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Global Citizenship Education

TOPICS AND LEARNING OBJECTIVES



Global
Citizenship
Education

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Global Citizenship Education

TOPICS AND LEARNING OBJECTIVES

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Foreword

UNESCO has promoted global citizenship education since the launch of the UN Secretary-General's Global Education First Initiative (GEFI) in 2012, which made fostering global citizenship one of its three education priorities.

This publication, titled *Global Citizenship Education: Topics and learning objectives*, is the first pedagogical guidance from UNESCO on global citizenship education. It is the result of an extensive research and consultation process with experts from different parts of the world. This guidance draws on the UNESCO publication *Global Citizenship Education: Preparing learners for the challenges of the 21st century* and the outcomes of three key UNESCO events on global citizenship education: the Technical Consultation on Global Citizenship Education (September 2013), as well as the First and Second UNESCO Fora on Global Citizenship Education, organized in December 2013 and January 2015 respectively. Before it was finalized, the guidance was field-tested by education stakeholders in selected countries in all regions to ensure its relevance in different geographical and socio-cultural contexts.

Following the foundational work of UNESCO to clarify the conceptual underpinnings of global citizenship education and provide policy and programmatic directions, this document has been developed in response to the needs of Member States for overall guidance on integrating global citizenship education in their education systems. It presents suggestions for translating global citizenship education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts. It is intended as a resource for educators, curriculum developers, trainers as well as policy-makers, but it will also be useful for other education stakeholders working in non-formal and informal settings.

At a time when the international community is urged to define actions to promote peace, well-being, prosperity and sustainability, this new UNESCO document offers guidance to help Member States ensure that learners of all ages and backgrounds can develop into informed, critically literate, socially-connected, ethical and engaged global citizens.



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Assistant Director-General for Education

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Dina Kiwan, Associate Professor at the American University of Beirut, and Mark Evans, Associate Professor at the University of Toronto, were contributing authors of this document. Kathy Attawell and Jane Kalista, independent consultants, edited various drafts.

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List of acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
ASPnet	Associated Schools Project Network (UNESCO)
EAG	Experts Advisory Group
ECOWAS	Economic Community of West African States
ESC	Education for Social Cohesion
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GEFI	Global Education First Initiative (of the UN Secretary-General)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome
HQ	Headquarters
IBE	International Bureau of Education (UNESCO)
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
KEDI	Korean Educational Development Institute
KICE	Korea Institute for Curriculum and Evaluation
LMTF	Learning Metrics Task Force
LTLT	Learning to Live Together
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
NGO	Non-Governmental Organization
OHCHR	Office of the United Nations High Commissioner for Human Rights
OSCE/ODIHR	Organization for Security and Co-operation in Europe/Office for Democratic Institutions and Human Rights
PEIC	Protect Education in Insecurity and Conflict
SDGs	Sustainable Development Goals
UIS	UNESCO Institute for Statistics
UN	United Nations
UK	United Kingdom
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund



1

Introduction



1.1 What is global citizenship education?

"Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected."

Ban Ki-moon, UN Secretary-General

The concept of citizenship has evolved over time. Historically, citizenship did not extend to all – for example, only men or property owners were eligible to be citizens.[1] During the past century, there has been a gradual movement towards a more inclusive understanding of citizenship, influenced by the development of civil, political and social rights.[2] Current perspectives on national citizenship vary between countries, reflecting differences in political and historical context, among other factors.

An increasingly globalised world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions. Although the notion of citizenship that goes beyond the nation state is not new, changes in the global context – for example, the establishment of international conventions and treaties, the growth of transnational organisations, corporations and civil society movements, and the development of international human rights frameworks – have significant implications for global citizenship. It has to be acknowledged that there are differing perspectives about the concept of global citizenship including, such as the extent to which it extends and complements traditional citizenship, defined in terms of the nation state, or the extent to which it competes with it.

Global citizenship[3] refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

Growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning.[4] Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education. These core conceptual dimensions draw on a review of literature, conceptual frameworks, approaches and curricula on global citizenship education, as well as technical consultations and recent work in this area by UNESCO. They can serve as the basis for defining global citizenship education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning. These core conceptual dimensions are based on, and include, aspects from all three domains of learning: *cognitive, socio-emotional* and

1 See Heater (1990); Ichilov (1998); Isin (2009).
2 See Marshall (1949).
3 UNESCO (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century.*
4 See Albala-Bertrand (1995); Banks (2004); Merryfield (1998); Peters, Britton and Blee (2008).

behavioural. These are interrelated and are presented below, each indicating the domain of learning they focus on most in the learning process:

Box 1: Core conceptual dimensions of global citizenship education

Cognitive:

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes 'a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding'[5] and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation'.[6]

5 UNESCO (2014). *Education Strategy 2014 – 2021*, p.46.

6 UNESCO (2014). *Global citizenship education: Preparing learners for the challenges of the 21st century.*

Global citizenship education aims to enable learners to:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

Priority Gender Equality: Global citizenship education can play an important role in contributing to gender equality, which is one of the two overarching priorities of UNESCO. Global citizenship education is based on human rights, and gender equality is a basic human right. Girls and boys learn about gendered attitudes, roles, expectations and behaviours at school as well as at home. Global citizenship education can support gender equality through the development of knowledge, skills, values and attitudes that promote the equal value of women and men, engender respect and enable young people to critically question gendered roles and expectations that are harmful and/or encourage gender-based discrimination and stereotyping.

1.2 How was this guidance developed?

This guidance draws on research and practice in global citizenship education. It has been informed by recent UNESCO publications and technical consultations in this area[7] as well as inputs provided by experts on global citizenship education and youth representatives. The document was reviewed by the Experts Advisory Group (EAG), convened by UNESCO with internal and external experts from all regions of the world in global citizenship education, transformative pedagogies, curriculum development and non-formal education. The EAG discussed and provided feedback on the first draft of the document during a meeting in June 2014. Additional inputs were provided through further consultations in September and October 2014. The guidance was also discussed during the Second UNESCO Forum on Global Citizenship Education (Paris, January 2015) and benefited from feedback from participants.

Before it was finalized, this guidance was field tested by education stakeholders, including ministry officials, curriculum developers and teachers in selected countries in every region.

This is the first edition of the guidance, which is intended as a living document. Further editions will be produced as necessary and as we learn more from experience of implementing global citizenship education in different contexts. UNESCO would welcome suggestions and examples of research and practice for future editions.

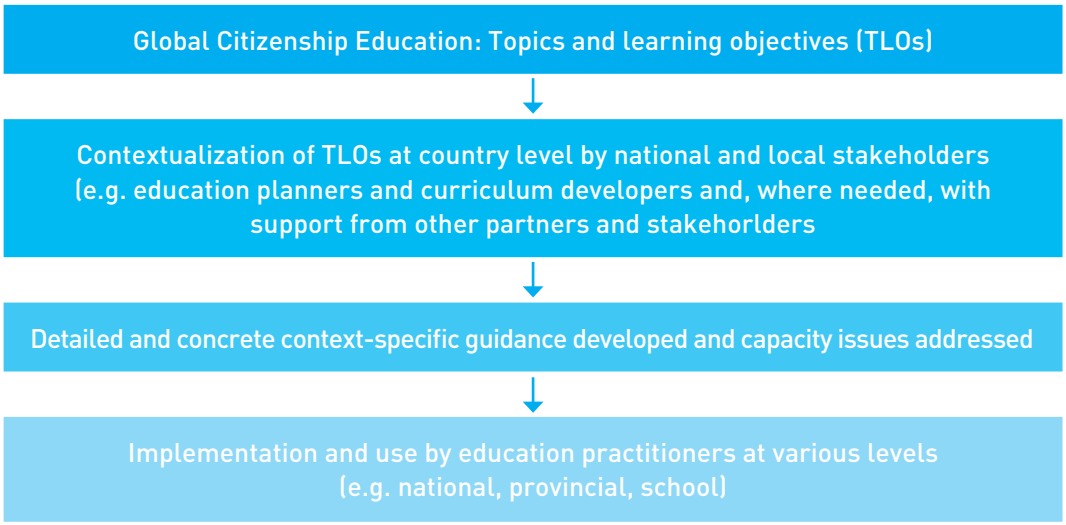
7 For example, *Global Citizenship Education: An emerging perspective*, based on the Technical Consultation on Global Citizenship Education (September 2013) and *Global Citizenship Education: Preparing learners for the challenges of the 21st century, synthesizing the outcomes of the* First UNESCO Forum on Global Citizenship Education (December 2013).

1.3 Who is this guidance for and how can it be used?

This guidance is intended as a resource for educators, curriculum developers, trainers as well as policy makers. It can also be useful for other education stakeholders involved in the planning, design and delivery of global citizenship education in the formal and non-formal education sectors. For example, educators can use it to improve their understanding of global citizenship education and as a source of ideas for activities. Curriculum developers can use and adapt the topics and learning objectives included in the guidance to the country context and develop national curricula. Education policy makers can use the guidance to assess the role of global citizenship education and identify relevant national education priorities.

As suggested in the graph below, this guidance is designed in a flexible way that allows for consultation, adaptation and contextualization at country level by education providers who can identify relevant entry points, develop detailed and concrete context-specific guidance, address delivery capacity needs and support the implementation process, in consultation with relevant stakeholders.

