United Nations
Educational, Scientific and
Cultural Organization

Global Citizenship Education

Preparing learners for the challenges of the 21st century

United Nations
Educational, Scientific and
Cultural Organization

Education Sector

Global Citizenship Education

Preparing learners for the challenges of the twenty-first century

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For further information, please contact:
gce@unesco.org

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Foreword

The fast-approaching 2015 deadline for meeting the Education for All (EFA) goals, and the parallel process of setting the post-2015 development agenda, have prompted significant reflection and discussions over the kind of education we need and want for the twenty-first century. While increasing access to education is still a major challenge in many countries, improving the quality and relevance of education is now receiving more attention than ever, with due emphasis on the importance of values, attitudes and skills that promote mutual respect and peaceful coexistence. Beyond cognitive knowledge and skills, the international community is urging an education that will help resolve the existing and emerging global challenges menacing our planet, while wisely tapping into the opportunities it provides.

In this context, there is growing interest in *global citizenship education* (GCE), signaling a shift in the role and purpose of education to that of forging more just, peaceful, tolerant and inclusive societies. The United Nations Secretary-General's Global Education First Initiative (GEFI), launched in 2012, has been instrumental in raising awareness of the importance of global citizenship to building a better future for all. UNESCO, in response to the increasing demand from its Member States for support in empowering learners to become responsible global citizens, has made GCE one of its key education objectives for the next eight years (2014-2021).

Although GCE is well recognized as a key dimension of education for dealing with the challenges and opportunities posed by globalization, consensus about what global citizenship means, and consequently what GCE should promote, is yet to be reached. This report seeks to enhance understanding around GCE and its implications for educational content, pedagogy and practice. It attempts to provide common perspectives and to clarify some of the contested aspects of GCE. Furthermore, the report provides guidance on how to translate GCE into practice, featuring examples of good practices and existing approaches to GCE in different settings, while highlighting priority elements for the future agenda. The publication is the result of an extensive process of research as well as consultation, dialogue and information exchange with education experts, policy-makers, researchers, practitioners, representatives of youth, the civil society, media and other stakeholders from all over the world. It draws extensively on the foundational work of two key UNESCO events: the Technical Consultation on Global Citizenship Education (Seoul, September 2013) and the first UNESCO Forum on Global Citizenship Education (Bangkok, December 2013).

This first UNESCO publication on GCE comes at a time when the international community is called to set a new development agenda, considering the implications of broader socio-economic developments and emerging trends for education in an increasingly globalized and interconnected world. At this time, when the education community is urged to take steps in promoting peace, well-being, prosperity and sustainability, I hope that this new UNESCO publication will succeed in making the case for the importance of GCE and provide the necessary conceptual clarity and practical guidance for its effective implementation.

Qian Tang, Ph.D.
Assistant Director-General for Education

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List of acronyms

AIDS	Acquired Immune Deficiency Syndrome
APCEIU	Asia-Pacific Centre of Education for International Understanding
ASEAN	Association of Southeast Asian Organizations
CBO	Community-based organization
CSE	Comprehensive sexuality education
DESD	Decade of Education for Sustainable Development
EFA	Education for All
EIU	Education for international understanding
ESD	Education for sustainable development
GBV	Gender-based violence
GCE	Global citizenship education
GEFI	UN Secretary-General's Global Education First Initiative
HIV	Human Immunodeficiency Virus
HRE	Human rights education
ICT	Information and communication technology
LMTF	Learning Metrics Task Force
LTLT	Learning to live together
MDG	Millennium Development Goal
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
MoE	Ministry of Education
MoH	Ministry of Health
OAS	Organization of American States
OECD	Organisation for Economic Co-operation and Development
OVEP	Olympic Values Education Programme
PISA	Programme for International Student Assessment (OECD)
SADC	South African Development Community
STEP	Skills Toward Employment and Productivity (World Bank)
TVET	Technical and vocational education and training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WHV	UNESCO World Heritage Volunteers
YMP	Young Masters Programme

Executive summary

Global Citizenship Education (GCE) is 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 recognizes 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.

GCE applies a multifaceted approach, employing concepts, methodologies and theories already implemented in different fields and subjects, including human rights education, peace education, education for sustainable development and education for international understanding. As such, it aims to advance their overlapping agendas, which share a common objective to foster a more just, peaceful and sustainable world.

The United Nations Secretary-General's Global Education First Initiative (GEFI) has established education as a means to 'foster global citizenship' – one of its three priority areas. To support this, UNESCO organized two landmark meetings on GCE in 2013. This publication aims to define the parameters of GCE by using the collective expertise, experience and wisdom of those participants who gathered at these landmark events, and to plan for future action in line with emerging thinking and other ongoing work.

The review establishes that GCE has a critical role to play in equipping learners with competencies to deal with the dynamic and interdependent world of the twenty-first century. While GCE has been applied in different ways in different contexts, regions and communities, it has a number of common elements, which include fostering in learners:

- an attitude supported by an understanding of multiple levels of identity, and the potential for a 'collective identity' which transcends individual cultural, religious, ethnic or other differences;
- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues;
- non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and
- behavioural capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good.

Holistic approaches to GCE demand formal and informal approaches, curricular and extracurricular interventions and conventional and unconventional pathways to participation. In formal settings, GCE can be delivered as an integral part of an existing subject (such as civic or citizenship education, social studies, environmental studies, geography or culture), or as an independent subject area. Integrated models appear to be more common.

Some less traditional, but at least as effective, pathways for GCE have included the following: the use of information and communication technologies and social media, sport competitions and the use of art and music, and youth-led initiatives employing a wide variety of approaches. Both traditional and new horizons for GCE are profiled in this review.

This publication also explores a number of enabling conditions for the promotion and implementation of GCE. These include: the existence of an open environment for universal values, the implementation of transformative pedagogy and support for youth-led initiatives.

The review acknowledges that there are a number of ongoing tensions with the concepts of global citizenship and global citizenship education. While these tensions vary, they all point to the fundamental question of how to promote universality (e.g. common and collective identity, interest, participation, duty), while respecting singularity (e.g. individual rights, self-improvement). Some ways forward to resolve these tensions are suggested, whilst maintaining that challenges around theoretical elements of GCE should not undermine its practice.

The processes documented in this publication have strengthened partnerships, built coalitions and contributed to improving the evidence base on the theory and practice of global citizenship education. While there are tasks that remain, this foundation bodes well for improving the enabling conditions and the practices highlighted in this review. By preparing learners to fulfil their potential in an increasingly globalized world, we are promoting transformed societies that are also better equipped to deal with the twenty-first century challenges and to seize twenty-first century opportunities.

Background

There has been a shift in education discourse and practice. This shift recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas. The role of education is moving beyond the development of knowledge and cognitive skills to the building of values, soft skills and attitudes among learners. Education is expected to facilitate international cooperation and promote social transformation in an innovative way towards a more just, peaceful, tolerant, inclusive, secure and sustainable world.

In an increasingly interconnected and interdependent world, there is a need for transformative pedagogy that enables learners to resolve persistent challenges related to sustainable development and peace that concern all humanity. These include conflict, poverty, climate change, energy security, unequal population distribution, and all forms of inequality and injustice which highlight the need for cooperation and collaboration among countries which goes beyond their land, air, and water boundaries.

In a globalized world, education is putting more emphasis on equipping individuals from an early age, and throughout life, with the knowledge, skills, attitudes and behaviours they need to be informed, engaged and empathetic citizens. And with increasing interconnectedness, for example through information and communication technologies (ICTs) and social media, the opportunities for collaboration, cooperation, shared learning and collective responses are increasing.

There is a longstanding acceptance of education's role in the promotion of peace, human rights, equality, tolerance of diversity, and sustainable development. From Fiji to France, the Bahamas to Botswana, Ecuador to Estonia, these concepts have been employed in educational approaches. GCE builds on this tradition, taking the agenda one step further by encapsulating within one model the aspirations of all these efforts, emphasising how they interconnect and support one another.

The United Nations Secretary-General, Ban Ki-moon, has also emphasized the role of education in 'helping people to forge more just, peaceful and tolerant societies' with the establishment of the Global Education First Initiative (GEFI). Launched in 2012, the Initiative includes education to 'foster global citizenship' as one of its three priorities to build a better future for all.[1]

UNESCO, the UN specialized agency for education, has education for peace and sustainable development as the overarching goal of its education programme for the next eight years, with empowered global citizens as an objective.

> **"We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies."**
>
> **UN Secretary-General Ban Ki-moon, 26 September 2012 at the launch of the Secretary-General's Global Education First Initiative (GEFI)**

1 The Global Education First Initiative (GEFI) has three priorities: to put every child in school, to improve the quality of learning, and to foster global citizenship. See http://www.globaleducationfirst.org/about.html

To advance understanding and identify good practice in global citizenship education in support of GEFI, UNESCO and its partners organized two landmark events in 2013:

- a Technical Consultation on Global Citizenship Education in Seoul, Republic of Korea on 9-10 September 2013, convened by UNESCO and Republic of Korea's Ministries of Foreign Affairs and of Education, and the Asia-Pacific Centre of Education for International Understanding (APCEIU);
- a UNESCO Forum on Global Citizenship Education in Bangkok, Thailand on 2-4 December 2013, convened by UNESCO Headquarters' Division of Education for Peace and Sustainable Development, UNESCO's Asia and Pacific Regional Bureau for Education, the Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and APCEIU.

