



GLOBAL CITIZENSHIP EDUCATION FRAMEWORK



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“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

Welcome to this exciting global citizenship education framework for teachers, trainers and youth leaders. This framework has been designed to give you ways to refresh your teaching approach in both formal and non-formal education.

How? By rethinking the learning processes in globalised societies. This framework supports young people to understand connections between issues affecting every human being in different regions of the world.

If you are looking for engaging ways to increase young people’s participation, to embed Global Citizenship Education into your curriculum and to support young people’s personal development through extra-curricular activities, we have also produced a *Participatory Learning Methods Booklet*, which you can download [here](#) and a range of *Teaching and Evaluating Global Citizenship Classroom Activities* to develop relevant competency’s in young people such as participation and teamwork, global action, confidence and self esteem. These can be accessed [here](#).

Index

1. Understanding Participation	3
2. Youth Participation in Europe at a Glance	5
3. What is Global Citizenship?	8
4. Global Citizenship Education	10
5. The Sustainable Development Goals	12
6. Learn – Think – Act	14

1. Understanding Participation

According to the recent Schools for Future Youth Report, *Global Citizenship and Youth Participation in Europe* (Bourn, 2015), “youth participation in society means young people being actively involved in decision-making and taking action on issues relevant to them.”

The framework most used and recognised by trainers and practitioners of non-formal education when providing learning opportunities for young people is the [Ladder of Participation](#) formulated by Roger Hart in the publication “Children's Participation: From tokenism to citizenship” [Innocenti essays, UNICEF 1992]. It identifies eight levels of participation by young people in democratic life. According to Hart, democratic countries should provide opportunities for young people to actively learn and practise how to speak out for themselves and to contribute to social progress. Figure 1 shows the ladder.

