GLOBAL CITIZENSHIP EDUCATION:
LEARNING FROM THE EUROPEAN DEBATE AND PRACTICES

Alessio Surian

University of Padova, alessio.surian@unipd.it

Abstract

The paper provides and overview of the current Global Citizenship Education framework and key European Union policies and studies. It also presents two case studies offering examples of how to integrate Global Citizenship Education in formal education and to enhance its cross-curricular and transformative learning aspects in higher education. It focuses on the European award process facilitated by the Global Education Network in Europe which provides promising documentation and research opportunities in order to facilitate peer reviews and learning to ground the debate and policy measures concerning the introduction and the integration of GCE in non-formal education as well as in formal education settings and curricula.

L'articolo presenta una rassegna degli attuali riferimenti chiave in merito all'educazione alla cittadinanza globale, insieme ad un'introduzione ai programmi e agli studi chiave nell'ambito dell'Unione Europea. Presenta, inoltre, due esempi di progetti che indicano come integrare l'educazione alla cittadinanza globale nei contesti dell'educazione formale e come svilupparne gli aspetti trans-disciplinari e relative agli apprendimenti trasformativi nell'istruzione superiore. Prende in considerazione il lavoro del Global Education Network in Europe di assegnazione di premi in questo ambito a livello europeo e di documentazione e ricerca per facilitare apprendimento e feedback fra pari, elementi importanti per costruire un terreno comune di dibattito e di sviluppo di politiche per l'introduzione e l'integrazione della ECG sia nell'educazione non-formale, sia nei contesti e nei curricula dell'educazione formale.

Keywords
Global Citizenship Education, Transformative Learning.

Global Citizenship Education and International frameworks

According to Sustainable Development Goals' Target 4.7 one of the commitment of the Agenda 2030 is that "all learners acquire knowledge and skills needed 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". It is an ambitious target centred on both formal and non-formal educational policies and practices in the field of Global Citizenship. From an educational perspective (Mannion et al. 2011) it is also a controversial statement as on one side it acknowledges the appreciation of cultural diversity and on the other side it takes for granted something that has become almost an oxymoron, the possibility to have "sustainability" embedded in "development" (Boström, 2018). Unfortunately the present

ecological crisis is bearing witness that the current understanding of "development" is far from implying "sustainability" as in the latter case it should be "based on the concept of *parsimony*, rather than on an ever expanding consumption of materials and energy. The objectives of development must therefore shift towards a more equitable *distribution* of the accumulated stock of wealth (including access to resources), and a greater emphasis on the *qualitative* dimension of social and economic progress" (Friend, 1992:160)

At the international level, Global Citizenship Education (GCE) was first addressed within the United Nations with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by UNESCO's General Conference at its 18th session in 1974. The 6th Consultation on the implementation in 2012-2016 of the 1974 Recommendation reports a disparity between high level of policy commitment and need for more progress in teacher education (UNESCO, 2018a). UNESCO's education sector programme considers GCE as a strategic area characterized by three notions that distinguish GCE from other educational approaches: (i) "respect for diversity", (ii) "solidarity", and (iii) a "shared sense of humanity". UNESCO (2015, 2018b) summarises three core conceptual dimensions of global citizenship education: 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).

At the European level, the Council of Europe developed a conceptual model outlining twenty competences that citizens should require to participate effectively in a culture of democracy (Council of Europe, 2016). This model is based on a systematic analysis of over one hundred previous conceptual definitions of democratic competence. This led to the identification of 55 already mapped competences that were checked against a set of criteria and pragmatic considerations in order to identify the key 20 competences. They include three sets of values (Valuing human dignity and human rights; Valuing cultural diversity; Valuing democracy, justice, fairness, equality and the rule of law), six attitudes (Openness to cultural otherness and to other beliefs, world views and practices; Respect; Civic-mindedness; Responsibility; Self-efficacy; Tolerance of ambiguity), eight skills (Autonomous learning skills; Analytical and critical thinking skills; Skills of listening and observing; Empathy; Flexibility and adaptability; Linguistic, communicative and plurilingual skills; Co-operation skills; Conflict-resolution skills), and three bodies of knowledge and critical understanding (Knowledge and critical understanding of the self;

Knowledge and critical understanding of language and communication; Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability).

