

GlobalLab Framework for Global Citizenship Education

This guide is developed on the basis of a Framework for Global Citizenship Education (GCE) in youth work. It aims to build competencies of young people necessary to act towards meeting today's global challenges, as well as make them promoters of the fundamental values of solidarity, respect for diversity, equality, justice and peace.

The framework for Global Citizenship Education provided below is based on the views, opinions, and ideas of young people and other actors active in youth and education sectors in Bulgaria, Cyprus, Lithuania and Spain, as well as the observations of the staff members, facilitators and experts involved in the GlobalLab project. It overlaps with some of the existing frameworks on global education and global citizenship education. However, it brings the added value of the perceptions, understandings, hopes and fears of young people themselves. It is a bottom-up framework, where the expert work feeds on the input of young people. Our research findings are available in the online publication *The Picture of a Future Global Citizen*, available at <http://www.globalab.org/materials>.

The proposed framework is applied to the training activities within the GlobalLab project, but it also has its value outside of it. It can be of use to organisations, trainers and youth workers working on global learning.

The Meaning of Global Citizenship

Citizenship is usually understood in the context of a national state and represents the stable link between a country and a concrete person, its citizen. This link comprises rights and responsibilities. In the classic case, the national government is supposed to ensure individual's rights as a citizen, while a person owes a set of obligations (e.g., pay taxes). Furthermore, we could easily be sanctioned, if we don't follow these obligations. Pretty easy, isn't it? However, when we talk about global citizenship, things are not as simple.

We are all global citizens, citizens of the world, regardless of whether we realise it or not. Our behaviours influence people on the other side of the globe, and we are dependent on different actors and communities across borders and oceans. As there is no 'global government', our global citizenship is a link between us and 'the world'. Again, this link comprises rights (privileges, benefits) and responsibilities. The first category includes stuff we take for granted, but which are easily accessible to us thanks to the globalised world – the Internet, cell phones, fruits and drinks from the other side of the world, etc. But what about the responsibilities? What is the set of rules we need to follow to pay our fair share to 'the world'? And who will sanction us, if we don't?

Global citizenship is guaranteed through our own humanity. We can call a global citizen the one who acknowledges the benefits from being a part of a global community but also recognises personal responsibility towards it and acts on it. The behaviour of a global citizen is based on an understanding of the global interconnectedness and a commitment to the collective good.

Global Citizenship and Youth Work

The GlobalLab project aims to increase the quality of youth work in Europe by introducing the concept of Global Citizenship Education (GCE) into non-formal education (NFE) activities with young people. It is built on the following principles, which comply with the ones of youth work:

1. GCE is built on a lifelong learning perspective. Due to its flexibility and holistic approach it can be implemented in multiple settings, including those of youth work and non-formal education.
2. GCE enables people to develop competencies (knowledge, skills, values and attitudes) necessary to contribute to a more just and sustainable world. It applies a value-based approach while working with young people. It is based on the fundamental values of solidarity, respect for diversity, equality, justice and peace.
3. GCE is a participatory and action-oriented learning process. It allows young people to develop skills for action towards a more just and equal world.
4. GCE, similarly to NFE, relates the learning content to the real life situations of young people.
5. GCE keeps the balance between the understanding of global issues, urge and motivation to address them in a proactive way and active engagement while taking action. It correlates with the essential feature of NFE of balanced co-existence and interaction between cognitive, affective and practical dimensions of learning.
6. GCE is a learner-centred process. It is based on the needs, interests and expectations of young people, while it allows them to reflect on their own learning process and achievements.
7. Similarly to NFE, GCE links individual and social learning. It enables young people to build their global citizenship capacities through personal reflection and experience, but at the same time allows them to observe the perspectives of others, learn from and through them and eventually modify own opinion and behaviour accordingly.
8. Likewise in NFE, GCE engages learners in defining learning objectives and makes sure the methodology, the learning process, eventual assessment and evaluation procedures are explicit and agreed by the learners.
9. Both NFE and GCE put a strong emphasis on the concept of 'learning to learn'. It requires the learner to be aware of the ways they learn, plan and evaluate their learning process and extract learning from different situations and settings.

GlobaLab Framework for Global Citizenship Education of Young People

There are several frameworks of Global Citizenship Education developed by international organisations like UNESCO, Oxfam and the North-South Centre of the Council of Europe. GlobalLab proposes a framework which complies with the ones accepted by the international community of global citizenship educators and policy makers. It provides own view to Global Citizenship Education based on the input of young people, the opinion of the project team and other stakeholders of the project.