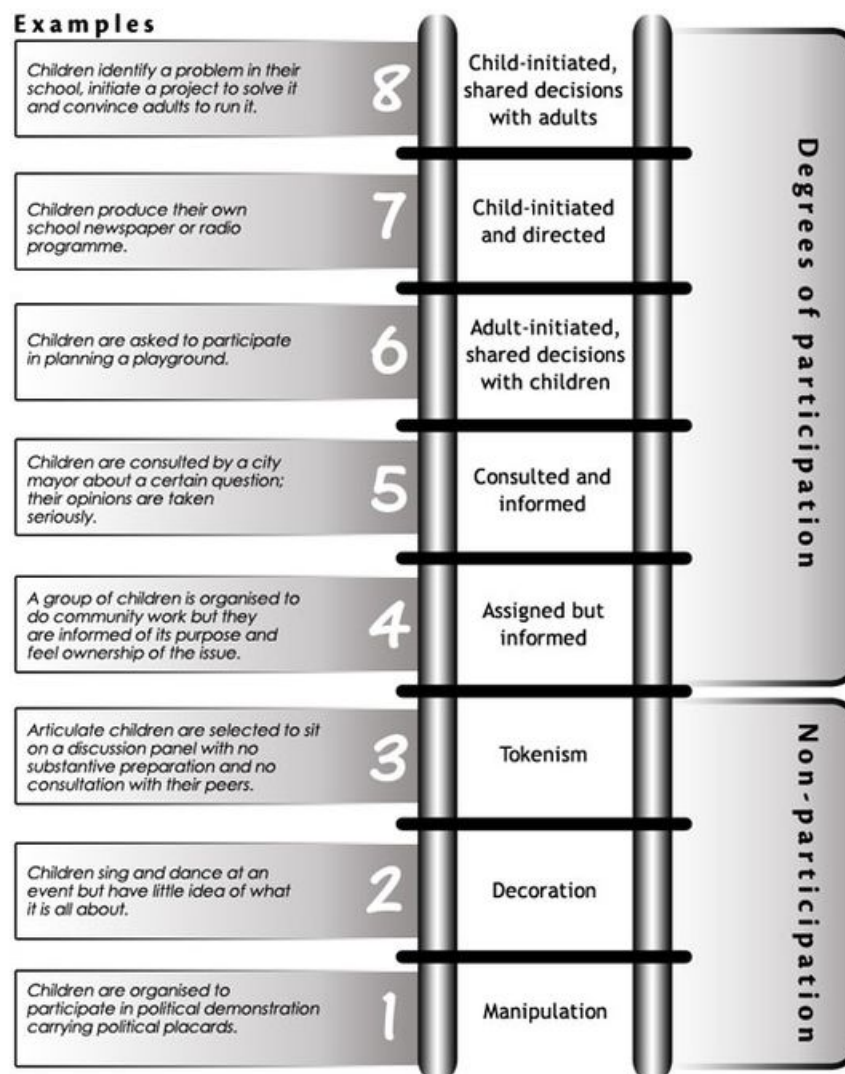


Figure 1. Ladder of participation¹

¹ Figure 1: Compasito - Manual on Human Rights Education for Children [Council of Europe](#)

To understand the links between participation and citizenship further, the extract below has been adapted from the Schools for Future Youth *Global Citizenship and Youth Participation in Europe Report*.

While Citizenship has often been seen in relation to civil, political and social rights, there has been increasing emphasis on “duties and participation” (O’Byrne, 2003). Delanty (2000) defines four of the elements of citizenship as rights, responsibilities, participation and identity, though he also adds a fifth dimension, the more “radical” concept of democratic citizenship. The term can also be seen to denote “a set of attributes”, or a “status, feeling or practice” (Osler and Starkey, 2005); or “a category, a tie, a role or an identity” (Tilly, 1996).

The use of the term “participation” within education has been led historically by policy makers and is linked to the development of a society whose citizens are more engaged. It is also thought of as a way of developing a European identity built on “unity in diversity”.

Whilst there have been a range of policies and initiatives on citizenship education across Europe in the past decade, these have tended to focus on encouraging greater engagement in political institutions or in areas such as volunteering. However, there appears to be a disjuncture between these policies and the way young people actually engage in political and social life, which today is primarily through social media.

Young people are at the forefront of the impact of globalisation and this has consequences for their identity, lifestyle and relationship to social and political issues. They are interested in learning more about global issues, but the methods of teaching in a number of countries in Europe do not help to encourage them to become actively involved.

You can read the Report on our website [here](#).

2. Youth Participation in Europe at a Glance

Across Europe there is evidence that young people care about democracy but that they do not identify with the formal agents of the political system, such as political parties and elected representatives.

TAGS

Youth participation

Introduction

Global Citizenship and Global Citizenship Education reflect broader social and ideological debates about the purpose of education. There are different views about whether Global Citizenship Education should help young people develop the skills to be more effective within a globalised economy, or whether its purpose is to promote universal values or to encourage young people to pursue social engagement but based on an understanding of global issues and forces.

Youth, participation and social media

Across Europe there is evidence that young people care about democracy, but that in many countries they have little identification with the formal agents of the political system, such as political parties and elected representatives. The theme of a democratic deficit in terms of young people and society has been the driver in a range of policy initiatives. However, whilst there are, in theory, opportunities for young people to participate in democratic structures, many of these structures exist outside the lifestyles and cultures within which young people operate and wish to present their views and opinions on issues of the day.

The internet and forms of social networking are today major features of the lifestyle of many young people in Europe. The internet is often the place where young people wish to demonstrate their social and political interests and possible actions. But what is less clear is the extent to which young people use the internet and social networking in a critical way, looking at different perspectives and viewpoints. This is particularly important with regard to how young people perceive and use materials and ideas from civil society organisations.



Figure 2: [University on Youth and Development – Spain](#). The University is an annual meeting organised by national and international youth organisations with the support of the NSC of the Council of Europe to meet, debate, build their capacity and co-operate on youth policy related issues.