Recently, Reimers (2020) has grounded GCE within a five-dimension theory including interrelated cultural, psychological, professional, institutional, and political perspectives. Davies et al. (2018:XIV) contributed to re-conceptualised GCE as underpinned by a number of key concepts with special emphasis on five main dimensions:

(i) Justice, understanding how particular approaches to justice can inform democratic approaches to global citizenship education;

(ii) Equity, stressing the need to explore citizenship from the perspective of those marginalised or excluded, as well as the need to acknowledge positionality;

(iii) Diversity, as well as (iv) Identity and belonging, relate to the idea of a culturally responsive learning environment and process;

(v) Sustainable development, mainly translated into the need to balance economic, environmental and social goals.

In relation to European initiatives in this field, Surian (2018) and Andreotti (2010) outline a colonial bias. As Grosfoguel (2007:211) explains: "Although 'colonialism administrations' have been entirely eradicated and the majority of the periphery is politically organised into independent states, non-European people are still living under crude European exploitation and domination. The old colonial hierarchies of European versus non-Europeans remain in place and are entangled with the 'international division of labour' and accumulation of capital at a world-scale". According to Andreotti (2010) such bias should be addressed with a transformative approach taking into account "at least three inter-dependent dimensions of global citizenship education. The first is how educators imagine the 'globe' in global citizenship and education. The second is how educators imagine themselves as 'global educators' and their students as 'global citizens'. The third is how educators imagine knowledge and learning beyond Eurocentric paradigms". Therefore a key challenge is how to take into account alternative ways of thinking about and engaging with others to expand the current GCE focus. In line with this perspective Sharma (2018:43) suggests an intercultural GCE focus, i.e. one that engages with non-Western and less widely known perspectives, for instance those provided by Asian thinkers such as Makiguchi, Gandhi, and Ikeda. Among African scholars Swanson (2015:34) suggests to explore the "Ubuntu" concept in relation to global citizenship and related education initiatives: "Ubuntu is short for an isiXhosa proverb in

Southern Africa. It comes from the phase, Umuntu ngumuntu ngabantu , a person is a person through their relationship to others. Ubuntu is recognized as the African philosophy of humanism, linking the individual to the collective through brotherhood or sisterhood. It makes a fundamental contribution to indigenous ways of knowing and being." Therefore, ubuntuizing GCE would serve the purpose of decolonising it. "Ubuntu" is included by UNESCO (2018b) among the concepts that promote ideas that "echo those at the core of GCE" such as "Sumak kawsay" ("Well-being"), from Ecuador. From a Latin American and a youth perspective, Cunha and Gomes (2012:104) consider the work of Enrique Dussel, Aníbal Qijano and Walter Mignolo as crucial in order to understand persisting elements of colonialism and coloniality of knowledge that shape power relations in the social realm after the end of the colonial cycle as such: "colonialism, as a formal political system, may have come to an end, but that it maintains a central role in the social imagination as a system that legitimises roles and relationships of dominators and dominated, citizens and subjects, hegemons and subalterns, based on cultural differentialism, racism, religion and role in human history".

European Practices and the Global Education Awards

The European Commission offers to civil society organisations and to local authorities specific awareness raising and education grants managed by the Directorate General Development Cooperation (Unit B1 Gender Equality, Human Rights and Democratic Governance) to ensure the commitment of EU citizens to development and to contribute to sustainable lifestyle patterns of EU citizens. The budget line aims (a) to develop European citizens' awareness and critical understanding of the interdependent world, of roles and responsibilities in relation to the development issues of the "People" and "Planet" pillars of the Consensus, and (b) to encourage their active engagement with global attempts to address these issues whilst simultaneously promoting fundamental values. The type of actions include (a) awareness raising campaigns and communication actions, and (b) global learning with pilot actions intended to be complementary with those of the European Union Member States' efforts in "development education".

In the last twenty years the Global Education Network Europe GENE has been facilitating international networking and peer review process in this field bringing together different policy makers and governmental actors in the field of education and international cooperation, local authorities, civil society organisations (Wegimont, 2018). By "Global Education" GENE offers an inclusive term which is "understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and

Intercultural Education; being the global dimension of Education for Citizenship" (O'Loughlin & Wegimont, 2003) as stated in the Maastricht Global Education Declaration drafted at the occasion of the 2002 Global Education Congress organised by the North-South Centre of the Council of Europe.

