

Global citizenship in secondary education: from theory to practice

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Outlines

- 1. Introduction: An Old, Ambiguous or New?**
- 2. Institutionnel perspectives**
- 3. Soft versus Critical Global Citizenship Education**
- 4. What learners know about Global Citizenship**
- 5. Implementing projects and learning activities in secondary schools**
 - 4.2 Ecolint: ULP**
- 6. Conclusion**

1. Introduction: An Old, Ambiguous or New?

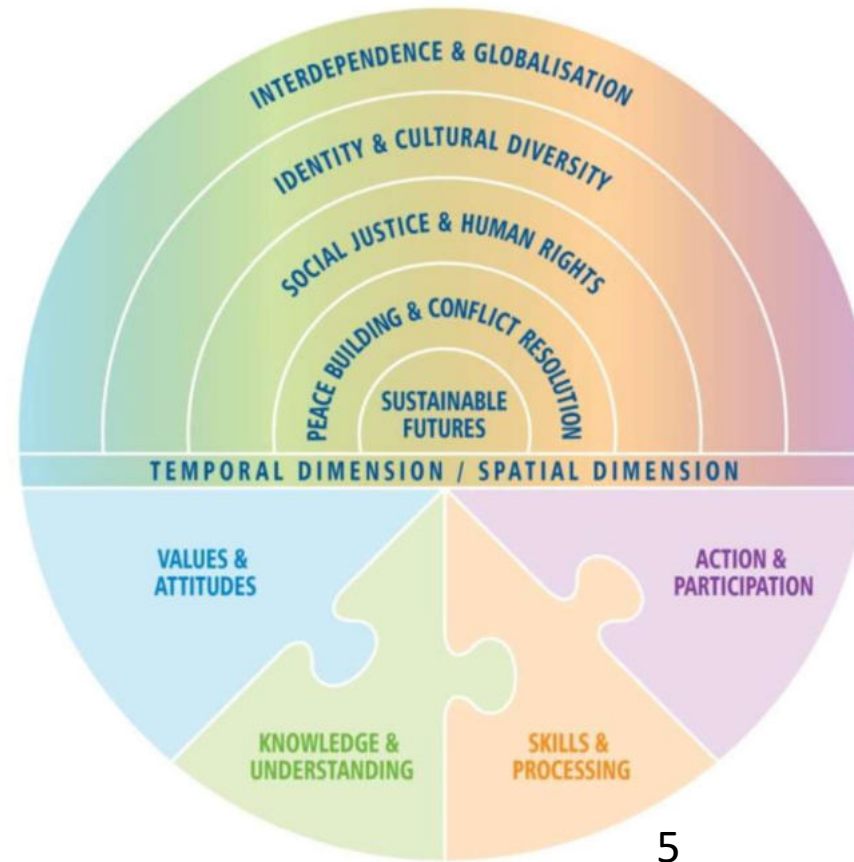
- Cosmopolitanism: perspective that emphasizes the idea of a single, interconnected world
- It is rooted in the belief that all human beings are part of a shared global society, and that we have responsibilities to one another as members of this global community

A Global Citizen?

- Has an understanding of how the world works
- Respects and values diversity
- Participates in the community (Locally and globally)
- Is willing to make the world a more equitable and sustainable place
- Takes active responsibility for his or her actions
- Is outraged by inequalities social injustice
- More rights for citizens
- Less rights for minorities
- Wars, Conflicts and tensions
- Migrants and refugees
- Raising extremism and nationalism
- Discrimination and racism
- Inequalities within nations and between North and South
- Sustainability
- Climate change