The GlobalLab framework for Global Citizenship Education includes a set of competencies that global citizens should strive to further develop for the purpose of a more just and sustainable world. In this framework, the term 'competence' is understood as a combination of personal knowledge, skills, abilities, values and attitudes required for the performance of certain activities or tasks or demonstration of a certain behaviour.

The GLoBaLab framework for Global Citizenship Education presents the competencies of global citizens in clusters so that its users have a clear and structured view of the main characteristics of a global citizen.

Self-awareness

Global citizens should be able to describe own identity (culture, lifestyle, religion, etc.), assess their personal strengths and weaknesses and their own way of behaviour. They should be confident, have a sense of own worth and pride and be able to understand and define personal role towards global change.

Personal development

Personal development is of crucial importance for every global citizen. In the frame of the GLoBaLab project, we understand it as learning to learn, being able to meet challenges, recognise own mistakes and admit them. Moreover, patience¹, persistence² and courage³ are important elements of the personal development of every global citizen.

Maintaining relations

Global citizens should be able to establish and maintain relations with people, including those from diverse backgrounds (culture, language, religion, social status, etc.). This is a pre-condition for the ability of successful communication, cooperation and conflict resolution in a multicultural environment.

Understanding Glocal connections

Global citizens should be interested in the world. They should understand global interconnectedness, the links between local and global realities and obtain a personal relation with the global issues that interest them.

Global citizens should be able to explore the context, the extent and the causes of global issues they are interested in. They should be able to think and act beyond their national borders to employ this knowledge.

Commitment to equality and human rights

Global citizens should be aware of human rights, as well as organisations, structures and standards to protect them. They need to understand the role of different actors that perform towards ensuring equality and promoting respect for human dignity.

Global citizens should also fully respect every human being, believe in equality, be able to treat people equally regardless of their gender, race, belief, nationality, attitude, etc., accept diversity and be fearless of anything that is different.

Challenging stereotypes and prejudices

Global citizens should be able to understand the impact of stereotyping and prejudice and find ways to challenge them. Through this, they can learn how to deal with the social and cultural diversity in the society.

¹ 'Patience' is understood as the ability to wait or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.

² We call 'persistence' an ability to continue doing something or trying to do something even though it is difficult or opposed by other people.

³ 'Courage' is the ability to control own fears.

6 Steps to Global Citizenship

Respect for the environment

Global citizens should be aware of the effects of individual behaviour on the environment and be able to commit towards sustainable development.

Critical thinking

Global citizens should be aware of different sources of information and the ways to access them. They should be able to critically assess, question and rethink what they read, watch and hear in public. This is necessary to form their own independent opinion and not to get manipulated by the media and the authorities.

Maintaining independent opinion

Global citizens should be able to form their own opinion based on arguments, express, debate and defend it. They should be able to dismiss extremism, be open-minded and able to listen, reflect and accept different perspectives of other people.

Empathy

Global citizens should be able to get into someone else's shoes, to understand and respect different points of view. They should be able to treat other people and act towards the global justice with sensitivity and compassion.

Solidarity

Global citizens should have a collective mentality as well as the ability to demonstrate solidarity and commitment to social justice through their own behaviour. They should be able to control and reduce their own egoism while taking action towards helping the ones in a disadvantaged position.

Creativity

Global citizens should be able to think 'outside the box': raise innovative ideas and look for creative and non-traditional solutions. They should be able to employ their own creativity into an action process.

Active participation

Global citizens should have the necessary skills for active civic participation. They should be able to define alternatives for action and set priorities, make smart and informed decisions and implement them. Furthermore, global citizens should be able to cooperate and share tasks with others based on mutual trust.

Taking action

Global citizens should be aware of ways for opposing injustice and meeting global challenges. They should have a belief and motivation to contribute to making a difference. Such citizens should value volunteerism, be able to take the initiative and act towards raising awareness of other people on global justice.

GlobaLab Approach to Educating Global Citizens

Global Citizenship Education is an active learning process which aims to foster changes in our society. It is a problem-based learning process which encourages people to ask questions, reflect on issues that do not have absolute answers and explore the complexity of real-world situations. Furthermore, it encourages every learner to take action towards global change.

To educate global citizens who are not only aware of world realities but are also able to act and make a difference in the society, GlobaLab follows a 6-steps approach to global citizenship. This approach is also known as the *Get Global!* process provided in the publication *Get Global! A Skills-based Approach to Active Global Citizenship*. This concept of the global citizenship education process includes key elements that need to be gained by young people to become promoters of global solidarity and justice and to be able to take action towards a more just and sustainable world.

