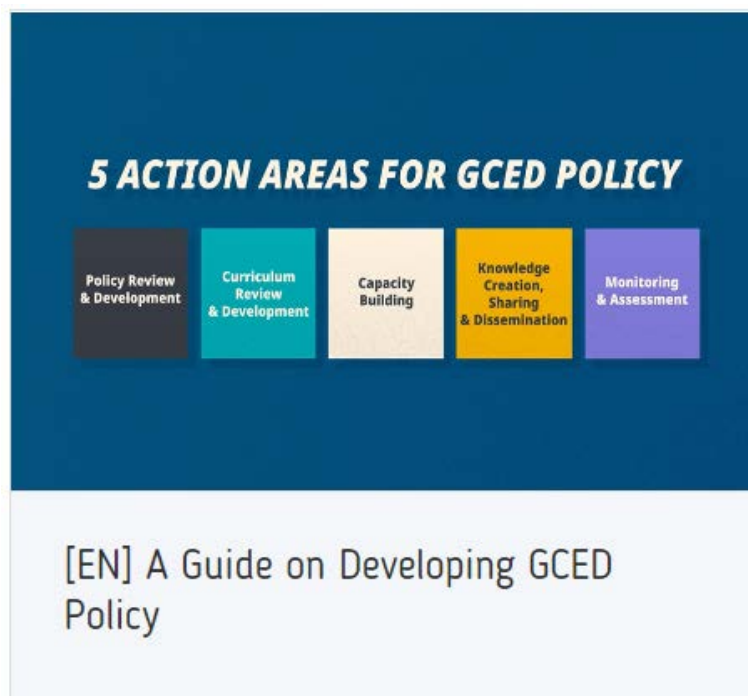
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- **Videos in other languages besides English**



Link: <http://www.gcedonlinecampus.org/mod/ubboard/article.php?id=204&bwid=2311>



Link: <http://www.gcedonlinecampus.org/mod/ubboard/article.php?id=204&bwid=2309>

4. The ABCs of Global Citizenship Education

Introduction

Q1. What is the relevance of global citizenship to the contemporary world?

A1. Phenomenal advances in information and communication technologies (ICTs) have enabled people to connect and interact with others around the world anywhere, anytime. This has contributed to an intensified perception and reality of being inter-connected and living beyond local perimeters. Moreover, increased transnational migration is making local communities inevitably more heterogeneous, increasing the need to learn how to live together. Tensions and conflicts among populations that have causes and impacts beyond national boundaries, and challenges for sustainable development, including climate change, also call for cooperation and collective actions at both global and local levels.

Q2. What prompted the surge of interest in global citizenship education?

A2. The Global Education First Initiative (GEFI), launched in 2012 by the UN Secretary-General, includes global citizenship education as one of its three priorities, along with access and quality of education.¹ With GEFI, the world education community entered a new era in which education is expected to contribute not only to the fulfilling of individual and national aspirations, but also to ensuring the wellbeing of all humanity and the global community. In 2015, global citizenship education was included as one of the topic areas of Target 4.7 of the Sustainable Development Goal on Education that countries must promote and address. These two developments provided impetus for the world community to pay attention to this particular topic area at the policy level.²

Q3. Is there any shift or trend in the education sector that supports global citizenship education?

A3. Within the education community, there is a growing trend to complement the discourse of access and quality of education with that of content of education; to complement the discourse of cognitive skills with that of socioemotional skills; to complement the discourse of skills and competencies for employment and the job market with that of skills and competences for learning to live together; and to complete an education that is focused on assessment with an education focused on relevance. The question of access is now complemented with concerns of quality and content. The world community is now asking if students are in school, what they are learning, and if what they are learning will contribute to making the world a better place for humanity.

What is global citizenship education?

Q4. Is there a globally agreed definition of global citizenship?

A4. The definition of citizenship is discussed and there is no widely agreed definition of global citizenship. In all cases, global citizenship does not entail a legal status. It refers more to a sense of belonging to the global community and a common sense of humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level. Global citizenship can be seen as an ethos or a metaphor rather than a formal membership. Being a framework for collective action, global citizenship can, and is expected to, generate actions and engagement among, and for, its members through civic actions to promote a better world and future.

