

# EDUCATION TO GLOBAL CITIZENSHIP

*"We must promote global citizenship. Education goes beyond language and numeracy literacy. It is also about citizenship. Education must fully assume its essential role in helping people to create more just, peaceful and tolerant societies".*

**Ban Ki-moon, former General Secretary of the United Nations.**

*"The GCE is a training process that induces people to commit themselves to activating change in social structures, cultural, political and economic that influence on their lives".*

**From the text of the "Italian Strategy for Global Citizenship Education".**

## WHY EDUCATE FOR GLOBAL CITIZENSHIP?

Educating for global citizenship is one of the objectives of the 2030 Agenda. In the milestone 4.7 of Goal 4, which commits the international community to "providing quality, equitable and inclusive education, and opportunities for learning for all", it is specified that it is necessary:

*"By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, also through an education aimed at sustainable development and lifestyle, human rights, equality of gender, the promotion of a peaceful and non-violent culture, global citizenship and the valorisation of cultural diversity and the contribution of the culture to sustainable development".*

This educational approach was created to promote the training of responsible citizens and to strengthen democracy, encouraging individuals and communities to enjoy their rights, to promote them and to assume their responsibilities with a view to activation and sharing. In this sense, the Global Citizenship Education (ECG) is a transformative action, based on the use of innovative teaching methodologies based on dialogue and reflection, designed to "put at the center" those who learn.

We live in an increasingly globalised world: education must be, at all levels, an opportunity to reflect, share one's point of view and understand one's role in a global and interconnected society. The GCE therefore aims to provide skills useful in understanding and discussing the complex relationships that characterise common social, ecological, political and economic issues, in order to gain new ways of thinking and acting.



This is why Education for Global Citizenship:

- **It covers several areas:** formal education, non-formal education, information and awareness.
- **It is applicable in all social contexts:** family, school, workplace, community in general.
- **It is a life-long education that is based on and includes:** education to development, human rights education, sustainability education, peace education, conflict prevention and intercultural education.

## FUNDAMENTAL CONCEPTS AND LEARNING OBJECTIVES

In 2015, the UNESCO, in the guide *Education to Global Citizenship: Themes and Learning Objectives*, identifies three fundamental conceptual dimensions:

- 1 COGNITIVE**  
Acquire knowledge, analysis and critical thinking about global, regional, national and local issues, the interaction and interdependence of different countries and peoples.
- 2 SOCIO-EMOTIONAL**  
Develop a sense of belonging to a common humanity, sharing its values and responsibilities, empathy, solidarity and respect for differences and otherness.
- 3 BEHAVIORAL**  
Act effectively and responsibly at local, national and global levels for a more sustainable and peaceful world.

The educational path is therefore oriented towards a transformation in the widest sense, which concerns not only the person, but also his own reality: **fundamental is the drive to action that, produced by an inner change, materialises in daily practice.**



## UNESCO TAKES THESE CONCEPTS FURTHER AND SETS THEM IN THE FOLLOWING GENERAL LEARNING OBJECTIVES:

- 1 Develop a knowledge of global governance structures, rights, responsibilities, global issues and the links between global, national and local processes and systems.
- 2 Recognize and understand the differences and multiple identities, such as culture, language, religion, gender and our common humanity and develop useful skills to live in a world increasingly rich in diversity.
- 3 Develop and apply crucial skills for civic literacy, such as critical inquiry, information technology, media knowledge, critical thinking, decision-making skills, problem-solving skills, mediation skills, peace-building and social responsibility.
- 4 Recognize and analyse beliefs and values and understand how these affect political and social decision-making processes, the perception of social justice and civic engagement.
- 5 Develop attitudes of attention and empathy towards others, the environment and respect for diversity.
- 6 Develop equity and social justice values and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age.
- 7 **To participate and contribute to the debate** on contemporary global issues, at local, national and international levels, as committed, responsible and acting citizens of the world.



## THE PEDAGOGICAL APPROACH IN ITALY

In January 2018, the National Council for Development Cooperation (CNCS) approved the first "**Italian Strategy for Education to Global Citizenship**", drawn up by a multi-factorial working group composed of Ministries, local authorities, AICS (Italian Agency for Development Cooperation), Universities and the main networks of Civil Society Organisations. The document offers an important and expected framework for the definition of interventions in the sector.

In the wake of the UNESCO approach, the Italian Strategy highlights some of the **GCE's distinctive principles**.

### 1 **THE TEMPORAL PERSPECTIVE**

In order to understand any global problem, it is important to take into account its temporal evolution, the events that contributed to its generation and possible future expressions.