Since 2015 the GENE programme, funded by the European Commission, includes a programme area called Increase and Innovation. The Innovation part triggered the development of the Global Education Innovation Award, which intends to highlight and to support innovative Global Education initiatives in a diversity of sectors and countries in Europe and to share the learning from these initiatives with policy makers throughout Europe.

GENE's rationale behind the award is that most Global Education funds reward and highlight success, but not necessarily innovation. GENE deemed as interesting to document not only success but also mistakes and failures as innovation involves risk taking. In turn, risk taking may lead to both successes and failures. GENE considers that in education, as well as in policy making, failure is often hidden while research shows that policy makers and organisations can learn from failure, from new breakthroughs and from creative newness (Nedergaard, 2006:438) in environments that enable such learning. This reflection sparked three editions of the GENE Award focusing on innovation in 2017 and 2018, and on new global education project ideas in 2019. The process included the appointment of an International Selection Committee of the GENE Global Education Awards in order to work in collaboration with the GENE Board around the relevance and value of innovation in Global Education. Following the first edition of the award, the GENE Board and Secretariat undertook a joint reflection with the International Selection Committee on the process itself, the 83 applying initiatives as well as the 32 shortlisted projects. This reflection led to a publication documenting and analysing the range of practices documented across the 32 applications (Trindade Dolejšiová, 2018). The publication enabled researchers to identify similarities and differences in global education values across the European Union taking into account both applicants' and institutional documents. The analysis was carried out by researchers of University College (CUNY) of New York and of the University of Padova.

Values and case studies across the GENE Global Education Awards

The analysis revealed 48 values that were subsequently organised into 14 major values by meaning and, ultimately, three rhetorical processes: emphasising goals (what), practices (how), or project justifying processes (why). Goal values were the most numerous across the sentences in a full database of applications and institutional documents (1.471 sentences). The focus specifically on

eliminating exclusion was most frequently expressed by the applicants, whereas emphasis on universal values was the most interesting of the institutional documents. Practice values were mentioned in 884 sentenced, while project justifying values concerned 783 sentences. These types of values were expressed primarily by the applicants, in line with the applicants' role to advocate for their projects. Practice values emphasised innovations (296), which was the name of the Award, but also, more uniquely with goals emphasising first-hand experience and immersion in practices (241), providing necessary tools and supports (207), and collaborating (77). The most frequent major value expressed the importance of measuring project outcomes. This implied self-assessments (a value within the project justifying group), creating change (a value within the goal group), global-local connections (another value within the goal group), and integrative innovations (a value within the practice group). The combination of these values indicates a balance of goals, practices, and project justifications. Overall, the values expressed by applicants and the institutional documents indicate a shared foundation of Global Education. The applicants are illustrating and not only stating concepts and they prioritise justice, equity, diversity and belonging, and sustainable development. These findings support recent research by Hartmeyer and Wegimont (2016:245-6) and specifically three foci: (a) current educational debates at a European level, including the development of competencies and emerging forms of citizenship, can benefit from, and should be informed by a global learning perspective. (b) A Global Learning perspective will also be needed in the continuing debate about the relationship between education and social change; whether and how Global Education will or can change the situation in the world locally, national and globally. (c) Necessities for Global Education: the need to be challenged by differing and previously excluded perspectives; the need to include challenging, alternative and Southern voices; the need to go beyond the North-South paradigm, and the development paradigm to include a more Global Education perspective (Daiute et al., 2018).

These types of analysis acquire more relevance in connection with recent research carried out by Goren and Yemini (2017) that maps the progress and evolvement of GCE research during the last decade. Their work identifies a global trend among educators and policymakers who are seeking to integrate GCE into education curricula (Eurydice, 2017). The 2018 and 2019 editions of the GENE Awards provide significant examples.