This publication is the outcome of these consultative processes, and a broader evidence review. And as such it aims to:

- improve understanding of GCE as an educational approach and its implications for education content, pedagogies and approaches;
- identify innovative approaches and good practice in GCE globally; and
- share lessons learned and pathways to scaling up GCE.

It has been prepared for education policy makers, practitioners, civil society organizations and young people from all regions of the world with an interest in equipping learners with the knowledge, skills and values they need to thrive as global citizens in the twenty-first century.

School children in Hanoi, Vietnam. © UNESCO/Justin Mott

1. Global citizenship education: the basics and debates

1.1 Parameters of global citizenship and global citizenship education

Global citizenship

"As a citizen you get your rights through a passport/ national paper. As a global citizen, it is guaranteed not by a State but through your humanity. This means you are also responsible to the rest of humanity and not the State alone."

Chernor Bah, Chairperson, Youth Advocacy Group, GEFI

Global citizenship is a contested concept in scholarly discourse, and there are multiple interpretations of what it means to be a global citizen.[2] Some have called global citizenship 'citizenship beyond borders',[3] or 'citizenship beyond the nationÐstate'.[4] Others have noted that 'cosmopolitanism,' as a term,[5] may be broader and more inclusive than global citizenship, while still others opt for 'planetary citizenship', focusing on the global community's responsibility to preserve the planet Earth.[6]

The notion of 'citizenship' has been broadened as a multiple-perspective concept. It is linked with growing interdependency and interconnectedness between countries in economic, cultural and social areas, through increased international trade, migration, communication, etc. It is also linked with our concerns for global well-being beyond national boundaries, and on the basis of the understanding that global well-being also influences national and local well-being.[7]

"Global citizenship is marked by an understanding of global interconnectedness and a commitment to the collective good."

Professor Carlos Alberto Torres, Director, Paulo Freire Institute at the UCLA Graduate School of Education

Despite differences in interpretation, there is a common understanding that global citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity, promoting a 'global gaze' that links the local to the global and the national to the international.[8] It is also a way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism. In this context, each individual's life has implications in day-to-day decisions that connect the global with the local, and vice versa.

2 See UNESCO, 2013, *Global Citizenship Education: An emerging perspective*. Outcome document of the Technical Consultation on Global Citizenship Education. Paris, UNESCO. http://unesdoc.unesco.org/images/0022/002241/224115E.pdf

3 See A. Weale, Citizenship Beyond Borders, in U. Vogel and M. Moran (eds), 1991, *The Frontiers of Citizenship*. Basingstoke, Macmillan, pp. 155–65.

4 See R. Bellamy, Citizenship Beyond the Nation State: The case of Europe, in N. O'Sullivan (ed.), 2000, *Political Theory in Transition*. London, Routledge.

5 In M.E. Keck and K. Sikkink, 1998, *Activists Beyond Borders*. New York, Cornell University Press; K. A. Appiah, 2008, Education for Global Citizenship, in D. Coulter, G. Fenstermacher and J. R. Wiens (eds), *Why Do We Educate? Renewing the Conversation*. The National Society for the Study of Education Yearbook for 2008, Vol. 107, No.1.

6 See H. Henderson and D. Ikea, 2004, *Planetary Citizenship: Your values, beliefs and actions can shape a sustainable world*. Santa Monica CA, Middleway Press.

7 In W.O. Lee and J. Fouts, 2005, *Education for Social Citizenship*, Hong Kong University Press, ch. 5; W. O. Lee, 2012, Education for future-oriented citizenship: implications for the education of twenty-first century competencies, *Asia Pacific Journal of Education*, Vol. 32, No. 4.

8 See H. Marshall, Developing the Global Gaze in Citizenship Education: Exploring the perspectives of global education NGO workers in England, *International Journal of Citizenship and Teacher Education*, 2005, Vol. 1, No. 2, pp. 76-91.

Global citizenship education

Global citizenship education (GCE) 'highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world'.[9]

Global citizenship education (GCE) inspires action, partnerships, dialogue and cooperation through formal and non-formal education. GCE applies a multifaceted approach employing concepts, methodologies and theories from related fields, including human rights education, peace education, education for sustainable development and education for international understanding. It promotes an ethos of curiosity, solidarity and shared responsibility. There are also overlapping and mutually reinforcing objectives, approaches and learning outcomes with these and other education programmes, such as intercultural education and health education.

As a framing paradigm, components of GCE can be mainstreamed within existing education interventions. It is most productive to view GCE as trans-disciplinary rather than as a separate or overlapping discipline.[10]

"Important entry points for GCE are peace education, human rights education, education for international understanding, education for sustainable development. They are like a river with many tributaries; in this river we can mix and learn from each other."

Toh Swee-Hin, University for Peace, Costa Rica

Goals, competencies and delivery of global citizenship education

GCE aims 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.

GCE enriches the concepts and content of all subjects and fields of education by widening their dimensions.[11] Through the process, learners and educators examine the roots and causes of events and developments at the local level, consider the connections with the global level, and identify possible solutions. This investigation of the relationship between micro- and macro-level issues and developments is a critical element in equipping learners to fulfil their potential in a fast-changing and interdependent world.

9 See S. Tawil, 2013, Education for 'Global Citizenship': A framework for discussion, *UNESCO Education Research and Foresight (ERF) Working Papers Series*, 7, Paris, UNESCO.

10 In M. Bracken, 2014, *Paper 1 – Plenary Debates*, submission to UNESCO for the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand.

11 See Global Education Week Network in coordination with the Council of Education, 2012, *Global Education Guidelines: Concepts and methodologies on global education for educators and policymakers*. Lisbon, North-South Centre of the Council of Europe, p. 22. See also S. Tawil, (2013).

GCE, as such, aims to:

- encourage learners to analyse real-life issues critically and to identify possible solutions creatively and innovatively;
- support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/marginalised;
- focus on engagement in individual and collective action to bring about desired changes; and
- involve multiple stakeholders, including those outside the learning environment, in the community and in wider society.

GCE is built on a lifelong learning perspective. It is not only for children and youth but also for adults. Holistic approaches to GCE demand formal and informal approaches, curricular and extracurricular interventions and conventional and unconventional pathways to participation. Many pedagogical approaches and techniques have been suggested and applied to support GCE - such as dialogic, enquiry-based, cooperative, engaged learning, based on learners' interests. In formal settings, GCE can be delivered as an integral part of an existing subject (such as civic or citizenship education, social studies, environmental studies, geography or culture) or as an independent subject area. Informal and non-formal learning have a great potential to boost the practice of GCE. In these settings, flexible and variable pedagogical approaches may be more useful in targeting populations outside the formal system and those who are likely to engage with new information and communication technologies and social media. It is suggested that an integrated approach is an important element which has the benefit of providing opportunities for sustained engagement across the curriculum.

In conflict and in post-conflict settings, GCE can support nation-building, social cohesion and positive values in children and youth. GCE embodies many of the principles of conflict-sensitive education, and can be delivered in conflict and in post-conflict settings.[12] This includes the use of curriculum and learning materials that challenge bias, stereotypes, exclusion and marginalization, and the identification and implementation of actions that promote protection and well-being. One of the six principles highlighted in the Inter-Agency Network for Education in Emergencies (INEE) Conflict-Sensitive Education Pack is to 'promote equity and the holistic development of the child as a citizen'.[13] This includes the promotion of the equitable distribution of services across identity groups and the delivery of teaching and learning for peace through transformative pedagogy, curriculum and materials. It should promote the building of competencies for responsible citizenship supported by an understanding of individual rights and responsibilities.

12 Inter-Agency Network for Education in Emergencies (INEE), 2013, *INEE Guidance Note on Conflict-Sensitive Education*, New York, INEE, c/o International Rescue Committee.

13 Inter-Agency Network for Education in Emergencies (INEE). *INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming in Conflict-Affected and Fragile Contexts.* http://www.ineesite.org/en/education-fragility/conflict-sensitive-education.

Some less traditional, but at least as effective, pathways for GCE have included the: use of ICTs and social media to link locations and learners, teachers and techniques; sport competitions that promote competitive, yet fair and harmonious spaces for children and young people from diverse ethnicities, cultures, socio-economic status and identities; art and music allowing for self-expression, dialogue with other cultures, and a shared sense of belonging; and youth networks that build understanding, social capital, communication across cultures and communities. Different approaches are explored in the next section, Global citizenship education in practice.

While GCE can take different forms, it has some common elements, which include fostering in learners the following competencies:

- an attitude supported by an understanding of multiple levels of identity, and the potential for a collective identity that transcends individual cultural, religious, ethnic or other differences (e.g. sense of belongingness to common humanity, respect for diversity);
- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect (e.g. understanding of the process of globalization, interdependence/ interconnectedness, the global challenges which cannot be adequately or uniquely addressed by nation states, sustainability as the main concept of the future);
- cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues (e.g. reasoning and problem-solving skills supported by a multi-perspective approach);
- non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives (e.g. global empathy, sense of solidarity); and
- behavioural capacities to act collaboratively and responsibly to find global solutions to global challenges, and to strive for the collective good (e.g. sense of commitment, decision-making skills).