The process of global citizenship education is structured into 6 key steps. The description of each step below is based on the key principles described in the *Get Global!* publication and the views of the GlobaLab project team:

Step 1. Get connected!

This step provides young people with an opportunity to make links between their own lives, the life of their local community and its relation to people and things in a wider world. In this step young people also explore their identities in a global context, as well as personal values and attitudes towards their ability to make a difference.

Step 2. Choose an issue!

This step allows young people to brainstorm important issues affecting their lives, compare them in different contexts and question their importance both locally and globally. In this step young people also prioritise and choose one issue to take action on to improve the situation.

Step 3. Explore more!

In this step young people have a chance to investigate in-depth the main features of the chosen issue. They draw a multi-perspective picture of the chosen issue, deeply explore its causes and effects, relate them to their own values and attitudes.

Step 4. Look for solutions!

This step allows young people to think of possible solutions to make a difference on the chosen issue. They are engaged in group decision-making process where they look for possible actions, discuss their feasibility, choose the best alternative and make a plan to implement it.

Step 5. Act!

In this step young people turn their plans into action.

Step 6. Reflect!

In this step young people reflect on the achievements of the global citizenship learning process, discuss outcomes, effects and sustainability of the action.

6 Steps to Global Citizenship

How is the 6-steps approach to global citizenship connected with the GlobalLab framework for Global Citizenship Education? In the following table we will try to show how the competencies we have identified as important for educating global citizens are linked to each step of the learning approach we are applying. Such categorisation is always conditional, as many of the competencies in our framework are transversal and relate not only to one of the six steps. However, this categorisation might be a hint how we could better utilise some of the steps to further develop specific competencies. We take a similar approach further in the Guide and further show how every tool we suggest relates to developing these competencies.

Competence	Key characteristics of the competence	6-Steps Approach					
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Self-awareness	Ability to describe own identity (culture, lifestyle, religion, etc.)	X					
	Ability to assess personal strengths and weaknesses	X					X
	Ability to define personal role towards global change			X	X	X	
	Confidence				X	X	
Personal development	Sense of own worth and pride	X					
	Learning to learn	X	X	X	X	X	X
	Being able to meet challenges				X	X	
	Being able to recognise own mistakes and admit them						X
	Patience	X	X	X	X	X	X
	Persistence				X	X	
Maintaining relations	Courage					X	
	Successful communication		X		X	X	
	Cooperation		X		X	X	
Understanding Global connections	Conflict resolution				X		
	Understanding global interconnectedness	X		X			
	Understanding the links between local and global realities	X		X	X		
	Obtaining a personal relation with the global issues of one's interest	X		X	X		
	Ability to explore the context, the extent and the causes of issues		X	X	X		
Commitment to equality and human rights	Ability to think and act beyond national borders		X	X	X	X	
	Awareness of human rights and the ways to protect them		X	X			
	Respect for every human being	X			X	X	X
	Commitment to treat people equally	X			X	X	X
Challenging stereotypes and prejudices	Acceptance of diversity	X			X	X	X
	Understanding the impact of stereotyping and prejudice	X		X			
	Ability to challenge stereotypes and prejudices					X	
Respect for the environment	Dealing with social and cultural diversity	X					
	Awareness of the effects of individual behaviour on the environment	X		X			
Critical thinking	Commitment to sustainable development		X	X		X	
	Awareness of different sources of information			X			
	Critical assessment and the ability to question information			X			
Maintaining independent opinion	Recognising manipulation by media and authorities			X			
	Ability to form an opinion based on arguments		X	X	X		
	Ability to express opinions and debate		X	X	X		
	Open-mindedness		X		X		X
Empathy	Ability to listen, reflect and accept different perspectives		X		X		X
	Ability to get into someone else's shoes				X		
Solidarity	Ability to act towards global justice with sensitivity and compassion					X	
	Collective mentality	X			X	X	
	Ability to demonstrate solidarity					X	
Creativity	Commitment to social justice through own behaviour	X		X	X	X	
	Ability to control and reduce own egoism				X	X	
	Ability to raise innovative ideas and non-traditional solutions				X		
Active participation	Ability to employ own creativity into an action process				X	X	
	Ability to define alternatives for action and set priorities				X		
	Ability to make smart and informed decisions		X		X		
Taking action	Ability to cooperate and share tasks with others				X	X	
	Knowing ways to oppose injustice and meet global challenges				X	X	
	Belief and motivation to contribute to making a difference				X	X	X
	Value of volunteerism					X	
	Ability to take the initiative and engage others					X	