Taking a complex and critical approach to GCE:
What do youth have to say?
An abridged version of the presentation

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(presenting on behalf of all youth involved and the substantive team of facilitators and teachers involved in the International Youth White Paper on Global Citizenship project)

Perspectives on Global Citizenship Education: A Shared Commitment

13th March, 2018; Trento, Italy

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INTERNATIONAL
Youth White
Paper on
Global
Citizenship

Research on *Global Citizenship Education (GCE) & Education for Sustainable Development (ESD)*

Scholars in the field of critical GCE highlight a tendency in mainstream approaches:

- **To stay at a superficial level**

*materials and approaches can contribute to the unconscious reproduction of **colonial systems of power***

*creating an **'us'** who solve the problems and become global citizens and a **'them'** who need the help and are problems to be solved*

(e.g., Andreotti, 2011; Hutchings, 2011; Martin, 2011; Andreotti & Souza, 2012; Pashby, 2011, 2012, 2013, 2016; Widdows, 2014).

Similarly, researchers studying mainstream approaches to ESD highlight:

- **universalising approaches** –lack of attention to context and complexities
- implicit **reinforcement of existing inequities:** Global North as those who solve the problems and Global South as those who have the problems, and
- economics-focused agenda encourages **individualism and competition**

(e.g., Jickling & Wals 2008; Lotz-Sisitka & Schudel 2007; McKenzie 2012; Sund & Öhman 2014Van Poeck & Vandenabeele 2012; Wals 2009;).

TARGET 4·7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

The International Youth White Paper on Global Citizenship: Pedagogical Framework

Difference and respect for diversity

- Global citizenship engages across various gender, socio-economic, religious, cultural, ideological, and geographic positions.

Ethically responsible engagement

- Global citizenship involves actively participating in the ethical analysis of needs and priorities that require action

Underlying assumptions and power dynamics

- Global citizenship involves analysing contemporary global issues from the perspective of power dynamics.

Consider local, national, and global systems and structures

- Global citizenship involves reflecting critically on what it means to be a member of a global community, including how to respond to problems and issues

Critical approach, highlighting complexities

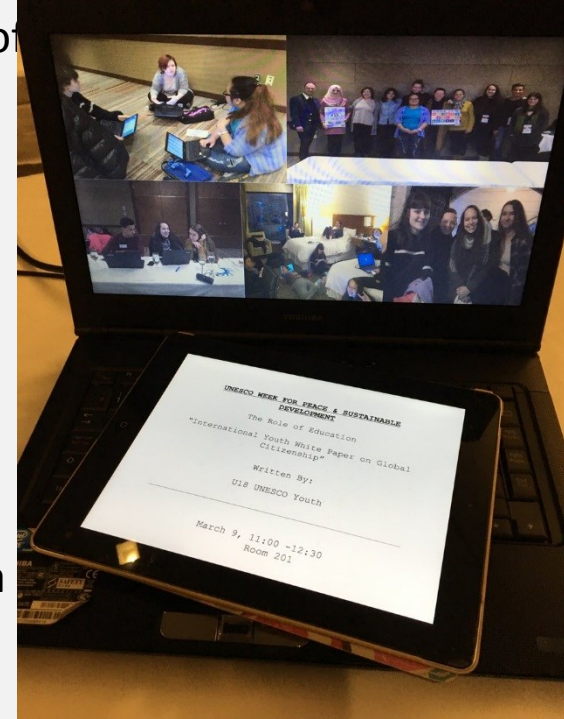

https://twitter.com/cgeducation/status/836595731272196097

Collaboration of secondary school students from *Brazil, Canada, Haiti, Kenya, Morocco, New Zealand, Palestine, Philippines, Slovenia, Sweden, U.S.A. Tweets and photos from the process:*

The International Youth White Paper on Global Citizenship

Facilitated by the *Centre for Global Education* (Edmonton Public School Board/ Taking it Global) and the *Centre for Global Citizenship Education and Research* (CGCER) (University of Alberta, Canada) with support from *Canadian Commission to UNESCO* and *Centre for Pluralism*

- **Activities:** GCE framework used (previous slide) to guide selection of prompts (readings and videos) and tasks; students blogged responses and responded to others' blogs

- **National level**: surveys of students (aim was 100) collected

- **Bilateral meeting**: sharing an analysis of a 'global citizenship' initiative in their context with a paired school via web conference (usually North-South pairings for time zone purposes!)

- **Trilateral meeting**: evaluating GCE initiatives and how could be evaluated differently in different context with two other schools via web conference

- **Virtual Town Hall**: sharing overall reflections about global citizenship, all schools presenting via web conference

- **Writing workshop (in Ottawa):** facilitated by CGCER- writing of the International Youth White Paper and presentation at UNESCO Global Forum

https://twitter.com/TeachSDGs/status/839234931268194308
https://twitter.com/karenpashby/status/839874333610770432
https://twitter.com/karenpashby/status/839861290877190144
https://twitter.com/karenpashby/status/839868255300956160
https://twitter.com/Ada_McKim/status/839876036640849924

Most of what was presented in Trento were sections from the following:

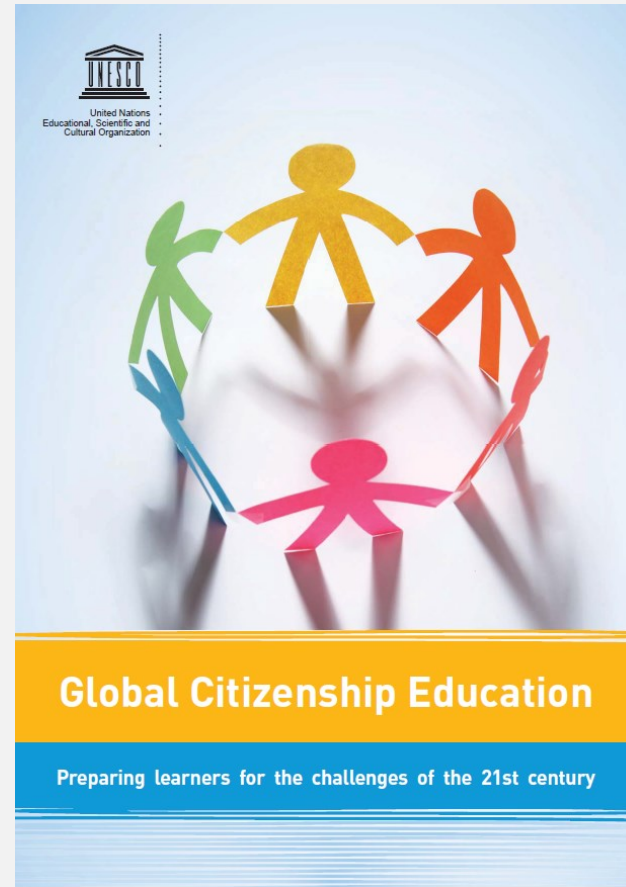- https://www.ualberta.ca/education/centres-institutes/global-citizenship/resources-for-educators/gce-curriculum

*from this link you will find the white paper itself as well as an interactive curriculum with activities connected to the white paper

*the students' personal reflections were shared with permission only for the presentation in person in Trento

Can we mobilize around a critical and complex approach?

TARGET 4·7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

Global Citizenship Education

Preparing learners for the challenges of the 21st century

Aims of global citizenship education include:

Support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/ marginalized

(UNESCO, 2014)

http://unesdoc.unesco.org/images/0022/002277/227729E.pdf