2. Institutionnel perspective

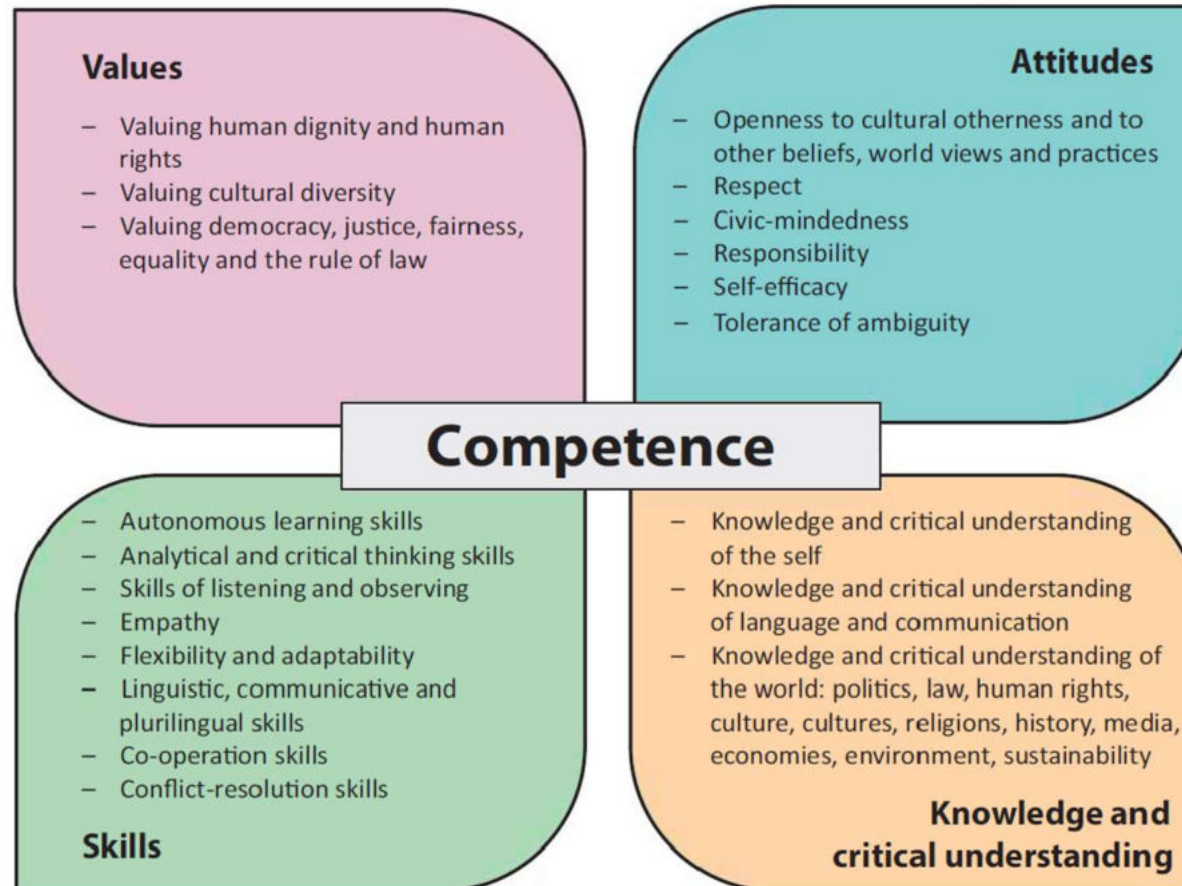
2.1 UNESCO perspective



Global citizenship domains and learning objectives from the UNESCO framework

	Cognitive domain	Socio-emotional domain	Behavioral domain
Topics	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">4. Different levels of identity.5. Different communities people belong to and how these are connected.6. Difference and respect for diversity.	<ol style="list-style-type: none">7. Actions that can be taken individually and collectively.8. Ethically responsible behavior.9. Getting engaged and taking action.