Varying interpretations

While there are key parameters for GCE, the approaches, interpretations and focus often vary, and there is no 'one size fits all' model for implementation. For example, where there are intensified conflicts or in post-conflict settings, GCE is often considered within the rubric of peace education, as has been in the case in parts of Africa.[14] In countries experiencing transitions in government regimes, including those in Latin America and more recently in the Middle East, civic education has been considered an entry point to reinforce principles of democratic participation and other universal values embodied in GCE. Regional integration and the establishment of regional cooperation mechanisms (such as the Southern African Development Community or the Association of Southeast Asian Nations), have also led to an increased emphasis on civics and citizenship, democracy and good governance, and peace and tolerance – all critical elements of GCE.

14 J. B. Butera, 2013, *Trends in Global Citizenship Education in Africa*, Technical Consultation on Global Citizenship Education, Seoul, Republic of Korea.

GCE is not and should not be a promotion of citizenship models of a particular country or region. Global doesn't necessarily equal international. Many projects promote global citizenship education through exchanges and contacts between schools and teachers. At the same time, the global dimension can be created through various methods other than merely exchanges, or moving physically from one place to another. GCE encourages people to open up to different cultures, think, act and connect more widely in different ways. GCE is not a separate subject. Rather, it is a learning process focusing not only on *what* students learn but also *how* they learn – about themselves and others, to learn to do things, and interact socially[15] – encouraging active and participatory roles.

How GCE is interpreted in Asia and the Pacific (AP)

Source:Adapted from U. Chung, *Global Citizenship Education in the Asia-Pacific*. APCEIU. Presentation at the Technical Consultation on Global Citizenship Education, Seoul, Republic of Korea, September 2013.

1.2 Ongoing tensions

There are ongoing conceptual tensions within global citizenship education which are not irreconcilable, but cannot be ignored. The complex and challenging nature of GCE should be seen as a strength rather than as a weakness, as it obliges those engaged in GCE to continuously re-examine perceptions, values, beliefs and world views. While these tensions vary, they all point to the fundamental question of how to promote universality (e.g. common and collective identity, interest, participation, duty), while respecting singularity (e.g. individual rights, self-improvement).

15 From A. Cabezudo's presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December 2013.

Global solidarity versus global competition

One tension is whether global citizenship education should promote global community outcomes or outcomes for individual learners. The former position highlights what global citizenship education can contribute to the world, while the latter focuses on what can be done to equip individual learners with 'twenty-first century skills'.

This debate also relates, in part, to the question of how to simultaneously promote global solidarity and individual competitiveness. Some would argue that solidarity and competitiveness are essentially antagonistic, and that educational programmes have traditionally aimed to build human capital at an individual level to engage in the job market and in society, not social capital for mutual success.

An alternative perspective is that GCE instils competitiveness and solidarity as critical elements of global citizenship. Proponents of this perspective argue that if competitiveness is encouraged as a trait of global citizenship, it will inspire innovation, creativity and drive the search for solutions to the interconnected challenges of our present world. This is a new vision of competition that promotes building the capacity of learners to survive, thrive and improve the world we live in.

One speaker at the UNESCO Global Citizenship Education Forum suggested that the principles embodied in the model of the European Union (EU) illustrate this view of GCE. Salvatore Nigro, Director of Education for Employment, explained: 'competition that stimulates, cooperation that strengthens, and solidarity that unites. If you take these three values and bring them together at the individual level you have global citizenship education'.

Example of an innovative intervention where the multiple agendas of competitiveness and solidarity are met

Education for Employment's (EFE) mission is to create economic opportunities for unemployed youth in the Middle East and North Africa by providing world-class professional and technical training that leads directly to jobs and entrepreneurship support. EFE instils competitive skills at an individual level to maximize employability, whilst also instilling values of civic engagement and global citizenship. There is a focus on building non-cognitive skills, such as tolerance, empathy, respect and solidarity, and successful alumni are encouraged to 'give back' through mentoring, community work and other forms of civic engagement.[16]

More information on www.efe.org

Reconciling local and global identities and interests

In countries where identity is a sensitive issue and solidifying the national identity itself is a challenge, room for promoting a sense of citizenship at the global level could be limited. This is particularly the case in settings where national citizenship identities are conflicted or under threat. These concerns often arise from a belief that national citizenship is an essential precursor to global citizenship.

Research and dialogue could facilitate the reconciliation of local and global identities and interests.

16 S. Nigro, *Employment for civic education*. Presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December 2013.

Another approach might be the notion of 'de-centring',[17] understood as a gradual process of expanding the focus of learners from their local realities to include, connect them to, and provide them with a vision of other realities and possibilities. This concept sees the *local* vs. *global* as a continuum and is an effort to bridge the gap between the two.

This approach teaches simultaneously about personal, local, national and global identities, and acknowledges multiple levels of identities. It encourages links between local and global issues, opportunities to identify commonalities across space, time and cultures, and to develop skills, knowledge and understanding to play an active role in the global community.[18]

The role of education in challenging the status quo

As a catalyst of the transformative process, global citizenship education promotes the use of a wide range of active and participatory learning methods that engage the learner in critical thinking about complex global issues, and in developing skills such as communication, co-operation and conflict resolution to resolve these issues. This can be a challenge for many formal education systems with hierarchical teaching models and learning environments. As shared by Valerie Taylor, from Trinidad and Tobago, during a plenary session of the UNESCO Forum on Global Citizenship Education, schools and classrooms are often *'resolutely undemocratic. Teachers are often largely unaware of their assumptions and so perpetuate non-transformative behaviours or beliefs.'*

Similarly, some would argue that citizens (such as environmentalists or political refugees) showing active concern for global issues could be perceived as challenging local/national authorities if their actions are deemed to be in conflict with local or national interests. The role of education in challenging the status quo or building skills for activism may be a concern for those who see this as a threat to the stability of the nation state.

These points of tension should be approached with sensitivity, care and a commitment to open dialogue. Although global citizenship education does entail resisting the status quo and imagining alternative futures, this should be considered and presented as a positive challenge that can enrich and broaden cultural, local and national identities.

1.3 Enabling factors

There are a number of elements that are emerging as enabling conditions for the promotion and implementation of GCE. These include:

Open environment for universal values

A political, societal, cultural or religious climate that is open to universal values (e.g. human rights and peace) is crucial. Some countries have embodied these concepts in their policy documents, such as the Philippines where the constitution provides that educational institutions shall 'foster love of humanity, respect for human rights...teach the rights and

17 UNESCO, 2013, *Global Citizenship Education: An Emerging Perspective*, Paris, UNESCO.

18 See H. Marshall, Developing the Global Gaze in Citizenship Education: Exploring the perspectives of global education NGO workers in England, in *International Journal of Citizenship and Teacher Education 2005*, Vol. 1, No. 2, pp.76-91.

duties of citizenship, strengthen ethical and spiritual values, develop moral character...' [19] In Sri Lanka, the national goals of education refer to 'the establishment of a pervasive power of social justice...a sustainable life style...[a] deep and abiding concern for one another', among others. [20] Educational policies help to provide an explicit legal basis for the mainstreaming of these concepts and concerns. In those settings without such openness, GCE is not impossible, but it is likely to require additional advocacy and community mobilization efforts.

Transformative pedagogy put into practice

GCE promotes learning that nurtures greater consciousness in and around real life issues. It offers a way to make changes at local level that can influence the global level through participatory strategies and methods. [21]

All this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process.

Introducing pedagogy for transformative learning implies some changes both at individual and community or institutional levels. The changes can be a process of re-orientation of habitual action at the individual level, and/or a process of change at the level of the community as the system. Transformative pedagogy leads to educative and social innovations that bring change for the better.[22]

We need 'bottom-up and top-down approaches if we are going to change educational institutions that are not so inclined to change easily', explained Torvarld Jacobsson, Director of the Young Masters Programme. But the benefits can be longstanding, and apply to all educational content areas.

Education authorities and senior management, including principals, must also be open to educators working in what may be a new role – as an 'enabler' or 'facilitator', rather than a 'doer' for children – and in process-centred learning. This will probably require additional training to promote transformative behaviours and beliefs among learners, and self-assessments among educators of their own assumptions and practices. This includes in- and pre-service training on participatory and transformative pedagogical practices that:

"GCE needs not only new content but it needs new methodologies, particularly related to teacher training. It is necessary to change the minds and train instructors."

Alicia Cabezudo, Vice-President, International Peace Bureau, Geneva, Switzerland

"The quality of education will only be as good as the quality of the teacher."

Guntars Catlaks, Senior Coordinator, Research Unit, Education International

19 Philippines Constitution, Art. XIV, Sec. 3, No. 2, also includes 'encourage critical and creative thinking, broaden scientific and technical knowledge, and promote vocational efficiency'. Additional policy documents including the Governance of Basic Education Act (Republic Act 9155 of 2001), and the Enhanced Basic Education Act of 2013 (Republic Act 10533) take this further, with the latter indicating that 'it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared toward excellence...the ability to coexist in fruitful harmony with local and global communities'. As cited in A. Salmon *Learning to Live Together through Global Citizenship Education, Philippine case*, presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December 2013.