Box 2: How to use the pedagogical guidance at country level



The guidance is not intended to be prescriptive, but rather aims to provide a guiding framework for global citizenship education that can be easily adapted to different national and local contexts. It can also be used to build on existing work in related areas (e.g. civic

education, human rights education, education for sustainable development, education for international understanding, or others). The suggested topics and learning objectives included in this guidance are not exhaustive; these can and should be complemented by topics and issues that are locally relevant and appropriate. Furthermore, new issues that continually emerge in a rapidly changing and diverse world can be added to those included in this guidance. Some of the topics and learning objectives included in this guidance may already be covered in existing education programmes. In this case, the guidance can be used as a complementary resource, or as a checklist or reference for gap analysis when reviewing or seeking to strengthen these existing programmes.



2

The guidance – learning contents of global citizenship education

2.1 Domains

Global citizenship education is based on the three domains of learning – the cognitive, socio-emotional and behavioural. These correspond to the four pillars of learning described in the report *'Learning: The Treasure Within'*: Learning to know, to do, to be and to live together.

- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioural: conduct, performance, practical application and engagement.

The key learning outcomes, key learner attributes, topics and learning objectives suggested in this guidance are based on the three domains of learning mentioned above. They are interlinked and integrated in the learning process and should not be understood as distinct learning processes.

2.2 Outcomes

Learning outcomes describe the knowledge, skills, values and attitudes that learners can acquire and demonstrate as a result of global citizenship education. Corresponding to the three domains of learning mentioned above (cognitive, socio-emotional and behavioural), the following set of mutually-reinforcing learning outcomes is identified in this guidance:

Box 3: Key learning outcomes

Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

2.3 Attributes

This guidance identifies three learner attributes in relation to global citizenship education, which refer to the traits and qualities that global citizenship education aims to develop in learners and correspond to the key learning outcomes mentioned earlier. These are: *informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged*. The three learner attributes draw on a review of the literature and of citizenship education conceptual frameworks, a review of approaches and curricula, as well as technical consultations and recent work by UNESCO on global citizenship education. These are summarised below:

Box 4: Key learner attributes

Informed and critically literate

Knowledge of global governance systems, structures and issues; understanding the interdependence and connections between global and local concerns; knowledge and skills required for civic literacy, such as critical inquiry and analysis, with an emphasis on active engagement in learning.

Learners develop their understanding of the world, global themes, governance structures and systems, including politics, history and economics; understand the rights and responsibilities of individuals and groups (for example, women's and children's rights, indigenous rights, corporate social responsibility); and, recognise the interconnectedness of local, national and global issues, structures and processes. Learners develop the skills of critical inquiry (for example, where to find information and how to analyse and use evidence), media literacy and an understanding of how information is mediated and communicated. They develop their ability to inquire into global themes and issues (for example, globalisation, interdependence, migration, peace and conflict, sustainable development) by planning investigations, analysing data and communicating their findings. A key issue is the way in which language is used and, more specifically, how critical literacy is affected by the dominance of the English language and how this influences non-English speakers' access to information. There is a focus on developing critical civic literacy skills and a commitment to life-long learning, in order to engage in informed and purposeful civic action.

Socially connected and respectful of diversity

Understanding of identities, relationships and belonging; understanding of shared values and common humanity; developing an appreciation of, and respect for, difference and diversity; and understanding the complex relationship between diversity and commonality.

Learners learn about their identities and how they are situated within multiple relationships (for example, family, friends, school, local community, country), as a basis for understanding the global dimension of citizenship. They develop an understanding

of difference and diversity (for example, culture, language, gender, sexuality, religion), of how beliefs and values influence people's views about those who are different, and of the reasons for, and impact of, inequality and discrimination. Learners also consider common factors that transcend difference, and develop the knowledge, skills, values and attitudes required for respecting difference and living with others.

Ethically responsible and engaged

Based on human rights approaches and including attitudes and values of caring for others and the environment; personal and social responsibility and transformation; and developing skills for participating in the community and contributing to a better world through informed, ethical and peaceful action.

Learners explore their own beliefs and values and those of others. They understand how beliefs and values inform social and political decision-making at local, national, regional and global levels, and the challenges for governance of contrasting and conflicting beliefs and values. Learners also develop their understanding of social justice issues in local, national, regional and global contexts and how these are interconnected. Ethical issues (for example, relating to climate change, consumerism, economic globalisation, fair trade, migration, poverty and wealth, sustainable development, terrorism, war) are also addressed. Learners will be expected to reflect on ethical conflicts related to social and political responsibilities and the wider impact of their choices and decisions. Learners also develop the knowledge, skills, values and attitudes to care for others and the environment and to engage in civic action. These include compassion, empathy, collaboration, dialogue, social entrepreneurship and active participation. They learn about opportunities for engagement as citizens at local, national and global levels, and examples of individual and collective action taken by others to address global issues and social injustice.

2.4 Topics

Based on the learner attributes identified above and the corresponding domains of learning and key learner outcomes, nine topic areas, three for each learner attribute, are presented in this guidance. These are:

Box 5: Topics

Informed and critically literate

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power dynamics

Socially connected and respectful of diversity

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

Ethically responsible and engaged

7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

Based on these topics, age-specific learning objectives and key themes were developed.

2.5 Objectives

For each of the topics mentioned earlier, four specific learning objectives and relevant themes are suggested, corresponding to a different age group/level of education as presented below:

- Pre-primary/lower primary (5-9 years)
- Upper primary education (9-12 years)
- Lower secondary (12-15 years)
- Upper secondary (15-18+ years)

The intention is to present the learning objectives by level of complexity, offering a 'spiral curriculum' approach through which concepts related to global citizenship education can be introduced at pre-primary or lower primary level and taught with increasing depth and complexity as learners mature, through all levels of education. As education systems, levels of education and student age groups vary between countries, these groups are only meant to be indicative. Users should feel free to select, adapt and organize learning objectives in a way that seems appropriate according to their specific country context and student preparedness.[8]

2.6 Key words

In order to inspire and facilitate discussion and activities based on the topics and learning objectives presented in this guidance, a suggested list of key words is provided, organized thematically.

This list can be complemented with issues that are relevant in each context.

2.7 Guidance matrix

The tables that follow present the three domains of learning, key learning outcomes, key learner attributes, topics and corresponding learning objectives for different age groups and levels of education, as well as key words for discussion.

- **Table A** presents the guidance matrix and shows how the various parts are interlinked.
- **Table B** is an elaboration of Table A, presenting elaborated learning objectives by age/level of education for each of the topics.
- **Tables B.1 to B.9** elaborate on each topic and learning objective, providing more details about what learners are expected to know, understand and be able to do, as well as the knowledge, skills, values and attitudes they are expected to develop at different stages of learning. The tables are staged, so that each level includes age-appropriate learning objectives and themes that provide building blocks for the next level, moving from simpler to more complex topics.

8 During the review process, there was some difference of opinion with respect to the age appropriateness of certain topics and learning objectives, particularly at the pre-primary and lower primary level. Some reviewers emphasised that the capacity of young children to grasp such concepts should not be underestimated while others felt that the proposed concepts might be too complex for young children. One way of addressing this is to introduce these concepts through age-appropriate, creative and interactive methods, such as through play, cartoons or in any other way that education providers consider more appropriate in their respective contexts.

- **Table C** presents a suggested list of key words that can inspire and facilitate discussion and related activities.

The tables are indicative and are not intended to be prescriptive or exhaustive. They can be used, adapted or added to, as appropriate to the national and local context.

It should also be clarified that the tables reflect a schematic representation and do not mean to suggest that learning takes place in silos. In the actual teaching and learning process, all concepts and dimensions are interlinked and mutually reinforcing.

Table A: Overall guidance

Table A presents the overall structure of the guidance, based on the three domains of learning, and presenting key learning outcomes, key learner attributes, topics and corresponding learning objectives, highlighting their interconnectedness, vertically and horizontally.

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibilitiess, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Cultivate and manage identities, relationships and feeling of belongingness • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Table B: Topics and elaborated learning objectives

This table is an elaboration of Table A, suggesting learning objectives for each of the topics in Table A. Since education levels as well as students preparedness vary by country, the age/level of education groups suggested here are merely indicative and can be adapted as users deem appropriate.

The topics and learning objectives are further elaborated in tables B.1- B.9 that follow.