2.1 Council of Europe Perspective



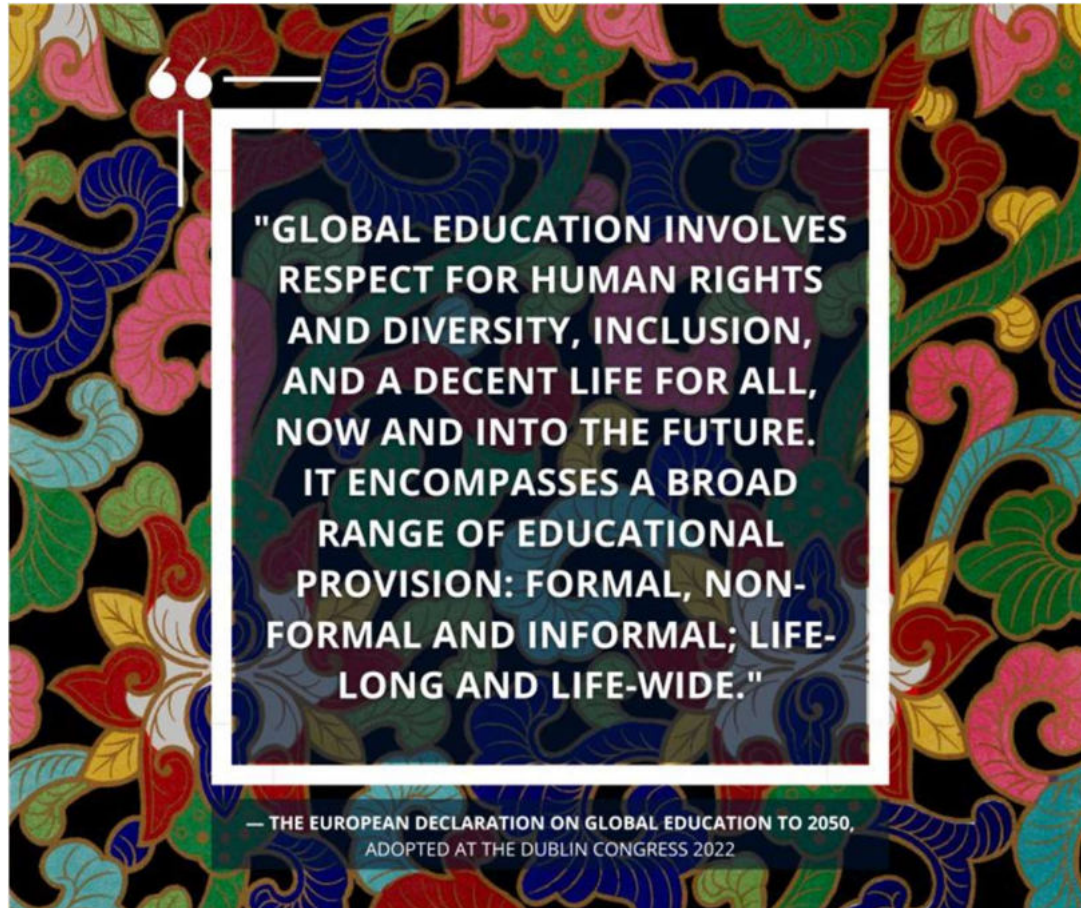
2.3 OECD and PISA

1. Empathy
2. Critical thinking/problem solving
3. Ability to communicate and collaborate with others
4. Conflict resolution
5. Sense and security of identity
6. Shared universal values (human rights, peace, justice, etc.)
7. Respect for diversity/intercultural understanding
8. Recognition of global issues—interconnectedness (environmental, social, economic, etc.)

9 COMPETENCIES
FOR SUCCESS IN A
GLOBAL JOB MARKET



2.4 European Declaration on Global Education to 2050



	Soft Global Citizenship Education	Critical Global Citizenship Education
Problem	Poverty, helplessness	Inequality, injustice
Nature of the problem	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference
What needs to change	Structures, institutions and individuals that are a barrier to development	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships
Role of 'ordinary' individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures	We are all part of the problem and part of the solution
What individuals can do	Support campaigns to change structures, donate time, expertise and resources	Analyse own position / context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
Goal of global citizenship	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world.	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.