20 By G. C. Chang, *Learning to Live Together through Global Citizenship Education*, presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, 3 December 2013.

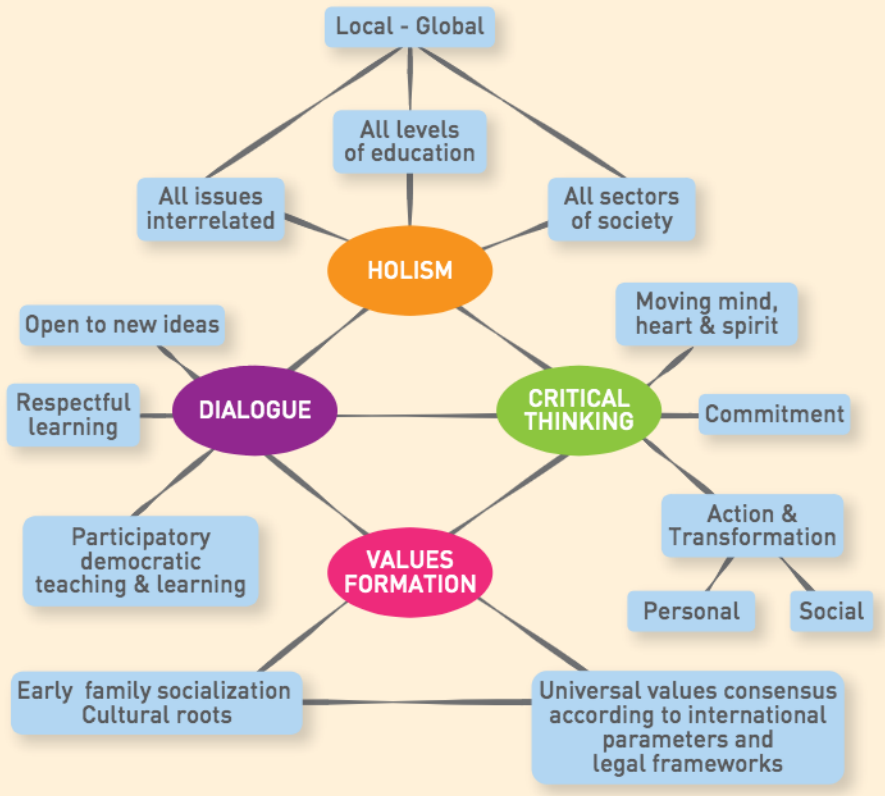
21 Council of Europe, 2012, *Global Education Guidelines: concepts and methodologies on global education for educators and policy makers*, Global Education Week Network in coordination with the North-South Centre of the Council of Europe, updated in 2012.

22 In R. O'Donoghue's presentation at the UNESCO Forum on Global Citizenship Education, December 2013, Bangkok, Thailand.

- are learner centred;
- are holistic, and foster awareness of local challenges, collective concerns and responsibilities;
- encourage dialogue and respectful learning;
- recognize cultural norms, national policies and international frameworks that impact on the formation of values;
- promote critical thinking and creativity, are empowering and are solution-oriented; and
- develop resilience and 'action competence'.

These are further elaborated in the following diagram.

Principles of GCE pedagogy



Source: Adapted from A. Cabezudo, *Introduction on Global Citizenship Education Principles.* Global Citizenship Education Forum, Bangkok, Thailand, December 2013.

Support for youth-led initiatives

Young people are a driving force in promoting the values underlying global citizenship and putting this agenda into practice. Youth need to be acknowledged and supported not only as learners, but also as educators, advocates and leaders. To make this happen, the engagement and participation of young people should be encouraged and supported so that their involvement is not merely tokenistic. Young people are not 'future citizens' but active citizens now.

It is important to reach learners in the early stages of their social and affective development. Youth play a particularly important role in global citizenship education. They can be catalysts and demand-creators, educators/trainers and inform programme design, delivery and evaluation. They are an important stakeholder of promoting and delivering global citizenship education. This was explained very succinctly during the Forum by Luiz Carlos Guedes, Youth Leader, Lute Sem Fronteiras, Brazil: 'We only need three things to make this happen: will, commitment and cooperation'. Some examples of how young people see their engagement in GCE are included in the image below. See more on the examples of youth-led initiatives in the next chapter.

Example of youth-led initiative: Activate! Change drivers, South Africa

ACTIVATE! is a network of young leaders equipped to drive change for the public good across South Africa. It connects youth who have the skills, sense of self and spark to address tough challenges and initiate innovative and creative solutions that can reshape society.

It is a three-year programme for young people aged 20-30, identified as 'activators', or mobilizers, innovators, connectors, trend setters and change drivers .

Year 1 includes a residential learning module that promotes self-discovery, collective self-reflection, leadership, project management and social and political navigation. The year's programme culminates in a two-day gathering of participants of all types and levels.

Year 2 connects activators to each other, deepens their resources, and offers opportunities for exchanges and networking.

In year 3, seminars, workshops and online learning platforms enrich activators' leadership for public innovation.

Activate 'aims to move beyond episodic events. Many have done episodic events! We want to move to developmental then transformational, individual, organizational, societal', explained Injairu Kulundu, Practitioner with Activate! 'If we can articulate it and take it forward, the power could go much broader than we imagine. What are the spaces for us to speak about an agenda for social change? Not just to "tolerate each other" but really looking at each other and creating change'.

For more information on Activate! see also: http://www.activateleadership.co.za

Source: Injairu Kulundu, personal communication during the Global Citizenship Education Forum.

Youth attendees at the UNESCO Forum on GCE in Bangkok, Thailand, in December 2013. © UNESCO/ S. Chaiyasok

2. Global citizenship education in practice

A lifelong learning perspective is crucial for all forms of global citizenship education. GCE can be delivered in all modes and at all venues, through formal and informal approaches, curricular and extracurricular interventions and conventional and unconventional pathways to participation.

Approaches and pedagogical techniques used to address aspects of GCE have been discussed by numerous studies and practices. However, there is no clear understanding on how these can complement one another in a holistic manner, involving key stakeholders. Further research is necessary to have a complete view on GCE in practice. This section explores some existing approaches to GCE and practices in different settings as part of this effort.

GCE teaching and learning practices

GCE promotes teaching and learning practices that:

- **nurture a respectful, inclusive and interactive classroom/school ethos (e.g. shared understanding of classroom norms, student voice, seating arrangements, use of wall/visual space, global citizenship imagery);**
- **infuse learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals (e.g. independent and collaborative learning structures, deliberative dialogue, media literacy);**
- **embed authentic performance tasks (e.g. creating displays on children's rights, creating peace building programmes, creating a student newspaper addressing global issues);**
- **draw on globally-oriented learning resources that assist students in understanding a 'larger picture' of themselves in the world in relation to their local circumstances (e.g. a variety of sources and media, comparative and diverse perspectives);**
- **make use of assessment and evaluation strategies that align with the learning goals and forms of instruction used to support learning (e.g. reflection and self-assessment, peer feedback, teacher assessment, journals, portfolios);**
- **offer opportunities for students to experience learning in varied contexts including the classroom, whole school activities, and in one's communities, from the local to the global (e.g. community participation, international exchanges, virtual communities); and**
- **foreground the teacher as a role model (e.g. up to date on current events, community involvement, practicing environmental and equity standards).'[23]**

2.1 Curricular approaches

While it is possible to create a curriculum for global citizenship, the scope is wider than a single subject and indeed wider than the curriculum itself. Ideally, GCE becomes part of the ethos of a learning environment, influencing senior management decisions, teacher practices and relationships between educational institutions and communities.

Some countries have integrated GCE as an approach across all areas of learning and developed related curricula. For example, Oxfam's Curriculum for Global Citizenship, developed in 1997, promotes a Learn-Think-Act approach with staged learning from early years (under age 5) to upper secondary (ages 16-19). Implemented in England, Scotland and

23 See M. Evans, L. Ingram, A. MacDonald and N. Weber, 2009, Mapping the 'global dimension' of citizenship education in Canada: The complex interplay of theory, practice, and context, *Citizenship, Teaching and Learning*, Vol. 5, No. 2, pp. 16-34.

Wales, it promotes active global citizenship as a 'whole school' approach. Teachers' guides promote participatory learning, and provide learning assessment tools.[24]

Subjects in which GCE-related topics are taught in Asia and the Pacific

Moral/Value education/Ethics	Civics/Citizenship education	Religious education	Health and Physical education
Bhutan, China, Indonesia, Japan, Mongolia, Republic of Korea	Malaysia, Philippines, Singapore	Brunei Darussalam, Fiji, Islamic Republic of Iran, Maldives, Myanmar, Pakistan, Thailand	Papua New Guinea, Republic of Palau

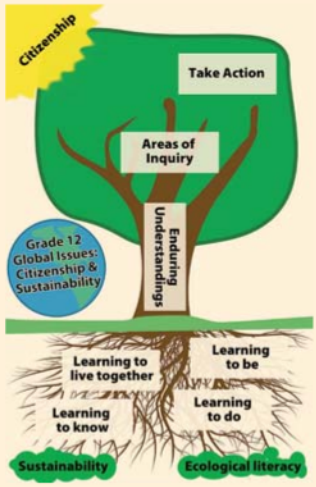
Source: Adapted from U. Chung, *Global Citizenship Education in the Asia-Pacific.* APCEIU. Presentation at the Technical Consultation on Global Citizenship Education, Seoul, Republic of Korea, September 2013.