According to the study *Young People and Democratic Life in Europe*² (Deželan 2015) “there is a strong interest among young people in the politics of organising, mobilising and contesting power from the outside. The emergence of individualised, immediate, and non-representative styles of politics, associated with protests, petitions and social movements present challenges to traditional politics — but also many opportunities.”

The political participation of young people on the internet appears to break certain rules. Smith et al. (2015) claim that “young people are equally politically active or more so online and that blogs and social media platforms are the preferred outlets for the online political engagement of young people.”

It must be emphasised, however, that the internet has both positive and negative sides. In general, two prevailing sets of views can be identified regarding the role of the internet in politics:

- ***The first view is utopian.*** The internet facilitates access to information about politics and social issues. According to this view, users can act as “game-changers” using the internet as a tool for direct democracy empowering young people to participate in the political debate through virtual communities, blogs and social media.
- ***The second view is sceptical.*** The internet is an extension of “politics as usual” reflecting and reinforcing the behaviours of the offline world. The online political debate is dominated by professionals of the mainstream political parties and it projects their perspectives on social, economic and cultural issues. Furthermore, the digital divide is still an issue that affect the majority of the population.

The two claims are still under debate, but it is clear that young people are more likely to participate online rather than in the face to face spaces for political participation, such as engaging with civil society organisations and political movements.

How to move forward

Young people around Europe are clearly interested in global issues but all too often the ways in which these areas are taught do not encourage greater involvement. In several countries, global issues are still taught in a traditional didactic way. There is also a lack of recognition that global issues need to be taught in a form that starts from and makes direct connections to young people’s needs and lifestyle. This means that themes such as human rights, global poverty and climate change need to show that they are both local and global issues.

Global Citizenship Education can be particularly beneficial for young people because it provides an opportunity for them to take forward their curiosity in global issues but in a form that directly relates to their needs and interests. It is this local–global relationship which needs to be at the heart of every Global Citizenship Education activity.

² The full report can be accessed [here](#).

Young people in Europe are growing up within complex global communities. To make sense of what is happening in the world around them, they need to feel that they can be more than passive observers.

To find out more about youth participation in Europe, the following reports and websites may be of interest:

- Schools for Future Youth [*Global Citizenship and Youth Participation in Europe Report*](#).
- European Youth Forum 2015 [*Young People and Democratic Life in Europe: What next after the 2014 European Elections?*](#)
- [EU Youth Report 2015](#)
- [EU Youth Report 2012](#)
- [SALTO YOUTH portal](#)
- [EUROSTAT Being young in Europe today - family and society](#)

3. What is Global Citizenship?

Global Citizenship is a term which has become widely used, with different interpretations, but the focus is often on young people's positive response to global issues and their actions taken in pursuit of change. This is generally called an "advocacy" approach. It helps young people raise their voice, and is the approach being promoted in Schools for Future Youth.

TAGS

Global citizenship

Global Citizenship means different things to different people. This is partly because it is multi-faceted, with no one definition of what it is. But it is also because as a term, it encapsulates something that has meaning and importance for a wide variety of people in different contexts, as demonstrated by its increased use by a wide variety of organisations globally, and its integration into mainstream educational discourses. This was illustrated clearly in 2012 when the UN General Secretary Ban Ki-moon made the pursuit of global citizenship one of the three pillars of his 'Global Education First Initiative'³ (GEFI), alongside getting children into school and delivering high-quality education to them. Global Citizenship has now become an international educational priority, as the three extracts quoted below testify.

Here are three of the ways in which the purpose of global citizenship for young people in education could be interpreted:

1. A **"global competitiveness" approach**. This means because we live in a globally interconnected, neoliberal world, young people everywhere need to be prepared, particularly in relation to jobs and the economy.