3. Soft versus Critical Global Citizenship Education

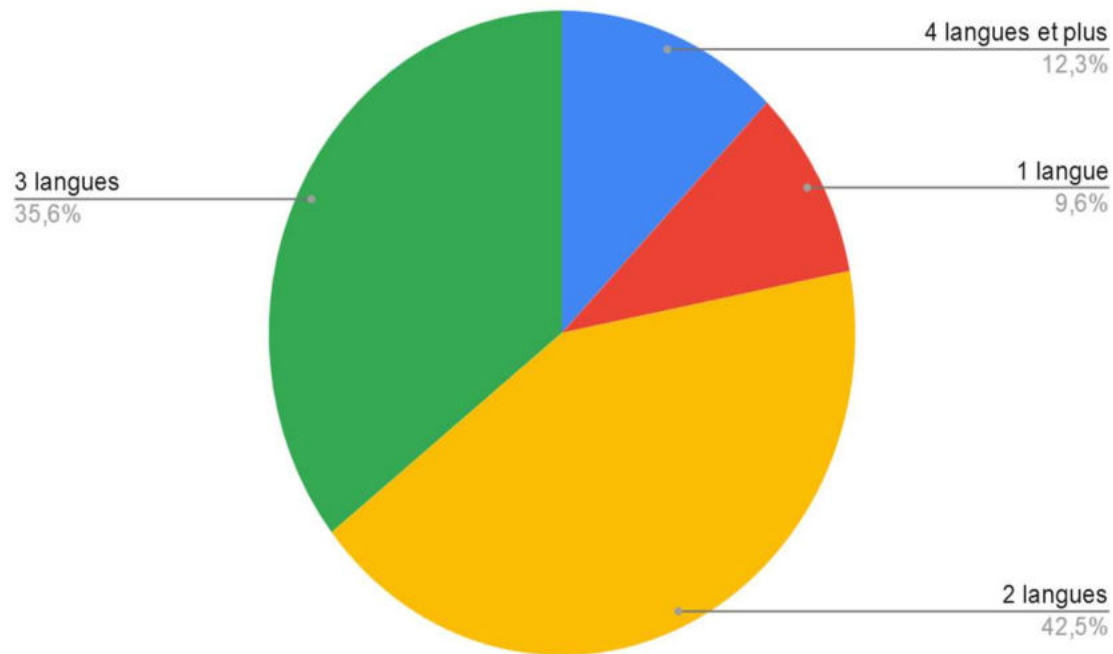
Andreotti, V. (2006) Soft Versus Critical Global Citizenship Education. *Policy and Practice - a Development Education Review, Issue 3, pp. 40 - 51.* (<https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education> retrieved 20 / 8 / 2020)

4. What learners know about GC?

- Online questionnaire: 218 prospective teachers at the university of Geneva (Switzerland)
- 74 responses received
- Response rate: 34%
- A satisfactory rate for an online survey