¹ <http://www.unesco.org/new/en/education/global-education-first-initiative-gefi/>

² <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/sdg4-education-2030/>

Q5. What is the goal of global citizenship education?

A5. The goal of global citizenship education is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Global citizenship education has three conceptual dimensions. The cognitive dimension concerns the learners' acquisition of knowledge, understanding and critical thinking. The socio-emotional dimension relates to the learners' sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. The behavioural dimension expects the learners to act responsibly at local, national and global levels for a more peaceful and sustainable world.

Q6. What is the relationship between global citizenship education and civic education?

A6. Increasingly, countries reflect the core values of global citizenship education in civic education. This has, in part, to do with the fact that local populations have become more heterogeneous, with an increased need for the learners, as part of their civic education, to learn how to live together with those from different cultural and ethnic backgrounds. This is a valid approach and there is no need for a debate on whether this should be called civic education or global citizenship education. Civic education is the most common landing ground of global citizenship education. The same logic should apply to peace education, education for sustainable development or education for international understanding as they advocate for the spirit of global citizenship education. The focus should not be on the naming issue, but on the spirit and core values to be promoted, for which delivery modes, structures as well as labels can vary.

Q7. Is global citizenship education to be treated differently from education for sustainable development, peace education or education for international understanding?

A7. These topics are not to be treated as independent areas of work to be opposed to each other. Global citizenship education is an education that promotes such values as non-discrimination, respect for diversity and solidarity for humanity. It is not conceptually different from peace education or education for international understanding. Both global citizenship education and education for sustainable development advocate a transformative and holistic pedagogy.³ Both are concerned with global challenges and actions that are needed to tackle them, while the thematic topics associated with them tend to be specific – global citizenship education is more associated with global challenges related to peace and conflict, and education for sustainable development with global challenges related to environmental warnings and natural resources. It is neither constructive nor useful to set global citizenship education and other educational approaches against each other, when they are differently labelled efforts targeting related goals and objectives.

Q8. How is global citizenship education related to education to prevent violent extremism?

A8. Global citizenship education is being advocated as one of the useful tools to prevent violent extremism. By definition, violent extremism does not tolerate diversity or difference of points of view. By contrast, one of the fundamental principles of global citizenship and global citizenship education is the respect for diversity. Again, by definition, violent extremism resorts to the use of violent force to achieve an extremist ideologically motivated objective, whereas global citizenship and global citizenship education are grounded on the principles of non-violence, empathy and solidarity for humanity. Global citizenship provides conceptual antidotes to violent extremism. If the latter is a disease, the former is the treatment.

³ Global citizenship education: preparing learners for the challenges of the 21st century, available for download at:

<http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>

Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, available for download at:

<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

Implementing global citizenship education

Q9. At which school level should global citizenship education be introduced?

A9. Considering that global citizenship education concerns global affairs and challenges, people tend to think it is an education mainly for “mature” students in post-primary levels. This is not the case. The most challenging dimension to address among the three dimensions of global citizenship education is the socio-emotional dimension that has to do with the formation of attitudes and values. Information and knowledge can be acquired through classroom learning, but values, belief systems and attitudes are formed through accumulated experiences and socialization processes. They are acquired through the learners’ developmental process rather than the schooling process. As such, early childhood is the best place to start with global citizenship education, where early learners acquire the right mindsets for global citizenship.

Q10. Do we need to create an independent subject of global citizenship education?

A10. Global citizenship education is not to be understood as an independent subject area. It is an education that promotes the core values of global citizenship, namely non-discrimination, respect for diversity and solidarity for humanity; therefore, its modes of implementation can vary. It can be delivered as an integral part of existing subjects, as much as it can be delivered independently, if such is desired. Civics, citizenship education, social studies, peace education or other similar subject areas addressing human rights, democracy, justice, international understanding, etc. While the modality of delivery may not be a major issue, the core values of global citizenship education must be reflected in and supported by education policy and the curriculum in order to deliver global citizenship education effectively.

Q11. What is the most effective pedagogy for global citizenship education?

