

OPEN GLOSSARY

2nd^t updated version

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PREMISE

This glossary aims to remind and share some key words related to Global Citizenship Education in School environment, as common reference points among all the partners of *GET UP AND GOALS!* Project.

We would like to (discuss and) validate each definition during the kick off meeting and the following ones, as we consider this glossary a work progress open to contribution.

Definitions we suggest below come *from three sources*: 1) UNESCO and EC official documents, 2) the narrative document/ application form submitted to the European Commission, 3) personal elaborations/descriptions by project coordinators.

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(NB the bold items are present in the project narrative proposal)

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GLOSSARY

Agenda 2030

On September 25, 2015, the United Nations approved the Global Sustainable Development Agenda and its 17 Sustainable Development Goals, which will be deployed in/together with 169 Target by 2030.

Through the Global Agenda, the United Nations:

(Have) expressed a clear opinion on the unsustainability of the current model of development not only on the environmental but also on the economic and social level, affirming an ***integrated vision of the different dimensions of development***;

They call on the contribution of ***all the countries*** to the effort to bring the world to a sustainable path, without any distinction between developed, emerging and developing countries, although the problems may obviously differ according to the level of development achieved. This means that each country must commit themselves to defining its own sustainable development strategy that will enable SDGs to be achieved, by reporting on the results achieved within a UN co-ordinated process;

the implementation of the Agenda requires a strong ***involvement of all components of society***, from businesses to the public sector, from civil society to philanthropic institutions, from universities and research centers to information and culture practitioners.

The process of changing the development model will be monitored through a complex system based on 17 Objectives, 169 Target and over 240 indicators. It will be with respect to these parameters that each country will be periodically assessed at the UN and national and international public opinion.

GET UP AND GOALS! project focuses its action on Target 4.7: *By 2030, ensure that all learners acquire the 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.*

Global Citizenship Education (GCE)

(Source: UNESCO 2015 Global citizenship education. Topics and learning objectives)

Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependencies and interconnectedness between the local, the national and the global.

N

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 interdependencies 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.

Behavioral:

To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.

NB in Netherland more often the term 'World Citizenship' is used.

In Czech Republic Global development education (as a “*lifelong educational process that supports people in understanding the differences and similarities between the lives of people in developing and developed countries, thus promoting public knowledge of economic, social, political, environmental and*

cultural processes that influence them. It develops skills and supports adoption of values and beliefs that increase willingness and ability of people to take an active part in tackling local and global issues. Global development education leads people to accept responsibility for creating a world where all people may live with dignity”)

Global Citizenship Education (GCE) in Schools and Education to sustainability

As GET UP and GOALS! project concerns GCE in school environment, according with above-mentioned UNESCO document, we selected the following relevant approaches

The first approach is *integration within the disciplines*

"Global citizenship education can be integrated across a range of subjects such as civics, social studies, environmental studies, geography, history, religious education, science, music and arts. Arts, including visual art, music and literature, can build capacity for self-expression, develop a sense of belonging and facilitate understanding of and dialogue with people from different cultures; they also play a central role in critical inquiry and analysis of social and other issues. Sports can also provide an opportunity for learners to develop their understanding of issues such as team work, diversity, social cohesion and fairness. "

The second approach is the *School wide*, described by UNESCO as follows:

"With this approach, global citizenship education provides an opportunity to transform curriculum content, the learning environment, and teaching and assessment practices. Examples of school-wide or ‘whole school’ approaches include the integration of global citizenship education learning outcomes into existing subjects at all levels, use of participatory learning methods across subjects, activities to mark international days, awareness raising, activist-oriented clubs, community engagement and linking of schools in different places".

The GCE in schools not only innovates the disciplines and the relationship between school and its context, but also affects *the teaching method* (page 52 of the UNESCO document cited):

In global citizenship education, engaging, participatory, and inclusive learning and learning practices are fundamental, as are the commitment of students in some choices regarding the teaching and learning process.

In 2016, UNESCO highlighted some differences between Global Citizenship Education (GCE) and Education for Sustainability (see *UNESCO: Schools in Action, Global Citizens for Sustainable Development*).

But both GCE and ESD share a transformative purpose. They emphasize action, change and transformation with the aim to empower learners to transform themselves and the society they live in. Both GCED and ESD help learners to develop their knowledge, skills, attitudes and values so that they can address global and local challenges responsibly and effectively now and in the future.

That is why we suggest to encompass Education for Sustainable Development/ to-for Sustainability in Education for Global Citizenship concept.

Global learning and Service learning

From the narrative text/application form of the GET UP AND GOALS! project:

"Global Learning" is here to be understood as processes aimed at a better understanding of global topics. (ND Global Learning brings students to develop two cross-disciplinary skills:

- 1) ability to consider theme-issues as unitary questions to be analyzed at first breaking up them through the tools of the various disciplines, but to be synthesized later in an overall vision, grasping the main interconnections;
- 2) the ability to consider the whole world and the relationships between its parts, not just its richer and more industrialized areas, as a subject of knowledge ...);

"Service Learning" means actions aimed at involving students on issues related to the promotion of social rights. Service learning is an application of the **"Active-learning"** pedagogical approach. According with this approach the responsibility of the learning process must be shared with learners (not only had by the facilitators) and they need to be aware about this in order to have an effective experience and increase their participation and engagement. Service learning is a pedagogical environment where students learn by doing things in the "real world" (for example, helping older people in their communities, organizing events for refugees ...). It is consistent with the following definition of GCE, mentioned in the UNESCO 2015 document "Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world".