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	**Upper primary (9-12 years)**	**Lower secondary (12-15 years)**	**Upper secondary (15-18+ years)**
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

B.1 Topic: Local, national and global systems and structures

Pre-primary & lower primary (5-9 years)

Learning objective: Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship

Key themes:

- The self, family, school, neighbourhood, community, country, the world
- How the world is organised (groups, communities, villages, cities, countries, regions)
- Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)
- Why rules and responsibilities exist and why they may change over time

Upper primary (9-12 years)

Learning objective: Identify governance structures and decision-making processes and dimensions of citizenship

Key themes:

- Basic local, national and global governance structures and systems and how these are interconnected and interdependent (trade, migration, environment, media, international organisations, political and economic alliances, public and private sectors, civil society)
- Similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these (including looking at history, geography, culture)
- Similarities and differences in how citizenship is defined
- Good governance, rule of law, democratic processes, transparency

Lower secondary (12-15 years)

Learning objective: Discuss how global governance structures interact with national and local structures and explore global citizenship

Key themes:

- National context and its history, relationship, connection and interdependence with other nations, global organisations and the wider global context (cultural, economic, environmental, political)
- Global governance structures and processes (rules and laws, justice systems) and their interconnections with national and local governance systems
- How global decisions affect individuals, communities and countries
- Rights and responsibilities of citizenship in relation to global frameworks and how these are applied
- Examples of global citizens

Upper secondary (15-18+ years)

Learning objective: Critically analyse global governance systems, structures and processes and assess implications for global citizenship

Key themes:

- Global governance systems, structures and processes, and the way that regulations, politics and decisions are made and applied at different levels
- How individuals, groups, including the public and private sectors, engage in global governance structures and processes
- Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)
- Inequalities between nation states and their implications for exercising rights and obligations in global governance

B.2 Topic: Issues affecting interaction and connectedness of communities at local, national and global levels

Pre-primary & lower primary (5-9 years)

Learning objective: List key local, national and global issues and explore how these may be connected

Key themes:

- Issues affecting the local community (environmental, social, political, economic or other)
- Similar or different problems faced in other communities in the same country and in other countries
- Implications of global issues for the lives of individuals and communities
- How the individual and the community affect the global community

Upper primary (9-12 years)

Learning objective: Investigate the reasons behind major common global concerns and their impact at national and local levels

Key themes:

- Global changes and developments and their impact on people's daily lives
- Global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems
- Connections and interdependencies between global and local issues

Lower secondary (12-15 years)

Learning objective: Assess the root causes of major local, national and global issues and the interconnectedness of local, national and global factors

Key themes:

- Shared local, national and global concerns and their underlying causes
- Changing global forces and patterns and their effects on people's daily lives
- How history, geography, politics, economics, religion, technology, media or other factors influence current global issues (freedom of expression, status of women, refugees, migrants, legacies of colonialism, slavery, ethnic and religious minorities, environmental degradation)
- How decisions made globally or in one part of the world can affect current and future well-being of people and the environment elsewhere

Upper secondary (15-18+ years)

Learning objective: Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses

Key themes:

- Inquiry into major local, national and global issues and perspectives on these (gender discrimination, human rights, sustainable development, peace and conflict, refugees, migration, environmental quality, youth unemployment)
- In-depth analysis of the interconnected nature of global issues (root causes, factors, agents, dimensions, international organisations, multinational corporations)
- Evaluation of how global governance structures and processes respond to global issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances)
- Critical reflection on the influence on global issues and interdependence of history, geography, politics, economics, culture or other factors
- Research, analysis and communication on topics with global and local connections (child rights, sustainable development)

B.3 Topic: Underlying assumptions and power dynamics

Pre-primary & lower primary (5-9 years)

Learning objective: Name different sources of information and develop basic skills for inquiry

Key themes:

- Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoons, stories, films, news)
- Listening and communicating accurately and clearly (communication skills, languages)
- Identifying key ideas and recognising different perspectives
- Interpreting messages, including complex or conflicting messages

Upper primary (9-12 years)

Learning objective: Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives

Key themes:

- Media literacy and social media skills (different forms of media, including social media)
- Different points of view, subjectivity, evidence and bias
- Factors influencing viewpoints (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances)

Lower secondary (12-15 years)

Learning objective: Investigate underlying assumptions and describe inequalities and power dynamics

Key themes:

- Concepts of equality, inequality, discrimination
- Factors influencing inequalities and power dynamics and the challenges some people face (migrants, women, youth, marginalised populations)
- Analysis of different forms of information about global issues (locate main ideas, gather evidence, compare and contrast similarities and differences, detect points of view or bias, recognise conflicting messages, assess and evaluate information)

Upper secondary (15-18+ years)

Learning objective: Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance

Key themes:

- Analysis of contemporary global issues from the perspective of power dynamics (gender equality, disability, youth unemployment)
- Factors facilitating or hindering citizenship and civic engagement at global, national and local levels (social and economic inequalities, political dynamics, power relations, marginalisation, discrimination, state, military/police power, social movements, trade unions)
- Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of the mass media and of social media in global debates and on global citizenship

B.4 Topic: Different levels of identity

Pre-primary & lower primary (5-9 years)

Learning objective: Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills

Key themes:

- Self-identity, belonging and relationships (self, family, friends, community, region, country)
- Where I live and how my community links to the wider world
- Self-worth and the worth of others
- Approaching others and building positive relationships
- Recognizing emotions in self and others
- Asking for and offering help
- Communication, cooperation concern and care for others

Upper primary (9-12 years)

Learning objective: Examine different levels of identity and their implications for managing relationships with others

Key themes:

- How the individual relates to the community (historically, geographically and economically)
- How we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)
- Nation state, international organizations and bodies, multi-national corporations
- Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying
- Negotiation, mediation, reconciliation, win-win solutions
- Regulating and managing strong emotions (positive and negative)
- Resisting negative peer pressure

Lower secondary (12-15 years)

Learning objective: Distinguish between personal and collective identity and various social groups and cultivate a sense of belonging to a common humanity

Key themes:

- Multiple identities, belonging and relating to different groups
- Complexity of personal and collective identity, beliefs and perspectives (personal, group, professional, civic)
- Engagement and cooperation in projects addressing common challenges
- Feeling of belongingness to common humanity
- Cultivating positive relationships with people from various and different backgrounds

Upper secondary (15-18+ years)

Learning objective: Critically examine ways in which different levels of identity interact and live peacefully with different social groups

Key themes:

- Personal identities and memberships in local, national, regional and global contexts through multiple lenses
- Collective identity, shared values and implications for creating a global civic culture
- Complex and diverse perspectives and notions of civic identities and membership on global issues or events or through cultural, economic and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration)
- Factors that lead to successful civic engagement (personal and collective interests, attitudes, values and skills)
- Commitment to the promotion and protection of personal and collective well-being

B.5 Topic: Different communities people belong to and how these are connected

Pre-primary & lower primary (5-9 years)

Learning objective: Illustrate differences and connections between different social groups

Key themes:

- Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised populations)
- Connections between communities
- Common basic needs and human rights
- Valuing and respecting all human and living beings, the environment and things

Upper primary (9-12 years)

Learning objective: Compare and contrast shared and different social, cultural and legal norms

Key themes:

- Different cultures and societies beyond own experience and the value of different perspectives
- Rule-making and engagement in different parts of the world and among different groups
- Notions of justice and access to justice
- Recognizing and respecting diversity

Lower secondary (12-15 years)

Learning objective: Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups

Key themes:

- Personal and shared values, how these may differ and what shapes them
- Importance of common values (respect, tolerance and understanding, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully
- Commitment to promoting and protecting difference and diversity (social and environmental)

Upper secondary (15-18+ years)

Learning objective: Critically assess connectedness between different groups, communities and countries

Key themes:

- Rights and responsibilities of citizens, groups and states in the international community
- Concept of legitimacy, rule of law, due process and justice
- Promoting wellbeing in the community and understanding threats to, and potential for, wellbeing at a global level
- Promoting and defending human rights for all

B.6 Topic: Difference and respect for diversity

Pre-primary & lower primary (5-9 years)

Learning objective: Distinguish between sameness and difference and recognise that everyone has rights and responsibilities

Key themes:

- What makes us similar and what makes us different from other people in the community (language, age, culture, ways of living, traditions, characteristics)
- Importance of respect and good relationships for our well-being
- Learning to listen, understand, agree and disagree, accept different views and perspectives
- Respecting others and self and appreciating differences

Upper primary (9-12 years)

Learning objective: Cultivate good relationships with diverse individuals and groups

Key themes:

- Understanding the similarities and differences between societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity)
- Learning to appreciate and respect diversity and interact with others in the community and wider world
- Developing values and skills that enable people to live together peacefully (respect, equality, caring, empathy, solidarity, tolerance, inclusion, communication, negotiation, managing and resolving conflict, accepting different perspectives, non-violence)

Lower secondary (12-15 years)

Learning objective: Debate on the benefits and challenges of difference and diversity

Key themes:

- Importance of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being
- How diverse identities (ethnic, cultural, religious, linguistic, gender, age) and other factors influence our ability to live together
- Challenges of living together and what may cause conflict (exclusion, intolerance, stereotypes, discrimination, inequalities, privileges, vested interests, fear, lack of communication, freedom of expression, scarcity of and unequal access to resources)
- How individuals and groups of different identities and membership engage collectively on issues of global concern to bring about improvements worldwide
- Practicing dialogue, negotiation and conflict management skills

Upper secondary (15-18+ years)

Learning objective: Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives

Key themes:

- Mutual interdependence and challenges of living in diverse societies and cultures (power inequalities, economic disparities, conflict, discrimination, stereotypes)
- Diverse and complex perspectives
- Action by various organisations to bring positive change regarding global issues (national and international movements such as women, labour, minorities, indigenous, sexual minorities)
- Values and attitudes of empathy and respect beyond groups to which you belong
- Concepts of peace, consensus building and non-violence
- Engaging in actions for social justice (local, national and global levels)

B.7 Topic: Actions that can be taken individually and collectively

Pre-primary & lower primary (5-9 years)

Learning objective: Explore possible ways of taking action to improve the world we live in

