Second UNESCO Forum on Global Citizenship Education

Building peaceful and sustainable societies: Preparing for post-2015

UNESCO Headquarters, Paris, 28-30 January 2015

Organized by
the Division of Education for Teaching, Learning and Content
Education Sector, UNESCO
with the support of Member States

Global Citizenship Education (GCED)

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Wednesday, 28 January 2015

GLOBAL CITIZENSHIP EDUCATION (GCED)

- GCED builds on HRE, Peace Ed, ESD, LTLT, Health Ed, etc. taking the agenda one step further by encapsulating within one model the aspirations of all these efforts, emphasizing how they interconnect and support one another

- Focus on the **role, relevance and content** of education

- Emphasis on **non-cognitive** aspects of learning
  - Values + attitudes, well-being of learners
  - Increasing attention to '*Learning-to-be*' & '*Learning-to-live together*' to complement '*Learning-to-do*' & '*Learning-to know*'

GCED TOPICS AND LEARNING OBJECTIVES (UNESCO)

- Responds to need for clear guidance for and supports the integration of GCED in education systems

- Distils the conceptual aspects of GCED into age-specific topics and learning objectives

- Can be readily available and easily adaptable to different regional or national contexts

- Intended for policy makers, planners, curriculum developers but also other education stakeholders such as educators and the learners themselves

- Developed through a consultative approach and reviewed by the Experts Advisory Group (EAG)

- Builds on UNESCO landmark events and publications :
  - Technical Consultation on Global Citizenship Education (Seoul, September 2013)
  - First UNESCO Forum on Global Citizenship Education (Bangkok, December 2013)
  - *'Global Citizenship Education: Preparing learners for the challenges of the 21st century'* (UNESCO, 2014)

Areas of Focus

- Develop an understanding of the world we live in

- Recognize and appreciate multiple identities

- Develop and apply critical civic literacy skills

- Recognize and examine beliefs and values

- Develop attitudes of care and empathy for others

- Develop value of fairness and social justice

- Participate in issues of global importance in multiple contexts

SUPPORTING TEACHING AND LEARNING

- Attention to inclusion in the learning environment

- Supporting the educator's critical role

- Different approaches to delivery

- Transformative pedagogies

KEY LEARNING OUTCOMES

COGNITIVE
- Learners acquire knowledge and understanding of 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
- 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

GCED TOPICS AND LEARNING OBJECTIVES (UNESCO)

Key learner attributes:

- Informed and critically literate

- Connected and respectful of diversity

- Ethically responsible and engaged

TOPICS

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

- Different levels of identity
- Different communities people belong to and how these are connected
- Difference and respect for diversity

- Actions that can be taken individually and collectively
- Getting engaged and taking action
- Ethically responsible behaviour

	TOPICS	LEARNING OBJECTIVES			
		Pre-primary & lower primary (ages 5-9)	**Upper primary (ages 9-12)**	**Lower secondary (ages 12-15)**	**Upper secondary (ages 15-18+)**
Informed and critically literate	**1.1 Local, national and global systems and structures**	Describe how the world is organised and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Explain how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and identify implications for global citizenship
	1.2 Issues affecting interaction and connectedness at local, national and global levels	Describe key local, national and global issues and explore how these may be connected	Identify the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major global issues and the interconnectedness of local and global factors	Critically examine global issues, responsibilities and consequences of decision-making and identify appropriate responses
	1.3 Underlying assumptions and power dynamics	Describe different sources of information and develop basic skills for inquiry	Distinguish between fact/option, reality/fiction and different viewpoints/perspectives	Identify 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
Socially connected and respectful of diversity	**2.1 Different levels of identity**	Describe how we fit into and interact with the world around us	Define 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	Identify ways in which different levels of identity interact and live peacefully with different social groups
	2.2 Different communities people belong to and how these are connected	Describe differences and connections between different social groups	Distinguish between 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
	2.3 Difference and respect for diversity	Distinguish between sameness and difference, and recognize that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Identify benefits and challenges of difference and diversity	Develop values, attitudes and skills required to engage with diverse groups and perspectives
Engaged and ethically responsible	**3.1 Actions that can be taken individually and collectively**	Describe how we can take action to improve the world we live in	Explore the importance of individual and collective action and engage in community work	Identify how individuals and groups have taken action on issues of global importance and get engaged in responses to global issues	Apply skills for effective civic engagement
	3.2: Getting engaged and taking action	Describe 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	Become agents of positive change
	3.3 Ethically responsible behaviour	Describe 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

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

• Learners acquire knowledge and understanding of 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 responsibilities • 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 • 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	1. Different levels of identity 2. Different communities people belong to and how these are connected 3. Difference and respect for diversity	1. Actions that can be taken individually and collectively 2. Getting engaged and taking action 3. Ethically responsible behaviour

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

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

Thank you!