In Ireland, WorldWise Global Schools promote the "Global Passport Award" which was awarded by GENE in 2018. Activities include: workshops, curriculum resources, teacher training, Global Passport guide, website, school support visits, annual student conference. The Passport is offered to schools as a Global Citizenship Education quality mark, providing a framework to integrate GCE into all aspects of school life. The framework provides step-by-step guidance on how to integrate

GCE through all aspects of school life, ranging from the curriculum to school policy and ethos. Such passport is self-assessed as well as externally audited accreditation for GCE, and it is offered to all secondary schools in Ireland. In order to participate the auditing process, schools have to rate their level of GCE activity according to six categories (known as passport 'stamps'). Each Passport Stamp represents a different aspect of school life. The total score achieved in all 6 stamps will determine which of the three passport types is awarded. The award is then presented at the spring Annual Student Conference. Therefore schools can apply for 3 different types of passport: (a) Citizen's Passport, for emerging engagement with GCE; (b) Diplomatic Passport, for established engagement with GCE; (c) Special Passport, for exceptional engagement with GCE. The Global Passport Award Programme has been running since 2015 with over 150 Awards given. The WorldWise Global Schools website provides inspiring examples for schools to get started and to learn about what is happening in other schools around the country and the WorldWise Global Schools organisation provides a comprehensive range of support around the Global Passport. GCE themes that are integrated by schools in the curricula include Responsible Consumption, Climate Justice, Gender Equality and Food Security.

At higher education level, the 2019 GENE awarded "idea" by the Artevelde University of Applied Sciences (Belgium) seems promising. The educational concept is framed as "The Climate Living Lab" and it builds upon transformative learning principle. The Living Lab includes two innovative educational practices, the ClimateLAB and ClimateFACTORY. At the ClimateLAB students look at the future by using service design thinking. While working on these challenges, teams learn about negotiation skills, innovation, seeing cases from different perspectives (possibly leading to disruption in their own believes) and they learn skills broader than their own professional competences. The learning focus is based in on learning through feed-back on teamwork and personal contribution within the team. The process encourages students to take responsibility for the solutions to societal and environmental challenges. The results and learning environment of the Living Lab are made available to everyone. The core idea is to inspire teachers and researchers, and to train students to become change makers who learn to deal with dynamic and controversial sustainability issues. The aim is to scaffold learning environments and process where students can acquire action skills that are instrumental to active citizenship.

The second educational practices, the ClimateFACTORY complements the ClimateLAB in terms of methodology and content, reinforcing the work on "glocal" challenges. While at the ClimateLAB. students design solutions during a whole semester (30 ECTS credits) in interdisciplinary, international and intergenerational teams, the ClimateFACTORY identifies and formulates the climate issue and challenges to be addressed in the Lab. The FACTORY is a voluntary and open

coalition in which everyone (students, staff and external stakeholders) can contribute to climate and global issues in an informal learning environment. The ClimateFACTORY offers students and teaching staff the opportunity to break down the barriers of the different classrooms and lesson subjects and work in an experimental, creative, educational environment to set up actions or raise awareness about global issues within the university college. The ClimateFACTORY stands for the concrete implementation of experiments, prototypes and upscaling of global citizenship action initiatives. Both educational practices influence and reinforce each other. There are exchanges of expertise and ideas between the ClimateFACTORY and ClimateLAB to ensure a coherent approach towards glocal challenges. Specific to the methodology is the fact that students go through a data study, an experience study, an ideate phase, and at least three prototyping cycles. Students are coached to achieve their professional and 21st century competencies. By giving students the ownership of the product development, the process favours and supports intrinsic motivation. Students also have ownership of the end results, so it is possible for them to turn their work into a start-up. The product line is presented to an external jury to identify potential opportunities for the implementation of the project.

Participants (students, staff and external stakeholders) of the ClimateFACTORY join in teams on a voluntary basis. They work in an informal interdisciplinary way and meet like-minded people from various university departments and external organisations. They work in a real-life setting to create global citizenship awareness and actions on the campus. The ClimateFACTORY uses methods that facilitate innovation (e.g. design thinking, brainstorming, community building, scrum, etc.) and meet every 6 to 8 weeks on specific issues. In this way they become change makers in a more informal extracurricular setting.

These two case studies provide examples of ways to scaffold and acknowledge Global Citizenship Education in formal education (the Irish Passport award) as well as to design formal education in ways that enhance cross-curricular and transformative learning aspects (the Belgian higher education Artevelde Lab). These case studies offer examples of ways to transform formal education in a systemic by addressing and introducing different aspects of GCE's generative principles and pedagogies at different levels, including bottom-up strategies. The award process facilitated by GENE provides promising documentation and research opportunities in order to facilitate peer reviews and learning and to ground the debate and policy measures concerning the introduction and the integration of GCE both in non-formal education as well as in formal education settings and curricula.

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