Key themes:

- How our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment
- Learning to work together (collaborative projects on real life issues in the community – e.g. working with others to collect and present information and using different methods to communicate findings and ideas)
- Decision-making and problem-solving skills

Upper primary (9-12 years)

Learning objective: Discuss the importance of individual and collective action and engage in community work

Key themes:

- Connection between personal, local, national and global issues
- Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)
- Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems
- Examples of individuals and groups engaged in civic action who have made a difference at local and global levels (Nelson Mandela, Malala Yousafzai, Red Cross/Crescent, Doctors without Borders, the Olympics) and their perspectives, actions and social connectedness
- Understanding that actions have consequences

Lower secondary (12-15 years)

Learning objective: Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues

Key themes:

- Defining the roles and obligations of individuals and groups (public institutions, civil society, voluntary groups) in taking action
- Anticipating and analysing the consequences of actions
- Identifying actions taken to improve the community (political processes, use of the media and technology, pressure and interest groups, social movements, non-violent activism, advocacy)
- Identifying benefits, opportunities and impact of civic engagement
- Factors contributing to success and factors limiting success of individual and collective action

Upper secondary (15-18+ years)

Learning objective: Develop and apply skills for effective civic engagement

Key themes:

- Analysing factors that can strengthen or limit civic engagement (economic, political and social dynamics and barriers to representation and participation of specific groups such as women, ethnic and religious minorities, disabled people, youth)
- Selecting the most appropriate way for obtaining information, expressing opinions and taking action on important global matters (effectiveness, outcomes, negative implications, ethical considerations)
- Collaborative projects on issues of local and global concern (environment, peace building, homophobia, racism)
- Skills for effective political and social engagement (critical inquiry and research, assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, reflecting on the potential consequences of actions, learning from successes and failures)

B.8 Topic: Ethically responsible behaviour

Pre-primary & lower primary (5-9 years)

Learning objective: Discuss how our choices affect other people and the planet, and adopt responsible behaviour

Key themes:

- Values of care and respect for ourselves, others and our environment
- Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair
- Interconnections between humans and the environment
- Adopting sustainable consumption habits
- Personal choices and actions, and how these affect others and the environment
- Distinguishing between 'right' and 'wrong', and giving reasons for our choices and judgements

Upper primary (9-12 years)

Learning objective: Understand the concepts of social justice and ethical responsibility, and learn how to apply them in everyday life

Key themes:

- What it means to be an ethically responsible and engaged global citizen
- Personal perspectives on fairness and issues of global concern (climate change, fair trade, fighting terrorism, access to resources)
- Real life examples of global injustice (human rights violations, hunger, poverty, gender-based discrimination, recruitment of child soldiers)
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

Lower secondary (12-15 years)

Learning objective: Analyse the challenges and dilemmas associated with social justice and ethical responsibility, and consider the implications for individual and collective action

Key themes:

- Different perspectives about social justice and ethical responsibility in different parts of the world, and the beliefs, values and factors that influence them
- How these perspectives may influence fair/unfair, ethical/unethical practices
- Effective and ethical civic engagement with global issues (compassion, empathy, solidarity, dialogue, caring and respect for people and the environment)
- Ethical dilemmas (child labour, food security, legitimate and non-legitimate forms of action such as use of violence) citizens face in undertaking their political and social responsibilities and their roles as global citizens

Upper secondary (15-18+ years)

Learning objective: Critically assess issues of social justice and ethical responsibility, and take action to challenge discrimination and inequality

Key themes:

- How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement (membership in political movements, voluntary and community work, involvement in charitable or religious groups) or complicate the resolution of global issues
- Issues that involve ethical questions (nuclear power and weapons, indigenous rights, censorship, animal cruelty, business practices)
- Challenges for governance of different and conflicting views of fairness and social justice
- Challenging injustice and inequalities
- Demonstrating ethical and social responsibility

B.9 Topic: Getting engaged and taking action

Pre-primary & lower primary (5-9 years)

Learning objective: Recognise the importance and benefits of civic engagement

Key themes:

- Benefits of personal and collective civic engagement
- Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organizations, programmes, initiatives)
- The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)
- Forms of engagement at home, school, community as basic aspects of citizenship
- Engaging in dialogue and debate
- Taking part in activities outside the classroom
- Working effectively in groups

Upper primary (9-12 years)

Learning objective: Identify opportunities for engagement and initiate action

Key themes:

- How people are involved with these organisations and what knowledge, skills and other attributes they bring
- Factors that can support or hinder change
- The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)
- Engaging in projects and written work
- Participating in community-based activities
- Participating in decision-making at school

Lower secondary (12-15 years)

Learning objective: Develop skills for active engagement and take action to promote the common good

Key themes:

- Personal motivation and how this affects active citizenship
- Personal set of values and ethics to guide decisions and actions
- Ways to engage in addressing an issue of global importance in the community
- Proactively engaging in local, national and global initiatives
- Developing and applying necessary knowledge, skills, values and attitudes supported by universal values and principles of human rights
- Volunteering and service-learning opportunities
- Networking (peers, civil society, non-profit organisations, professional representatives)
- Social entrepreneurship
- Adopting positive behaviour

Upper secondary (15-18+ years)

Learning objective: Propose action for, and become agents of, positive change

Key themes:

- Learning to be active global citizens and how to transform one's self and society
- Contributing to the analysis and identification of needs and priorities that require action/change at local, national and global levels
- Actively participating in the creation of a vision, strategy and plan of action for positive change
- Exploring opportunities for social entrepreneurship
- Critically analysing the contributions and the impact of the work of various actors
- Inspiring, advocating for and educating others to act
- Practicing communication, negotiation, advocacy skills
- Obtaining information and expressing their opinions about important global matters
- Promoting positive societal behaviour

Table C: Key words

This table presents an indicative list of key words that can be used as a basis for discussion and activities related to the learning objectives outlined above. They are thematically organized in an indicative manner. Many of these issues are interconnected and relate to more than one of the topics and learning objectives presented earlier. Other global issues and issues relevant to specific contexts can also be added to the list as necessary.

Global and local issues and the relationships between them/ Local, national and global governance systems and structures/ Issues affecting interaction and connectedness/ Underlying assumptions and power dynamics	■ citizenship, employment, globalization, immigration, interconnections, interdependence, migration, mobility, North-South relationships, politics, power relations ■ access to justice, age of consent, decision-making, democracy, democratic processes, food security, good governance, freedom of expression, gender equality, humanitarian law, peace, peace-building, public good, responsibilities, rights (children's rights, cultural rights, human rights, indigenous rights, right to education, women's rights), rule of law, rules, transparency, well-being (individual and collective) ■ atrocities, asylum seekers, child labour, child soldiers, censorship, conflict, diseases (Ebola, HIV & AIDS) economic disparities, extremism, genocide, global poverty, inequality, intolerance, nuclear power, nuclear weapons, racism, refugees, sexism, terrorism, unemployment, uneven resources, violence, war ■ civil society, corporate social responsibility, multi-national corporations, private sector, religious vs secular, stakeholders, state responsibility, youth ■ biodiversity, climate change, disaster risk reduction, emergencies, emergency responses, environment, natural disasters, sustainable development, water quality ■ geography, history, legacy of colonialism, legacy of slavery, media literacy, social media
Cultivating and managing identities, relationships and respect for diversity	■ community, country, diasporas, family, indigenous populations, minorities, neighbourhood, school, self and others, world ■ attitudes, behaviours, beliefs, culture, cultural diversity, diversity, gender, identity (collective identity, cultural identity, gender identity, national identity, personal identity), intercultural dialogue, language(s) (bilingualism/ multilingualism), religion, sexuality, value systems, values ■ care, compassion, concern, empathy, fairness, honesty, integrity, kindness, love, respect, solidarity, tolerance, understanding, world-mindedness ■ assertiveness, communication, conflict resolution, dialogue, inclusion, intercultural dialogue, life skills, managing difference (e.g. cultural difference), managing change, mediation, negotiation, partnership skills (international and local), prevention (conflict, bullying, violence) relationships, reconciliation, transformation, win-win solutions ■ animal cruelty, bullying, discrimination, racism, violence (including gender-based violence, school-related gender-based violence (SRGBV)
Engagement, action and ethical responsibility	■ consumption habits, corporate social responsibility, ethical questions, ethical responsibility, fair trade, humanitarian action, social justice ■ entrepreneurship, financial skills, innovation



3

Implementing global citizenship education



3.1 How to integrate it in education systems

There is no single approach to implementing global citizenship education, although experience suggests that certain factors contribute to its successful delivery; these are presented in the box below. Policy decisions in this respect will be informed by a range of contextual factors including education policy, systems, schools and curricula, the capacity of teachers, as well as by the needs and diversity of learners and the wider socio-cultural, political and economic context. Key issues to consider are discussed in this section.