A11. The cognitive dimension of global citizenship education can be addressed through conventional classroom learning combined with learners’ accessing and analyzing other sources of information. To address the socio-emotional and behavioural dimensions, however, the pedagogy has to be holistic. Information and knowledge have to be combined with practice. Learners should be provided with actual experiences and opportunities to develop, test and build their own views, values and attitudes and to learn how to take actions responsibly. Participation in community activities and opportunities to interact with populations of different backgrounds or of different views are necessary. The core values have to be reflected and practiced in the learners’ daily lives in and around the school environment.

Q12. Should there be a separate training programme for teachers on global citizenship education?

A12. In the same sense that teaching of global citizenship education can be integrated into teaching of other related topics, teacher training on global citizenship education can be integrated into training on other related issues, as much as it can be set up independently. While there may not be a need to set up a separate training programme, global citizenship education does require a transformative pedagogy, one which: encourages learners to analyse critically real-life issues and to identify possible solutions creatively and innovatively; supports learners to critically revisit assumptions, world views and power relations in mainstream discourses and to consider people/ groups systematically underrepresented or marginalized; and focuses on engagement in action to bring about desired changes. So, through either an independent or an integrated training programme, teachers and education managers should be provided with opportunities to learn about this specific pedagogical orientation.

Q13. Do we need a global framework of curriculum for global citizenship education?

A13. Global citizenship education can be delivered by integrating its principles into existing subjects in education. It does not require a new, separate curriculum framework. Curriculum development is also a matter for national mandate, not one to be framed by an external influence. Considering the varying understandings of the global citizenship concept itself, it is doubtful there can be a globally agreed curriculum framework for global citizenship education. However, global citizenship education is a relatively new term to many experts in curriculum development, practitioners and education managers and there is a need to provide them with some pedagogical guidance. To that effect, UNESCO developed a global guidance document on the overall teaching and learning objectives of global citizenship education⁴, while leaving the specific ways of achieving those objectives to the discretion of the individual member states. Opportunities for countries to learn about good practices of other countries are also useful.

Q14. How can we assess the impact of global citizenship education on the students?

A14. The cognitive impact will be relatively easy to assess through tests on the students' acquisition of certain sets of information and knowledge. The assessment of the acquisition of socio-emotional and behavioural skills and competences may require different methods that allow us to measure development and formation of certain attitudes in students, as well as mindsets and behavioural patterns as part of their development as individuals. To achieve this, participatory assessments will prove useful, such as assignments, demonstrations, observations, projects and other performance tasks. Notably, the focus of assessment on the impact of global citizenship education should not be on the outcomes, but on the process of learning. In this regard, formative assessments are encouraged over summative assessments.

Q15. Is global citizenship education concerned with global challenges and actions only?

A15. The fundamental spirit of global citizenship education is learning to live together. It promotes respect for diversity and solidarity for humanity. This ethos can be practiced globally, but also locally. Teaching students to treat immigrant/migrant children present in the local community with respect and dignity is a valid action for global citizenship education as much as teaching them to learn about cultures outside their national borders. Providing students with opportunities to learn about such fundamental values as non-discrimination and non-violence is a good starting point for global citizenship education. The care for and solidarity with the whole of humanity, those people that one does not know, start with the care for and solidarity with the people one knows. Local challenges and actions constitute valid issues to be addressed by global citizenship education.

Q16. Is global citizenship education for the global community, or for the individual who needs to survive in an increasingly globalized world?

A16. The question reflects the challenge of promoting simultaneously global solidarity and individual or national competitiveness. Global solidarity highlights what global citizenship education can contribute to the world, while the other focuses on what global citizenship education can do for individual learners, as an enabler for the acquisition of "21st century skills". Tension is resolved when the two end results are seen within a continuum. The starting point can be the learners' own interest for their competitiveness, but then they must be redirected, away from their own and local realities, and guided to see the connection of their realities to those of others. As they recognize the mutual impact of their respective realities, they will eventually be empowered to consider the inevitable necessity of mutual cooperation and solidarity. The tension is eased when the interaction, not the gap between the two interests, is emphasized.