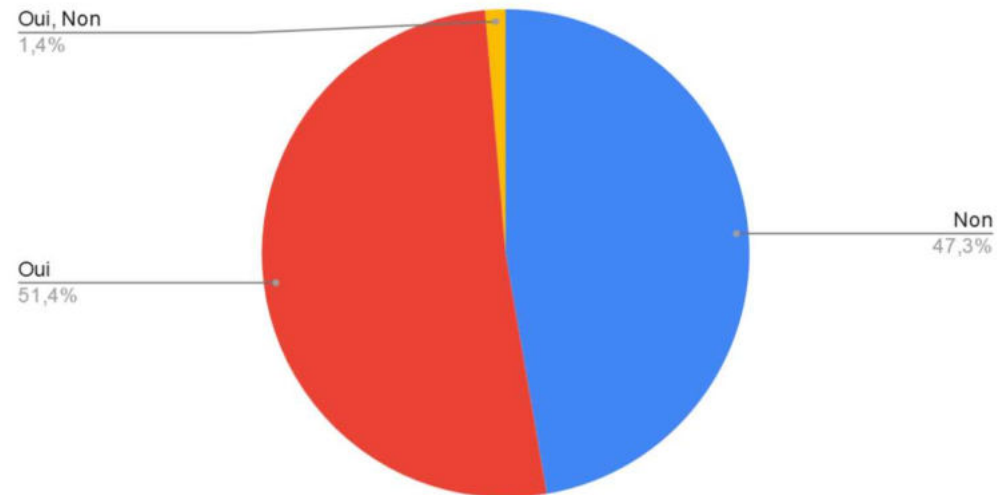
Widespread multilingualism

Nombre des langues maîtrisées



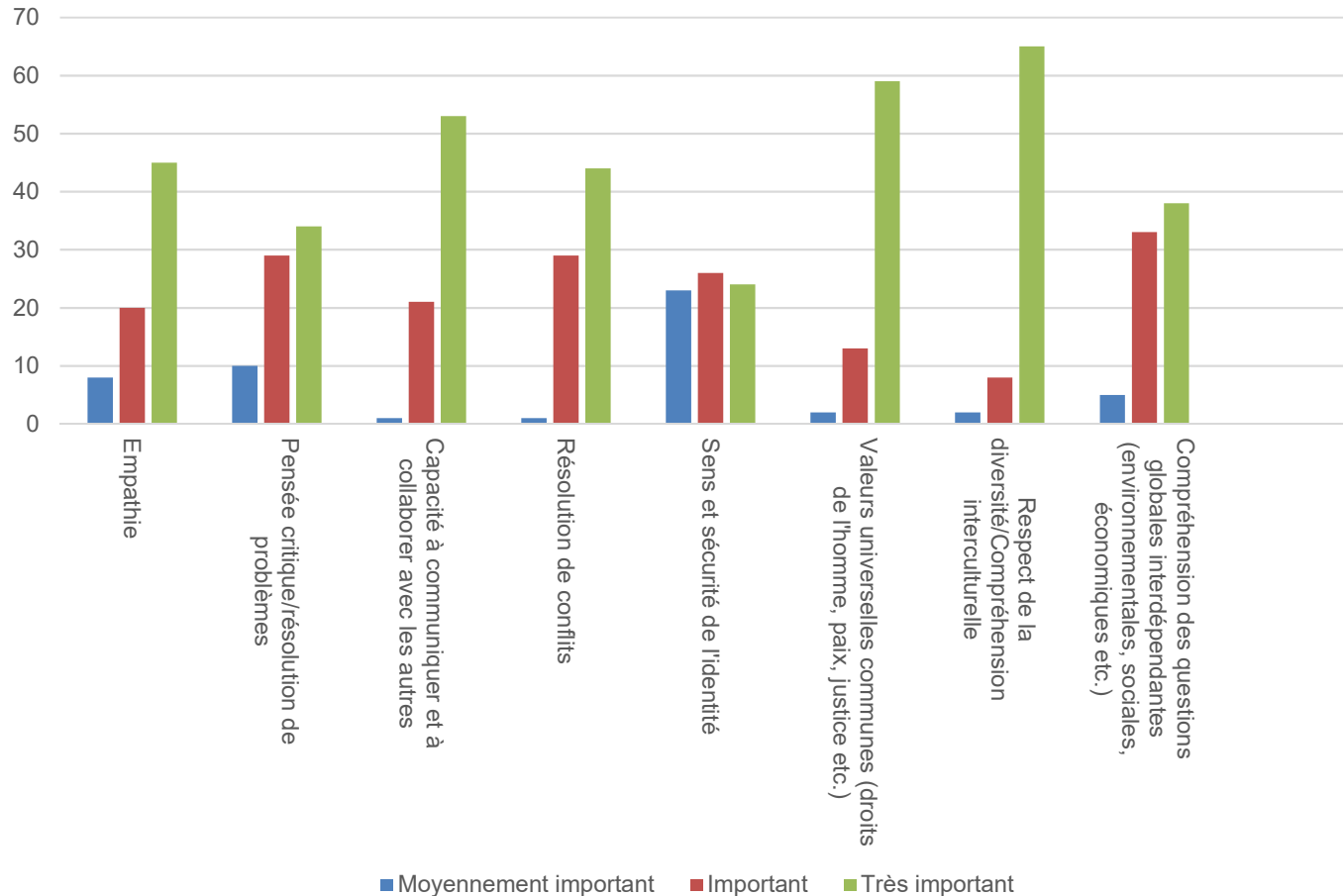
Knowledge of the concept: can do better!

Avez-vous déjà entendu parler de la notion de citoyenneté mondiale?



- global citizenship is an objective officially adopted by the United Nations and Switzerland in September 2015
- However, about 50% of respondents are unaware of the existence of the concept.
- An effort of information and university training seems necessary

Global citizenship competencies



The most important skills are in order of importance:

- **Respect for diversity, common universal values, ability to communicate and work with others**
- **Conflict resolution, empathy and understanding of global issues**
- **Critical Thinking, Meaning and Security of Identity**
- **Students choose skills on which they can act personally more than skills that are more collective and (overall) structural**

Importance of global citizenship

- How important is global citizenship to you in today's world?



4.22

- Do you think your country's education system currently trains learners as global citizens?



3.93

- Do you think you were educated in your country as a citizen of the world?