Factors contributing to successful delivery of global citizenship education:

- Embedded in policy, with wide stakeholder buy-in
- Long-term and sustainable
- Holistic, including the various sub-topics in a systematic way
- Reinforced in each year of schooling and preferably in the wider society
- Covering the local, national and global dimensions
- Supported by pre-service and continuing in-service training of teachers
- Developed and sustained in collaboration with local communities
- Scalable with maintenance of quality
- With feedback from monitoring and evaluation processes
- Based on collaborative arrangements that ensure expertise over the longer term with provisions for periodic review

Source: Education Above All (2012). *Education for Global Citizenship.*

3.1.1 Setting learning objectives

Identifying priority learning objectives is an essential first step to determine the competencies learners are expected to develop and to guide decisions about delivery and assessment of global citizenship education. The learning objectives suggested in Section 2, placing an integrated emphasis on the cognitive, socio-emotional and behavioural domains of learning, provide examples to guide this process, and can be adapted to the particular country context and to the needs and stage of development of learners (see examples below).

In **Australia**, the curriculum includes three cross-curriculum priorities and seven general capabilities that are linked to global citizenship education. Cross-curriculum priorities are: Sustainability; Asia and Australia's links with Asia; Aboriginal and Torres Strait Islander Histories and Cultures. General capabilities include literacy, numeracy, ICT competence, critical and creative thinking, personal and social competence, intercultural understanding, and ethical behaviour. These are applied across all curricular subjects.

In **Colombia**, the curriculum aims to develop four core competencies: language, mathematics, scientific and citizen competencies. Citizen competencies, including sound reasoning, care for others, communication skills, reflection on action, knowledge and active participation in classroom, school and community matters, are developed in a cross-curricular manner. Learning expectations for 3rd, 5th, 7th, 9th and 11th grades are organised into three groups: living together and peace; democratic participation; and diversity. These relate to cognitive, emotional, communicative and integrative competencies. In line with the decentralised nature of the school system schools develop their own teaching and learning materials. http://www.mineducacion.gov.co/1621/articles-340021_recurso_1.pdf

In **Indonesia**, the curriculum includes core competencies related to global citizenship education. For example, through social attitudes, it refers to honest behaviour, responsibility and caring including tolerance and mutual understanding.

In the **Philippines**, the K-12 curriculum, introduced in the 2012/2013 academic year, draws in particular on Learning to Live Together. It takes a 'whole person approach' with an emphasis on effective communication skills as well as media and information literacy. Values education, which is of direct relevance to global citizenship education, includes themes such as self-worth, harmony with other people, love of country and global solidarity.

In the **Republic of Korea**, the national curriculum outlines and specifically emphasises the importance of being a global citizen, equipped with relevant competencies such as tolerance, empathy and cultural literacy. Moreover, global citizenship education is promoted through tripartite cooperation involving the central government, provincial governments and schools, and will be further expanded with the Exam-free Semester to be implemented nationwide in 2016.

In **Tunisia** a competency-based approach was introduced in the curriculum in 2000. In addition, ICT is emphasised (InfoDev), with support from international organisations such as the World Bank, so as to incorporate ICT at all levels of education. A renewed civic education

curriculum is being introduced through international and local partnership organisations, including promoting principles of sustainable development, and the empowerment of women and gender equality. (Union for the Mediterranean, 2014.)

3.1.2 Approaches to delivery

The most common approaches to the delivery of global citizenship education, within formal education, are: as a school-wide issue; as a cross-curricular issue; as an integrated component within different subjects; or, as a separate, stand-alone subject within the curriculum. These approaches can also be complementary and can have maximum impact when adopted together. Policy-makers and planners need to decide which approaches are most appropriate for their context. This will be influenced by factors such as educational policies and systems, competing priorities in the curriculum, available resources or other factors.

School-wide: Global citizenship education themes and issues are explicitly expressed in school-wide priorities and the school ethos. With this approach, global citizenship education provides an opportunity to transform curriculum content, the learning environment, and teaching and assessment practices. Examples of school-wide or 'whole school' approaches include the integration of global citizenship education learning outcomes into existing subjects at all levels, use of participatory learning methods across subjects, activities to mark international days, awareness raising, activist-oriented clubs, community engagement and linking of schools in different places.

COUNTRY EXAMPLES

In **England**, the Department for Education and Skills produced ***Developing the global dimension in the school curriculum***, a publication for head teachers, teachers, senior managers and those with responsibility for curriculum development. It aims to show how the global dimension can be integrated in the curriculum and across the school. It provides examples of how to integrate the global dimension from age 3 to age 16, outlining eight key concepts – global citizenship, conflict resolution, diversity, human rights, interdependence, sustainable development, values and perceptions, and social justice. For example, it gives guidance for the promotion of personal, social and emotional development of the youngest learners through discussion of photographs of children from around the world, activities, stories, and discussion of different places children have visited.

Cross-curricular: Global citizenship education can encourage and benefit from teacher collaboration across disciplines. In these contexts, global citizenship education related topics can be addressed in different subjects. Cross-curricular approaches may seem challenging and can be difficult to implement if there is no prior commitment or experience

in such working methods. They nonetheless respond to the deeper learning needs of students, promoting collaboration among both teachers' and students' groups.

Integrated within certain subjects: Global citizenship education can be integrated across a range of subjects such as civics, social studies, environmental studies, geography, history, religious education, science, music and arts. Arts, including visual art, music and literature, can build capacity for self-expression, develop a sense of belonging and facilitate understanding of and dialogue with people from different cultures; they also play a central role in critical inquiry and analysis of social and other issues. Sports can also provide an opportunity for learners to develop their understanding of issues such as team work, diversity, social cohesion and fairness.

Separate, stand-alone subject: Separate courses on global citizenship education are less common, although in some countries aspects of learning associated with global citizenship education are taught separately. In the Republic of Korea, for example, the 2009 curriculum introduced a mandatory subject entitled 'creative experiential activities', which aims to strengthen collaboration, creativity and character building among students. However, the activities undertaken to achieve this – for example, youth organisations, school and community volunteering, and environmental protection – are similar to those associated with a whole school approach.

Global citizenship education can also be delivered within **non-formal education**, for example, through youth-led initiatives, NGO coalitions, and collaboration with other educational institutions, and through the internet. Consideration can be given to partnerships between schools and civil society actors working on global and local issues and engaging these actors in school activities. (See examples below and in Annex 1.)

COUNTRY EXAMPLES

Activate is a network of young leaders in **South Africa** which aims to bring about change though creative solutions to problems in society. Youth from all backgrounds and provinces in the country participate in a two-year programme. In the first year, there are three residential training programmes, working on a particular task. In the second year, participants form action groups on specific tasks, taking their work into the public domain. In one example, an Activator describes how he works in his local community to discourage young people away from joining gangs and engaging in substance abuse. He draws on his own negative experiences with gangs and drugs, having served seven years in jail. On being interviewed, he states: "My vision for South Africa is to see young people standing up and becoming role models... Be yourself, be real and pursue your dreams". http://www.activateleadership.co.za/blog/5-mins-with-fernando#sthash.dRCXMqPx.dpuf

High Resolves is a secondary school educational initiative (implemented by the FYA, the only national, independent non-profit organisation for young people in **Australia**) consisting of a Global Citizenship Programme for Year 8 students and a Global Leadership Programme for Year 9 and 10 students. It aims to enable students to consider their personal role in developing their society as a global community through workshops, simulations, leadership skills training and hands-on action projects.

Over 80,000 students have taken part in the programme in 120 schools since 2005. In 2013, for example, students were involved in a range of projects working on issues such as disability rights, human trafficking, refugee inclusion and marine conservation. http://www.highresolves.org http://www.fya.org.au/inside-fya/initiatives/high-resolves

Peace First, a non-profit organisation based in the **United States**, has a programme in which youth volunteers work with children to design and implement community projects in a participatory way. The rationale is that children are natural creative thinkers and problem solvers. The programme focuses on developing social and emotional skills of self-awareness, empathy, inclusivity and relationships. It has also been implemented in rural areas of **Colombia** through a partnership between local governments and Colombian NGOs. Peace First has additionally developed a curriculum that can be used in schools. It addresses themes such as friendship, fairness, cooperation, conflict resolution and consequences of actions through experiential activities and cooperative games. For example, 1st graders learn about communicating their feelings, 3rd graders develop skills and awareness around communication and cooperation, 4th graders practice courage and taking a stand and 5th graders explore how to resolve and de-escalate conflicts. http://peacefirst.org

3.1.3 Implementing it in difficult settings

In certain settings, educators and policy-makers may face financial and/or human resource constraints and other contextual challenges that make it difficult to implement system-wide reforms and global citizenship education programmes. For example, schools may lack books and other resources or have overcrowded classrooms, while teachers may have limited or no education and training, or face pressure to prepare students for national examinations. In crisis-affected contexts, there may be particular political, social and/or cultural sensitivities – in addition to competing priorities for education delivery and system reconstruction – that pose significant challenges for the planning and implementation of global citizenship education. In such cases, global citizenship education can be implemented even with limited resources or in difficult circumstances. While resource-intensive or system-wide initiatives may be unrealistic in the short term, there are policy and planning decisions that can be made, starting with what can be done realistically, integrating global citizenship education incrementally into the education system at all levels. For example, one option may be to work initially with a sub-set of schools expressing interest or UNESCO ASPnet schools. Another option may be to focus on one aspect of the education process, such as pre-service and in-service teacher training or revising textbooks to incorporate global citizenship education concepts.[9] Another is to initiate school projects that provide learners the opportunity and motivation to learn more about what it means to be a global citizen. The emphasis should be on beginning with what is feasible and strategic in a given context (which will necessarily vary), and building progressively from there.