In the globalised world, people move, businesses move, and through technology, individuals can work for businesses located in different countries. As such, one's well-being is affected as much by someone who lives thousands of miles away as by local neighbours, by governments in other nations as well as their own, and by businesses in foreign lands as well as local ones. To prepare students to live successfully in the globalised world, schools must adopt a global perspective. (Zhao, 2009, p.3)

2. A **"cosmopolitan" approach**. This means that because we all live as part of a shared global community, it is important that we understand more about each other, learn about and respect different cultural perspectives, and seek solidarity and the application of "universal" values for example, related to human rights.

To be cosmopolitan in this sense is to be open to those from other places, take an interest in their cultural practices, learn about these practices through reading, travel, and personal contact, and even to shape a personal identity as a cosmopolitan through such experiences. (Waks, 2008, in Oxley and Morris, 2013, p.10)

³ [Global Education First Initiative](#)

3. An “advocacy” approach. This means that because the world is unequal and unfair, it is important that people work to challenge and overcome these inequities. This approach is more to do with social justice, civic action and empowering individuals and communities to raise their voices.

Global citizens know that a world that deprives 1.2 billion people living in extreme poverty of their basic rights and opportunities is unjust and unacceptable. Global citizens believe that we must take action to end the injustice of extreme poverty, by changing the rules that keep people trapped in the cycle of poverty. Global citizens act to ensure that everybody, regardless of where they are born, has the basic rights, education, services and infrastructure that will allow them to move beyond poverty. (Global Citizen, formerly the Global Poverty Project)

It is important to note that in all interpretations of Global Citizenship, the concept of citizenship is a “soft” one, which relates to being part of a shared global community, rather than a “hard” interpretation related to being a citizen of a “state”. So there is no suggestion that there should be a global political supra-nation.

Of course, all of the above approaches to global citizenship are important, and they are also overlapping. However, within Schools for Future Youth, the key focus is mostly on an **advocacy** approach to Global Citizenship, and the support for teachers in this framework therefore promotes this type of approach first and foremost.

Activity idea

Look at the three different interpretations of Global Citizenship. Which of them do you think is the most important and which the least? Why? To spark a discussion with colleagues, put each quotation on the wall of your staff room and ask colleagues to express their thoughts about them.

To find out more about Global Citizenship, the following may be of interest:

Video:

- Hugh Evans, TED Talks. [What does it mean to be a citizen of the world?](#) Video (16'57").

Articles and Reports:

- Andreotti, V. (2006) [Soft v/s Critical Global Citizenship](#), *Policy & Practice – A Development Education Review*, Centre for Global Education, Volume 3: 40–51.
- The UN Secretary General’s 2012-2016 [Global Education First Initiative](#).
- Oxley and Morris (2013) [Global Citizenship: A Typology for Distinguishing its Multiple Conceptions](#), *British Journal of Educational Studies* 61.3: 301–25.
- Tawil, S. (2013) [Education for Global Citizenship: A Framework for Discussion](#), UNESCO Working Paper No.7, Paris: UNESCO.
- UNESCO (2014) [Global Citizenship Education: Preparing learners for the challenges of the twenty-first century](#), Paris: UNESCO.
- Zhao, Y. (2009) *Preparing global citizens: Globalisation and education: A report for Specialist Schools and Academies Trust*.

Global Citizenship Education Guide:

- Oxfam (2006) [Education for Global Citizenship: A Guide for Schools](#), Oxford: Oxfam GB.

4. Global Citizenship Education

The Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (Goal No. 4 on Education), calls on countries to “ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

TAGS

Global Citizenship Education

UNESCO'S Approach

Today more than ever, global civil society is interconnected. Issues related to climate change, democratic participation, peace and security, economic development and migration are the main challenges of our era and they cannot be overcome without global cooperation. Education providers need to set up cross-curricular approaches and experiential learning opportunities in order to facilitate young people’s understanding of such complex issues and their inter-relations.