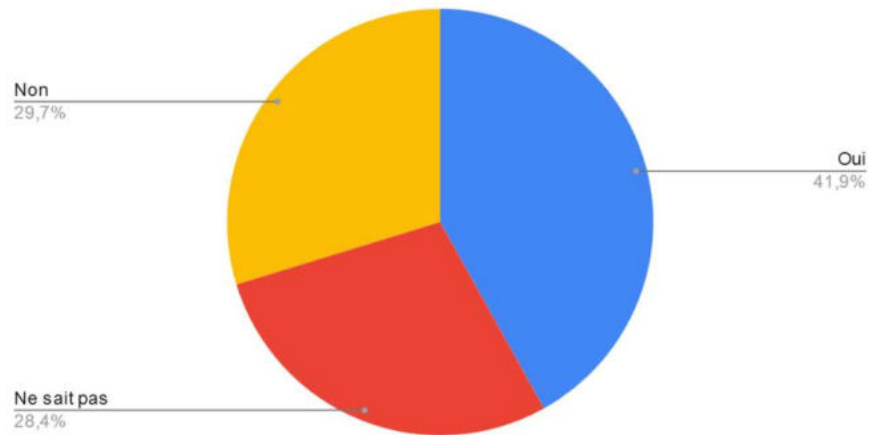


3.32

- Participants agree on the **importance of global citizenship**
- They are **less unanimous in recognizing the capacity of the education system to train learners as citizens of the world**
- When it comes to their own education, respondents are **less likely to point out that they were educated as citizens of the world**

Global or national citizenship: an impossible choice?

Diriez-vous que la citoyenneté mondiale est plus importante pour vous que votre citoyenneté nationale?



- Participants were more likely to affirm the **primacy of global citizenship**
- However, the polarization of opinions seems to indicate that global citizenship cannot make easy sense if it is articulated with national citizenship.
- The large number of participants who do not express an opinion indicates a need for debate and conceptual clarification
- It is relevant to train future generations to articulate their local, national and global citizenship

4. Implementing projects and learning activities in secondary education

- Project-based learning
- Multidisciplinary perspective
- Stop giving theories or answers to questions that students do not ask!
- Strengthen academic and scientific skills/competences but also others competencies (ICT, communication, languages, critical thinking, social commitment, adaptation to uncertainty, valuing diversity and multiple perspectives of knowledge, global citizenship...) giving them the same importance

Our 21st Century Context

Climate change

Environmental degradation

Population growth/aging population

conflicts

security

Energy needs

Biodiversity loss

forced migration

Fresh water scarcity

Extreme poverty

Disease and health risks

Social and Education inequalities

What is Global Citizenship in schools?

Global Citizenship is a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally.

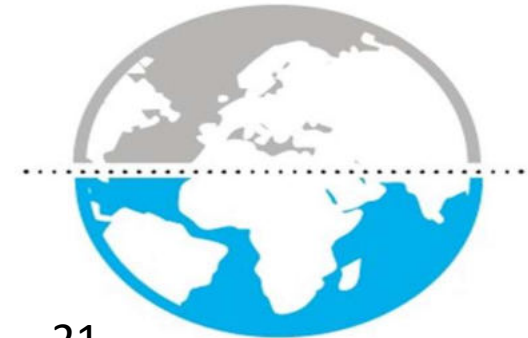
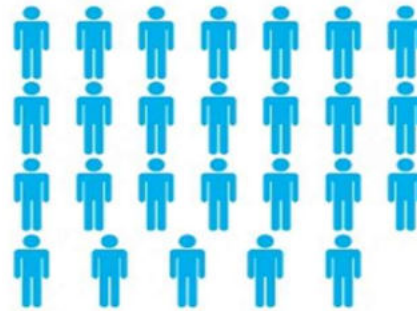
How to promote teaching on global citizenship?

- Understand inequalities and injustices in the world (locally, nationally and globally)
- Act on these inequalities (locally, nationally and globally)