More commonly, GCE is being delivered as an integral part of an existing subject (e.g. civic or citizenship education, social studies, social/environmental studies, world culture, world geography). For example, in Canada, the specific notion of global citizenship education is increasingly recognized by education authorities and practitioners and integrated in some provincial curricula adapted to various educational contexts. [25] An example from Manitoba, presented at the UNESCO Forum in Bangkok, illustrated a new optional Grade 12 social studies course, 'Global Issues, Citizenship and Sustainability', which has been established through a consultative process with teachers, university professors and curriculum development consultants.[26] Its foundational aspects:

- are based on addressing present sustainability issues;
- provide space for developing global citizenship;
- use enquiry learning as the principal pedagogical method;
- encourage critical and creative thinking;
- give priority to student choice and voice;
- encourage student leadership though planned action.

Learners establish community-based action-research projects which match learners' interests to current social, political, environmental and economic affairs. The focus on UNESCO's four pillars of 'learning to know; learning to do; learning to be; learning to live together'[27] also allows for a holistic focus on student learning.

A vision of GCE: Manitoba grade 12 social study course



Source: Manitoba Education and Advanced Learning. Grade 12. Global Issues: Citizenship and Sustainability.

24 For resources and lessons learned see: https://www.oxfam.org.uk/education/global-citizenship

25 M. Evans, L. Ingram, A. MacDonald and N. Weber, 2009, Mapping the 'global dimension' of citizenship education in Canada: The complex interplay of theory, practice, and context, *Citizenship, Teaching and Learning*, Vol. 5, No. 2, pp. 16-34.

26 L. Connor, *Inquiry into Social Studies – Supporting self-efficacy leading to planned sustainable action.* Presentation at the UNESCO Forum on Global Citizenship Education, December 2013. For links to course documents, including assessment guidelines and background papers on areas of enquiry see: http://www.edu.gov.mb.ca/k12/cur/socstud/global_issues/index.html

27 J. Delors *et al.*, 1996, *Learning: The treasure within.* Paris, UNESCO.

GCE content and competencies are also, in many settings, being integrated as part of an existing curriculum (such as civics or citizenship education, environmental studies, geography or culture). For example, the Republic of Korea has guidelines for its national curriculum which state the importance of bringing up young people to be responsible citizens who can actively participate and communicate with the world in a spirit of compassion and sharing. Related subjects (education for international understanding, education for sustainable development, human rights education intercultural education, democracy education, etc.) are currently taught as electives. GCE-related topics and issues (e.g. sustainability, peace, human rights, responsibilities, global connectedness, mutual respect across diversity, etc.) are often present in textbooks. There is a fair amount of autonomy given to schools in terms of choosing mandatory subjects and elective subjects and textbooks, and flexibility organizing the timetabling of subjects and duration of classes. Despite this, structural and pedagogical challenges persist with implementation challenges including: teachers' workloads, an exam-oriented educational culture, and limited pedagogical materials to develop competencies for GCE.[28]

This integration works particularly well when the competencies for GCE align with those required for other subjects. For example, in Colombia, the alignment of citizenship building and comprehensive sexuality education initiatives have enabled participants to better understand their universal rights to health and well-being, and to develop competencies to claim these rights. In Colombia, citizen competencies are one of five basic competencies in the education policy. In 2005, Colombia introduced the 'citizenship building and sexuality education programme' (PESCC). PESCC is a transversal curriculum programme from early childhood to Grade 11, which focuses on the development of socio-emotional skills and critical thinking, and promotes collaborative learning strategies and community involvement. The curriculum includes a basic set of required competencies, with additional context-specific competencies. An in-depth study on sexuality education on the National Demographic and Health Survey[29] was run covering the period 1990 – 2010. It was found that where PESSC had strong implementation, women had a higher opinion of the quality of sexuality education, women were more likely to report a greater number of safer sex practices and all respondents had more favourable attitudes towards sexuality (including on issues of global relevance, including same-sex relations, gender-based violence and people living with HIV.) This survey in Colombia has only collected data from women; in 2015 it will collect data from women and men for the first time.[30]

Finally, there are increasing examples of curricular approaches that recognize the agency of young people as drivers of change and support the exchange of information and experience on global issues. For example, in Tunisia, UNESCO, the Ministry of Education, the National Commission for Education, Science and Culture and several civil society organizations collaborated to develop a learning programme on democracy. The training manual targets young women and men from 18 - 24 years of age and consists of 20 worksheets on different thematic topics such as human rights, multiculturalism, equality and civil society. Launched in 2011, during the period of political liberalization in Tunisia which was largely led by young people, the manual recognizes the role of young people in democratic transitions and promotes the concepts of universal values such as justice, equality, dignity and respect. A series of training courses was organized in disadvantaged areas to provide young people with the necessary tools to become fully-fledged citizens and members of Tunisian civil society,

28 J. Eom, *Implementation of GCE in the formal education system – Challenges and opportunities*, presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December, 2013.

29 Vargas-Trujillo, D. Cortés, J. M. Gallego, D. Maldonado and M. C. Ibarra, 2013, Educación sexual de mujeres colombianas en la juventud: un análisis desde el enfoque basado en derechos humanos, Serie de estudios a profundidad 1990-2010. http://www.profamilia.org.co/docs/ESTUDIOS%20A%20PROFUNDIDAD%20AF.pdf

30 *Ibid.*

as well as citizens of the world. The programme helped young participants deconstruct prejudices, develop openness in their view of others, establish solidarity with the most vulnerable and deprived, confront issues of national identity, stimulate the active engagement of young people, and connect to global issues and challenges – all critical elements of GCE.[31]

2.2 Using information and communication technologies

Some countries have also drawn on virtual platforms to expand their learning environments, connect classrooms and communities, and reach scattered demographics and isolated populations.

Online/distance learning platforms can reach educators to build their capacities, or learners to enhance their educational experience. In the case of teacher education, Taking IT Global for Educators (TIGed) is supporting educators to use technology in order to create transformative learning experiences. At the time of the UNESCO Forum on Global Citizenship Education, TIGed had a network of over 11,000 teachers and 4,000 schools. Through TIGEd, teachers can create virtual classrooms for fostering collaboration within the class and from there, their students can take virtual field trips, or pair up with sister schools in an online setting. 'Incorporating global issues and perspectives in education is often an afterthought', said Ryan MacLean, Senior Project Manager, TakingITGlobal, at the GCE Forum. We support students 'to engage with people from other cultures, collaborate across cultures, in an increasing global world where they need to compete and collaborate'.

Online learning platforms for educators in GCE can:[32]

- provide opportunities for educators to experience creative and transformative pedagogical approaches which they can replicate in their own practice;
- reach remote practitioners and engage them in collaborative online learning communities;
- assist in overcoming the financial and logistical difficulties of physical attendance at professional development courses and allow educators to learn at their own pace and time;
- expand teachers' repertoire of teaching materials through online sharing of lesson plans, resources, assessments, etc.

Incentives may need to be provided, or special recognition given, to educators who implement GCE programmes outside the core curriculum. In many settings, teachers' implementation of GCE is voluntary in nature. Professor Fernando Reimers, Harvard University, suggested at the UNESCO Forum on Global Citizenship Education that an added value in keeping with the growing holistic ethos in education, was that schools will recognise the status and 'future friendly' value attached to the identity. The certification process of the TIGEd programme is an interesting example. As the programme aims to shift school culture, bringing a whole school on board, TIGEd created a certification process. The 'Future Friendly Schools' certification aims to challenge schools to drive engagement, facilitate collaboration and sharing of

31 S. Hamrouni, plenary remarks and personal communication during the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December 2013. For the manual (in French) see UNESCO, 2011, *Manuel d'apprentissage de la démocratie pour les jeunes en Tunisie*, Rabat, UNESCO, http://unesdoc.unesco.org/images/0021/002152/215297F.pdf

32 See M. Bracken(2014)

practices, and recognize and celebrate success to inspire others.[33] Schools designated as 'future friendly' gain access to a global community of practice and a wide range of resources and programmes to enable them to be living laboratories for continuous improvement. Certified schools are profiled on the internet and through media partners as leading schools committed to teaching for tomorrow.[34]

Online learning opportunities are also important for global citizenship education and can include the use of distance and opening learning platforms, social media and the internet for researching issues and for completing projects, including collaborative work. Innovative approaches incorporate a blended learning environment, with online and offline activities, so that learning is not confined to the computer screen and there are opportunities for collaborative learning and experiential practice. For example, the Young Masters Programme on Sustainable Development (YMP) has also established a web-based education and learning platform that uses a crowd-learning approach to collect and promote local examples, challenges and success stories. Free of charge for schools, teachers and students, it has been used by participants from 120 countries and around 30,000 students.

