

Second UNESCO Forum on Global Citizenship Education

Building peaceful and sustainable societies: preparing for post-2015

Mainstreaming GCED in education systems: Learners perspective

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Socio-emotional

“learners experience a sense of belonging to a common humanity, sharing values and responsibilities”

Socio-emotional

Self-reflection is necessary to help students gain:

1. Cross-cultural understanding
2. Self-awareness

Behavioral

“leaners developing motivation and willingness to take necessary action”

Behavioral

1. Educational institutions' bureaucracies hamper children's motivation
2. Educator's imposing own ideas results in less creative input from the students
3. Subjecting children to join pre-established extracurricular clubs focuses more on organizational ideals: meritocracy, hierarchy and duties and less on individual outcome

Assessing learning outcomes

“go beyond the exclusive use of the assessment of learning to include assessment for learning and assessment as learning”

Assessing learning outcomes

- Analytical skills
- Critical thinking
- Informed decisions

Youth-led initiatives

- Children born this year will be graduating college by 2035
- Technological innovations as a result of youth creativity can help solve global issues
- Provide students with the tools and support to lead