### 2 **THE MICRO-MACRO APPROACH**

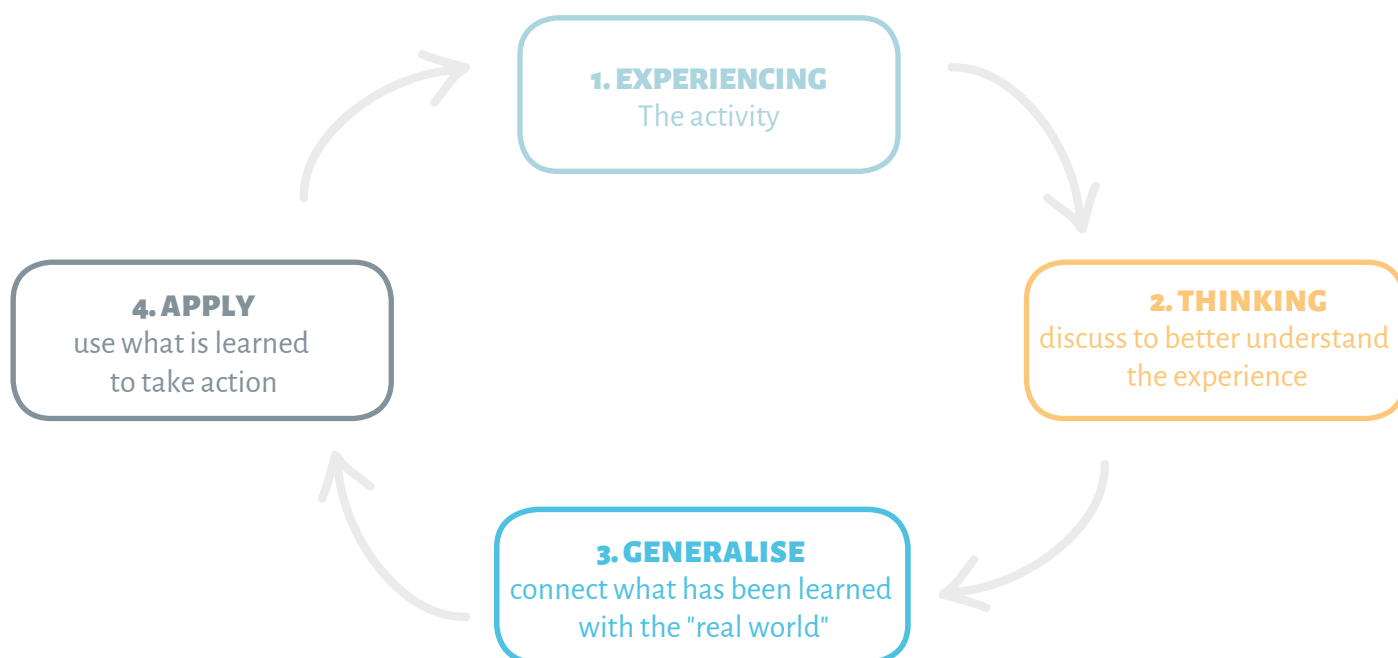
The phenomena must be observed in their complexity on several levels:

- **From local to global**, recognizing relationships between problems of a specific area and global phenomena (e.g. poverty, humanitarian crises, pollution, migration...).
- **From the individual to the collective**, for example by sharing and valuing personal experiences as a starting point to analyse collective issues.
- **From emotional to rational**, arousing individual emotions and providing tools to recognize and manage them in a functional way, thus stimulating curiosity and interest in complex issues and sometimes considered distant.



### 3 EXPERIENTIAL LEARNING

The GCE values experiential learning processes that foster the active participation of learners and **reflection on practices**, according to the model theorized for the first time by the American educator David Kolb.



### 4 THE TERRITORIAL DIMENSION

The GCE must contribute to the activation of a structured dialogue and collaboration between the various actors of society (institutions, civil society, schools, universities, media, the world of work and business, social and health services...) with a view **to promoting systemic change** on the issues of human rights, citizenship, peace, sustainability, social equity, solidarity, recognition of diversity as an opportunity.



## THE SYNTHESIS OF THE KEY PEDAGOGICAL ELEMENTS OF THE GCE ACCORDING TO THE ITALIAN STRATEGY:

- 1 Co-design of educational pathways, involving educators and/or trainers and learners.
- 2 **Metacognition:** offering opportunities and tools for individual and collective self-reflection, so that we can understand and examine our own opinions and the mechanisms by which they are created (e.g. sources of information, values, stereotypes...) in a perspective of nonviolent communication, with the aim of transforming conflict and diversity into learning opportunities.
- 3 **Complexity:** having a systemic, inter- and trans-disciplinary approach, which considers the affective dimension together with those of knowledge and of acting.
- 4 **Narrative thinking:** fostering knowledge, dialogue and comparison between individual specificities and different cultural conditions and contexts.
- 5 **Citizenship in a global key:** to encourage the study of social geography, make explicit the conditions of structural violence (e.g. in relation to patriarchal contexts or economic exploitation) also involving witnesses for first-person narratives and encouraging opportunities for exchange with peers from other territories (e.g. study trips, volunteering abroad).
- 6 **Possible and hoped-for futures:** inserting the future into the timescale, stimulating the exploration of possibilities, developing design skills, the dimension of desire, hope and imagination. The future is the part of history that we can change.
- 7 **Reciprocal maieutic:** developing the discursive and argumentative ability, the adoption of a dialogical and collaborative approach that knows how to value the questions and arouse mutual interest, seizing the views of others.
- 8 **Transformative learning:** thinking about the world from the point of view of its transformation, with reference to common goods, to the analysis of territories and relationships, learning first of all to stay in the conflict, exploring its learning dimension.
- 9 **Collaboration:** offering conditions and opportunities to act collectively and cooperatively, also encouraging awareness of the 'non-economic' dimension of acting.
- 10 **Games, simulations and technologies** to get acquainted with other worlds and with the dimension of rules and negotiation.
- 11 **Peer learning:** The values of the GCE are reflected in the ability to actively listen and help each other among those involved in learning processes.

## SOURCES AND INSIGHTS



**The Italian Strategy for the GCE (2018) (Italian language)**

<https://www.info-cooperazione.it/wp-content/uploads/2018/02/Strategia-ECG.pdf>



**The UNESCO Guide (2015) (English and Arabic language)**

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