The programme focuses on solutions and social entrepreneurship, empowerment and connecting local action with global challenges. The YMP course is 18 weeks in duration, and at the end of the course, participants can set up a real change project on their own.

Most of the learning done is as offline assignments. Students participate in group activities (3-5 students and one teacher as a coach). They present findings in a virtual global classroom. Feedback is provided and received by groups and teachers in a peer review system.

If learners fulfil all activities they can receive a YMP diploma and be eligible for scholarships, awards, participation in follow up courses, and be invited to attend YMP meetings and partner projects. 'We wanted to use technology to open a window in the existing classrooms to the world', explained Torvarld Jacobsson, YMP Director, at the UNESCO Forum on Global Citizenship Education. 'You can have a strategy to make online and offline education work together' and where 'the textbook is not the common denominator, the dialogue is the common denominator'. Evaluations have found that the programme has increased interest in sustainability issues and global issues.

In 2013, The British Council launched a twinning initiative between British schools and schools in Jordan and Lebanon, in support of Syrian refugee children. The initiative is built on the successful Connecting Classrooms scheme, a global education programme for schools. British secondary school pupils and teachers are connected with 20 schools in Jordan and Lebanon using ICT, and work together to identify the particular needs of Syrian refugee children along with possible solutions. The initiative provides participants with:

- specially tailored teaching and learning resources to show schoolchildren in the UK the impact of the Syria crisis;
- the possibility for Syrian, Lebanese and British children to share their experiences through Skype and letter writing; and
- opportunities for teachers to share ideas, lesson plans and to work together on joint projects.[35]

33 In R. MacLean, *Taking ITGlobal*, plenary presentation at the UNESCO Forum on Global Citizenship Education, December 2013.

34 See TakingITGlobal, n.d., *Future Friendly Schools: Program overview and participation options.* http://learnquebec.ca/en/tiged/Docs/ffoverview_participationoptions.pdf

35 See UK Government, *UK boosts education for Syrian refugee children.* https://www.gov.uk/government/news/uk-boosts-education-for-syrian-refugee-children

Finally, the use of mobile technologies is also worthy of note. Today, there are over six billion mobile phone subscriptions worldwide. Given their pervasiveness and rapidly expanding functionality, mobile technologies have a great potential to improve and facilitate learning, particularly in communities where educational opportunities are scarce.[36]

"Sports can be transformative if we are intentional about how we use them. Not as episodic events but clear about the competencies."
Professor Fernando Reimers, Harvard University

2.3 Sports- and arts-based approaches

It is also clear that you don't need a classroom to deliver GCE. Sports can create deep and long-lasting lessons in justice, tolerance, diversity and human rights. They can promote social values and goals of collaboration, persistence and fair play. Because sports also promote social cohesion and mutual understanding and respect, they can also be used to promote diversity and conflict resolution.

"Sport is a strong tool...it is an educational environment, it brought me to be the person I am today... it taught me to accept defeat and still stand on my feet, it taught me how to walk to my opponent and... shake hands and say congratulations, it taught me to respect my team, my family, my country, my environment and society and everything in my life."

Narin HajTass, Educational and Training Manager, National Olympic Committee of Jordan

International sporting events such as the Olympics have the ability to transcend local and national identities, politics, socio-economic status, culture and ethnicity, and unite people through competition alongside solidarity on a global scale. Since 2005, the International Olympic Committee has initiated the Olympic Values Education Programme (OVEP), which uses sport for values-based learning and mainstreaming education on and off the field of play, both in the classroom and in life. OVEP has trained over 300 facilitators in 45 countries, spanning 3 continents in values-based education that addresses societal issues such as: gender balance, healthy lifestyle, social inclusion, physical and academic literacy, capacity building and community development. Using flexible methodologies, diverse cultural approaches and an interactive learning platform, OVEP has worked to use Olympic sport, traditions and values to teach life values and develop skills for positive social responsibility. An initiative like OVEP has great potential to address GCE competences through its educational activities using sports.

Participatory activities in a session led by Injairu Kulundu at the Global Citizenship Education Forum, Bangkok, Thailand, December 2013. © UNESCO/S. Chaiyasok

36 From the UNESCO webpage on ICT in Education http://www.unesco.org/new/en/unesco/themes/icts/m4ed/mobile-learning-resources/unescomobilelearningseries

2.4 Community-based approaches

Learning environments that promote links to communities (both local and global), and link learners to real-life experiences (such as community-based activities, foreign exchange programmes for students, foreign language studies) can be alternative or complementary paths of learning. Art and music are being used to engage learners in self-expression and dialogue with other cultures, and to establish a common sense of belonging. For example, in India, the 'Handprint' campaign has been created to help individuals to consider what they can do to improve the environment. It is the counterpoint to the footprint, i.e. one's footprint on the environment. Developed by the Centre for Environment Education (CEE) in India, it is a tool to help promote, measure and analyse positive actions taken to make the world more sustainable. The handprint tool, at its preliminary stage, analyses an individual's positive impact on the three aspects of sustainability: environment, society and economy. Seven questions cover each aspect, investigating use of resources, social engagement and awareness of sustainable investments. In addition, the questions concern different levels of action, such as individual, household, institution, community, city, state, nation and world. People calculating their handprints collect points for sustainable actions on personal, community, national and global levels. The quantitative results evaluate each individual's action towards sustainability. Its innovative approach enables young people to move beyond an awareness of the damage caused by human activity towards mobilising as active agents of positive, sustainable change.[37]

A community-based ECCE programme in Clarendon, Jamaica. ©UNESCO/Gary Masters

37 K. V. Sarabhai, *Handprint. Joining Forces for the Future: Innovative practices in education for sustainable development and Global Citizenship Education.* Case shared at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December, 2013. http://www.handprint.in/index.htm

2.5 Teacher training

Building the capacity of educators to deliver GCE can take many shapes and forms. In the Caribbean, a distance course for educators in education for democratic citizenship has been established. The course draws on the Inter-American Program on Education for Democratic Values and Practices, established by Ministers of Education of the Organization of American States (OAS) in 2005, and a region-wide consultation in the English-speaking Caribbean in 2007. It reached over 250 classroom teachers in the Caribbean (Antigua & Barbuda, Belize, Grenada, Jamaica, St Lucia, Trinidad and Tobago) in 2009-2010. Following its evaluation in 2011, the curriculum was further revised and made available online in 2013. The course is designed to enhance the curriculum concepts, with 'the medium being the message' and a premium placed on participation and reflection. The 'course aims to model the pedagogy and high order skills that are promoted, so that teachers get a sense of what they should be doing in the classroom', explained Valerie Taylor, Trinidad and Tobago, at the UNESCO Forum on Global Citizenship Education.[38]

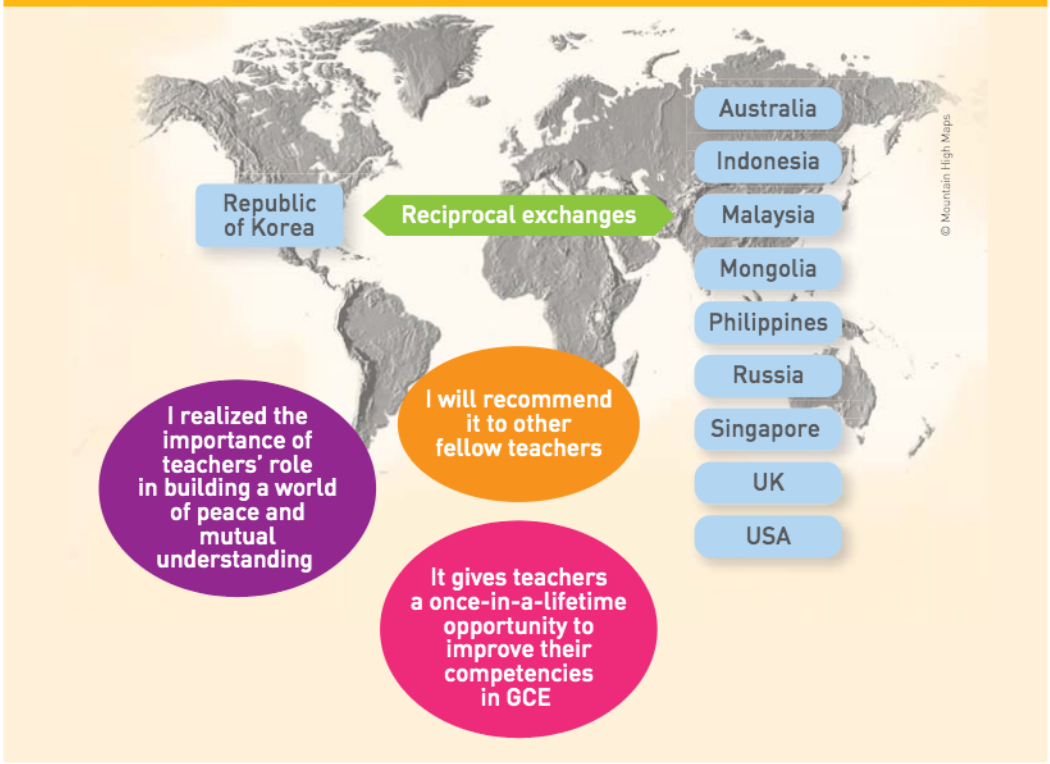
International teacher exchange programmes are another method to expose educators to other countries, cultures and societies as well as to new pedagogical methods and competencies. For example, in Korea, the Ministry of Education has established international teacher exchange programmes to increase teachers' knowledge and understanding of global issues and trends, improve interpersonal/communication skills and improve pedagogical skills. Over 450 teachers have participated in the programme since 2011, with the number of participating teachers in 2014 expected to increase. The programme includes pre-departure training, local orientation, co-teaching and school activities in the host countries, and a final presentation with teachers, schools and government upon the teachers' return. See participating countries and feedback from participating teachers below.

