Global Citizenship Education – Basic Approaches and Understandings

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APREC Thematic Session III
Education for Global Citizenship and Sustainable Development
6 August 2014, Bangkok, Thailand
Our vision – every young person, an informed global citizen who is resilient, socially responsible, productive and healthy, an autonomous decision-maker and with the capacity and motivation to contribute to making their community, country, region and the world more peaceful and sustainable.
The opportunity of GCE and ESD

- Increasing interdependence and interconnectedness of people and places
- Ongoing global challenges

Solutions require thinking and acting beyond the national reference
Implications for education

- What children & young people are learning (if they are in school) and if they are learning at all?
- How can their learning make the world a more peaceful and sustainable place, where we all belong, with a common destiny?
- We have to be concerned with an education that matters as well as one that we can measure.
Shifts in education discourse

- Focus on the role of education > relevance > content
- Emphasis on non-cognitive aspects of learning
  - Values + attitudes, well-being of learners

GCE/ESD = an opportunity to address these trends and challenges
GCE: A defining element of quality education

- Addresses the relevance of education
- Builds on HRE, Peace Education, ESD, “LTLT”, Health Education, etc.
- Takes the agenda one step further by encapsulating within one model the aspirations of all these efforts, emphasizing how they interconnect and support one another
- Focuses on pedagogy
- Emphasises life-long learning
GCE competencies

- Understanding universal values, i.e. justice, equality, dignity and respect
- Understanding that we all have multiple identities that coexist with these universal rights/ values
- Capacity to analyse issues through a diversity of angles, think critically and creatively
- Social and emotional skills such as empathy, conflict resolution, communication, aptitudes for networking, interacting with people of different backgrounds, cultures and perspectives
- Capacity to act collaboratively and responsibly to find global solutions and strive for the collective good.
GCE/ESD Competencies

Cognitive

1. Learners have acquired knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations

Socio-Emotional

2. Learners have a sense of belonging to a common humanity and sharing values and responsibilities and holding rights

3. Learners show empathy, solidarity and respect for differences and diversity

Behavioral

4. Learners act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world
ESD and GCE

Similarities:
- Joined in Target 5 as they both define elements of quality education (relevance of education).
- Transformative: both approaches enable learners to transform themselves and society.
- Skills, values: both approaches promote critical thinking, responsibility, etc.
- Pedagogy: both approaches promote interactive, action-oriented pedagogies.

Specificities:
- ‘Agendas’: both approaches refer to overlapping, but slightly different global agendas and discourses.
- Themes: there are different nuances in the themes that both approaches address.
- Stakeholders: in addition to some overlap, both approaches mobilize slightly different stakeholder groups.

→ Both approaches complement each other.
Moving forward

- Clarifying concept and approaches
- Support for country-level implementation
- Share good policies and practices
- Indicators and measurement to follow progress
UNESCO’s plans for GCE support

- **Policy dialogue**: assists Member States in their endeavours to address GCE in their respective education policies, strategies and programmes, particularly with regard to the post-2015 education agenda.

- **Transformative pedagogy**: works to mainstream GCE in education, promoting transformative learning that empowers, encourages and supports learners to think critically and engage with local and global communities.

- **Clearing house function**: in order to support Member States to put GCE into practice, facilitates the sharing and dissemination of information and supports a network of stakeholders to foster communication exchange and collaboration.
Download the publication from the GCE website:
E-mail: gce@unesco.org
Implementing GCE and ESD

- GCE is a framing paradigm; components of GCE can be mainstreamed within existing education interventions
- No ‘one size fits all’ model for implementation
- Link up with opportunities (e.g. ICT, social media, youth engagement)
- Requires transformative pedagogies
- ESD Conference in Nagoya to review and agree new Global Action Plan
Thank You
Education for Sustainable Development

- Education today must prepare learners to contribute to sustainable development.
- Issues like climate change, biodiversity or poverty should be integrated into teaching and learning.
- Teaching and learning should be designed in an interactive, learner-centred way.
- ESD motivates learners and promotes critical thinking, collaborative decision-making, responsibility for present and future generations, etc.
- ESD enables learners to transform themselves and society.
Education for Sustainable Development

- Refers to the three dimensions of sustainable development: society, economy, environment.
- Addresses the education agenda: aims to integrate SD issues in order to enhance education quality and relevance.
- Addresses the SD agenda: aims to integrate education as a major means of implementation.
- Future global framework: Global Action Programme on ESD (as endorsed by the UNESCO General Conference and launched by the World Conference on ESD in November 2014).