9 For a more in-depth discussion of approaches for implementing global citizenship education in under-resourced or difficult settings, please see Education Above All (2012). *Education for Global Citizenship*.

3.2 How to deliver it in the classroom

3.2.1 The role of, and support for, educators

Global citizenship education requires skilled educators who have a good understanding of transformative and participatory teaching and learning. The main role of the educator is to be a guide and facilitator, encouraging learners to engage in critical inquiry and supporting the development of knowledge, skills, values and attitudes that promote positive personal and social change. However, in many contexts, educators have limited experience of such approaches. Pre-service training and ongoing opportunities for professional learning and development are critical, to ensure that educators are equipped to deliver quality global citizenship education.[10,11] (See examples of initiatives to support educator professional development in Annex 1).

It is also important to recognise that educators can only deliver effective global citizenship education if they have the support and commitment of head teachers, communities and parents, if the school system allows for the approach to teaching and learning required for effective global citizenship education – for example, in many contexts, traditional teaching approaches that promote rote learning are the norm – and if they have adequate time and resources.[12]

3.2.2 The learning environment

Safe, inclusive and engaging learning environments are also critical to effective global citizenship education. Such environments enhance the experience of teaching and learning, support different types of learning, value the existing knowledge and experience of learners and enable the participation of learners from a diversity of backgrounds. They ensure that all learners feel valued and included, and foster collaboration, healthy interaction, respect, cultural sensitivity and other values and skills needed to live in a diverse world. Such environments also provide a safe space for discussion of controversial issues.

Educators play a central role in creating an environment for effective learning. They can use a range of approaches to create safe, inclusive and engaging learning environments. For example, learners can work with the teacher to agree on ground rules for interaction,

10 See, for example, UNESCO Education for All; Gopinathan et al, The International Alliance for Leading Education Institutes (2008); Longview Foundation (2009).

11 See Kerr (1999).

12 See Ajegbo Report (2007).

the classroom can be arranged to allow learners to work collaboratively in small groups, learners can identify resources with support from the teacher, and space can be allocated to learners to display their work. Particular attention needs to be paid to factors that can undermine inclusion and limit opportunities for learning. These factors can include, among others, economic background, physical and mental ability, race, culture, religion, gender and sexual orientation.

COUNTRY EXAMPLES

In **Sierra Leone** in 2008, the Ministry of Education and the national teacher training institutions worked with UNICEF to develop the '**Emerging Issues**' Teacher Training Programme with the aim of supporting post-conflict reconstruction, through both learning content and teaching methodology. The training covers thematic issues, such as human rights, citizenship, peace, environment, reproductive health, drug abuse, gender equity and disaster management, as well as teaching and learning methods to promote behaviour change. Materials have been developed for course units throughout pre-service training as well as for both intensive and distance in-service training. http://learningforpeace.unicef.org/resources/sierra-leone-emerging-issues-teacher-training-programme/

In **Sri Lanka**, the Ministry of Education and GIZ are implementing an **Education for Social Cohesion (ESC)** programme, aligned with the 2008 National Policy on Education for Social Cohesion and Peace. Cited as one of the strengths of the project, it focuses on 200 pilot schools in five of the country's nine provinces – predominantly in disadvantaged, post-conflict regions and representing different language groups – 'where ESC activities can be brought together under one roof, and where experimentation can happen'. These activities cover four areas, including peace and value education, multilingual education, psychosocial care, and disaster prevention. Emphasis is placed on whole school development, ranging from student engagement and training and support for teachers and administrators to qualitative and quantitative impact assessment. According to a review of the programme, these pilot schools 'are already acting as a model for such whole school work.'
https://www.giz.de/en/worldwide/18393.html

3.2.3 Teaching and learning practices

As understandings of global citizenship education have evolved, there has been increasing focus on related teaching and learning practices, recognizing that existing practices often emphasise particular forms of learning.[13] In global citizenship education, participatory, learner-centred and inclusive teaching and learning practices are central, as is student engagement in different choices about the teaching and learning process. Such practices are fundamental to the transformative intent of global citizenship education. The wide scope and depth of learning associated with global citizenship education also requires a sophisticated

13 See Evans (2008); Kerr (2006;) Parker (1995).

range of teaching and learning practices, some of which include project-based learning, participation projects, collaborative work, experiential learning and service learning. There is an increasing body of knowledge and resources available to educators to assist them to explore and integrate global citizenship into whole school and classroom practices (See resources in Annex 1). The box below identifies some core teaching and learning practices for global citizenship education.

Global citizenship education needs core teaching and learning practices that…

- nurture a respectful, inclusive and interactive classroom and school ethos (e.g. gender equality, inclusion, shared understanding of classroom norms, student voice, seating arrangements, use of space)
- infuse learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals (e.g. independent and collaborative learning, media literacy)
- embed authentic 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 help learners in understanding how they fit in the world in relation to their local circumstances (e.g. use a variety of sources and media, comparative and diverse perspectives)
- use 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 learners to experience learning in varied contexts including the classroom, whole school activities and communities, from the local to the global (e.g. community participation, international e-exchanges, virtual communities)
- emphasise the teacher/educator as a role model (e.g. up to date on current events, community involvement, practicing environmental and equity standards)
- use learners and their families as a teaching and learning resource, especially in multicultural environments

Source: Evans, M. et al. (2009). Mapping the "global dimension" of citizenship education in Canada: The complex interplay of theory, practice, and context. *Citizenship, Teaching and Learning, 5*(2), 16-34.

It is also important to ensure that the selected teaching and learning practices are designed to achieve the intended learning objectives and that there is coherence between activities and tasks and expected competencies and learning objectives.[14] Learning activities such as class discussion, reading an article or watching a video and then answering questions, are designed to encourage the development of critical thinking and social skills, explore

14 See Mortimore (1999).

values, support knowledge acquisition and develop practical capacities. More complex teaching and learning practices, for example, group investigation, issue analysis, problem-based learning and social action, are designed to support the development of a range of specific and connected competencies in an integrated manner.[15] Real life tasks or authentic demonstrations, such as global issue research projects, community service activities, public information exhibits and online international youth fora, are increasingly being used to develop the competencies associated with global citizenship education.[16]

Information and communication technologies (ICT) and social media provide opportunities to support teaching and learning on global citizenship education (see box below), connecting classrooms and communities and sharing ideas and resources. Aspects to consider include technologies available (for example, internet, video and mobile phones, and distance and online learning) and how learners might use ICT and social media in global citizenship education (for example, creating podcasts and blogs, conducting research, interacting with real-life scenarios and collaborating with other learners). Distance and online learning and information-sharing platforms can also be used by educators to develop their own understanding and capacity.

COUNTRY EXAMPLES

The British Council's **Connecting Classrooms** initiative partners classrooms from different parts of the world, giving learners the opportunity to gain an understanding of various cultures, and engage with issues and develop skills of global citizenship. Teachers develop their skills of teaching about global citizenship issues, learn about different educational systems and improve their teaching skills. One example is a partnership between a primary school in rural Lincolnshire, UK, and a primary school in Beirut, Lebanon, where the children had the opportunity to talk to each other via Skype on the theme of 'living together'. Due to the ongoing crisis in Syria, the school in Beirut has a large number of Syrian refugee school children, as well as Lebanese and Palestinian students. The initiative has created an emotional bond of empathy between students of the two schools and also promoted empathy between the different communities within the school in Beirut. https://schoolsonline.britishcouncil.org/linking-programmes-worldwide/connecting-classrooms/spotlight/Lebanon

In **England**, a junior school in Slough initiated a link with a school in Delhi, **India**. Over 90% of the children at the Slough school are of South Asian ethnic origin. The link was seen as one way to help learners to stay in touch with their cultural roots as well as to enable teachers to develop a better understanding of the children's cultural background. Through developing relationships on a one-to-one basis, using both the Internet and mail, the participating children and teachers developed an ongoing dialogue and global perspectives. http://webarchive.nationalarchives.gov.uk/20130401151715/http://education.gov.uk/publications/eorderingdownload/1409-2005pdf-en-01.pdf

15 Joyce and Weil (2008).

16 Andreotti (2006); Larsen (2008); Taking it Global (2012); Think Global (2013); UNESCO Associated Schools Project.

iEARN is a non-profit organisation of over 30,000 schools and youth organisations in more than 140 countries. iEARN supports teachers and young people to work together online using the Internet and other communication technologies. Every day, more than 2 million students are engaged in collaborative project work worldwide through iEARN. http://www.iearn.org/

In **Nigeria and Scotland, Power Politics**, a collaborative project involving schools, aims to raise awareness of global development issues and to promote relations between countries. Working with learners and teachers in Port Harcourt, Nigeria and Aberdeen, Scotland, the project develops curriculum materials addressing issues relating to oil and gas, the main industries in both regions. For example, students in Port Harcourt have made a film about the positive and negative effects of oil on their country, identifying economic, social, environmental and political impacts; students from a school in Aberdeen developed a comic to explain the MDGs and to think about how to set priorities for the post-2015 agenda. http://www.powerpolitics.org.uk/resources