International teacher exchange programmes and international school partnerships have a long history. With the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991 came unprecedented popular support for reforms of state institutions, legal systems and civil rights and liberties. Education was at the forefront of such reforms. Exchange initiatives for teachers and educators were launched in the early 1990s, primarily supported by the United States Information Agency, to expose volunteer teachers, academics and officials from Eastern Europe to civics and citizenship education in universities and education institutions across the United States. Based on these initial networks, Civitas International was formed in 1995 as an international organization committed to education for democratic citizenship. The network extended its membership through Latin America and Africa, supporting learning and exchange opportunities and strengthened education programmes. While Civitas International no longer has the international leverage and focus, due to reduced funding support and the expansion of democratic reforms in many settings, the network demonstrates a uniquely strong legacy of internationally shared commitment by civil society and governments to the main tenets of global citizenship education.[39]

38 See V. Taylor, *Education for Democratic Citizenship in the Caribbean*, plenary presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand, December, 2013.

39 A personal communication by Guntars Catlaks, Education International, *Education for Democratic Citizenship after the fall of Berlin Wall: a short history of Civitas International.*

Overview of the International Teacher Exchange Programme in Republic of Korea



Source: Adapted from Y. Kang, *Global Citizenship Education and International Teacher Exchange.* Presentation at the Global Citizenship Education Forum, Bangkok, Thailand, December 2013. © APCEIU

2.6 Youth-led initiatives

Over 20 youth delegates attended the UNESCO Forum on Global Citizenship Education, representing 17 countries. The youth leaders represented different cultures, academic backgrounds, historical and political contexts, and communities. In addition to providing a wide diversity of voices and perspectives, many of the delegates represented action and efforts already underway to promote and implement GCE. The role of young people as consumers (i.e. learners), advocates, educators and leaders was highlighted during the forum.

There are many examples of young people playing an active role in promoting the values underlying global citizenship and driving this agenda. For example, the Secretary-General's Global Education First Initiative (GEFI), referred to earlier in this report, has established a Youth Advocacy Group and a Youth Representative on the High-Level Steering Committee. The Youth Advocacy Group consists of eighteen young people from around the world who are tasked with strengthening momentum and increasing support for GEFI, including promoting global citizenship.

This includes:

- facilitating consultations with other youth in their countries, regions and globally;
- providing strategic advice on the education priorities of young people;

- promoting the priorities and voices of young people in GEFI's advocacy efforts;
- mobilizing young people and governments to make pledges in support of education and hold them accountable for their commitments.

Other examples of youth engagement to promote understanding about global citizenship that were shared at the Forum included: YP Foundation in India's work on comprehensive sexuality education; Y-PEER network of organizations working in peer education to promote healthy lifestyles for young people; and Activate in South Africa. GCE Forum participants were able to sample some of the techniques of the Activate programme, profiled further below.

Through the UNESCO World Heritage Volunteers initiative, young people lead intercultural dialogue and inter-generational cooperation. Conceived in 2008, the initiative continues to mobilize and involve youth and their organizations in heritage preservation and promotion. Every year, hundreds of young people show their willingness and commitment to the construction of new learning societies in countries and territories around the world. Their actions contribute to strengthening the sense of ownership of our common heritage. Young volunteers are empowered through the hands-on skills training and workshops to develop abilities and basic preventive, preservation and conservation skills. They take an active part in ventures carried out together with local communities. Through youth involvement in WHV, volunteers gain an understanding of the diversity of people, cultures, values and ways of life. In the process, they acquire a positive self-image, confidence in their own creative abilities and the desire to share with others. The WHV action camps are organized by local youth organizations or NGOs within a yearly campaign. These action camps generally last between two to four weeks and accommodate some ten to thirty national and international volunteer participants. So far, the initiative has benefited from five years of fruitful experience, during which nearly 2,000 young people have participated in 126 youth camps, in 29 countries at 61 World Heritage sites.[40]

World Heritage Volunteers 2010 Campaign, Prambanan, at the Prambanan Temple Compounds World Heritage site in Indonesia. © UNESCO/Dejavato

40 For more information, see http://whc.unesco.org/en/whvolunteers/

2.7 Monitoring and measuring global citizenship education

This section has demonstrated that a great variety of methods and materials can be used, and a wide range of educational settings and pathways are possible, for putting GCE into practice. The monitoring and measurement of GCE can also be implemented in different ways, taking into consideration different aspects such as the inputs (e.g. educators' competencies, resources, tools, learning environment), the process (e.g. teaching methodologies, types of actions, learners' engagement) and the outcomes (e.g. knowledge, values, attitudes, skills, impact on communities).

GCE programmes and initiatives are already assessing learning outcomes across different domains of GCE. Some examples of different approaches to monitoring and measurement are provided here.

The MasterCard Foundation[41] supports a US$500 million, 10-year initiative to educate and support 15,000 young people at secondary and tertiary levels, primarily from Africa, to become 'socially transformative leaders', driving change and making a positive social impact in their communities. It is implemented with and through a global network of 20 NGOs and secondary and tertiary education institutions which select and directly support the scholars. The programme promotes many of the values and competencies that underpin GCE and enable it to be translated into action.

The Foundation is measuring the ways in which learners understand, express and practise their commitment to service and social transformation in ways that integrate global awareness and identity. Here are examples of some of their indicators:

Student interprets local context as embedded in global context:	Student's ethical framework incorporates global sensibility:	Student's lived experience incorporates global orientation:
Understands that local actions can carry global consequences.	– Places own and others' obligations toward humanity at the far end of a spectrum extending out from in-group, and with relatively high intensity of effect; – Understands and expresses positive attitudes towards differences of gender, culture, origins, sexuality, etc.	Chooses to engage with curricular and extra-curricular activities in ways that incorporate 'pro-global citizenship' ethical orientations.
Understands that global forces can be expressed locally.	– Expresses success and leadership with positive references to global or extra-territorial themes and related actions; – Adopts a global lens when enumerating and describing issues of social justice and ethics.	Autonomously incorporates implicit/explicit global focus in curricular and extra-curricular activities.
Understands that global context mediates the latitude for choice and the likely impact of local actions.		Student is involved in collective action on global issues.

Source: *Mastercard Foundation Scholars Program, Evaluating Global Citizenship.*

41 B. Burciul, *Mastercard Foundation Scholars Program, Evaluating Global Citizenship.* Presentation at the Global Citizenship Education Forum, Bangkok, Thailand, December 2013. Note: Measurements increase in complexity by secondary/tertiary levels.

Another example of a different evaluation process is that undertaken by Plan International and the University of Melbourne's Youth Research Centre for a GCE programme in Australia and Indonesia. The programme connects groups of students in Australian schools with children in Indonesia communities to foster understanding of how issues faced by young people in their own communities relate to wider global issues.[42] Research undertaken from 2008 - 2011[43] applied the Most Significant Change technique[44] to capture the outcomes of the programme on young people. The table below presents the patterns of change reported by Australian and Indonesian youth participants in the programme.[45]

	The "Most Significant Change" reported by participants	%
Australians	Awareness and understanding (e.g. of global issues, Indonesian issues, Indonesian culture, how other young people live, or their lives in a global context)	88
	Relationships	42
	Personal change	30
	Action	10
	No change	4
Indonesians	Learning English	47
	Personal change	25
	Relationships	21
	Other skills development	18
	Awareness	9
	Other action	1

Data source: Wierenga, A. and Beadle, S. 2010. The Global Connections Project: Exploring participation rights with young people. Unpublished report prepared for Plan Australia, Youth Research Centre, Melbourne. Wierenga, A. Learning through Connections. Wierenga, A. and Guevara, J.R. (eds). 2013. *Educating for Global Citizenship: A youth-led approach to learning through partnerships.* Melbourne: Melbourne University Press, pp. 155-175.

The research enabled evaluators to understand the significance of the programme on participants, and the relationship between the different elements such as skills development, relationships, personal change and purposeful action toward social change. Because this research was undertaken over a period of three years, researchers were also able to measure the links between programme exposure and outcomes. In particular, the researchers found that participants who were able to engage for a longer time (e.g. over several iterations of the programme) were able to identify greater learning outcomes and to consider their roles in the world in substantially changed ways. Additionally, those who were able to mix purposeful,

42 See V. Kahla, Linking Young People through Global Connections, in A. Wierenga and J. R. Guevara(eds), 2013, *Educating for Global Citizenship: A youth-led approach to learning through partnerships.* Melbourne, Melbourne University Press, pp. 91-111. The programme reached approximately 900 young people in Indonesia and Australia.