Inequalities

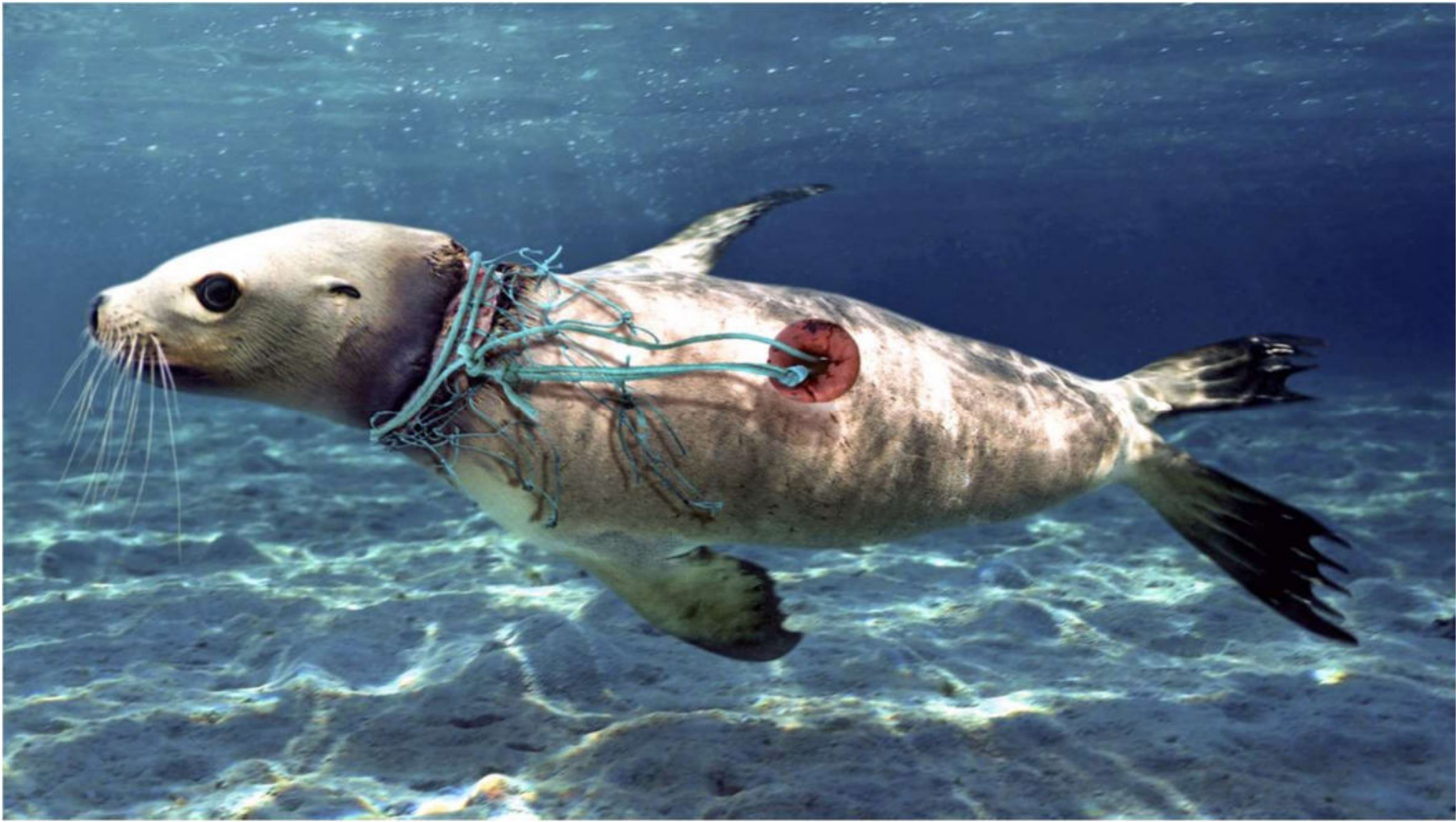
The world's 26 richest people now hold the same wealth as the poorest half of the global population























Universal Learning Programme

Universal Learning Program (ULP)

Table of Contents:

- Introduction
- How does it work?
- Character
- Passion
- Mastery
- Collaboration
- Assessment
- Overarching Goal
- Conclusion

ULP - Introduction

- Age 3-15
- Developed by LGB and UNESCO's IBE
- Focused on the development of **competences** and **deep conceptual understanding**
- Projects, assessments and learning adventures that stimulate and nurture **character, passion, mastery** and **collaboration**
- Universal Understanding Approach

ULP - How does it work?

- Competence based, combining **knowledge, skills, attitudes, values, ethics, dispositions and technology-savvy**
- 7 macro competences:

1. Lifelong learning

- Involving **curiosity, creativity** and **critical thinking**
- Knowing how to learn affords people the regenerative capacity to reinvent themselves for changing contextual demands. It is the source of innovation, adaptability, agility, and resilience.

2. Self-Agency

- Involving **initiative, drive, motivation, grit, resilience** and **responsibility**
- This demands capacity and empowerment to analyse the demands of one's environment and apply all resources at hand (knowledge, skills, technologies, etc.) to take beneficial and self-fulfilling action.