Sustainable Development Goal 4 (SGD 4) encompasses several definitions of the role and the aims of Global Citizenship Education promoted over the years by academics, international institutions, national expert’s groups and civil society organisations.

All of them refer to three core conceptual dimensions to define Global Citizenship Education goals, learning objectives and competences, but also priorities to assess and evaluate learning.

They include aspects of the three domains of learning: cognitive, socio-emotional and behavioural as presented in the table below.

Table 1: Core conceptual dimensions of global citizenship education⁴

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.

⁴ [Global Citizenship Education: Topics and Learning objectives](#) (UNESCO 2015, page 14)

For UNESCO⁵, “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 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”.

UNESCO further explains that 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.

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.

To find out more about Global Citizenship Education, the following film, and website may be of interest:

Video:

- UNESCO: [Learning to live together in peace through Global Citizenship Education](#) (2'40’’).

Further information from UNESCO:

- UNESCO: [Global Citizenship Education: Topics and Learning objectives](#).
- UNESCO’s approach to [Global Citizenship Education](#).
- UNESCO Global Citizenship Education [Homepage](#).

⁵ [Global Citizenship Education: Topics and Learning objectives](#) (UNESCO 2015, page 15-16).

5. Sustainable Development Goals



Figure 3. The Sustainable Development Goals 2016 - 2030

In 2015 world leaders launched the Sustainable Development Goals (SDGs) and promised to ensure equitable quality education and lifelong learning opportunities for all by 2030.

The SGD’s are the follow up to the Millennium Development Goals (MDGs) that in 2000, set 8 goals to be reached by 2015. Several improvements have been made over the years, but a lot still needs to be done to live in a world providing equal opportunities for all. The main differences between the SDGs and MDGs are that the new framework has clearer quantitative targets and expected outcomes and it foresees a call to action for all the countries, both from the North and the South of the world.

According to UN SDG’s portal⁶ the SDGs, “recognise that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.”

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

The only way to break the circle of poverty and facilitate social advancement is to guarantee quality education for everyone. Education should equip citizens with a set of knowledge, values and skills that can be used in any field of work, in any part of the world.

Despite the huge improvements in relation to the access to education at all levels, many regions of the world are still facing several challenges, especially for girls and women.

You can find out more about progress towards SDG4 in UNESCO’s Global Education Monitoring Report, published annually. The 2016 Report is now available on the dedicated Global Education

⁶ More information on the Sustainable Development Goals can be found [here](#).

Monitoring Report website, where you can access the full report along with the Youth Report: <http://en.unesco.org/gem-report/>.

To find out more about the Sustainable Development Goals, the following films, and websites may be of interest:

Videos:

- United National Development Programme: [Transitioning from the MDGs to the SDGs](#) (3'03").
- United National Foundation: [A Look at the Sustainable Development Goals](#) (1'05").
- Michael Green, TED Talk [How We Can Make the World a Better Place by 2030](#) (14'39").

Websites:

- UN 2015-2030 [Sustainable Development Goals](#)
- [Incheon Declaration Education 2030 and Framework for Action](#) towards SDG4.

6. Learn-Think-Act

Applying global citizenship in education can usefully be summarised as using a “learn-think-act” approach. This means helping young people to learn about issues but also think critically and find ways to use their learning themselves in meaningful and appropriate ways.

TAGS

Global Citizenship Education

One useful way an advocacy-based approach to global citizenship can be understood in education is the idea of helping young people to **learn, think and act** when considering global issues. This is because each stage of this sequence is important:

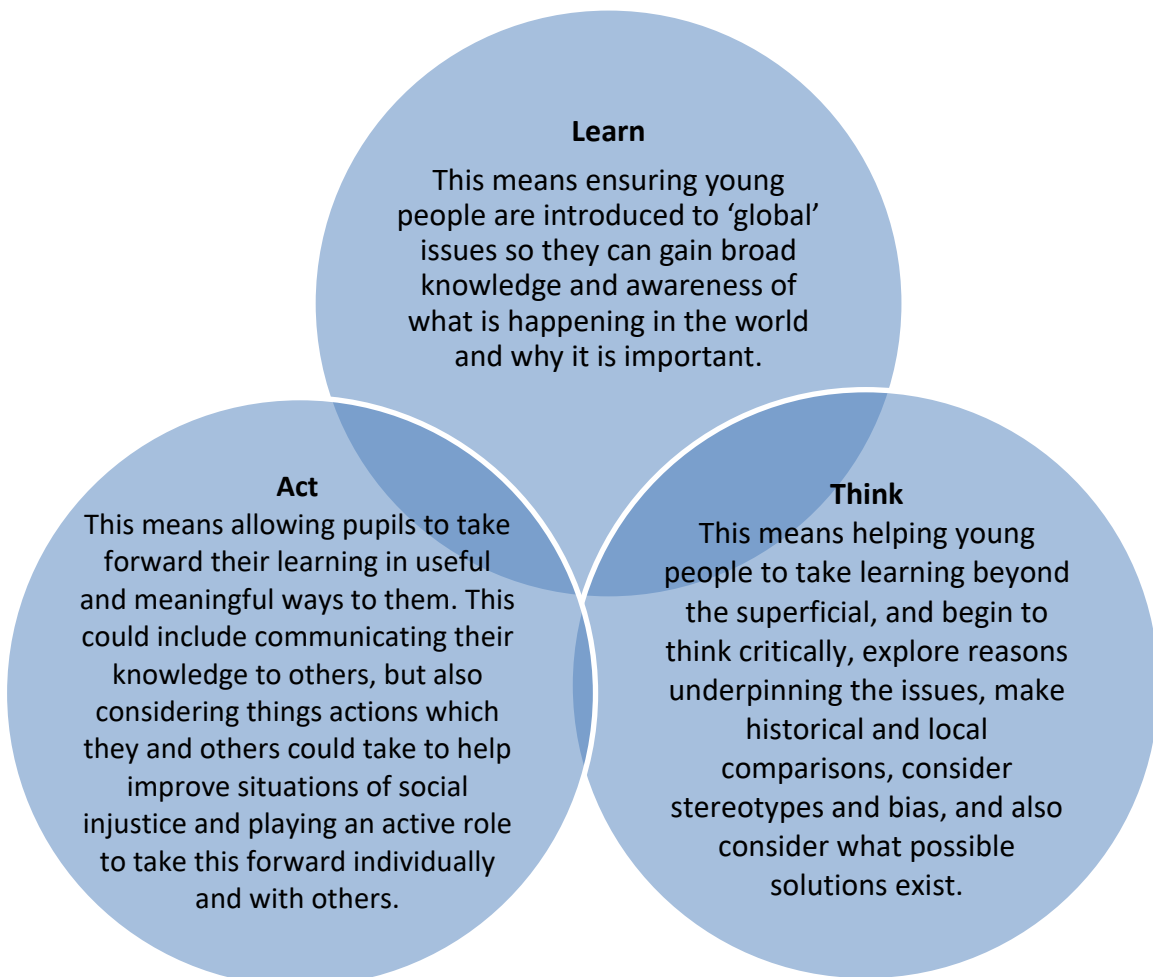


Figure 4. Learn-Think-Act

This is therefore a loose pedagogical approach to applying global citizenship in the classroom. Each of the stages is important, but what exactly happens at each stage will vary depending on the context, using the professional judgement of the teacher.

This model has been incorporated throughout the Schools for Future Youth 'SFYouth Toolkit' for example, all of the activities and resources provided under '[Explore Global Issues](#)' provide teachers and young people with the information to learn about a topic or issue, encourage critical thinking, and provide suggestions of ways to take action.

For more references about this approach you can visit Oxfam GB's website: <http://www.oxfam.org.uk/education/global-citizenship> .