Taking it Global for Educators is a network of 4,000 schools and 11,000 teachers in more than 125 countries that aims to empower young people to learn about and engage with global challenges, with a focus on global citizenship, environmental stewardship and student voice. Educators are supported to use technology to create transformative learning experiences for their students. This network offers a community of educators who are interested in collaborating on international learning projects and a safe, advertising-free virtual classroom platform designed to support international collaboration through the use of digital media tools. It also provides practical professional development e-courses, webinars and in-person workshops on global citizenship, environmental stewardship and student voice, a range of programmes open to classrooms around the world that provide innovative ways to teach and learn about specific global issues, and a database of issue-oriented, curriculum-linked global education resources developed by teachers for teachers. The Global Youth Action Network, a Taking it Global for Educators programme, has also created a clearinghouse to support youth movements and youth activism. http://www.tigweb.org http://www.youthlink.org/gyanv5/index.htm

In a joint initiative between the Tunisian Government, the Arab Institute for Human Rights, local NGOs and UN agencies, **Tunisia** has established human rights and citizenship school clubs in 24 primary and secondary schools. The aim is 'to transfer knowledge about democracy that is linked to the social context and spread the values and principles of human rights and citizenship among educated youth, by using participatory pedagogy oriented to citizenship projects'. The first school club opened in Bab Khaled primary school in Mellassine, a poor district of Tunis. Students participated in the management of their school space and in community projects in order to develop skills for civic engagement and improve the local community. http://www.unesco.org/new/en/media-services/single-view/news/launch_of_the_first_citizenship_and_human_rights_school_club_in_tunisia/#.VDoyblFpvJw

3.3 How to assess learning outcomes

Assessment and evaluation in global citizenship education can serve different purposes. For example, they can be used to:

- gather information and record learners' progress and achievement toward curriculum expectations;
- communicate progress to learners, identify strengths and areas for growth, and use this information to set learning goals;
- guide decisions about the learner's grading and academic and occupational choices;
- provide feedback about the success of the teaching process and/or the course/programme to help plan, implement, and improve instruction.

In this guiding framework, assessment and evaluation are primarily considered within the context of improving learning outcomes and helping to determine learners' strengths and areas for improvement, adapt curriculum and instructional approaches to learners' needs, and assess the overall effectiveness of programmatic and classroom practices. It is important that assessment goes beyond learners' knowledge of facts to also include assessment of skills, values and attitudes.

Different questions need to be considered when planning for assessment and evaluation in global citizenship education, such as:

- What are the core areas of learning to be addressed in a comprehensive assessment and evaluation plan?
- How will we know if learners are successfully learning? What indicators can be used?
- What will we accept as evidence of learners' understanding and skill development?
- What types of assessment will be most useful to collect evidence of learning?

The approach taken will depend on the context, as different education systems take different approaches to assessment and evaluation of learning. It will also depend on how global citizenship education is delivered, for example across the curriculum or within a specific subject(s) or another modality.

Methods of assessment, formative or summative, will need to be aligned with the learning objectives and teaching and learning practices. Given the variety of learning objectives and competencies entailed in global citizenship education, a range of methods is likely to be required (for example, assignments, demonstrations, observations, projects, performance tasks, tests) to accurately assess learning. Too narrow a range of assessment methods will only provide a limited snapshot of what learners have learned.

Educators of global citizenship education can consider the broader purposes of assessment and go beyond the exclusive use of the **assessment *of* learning** to include **assessment**

***for* learning** and **assessment *as* learning**. This is of particular importance as they are engaged in an area of education with wide-ranging transformative purposes. Current practice suggests that educators are using a mix of traditional methods of assessment and of more reflective and performance-based methods, such as self-assessment and peer assessment, that capture learners' insights on, for example, personal transformation, deepened understanding of critical inquiry, and engagement and civic agency. Assessment practices aim to assess both personal growth/integration and social awareness. As part of assessment, educators provide learners with descriptive feedback that guides their efforts towards improvement. Opportunities for self-evaluation and reflective journals and portfolios, as well as for peer feedback, are also encouraged in the assessment process.

Other issues to consider in the assessment and evaluation of global citizenship education learning outcomes include *processes* (e.g. teaching and learning practices, learner engagement) and *outcomes* (e.g. individual and group knowledge, skills, values and attitudes and achievements), as well as *contextual issues* (e.g. curriculum documents, institutional policies, teaching competencies, administrative commitment and support, resources, learning environment, community relationships). Throughout the planning process, issues of validity, reliability and fairness need to be considered in the design and application of assessment and evaluation practices.

Although there are no globally agreed indicators for monitoring global citizenship education learning outcomes as yet, it is expected that a proposed measurement framework and potential indicators will become available soon. A number of surveys exist which attempt to assess the outcomes of global citizenship education in different settings (see Annex 1) while efforts by various stakeholders are underway, especially in light of the proposal to include global citizenship education, together with education for sustainable development, as one of the targets of the education goal in the post-2015 development agenda. UNESCO is contributing to these efforts by commissioning research that will be used to develop evidence-based proposals on potential indicators and considerations for data collection.

COUNTRY EXAMPLES

An evaluation process was undertaken by Plan International and the University of Melbourne's Youth Research Centre for a global citizenship education programme in **Australia** and **Indonesia**. The programme 'connects groups of students in Australian schools with children in Indonesian communities to foster understandings of how issues faced by young people in their own communities relate to wider global issues.' Research undertaken between 2008 and 2011 to assess the outcomes of the programme found positive changes in awareness and understanding of global issues and skills development. In particular, the researchers found that 'participants who were able to engage for a longer time were able to identify greater learning outcomes and to consider their roles in the world in substantially changed ways'.

The International Civic and Citizenship Education Study (ICCS) administered by the International Association for the Evaluation of Educational Achievement (IEA), assesses student achievement in a test of knowledge and conceptual understanding, as well as student dispositions and attitudes relating to civics and citizenship.

Teachers and school questionnaires gather information about the contexts in which students learn about civics and citizenship, including teaching and classroom management practices, and school governance and climate. ICCS 2009 assessed students enrolled in the eighth grade (mean age - 13.5 years). The forthcoming ICCS 2016 will report on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviours.

In addition to assessing learning outcomes, ongoing **monitoring and assessment of the quality of global citizenship education programmes** is also important and can be undertaken in different ways. This can be done, taking into consideration different programmatic aspects (e.g. learning expectations, resources, teaching competencies, learning environment); processes (e.g. teaching practices, learning resources, learners' engagement); outcomes (e.g. knowledge, skills, values and attitudes, transformative effect); and contextual considerations.

Carrying out effective assessment of global citizenship education programmes should be integrated into assessments that are already present, where possible, and requires careful attention to a range of factors. Assessment purposes and indicators (e.g. status, facilitative, results) need to be clearly defined, the nature of the teaching/learning population and context need to be considered, and the kind of information that constitutes acceptable evidence and methods of collecting data need to be determined. Other dimensions need to be taken into account as part of a more comprehensive strategy, including official curriculum documents, institutional policies and programmes, educational environment and relationships, community relationships, professional learning, and administrative commitment and support. Various considerations (e.g. scope, relevance, articulation, continuity) also require continued attention in programme assessment.

The results of programme assessment can be used for various purposes such as, for example, identifying programmatic limitations, targeting specific areas for improvement, reporting local, national, international trends and outcomes, evaluating programme effectiveness or promoting accountability and transparency. Data need to inform decision-making about the way forward and to improve and sustain learning. Such a learning-oriented culture defines success as improvement and considers errors as a regular part of the teaching/learning improvement process.

Annexes

Annex 1: Selected online practices and resources

Online databases

UNESCO Clearinghouse on Global Citizenship Education, hosted by the Asia-Pacific Centre of Education for International Understanding (APCEIU), a UNESCO Category II institute. www.gcedclearinghouse.org

UNESCO database on Global Citizenship Education. The database includes related materials published by UNESCO. www.unesco.org/new/en/education/resources/in-focus-articles/global-citizenship-education/documents-unesdoc/

Classroom and curriculum resources

Amnesty International. Human Rights Education: https://www.amnesty.org/en/human-rights-education

Breaking the Mould. https://www.teachers.org.uk/educationandequalities/breakingthemould

Bryan, A. and Bracken, M. 2011. *Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools*. Dublin, Irish Aid. http://www.ubuntu.ie/media/bryan-learning-to-read-the-world.pdf

Chiarotto, L. 2011. *Natural Curiosity: Building Children's Understanding of the World Through Environmental Inquiry: A Resource for Teachers*. Toronto, ON, The Laboratory School at The Dr Eric Jackman Institute of Child Study, OISE, University of Toronto. http://www.naturalcuriosity.ca/.

Child & Youth Finance International. 2012. *A Guide to Economic Citizenship Education: Quality Financial, Social and Livelihoods Education for Children and Youth*. Amsterdam, Child & Youth Finance International. http://childfinanceinternational.org/library/cyfi-publications/A-Guide-to-Economic-Citizenship-Education-Quality-Financial-Social-and-Livelihoods-Education-for-Children-and-Youth-CYFI-2013.pdf

Classroom Connections. Cultivating a Culture of Peace in the 21st Century. http://www.cultivatingpeace.ca/cpmaterials/module1/

Classroom Connections. Cultivating Peace – Taking Action.
http://www.classroomconnections.ca/en/takingaction.php.