43 450 young people participated in the research, with 250 directly participating in the research through interviews, a survey and the MSC process. This represents over a quarter of all Global Connections participants. See A. Wierenga, Learning through Connections, in Wierenga and Guevara (eds), op. cit. pp. 155 – 175.

44 In J. Dartand, R. Davies, A Dialogical Story-based Evaluation Tool: The most significant change technique, *American Journal of Evaluation,* 2003, Vol. 23, No. 2, pp. 137-55. The MSC process engages participants of a programme to speak about different domains of change that are an outcome of programme participation.

45 Note that the figures are illustrative rather than precise statistical diagrams. While participants were asked 'what is THE most significant change?' many typically named multiple 'most important' changes. As such, the figures do not add up to 100%. See Wierenga, op. cit., p. 163.

sustained action with reflection and group-based learning over time could engage more deeply with the complex issues raised through the programme.[46] This reinforces the importance of interventions that are sustained and systemic rather than ad hoc and episodic.

While some measurement assessments are already being applied in different settings, these are often small-scale and varying in practice. The establishment of a new measure or composite measure would assist with tracking and comparing practice at regional and global levels.

The Learning Metrics Task Force (LMTF), co-convened by The Center for Universal Education (CUE) at the Brookings Institution, the Youth Advocacy Group (YAG) supporting the Global Education First Initiative (GEFI) and UNESCO, is launching a working group to make recommendations for measuring global citizenship. This process will include exploring the different definitions and constructs related to global citizenship; identifying ways in which these constructs are currently being assessed and measured; building consensus on core competencies of global citizenship that are relevant in all countries; and proposing new and innovative ways of assessing learning in this area. The working group started in March 2014 and ends its work in early 2015. It will reinforce the UNESCO process to promote global citizenship education and provide guidance for governments and educators on how to foster teaching and learning of global citizenship. [47]

One approach to measure GCE suggests the establishment of a globally consistent measure through a composite indicator which includes key questions covering the GCE components and corresponding competencies.[48] It is suggested to then identify these questions and variables available in existing surveys and various types of data materials to identify factors relevant for global citizenship education. An example of factors and questions is listed below:

Examples of GCE related variables and questions

Knowledge and skills:
- **Knowledge about global challenges and problems (e.g. 'To what extent do global environmental challenges require you to change your own behaviour?')**
- **Knowledge of languages**
- **Use of internet and modern ways of communications (e.g. 'how often, if ever, do you use a personal computer or mobile?')**

Attitudes and values:
- **Global identity and openness (e.g. Level of agreement with a statement 'A benefit of the internet is that it makes information available to more and more people worldwide')**
- **Willingness to help others**
- **Acceptance of universal human rights, equality**
- **Sustainable development**
- **Anti-fatalistic attitudes (e.g. Level of agreement with statement 'people can do little to change life')**

Behaviours:
- **Involvement in civic activities (e.g. 'Are you an active member of a NGO?')**
- **Pro-environmental behaviours (e.g. 'How often do you make a special effort to sort glass, tins, plastic or newspapers for recycling?')**

Source: V. Skirbekk, M. Potancokova, M. Stonawski, 2013, *Measurement of Global Citizenship Education.*

46 Ibid, p. 172.

47 See K. A. Simons, *Toward Universal Learning. The Learning Metrics Task Force recommendations on global citizenship*, presentation at the GCE Forum, 3 December 2013; LMTF (Learning Metrics Task Force), 2013, *Toward Universal Learning: Recommendations from the Learning Metrics Task Force*, Montreal and Washington, D.C., UNESCO Institute for Statistics and Center for Universal Education at the Brookings Institution.

48 See V. Skirbekk, M. Potancokova, M. Stonawski, 2013, *Measurement of Global Citizenship Education*, a study commissioned by UNESCO for the Technical Consultation on GCE in Seoul, Republic of Korea.

Finally, one needs to acknowledge that, while GCE contributes to improving the quality and relevance of learning, the measurement of GCE is a contested area of work. Some have argued that the idea of constructing 'globally consistent measures' is challenging because the multiple purposes and practices associated with GCE complicate assessment.[49]

49 In G. Pike, 2001, Towards an ethos of global citizenship education; some problems and possibilities, *The Development Education Journa*l, Vol.7, No.3, pp. 30-32.

Youth attendees at the UNESCO Forum on GCE in Bangkok, Thailand, in December 2013. © MGIEP/Fletcher Ng

3. Way forward

As evidenced by this review, there have been significant strides made to advance the concept and the practice of global citizenship education in different regions, communities and educational arenas. Many of these advances have been made possible by a paradigm shift in education that recognizes the need for learning beyond numeracy and literacy.

With the establishment of the Global Education First Initiative, and commitments made by the UN Secretary-General, there is a clear directive to use the transformative power of education to build a better future for all. This was further emphasized last September in remarks made by the UN Secretary-General indicating that 'it is not enough to teach children how to read, write and count. Education has to cultivate mutual respect for others and the world in which we live, and help people forge just, inclusive and peaceful societies'.[50]

While the processes undertaken by UNESCO in 2013 in support of the Global Education First Initiative have improved the evidence base, strengthened partnerships and built coalitions to advance work on GCE, there are some outstanding tasks that remain. Six points are put forward for consideration and action among policy makers, educational practitioners, civil society organizations, young people, and those within the United Nations system and other development partners.

Firstly, there is a continuing need to mainstream GCE into relevant existing programmes (such as peace education and education for sustainable development) and to document the practice of GCE. This includes expanding our understanding of what appear to be the 'new horizons' for GCE such as online learning platforms and social media, public-private partnerships and innovative exchange programmes. A critical part of this documentation needs to be evaluations that consider the pedagogical implications including issues of access, resources, quality, capacity, outcomes and impact.

Secondly, the quality of continuous professional development for educators is critical and transformative pedagogy will require in many settings new models of learning for teachers themselves. More evidence is also required of the 'knock-on' benefits for education systems across subject areas of such capacity development and strengthened collaboration and exchange between teachers and across communities to build and maintain a strong cadre of support.

Thirdly, young people have demonstrated their commitment and their ability to advance GCE theory and practice. More work is required to promote the consistent and meaningful involvement of young people in the design, implementation, monitoring and evaluation of GCE. To do so, partnerships with civil society are needed and the utilization of ICTs, including social media, is critical.

Fourthly, these processes have enabled the establishment of informal networks, and in some ways a community of practice that stretches across regions and continents. An informal and flexible network that can share experience and resources, including participants from the Bangkok and Seoul meetings, and among wider networks, could enable further conceptual clarity and programmatic practice. This network can be virtual, but might also be a source of expertise that could be made available at all levels – global, regional, national and community levels – to advance the GCE agenda.

50 Remarks made by the United Nations Secretary-General at the launch of the 100-day countdown to the 2013 International Day of Peace, 13 June 2013, https://www.un.org/en/events/peaceday/2013/sgmessage_countdown.shtml

Fifthly, there is a need to advance consensus on indicators to measure GCE. Work is underway through the Learning Metrics Task Force and other partners, and an approach profiled in this review includes the development of a composite index that would capture the complex and interrelated dynamics of the society, the education system that fosters GCE and the learner. Experience suggests a need for longitudinal analysis, and also cohort-analyses that can help identify age and cohort changes.

Finally, it is clear that creating global citizens goes beyond education. Engagement across multiple sectors, actors and levels is required to have a long-lasting impact. 'It is not only the education sector that should work on this, it's everyone', explained Mr Qian Tang, Assistant Director-General for Education, at the UNESCO Global Citizenship Education Forum. 'It is a joint effort of all stakeholders to make sure that the youth and the young generation can have the learning, so that they can have work and make a better future for tomorrow.'

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What is global citizenship education? Do we learn it in school? What difference can it make? How can it be introduced and become a common feature of school curricula?

This publication seeks to answer these and other questions.

For UNESCO, global citizenship education (GCE) develops the knowledge, skills, values and attitudes learners need to build a more just, peaceful and sustainable world and to thrive as global citizens in the twenty-first century.

In a globalized and fast-changing world, it is critical that current and future generations develop the skills to act today and find solutions for tomorrow's global challenges.

The starting point of GCE is to recognize that education helps people understand and resolve complex global issues. It also acknowledges that education has a role to play in moving beyond simply developing cognitive skills – i.e. reading, writing and mathematics – towards building learners' values, social and emotional skills that can promote social transformation and build cooperation between nations.

This publication aims to:

- improve understanding of GCE as an educational approach and its implications for education content and teaching methods;
- identify innovative approaches and good practice in GCE; and
- share lessons learned and ways to further promote GCE.

The publication has been prepared for education policy makers, practitioners, civil society organizations and youth leaders, based on the conclusions of two international conferences dedicated to GCE.

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Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
유네스코 아시아태평양 국제이해교육원

United Nations Educational, Scientific and Cultural Organization
MGIEP
Mahatma Gandhi Institute of Education for Peace and Sustainable Development

MINISTRY OF EDUCATION
REPUBLIC OF KOREA

MOFA
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UNESCO
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Education Sector

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Global Education First Initiative
The UN Secretary-General's Global Initiative on Education