⁴ Available for download at UNESDOC at the address: <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

Q17. How can one introduce global citizenship education in a society where the local or national identity is strong or exclusive, or even hostile to other identities?

A17. One facilitating condition for global citizenship education is a political, societal, cultural or religious climate that is open to universal values and the principles of diversity and pluralism. If the national/local context is not favourable, it is inevitable that the impact of global citizenship education will be limited and, in extreme cases, the initiation itself will not be possible. Where there is some level of openness to addressing the core values of global citizenship education, it will be useful to approach the concept of global citizenship from a point of view of solidarity among people in the local community who do not know each other. What underlies the concept of solidarity for humanity is the empathy and sympathy among people who do not know each other and who will never know each other. This approach, which is not likely to raise the issue of identification with people beyond the local boundaries, will still provide learners with an opportunity to experience and practice one of the fundamental principles of global citizenship education – solidarity for humanity.

Global citizenship education and the Sustainable Development Goals

Q18. Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), where global citizenship education is mentioned, also includes other topics, such as education for sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and cultural diversity and culture's contribution to sustainable development⁵. How should global citizenship education be implemented in this context?

A18. *Education 2030: Incheon Declaration and Framework for Action*, the outcome document of the *World Education Forum 2015* held in Incheon, Republic of Korea, encourages mainstreaming these topics in the countries' education systems, including curriculum, teacher training and assessment, but it does not specify, deliberately, the approaches to fulfil this objective, which are to vary across countries. This applies also to the choice of topics to highlight. When resources are not sufficient to address all topics, it is only natural to prioritize. In this process, global citizenship education, if prioritized, can be treated as an entry point to address the other topics, such as human rights, culture of peace, non-violence, and cultural diversity. Meanwhile, education for sustainable development could also serve as a useful entry point to issues related to lifestyles, global citizenship, human rights and culture's contribution to sustainable development.

Q19. Is there a global indicator to measure progress in global citizenship education?

A19. There is one single official global indicator⁶, which concerns the “*extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies (b) curricula (c) teacher education and (d) student assessments.*” Global data on this indicator are collected by UNESCO through a survey questionnaire designed for the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms. The Survey covers the key concepts of global citizenship education as well as education for sustainable development. Data are collected every four years; the sixth and latest data collection exercise was launched in 2016.

⁵ SDG on Education Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Q20. Does the single global indicator for Target 4.7 capture progress in all aspects of the Target?

A20. The global indicator does not monitor progress in all the topic areas mentioned in the Target. Even for global citizenship education and education for sustainable development, it falls short of capturing all their complex dimensions. UNESCO's position on the indicators for Target 4.7 is as follows: Data will be collected for the global indicator approved by the Member States through the survey tool for the 1974 Recommendation to enable the global community to ensure that there is some level of monitoring of progress, albeit a limited one. For the global monitoring of the specific aspects of global citizenship education and education for sustainable development, and other aspects included in the Target, UNESCO will compile, analyse and disseminate other available ad-hoc research and survey results. These may not be global in scale, but they can shed additional light on how the Target is being implemented.

5. Global Citizenship Education: A Guide for Trainers (available in EN and FR)

APCEIU has published *Global Citizenship Education: A Guide for Trainers* in order to aid trainers to conduct introductory workshops for educators on Global Citizenship Education (GCED). Designed as a training manual for trainers, the Guide offers overview of GCED, including backgrounds and core concepts as well as pedagogical principles, but also provides guidelines on the workshop design and facilitation.

Consisting of five chapters, the Guide first introduces the rise of GCED within the latest shift in education and global development agendas. Under this framework, the next chapter explores the meanings of a 'global citizen' and 'global citizenship,' and introduces key concepts and principles of GCED. The next two chapters deal with how to teach GCED, presenting topic areas and themes as well as pedagogies and strategies. The Guide concludes with the last chapter that summarizes and integrates the contents learned in previous chapters by sharing case studies as examples and providing guidelines on how to design GCED activities.

The Guide is available in English and French.

(PDF version of the book: http://apceiu.org/board/bbs/board.php?bo_table=m412&wr_id=88)