Council of Europe, OSCE/ODIHR, UNESCO and OHCHR. 2009. *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*. Warsaw, OSCE/ODIHR. http://www.osce.org/odihr/39006?download=true

Earth Charter. http://www.earthcharterinaction.org/content/

Education Scotland. Developing global citizens curriculum within Curriculum for Excellence.
http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/about/developingglobalcitizens/what.asp

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http://www.oise.utoronto.ca/cidec/Research/Global_Citizenship_Education.html

Global Citizenship Curriculum Development (GCCD). Faculty of Education International and Center for Global Citizenship Education and Research and University of Alberta International.
http://www.gccd.ualberta.ca/

Global Dimension: The World in Your Classroom. http://globaldimension.org.uk/

Global Teacher. http://globaldimension.org.uk/resources/item/2107

Global Teacher Education. Global Education Resources for Teachers.
http://www.globalteachereducation.org/global-education-resources-teachers

Global Youth Action Network. http://www.youthlink.org/gyanv5/index.htm

Larsen, M. 2008. *ACT! Active Citizens Today: Global Citizenship for Local Schools*. London, ON, University of Western Ontario. http://www.tvdsb.on.ca/act/KIT_PDF_files/B-Introduction.pdf

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http://www.oise.utoronto.ca/oise/UserFiles/File/TEACHING_GLOBAL_MATTERS_FINAL_ONLINE.pdf

Open Spaces for Dialogue and Enquiry (OSDE) Methodology.
http://www.osdemethodology.org.uk/osdemethodology.html

Oxfam. 2006. *Education for Global Citizenship: A Guide for Schools*. Oxford, England, Oxfam GB.
http://www.oxfam.org.uk/~/media/Files/Education/Global%20Citizenship/education_for_global_citizenship_a_guide_for_schools.ashx

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http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

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TakingITGlobal. http://www.tigweb.org

The Paulo and Nita Freire International Project for Critical Pedagogy. Teacher resources. http://www.freireproject.org/resources/in-the-classroom/

Tunney, S., O'Donoghue, H., West, D., Gallagher, R., Gerard, L. and Molloy, A. (eds). 2008. *Voice our Concern*. Dublin, Amnesty International. http://www.amnesty.ie/voice-our-concern.

UNEP. 2010. *Here and Now! Education for Sustainable Consumption Recommendations and Guidelines*. Nairobi, UNEP. http://www.unep.org/pdf/Here_and_Now_English.pdf

UNESCO. Teaching and Learning for a Sustainable Future. A multimedia teacher education programme. http://www.unesco.org/education/tlsf/

UNESCO. 2012. *Education for Sustainable Development: Sourcebook*. Paris, UNESCO. http://unesdoc.unesco.org/images/0021/002163/216383e.pdf .
Videos available in English:
http://www.unesco.org/archives/multimedia/?pg=34&pattern=Sourcebook&related=

UNESCO. 2014. *How is Global Citizenship Taught? Wisdoms from the Classroom*. http://www.unescobkk.org/education/news/article/how-is-global-citizenship-taught-wisdoms-from-the-classroom/

UN Global Teaching and Learning Project. Cyber School Bus. www.un.org/Pubs/CyberSchoolBus/

Curriculum policy examples

AFGHANISTAN

Education Law (2008). In UNESCO. 2014. *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*. Bangkok, UNESCO.
http://unesdoc.unesco.org/images/0022/002272/227208e.pdf

AUSTRALIA

The 2013 Australian Curriculum. In UNESCO. 2014. *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*. Bangkok, UNESCO.
http://unesdoc.unesco.org/images/0022/002272/227208e.pdf

Melbourne Declaration of Educational Goals for Young Australians (2008). In UNESCO. 2014. *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*. Bangkok, UNESCO.
http://unesdoc.unesco.org/images/0022/002272/227208e.pdf

CANADA

Global Citizenship Curriculum Development, Faculty of Education International and Centre for Global Citizenship Education and Research and University of Alberta International http://www.globaled.ualberta.ca/en/OutreachandInitiatives/GlobalCitizenshipCurriculumDev.aspx

COLOMBIA

Guía 48, Ruta de gestión para alianzas en el desarrollo de compentencias ciudadanas, Ministerio de Educación Nacional. Colombia. 2014.
http://www.mineducacion.gov.co/1621/w3-article-339478.html

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http://www.mineducacion.gov.co/cvn/1665/article-75768.html

INDONESIA

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PHILIPPINES

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REPUBLIC OF KOREA

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http://unesdoc.unesco.org/images/0022/002272/227208e.pdf

UNESCO. 2014. *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*. Bangkok, UNESCO. The publication examines how 10 countries – Afghanistan, Australia, Indonesia,

Malaysia, Myanmar, Nepal, The Philippines, Republic of Korea, Sri Lanka and Thailand – are using education as a vehicle to promote peace and mutual understanding.
http://unesdoc.unesco.org/images/0022/002272/227208E.pdf

Global collaboration resources

E-Pals. http://www.epals.com/#!/main

The Global Teenager Project. http://www.globalteenager.org/

National Association of Independent Schools. Challenge 20/20.
http://www.nais.org/Articles/Pages/Challenge-20-20.aspx

UNESCO Associated Schools Project.
http://www.unesco.org/new/en/education/networks/global-networks/aspnet/

UNESCO ASPnet in Action: Global Citizens Connected for Sustainable Development.
http://en.unesco.org/aspnet/globalcitizens

UNESCO. 2014. *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*. Bangkok, UNESCO.
http://unesdoc.unesco.org/images/0022/002272/227208E.pdf

Organizations and initiatives

British Council's Connecting Classrooms.
https://schoolsonline.britishcouncil.org/linking-programmes-worldwide/connecting-classrooms/spotlight/Lebanon

Centre for Global Citizenship Education and Research, University of Alberta.
http://www.cgcer.ualberta.ca/AboutCGCER.aspx

Child Safety Project Online, the Centre for Educational Research and Development of the Ministry of Education and Higher Education, Lebanon.
http://www.crdp.org/en/desc-projects/6240-%20Child%20Safety%20Online

Council of Europe. 2012. Compass - Manual for Human Rights Education with Young People. Strasbourg, France, Council of Europe. www.coe.int/compass

Developing a Global Perspective for Teachers.
http://www.developingaglobalperspective.ca/gern/

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Annex 3: List of field testing participants

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Lebanon	■ Fadi Yarak, Director-General of Education, Ministry of Education and Higher Education	■ Curriculum specialist Education planner Ministry of Education and Higher Education
Mexico	■ Olivia Flores Garza ASPnet Coordinator	■ Gina A. Decanini, Teacher, Americano Anáhuac Primary School ■ Dan Lester Mota Martínez, Teacher, Americano Anáhuac Primary School ■ Gloria Laura Soto Cantú Coordinator, Americano Anáhuac Primary School ■ Andrés Bolaños, Academic Director, FORMUS Secondary School ■ Susana Jara, Teacher, FORMUS Secondary School ■ Mónica Rodríguez, Teacher, FORMUS Secondary School ■ Dennis Jael Flores Toletino Teacher, High School no. 7, Universidad Autónoma de Nuevo León ■ María de Lourdes Aguirre Martínez, Coordinator, High School no. 7, Universidad Autónoma de Nuevo León
Republic of Korea	■ Jeongmin Eom Chief, Research and Development Team, APCEIU ■ Hyo-Jeong Kim, Assistant Programme Specialist ■ Seulgi Kim, Assistant Programme Specialist ■ Jihong Lee, Assistant Programme Specialist	■ Experts in Curriculum Development: Soon-Yong Pak, Daehoon Jho, Young-gi Ham, Dawon Kim, Yeolkwan Sung, Geunho Lee ■ Teachers with Extensive Experiences in Curriculum/Textbook Development: Sang-hee Han, Heungsoon Lee, Sangyong Park, Seong-ho Bae, Byung-seop Choi ■ Lead Teachers on Global Citizenship Education, Appointed by the Ministry of Education: Sun-Young Han, Hye-kyung Son, Won-hyang Lee, Jae-wha Choi, Sang-Joo Hwang, Yang-mo Kim, Hee-jeong Kim, Mi-na Song, Dong-hyuk Kim, Mi-hee Lee, Seong-mi Bae, Eun-young Kim, Seong-joon Jo, Tae-hoon Kim, Hyo-kyung Hwang, Ji-a Yoon, Ae-kyung Jeong, Yo-han Lee, Mi-ja Jeon, Seon-ryeong Lee, Young-a Im, Min-kyung Kim, Sang-soon Jang, Yeon-jeong Lee, Young-bae Ji, Seong-mi Hong, Kyung-ran Ko, Kwang-hee Moon, Geum-hong Park, Jeong-lee Kang, Yoon-suk Hwang, Kyu-dae Lee, Kyung-suk Lee, Byung-nam kwak, Mi-soon Chu
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Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes to enable learners to contribute to a more inclusive, just and peaceful world. This publication, titled *Global Citizenship Education: Topics and learning objectives*, is the first pedagogical guidance from UNESCO on Global Citizenship Education. It presents suggestions for translating Global Citizenship Education concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts. It is intended as a resource for educators, curriculum developers, trainers as well as policy-makers, but it will also be useful for other education stakeholders working in non-formal and informal settings.

For further information
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or visit: http://www.unesco.org/new/en/global-citizenship-education

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under the auspices of UNESCO

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