3. Interactively using divers tools and resources

- Involving **responsible consumption**
- These tools include intellectual, cultural, religious, linguistic, material, technical, fiscal, physical, and virtual resources, the interface of the self and machines in smart factories as envisaged in the concept Industry 4.0, the use of multiple technologies, and of time.

4. Interacting with others

- Involving **teamwork, collaboration** and **negotiation**
- This demands collaboration to resolve complex problems and create integrated solutions across contexts. It reaches beyond productivity to humanity. It is also a key competence for social interaction, social cohesion, harmony, justice, and ultimately a peaceful and more reconciled future.

5. Interacting in and with the world

- Balancing **rights and privileges, freedom and respect**
- This enables awareness, sensitivity, and advocacy for collective challenges and opportunities at a local, national, regional, and global level. It entails multicultural, multi-religious and multilingual perspectives that embrace diversity as an enriching asset.

6. Transdisciplinarity

- Involving **STEM, humanities, social sciences** etc...
- Increasing complexity requires ever more sophisticated solutions that integrate knowledge from multiple disciplines and domains of knowledge.

7. Multi-literateness

- Involving **reading, writing, numeracy, digital literacy** etc...
- The 21st century requires people to be multi-literate and to flexibly deploy all literacies. These go beyond reading, writing, and arithmetic to include competences like digital, cultural, financial, health, and media literacies.

ULP - Projects

- **Character:** Who am I?
- **Passion:** What is my purpose?
- **Mastery:** How do I go further?
- **Collaboration:** How can we work together?

ULP - Character

- **Who am I?**
- Community charter
- Character project
- Individualised feedback
- Assessment:
 - Current affairs poster
 - Personal challenge blog

ULP - Passion

- **What is my purpose?**
- Passion project
- Teacher autonomy
- Student voice and choice
- Assessment:
 - Portfolio
 - Motivation and self-management
 - Communication and collaboration
 - Initiative and entrepreneurship

ULP - Mastery

- **How can I go further?**
- Universal Understanding vs Knowledge
- Mastery teaching
- Multi-literateness
- Competency-based assessment
- Universal questions
- Assessment:
 - Video presentation
 - Letter to an organisation they are interested in
 - Statistical representation of big data or on financial mathematics

ULP - Collaboration

- **How can we work together?**
- Service learning
- Group assessment
- A restorative approach to conflict

ULP - Assessment

- Pass, merit, not pass (fail)
- Self-assessment
- Write their own reports
- Assessment checkpoints

Each **pillar** comprises of **macro competence** which comprise of a series of **micro competences**:

Character	Passion	Collaboration			Mastery	
Lifelong learning	self-agency	interactively using divers tools and resources	interacting with others	interacting with the world	Multi-literateness	transdisciplinarity
how to learn	initiative	impactful use of resources	teamwork	balancing rights with responsibilities	reading and writing	STEM
curiosity	drive/motivation	efficient use of resources	collaboration	balancing freedoms with respect	numeracy	Arts
creativity	endurance/grit/resilience	responsible consumption	negotiation	balancing power with restraint	digital	humanities
critical thinking	responsibility	interfacing with tools	leadership	being local and global	data	social sciences
communication	entrepreneurship		followership	environment custodianship	technological	world religions
problem solving	accountability		conflict management	global awareness	coding	languages
reflection	self-management		respect for others		media	vocations
innovation	exercising rights and freedoms				fiance	
	self-respect/self-value				culture	
					health	

ULP - Overarching Goal

- **Universal Learning Passport** - creating an alternative to traditional school-leaving certificates that tells the story of a student's competences rather than merely academic performance

ULP - Conclusions

- Measuring quality
- Measuring quality in GCE
- Rethink and work towards a systemic change in education
 - School structure
 - Student responsibility
 - Leadership
- Curriculum will only get you so far

Conclusion

- Global citizenship education in secondary schools is an educational approach that aims to prepare students to be responsible and active global citizens.
- It goes beyond traditional academic subjects to foster an understanding of the interconnectedness of the world and the importance of addressing global challenges

key components of global citizenship education in secondary schools

- Multicultural and Cross-Cultural Understanding
- Global Issues and Sustainability
- Critical Thinking and Problem-Solving
- Active Engagement
- Trans-Interdisciplinary Learning
- Civic and Social Responsibility