Teaching and Learning Units (TLU)

In general, for Teaching and Learning Units (TLU) /we mean a set of classroom activities accompanied by educational apparatus (maps, learning activities...) and methodological proposals for one or more disciplines on a unitary topic (migration, climate change ...). The TLUs are organized for the achievement of formative objectives and development of general, interdisciplinary and disciplinary competences consistent with the curricula of the disciplines involved.

The TLU presupposes interactive, inclusive and dialogic teaching in which the point of view of learners is always in the foreground. Among the modes that favor this type of teaching are, for example, materials made by pupils such as conceptual maps, PPTs, CDs, and videos.

The knowledge proposed in the TLUs is consistent with the skills and competences that are intended to pursue.

Examples of Teaching and Learning Units developed in the GCE project "Critical Review" can be found at www.teachtheworld.education

Peer education

Peer education in the context of GCE happens when people of a similar age, background or experience engage in sharing of practice, exploration, development and/or learning with the aim of empowering facilitators and/or participants to gain knowledge and/or skills, to challenge or alter values/attitudes and to encourage action for positive change

Global History

Global history is an approach to historical analysis **focusing in particular on the study of economic and cultural exchanges, connections and relationships between the various parts of the globe**, through which each part has taken over time its features.

Replaced during the nineteenth century by the nationalist approach, global history took on new life in the second half of the twentieth century, especially after the publication of Fernand Braudel's main works.

The object of historical investigation is therefore not the nation-state, but different dimensions that, depending on the different schools of thought, range from (1) sample microstories related to global contexts and global horizons, to (2) history of large areas or large basins of exchange and interconnections (the Mediterranean, the Indian Ocean ...), up to (3) the history of the formation of the world system.

The formation of the current world system and its inequalities (3) is the object chosen in the "GET UP and GOALS" project, because it is considered more **consistent with a research question** that drives many GCE experts: **what are the origins of international inequalities** (and the great global issues to which the SDGs in general and the project in particular focus their attention on)?

The approach of the formation of the world-system was chosen for the level achieved by historical and sociological researches of four pioneers, inspired by Fernand Braudel's reflections: Samir Amin, Giovanni Arrighi, André Gunder Frank, Immanuel Wallerstein. To their reflections, and in particular to that of Samir Amin, the draft of the geo-history manual provided by the GET UP and GOALS project is inspired. The main source of inspiration is Samir Amin because in his major books (as Unequal Development and Eurocentrism) and in all his work he as deeply analyzed the mechanism of eurocentrism and of the formation of the international inequalities

Trans - inter - multi (national, disciplinary)

Trans: "Crossing"

- Transnational, a process that crosses nations without changing (project-related examples: the general content of the communication campaign, the basic text of the geo-historical manual).
- Transdisciplinary: a topic that crosses disciplines and breaks the barriers (see, for example, I. Wallerstein's approach)

Inter: "That's between"

- International: a process involving more nations/countries and which presupposes a comparison between these/them.
- Interdisciplinary: a theme that is faced by multiple disciplines. Each with his own instruments, but each in comparison with the others.

Multi: "which is in many"

- Multinational. A process that is decomposed/broken down/analyzed into multiple national processes, without necessarily communicating with each other.
- Multidisciplinary: a theme that is faced by many disciplines, without necessarily making a confrontation between one and the other/amongst them.

Formative assessment, learning objective, skills-competences (transversal, interdisciplinary, disciplinary)

Formative assessment is a method of evaluation that does not aim at verifying the amount of knowledge learned by the students, but their changes in relation to the achievement of pedagogical (or "formative") objectives and the acquisition of transversal competences.

The GET UP and GOALS project will develop a range of tools available to teachers, and schools as a whole, for self-assessment of the formative impacts of Global Citizenship Education.

The learning objective is the ideal point of arrival for the teaching process. It defines the type of student the educational path aims to form.

In the GET UP and GOALS project, the learning objective is a student-citizen of the world who, through global learning and active engagement, has a global mindset and engages in their world as an activist.

In the GET UP and GOALS self assessment tools it will be used Learning **outcomes** rather than Learning objectives. "Outcomes" are focused on students and individuals while sometimes "objective" are more teacher centred (and less "objective"). Moreover outcomes are easier to assess.

Difference between skills and competences: (Source: EU Council Recommendation on the European Qualifications Framework for lifelong learning, May 24, 2017)

- ***Skills*** express the ability to use knowledge within a situation where tasks or problems to solve are *dictated by others*,
- ***Competences*** express the ability to use knowledge in a situation where the tasks or problems to be resolved are *determined by the subject*.

Cross-competences are those that serve the general development of the person and that are also usable outside of the school sphere (e.g. competence to decentralize, from oneself and from one's own social groups of reference);

Interdisciplinary competences can be used in a variety of school disciplines, promoting their mutual contact (e.g. competence to break down a general issue into local and global causes and consequences);

Disciplinary competences are specific to the discipline considered (e.g. in history, competence to use the knowledge of the past in the analysis of the themes of the present);.

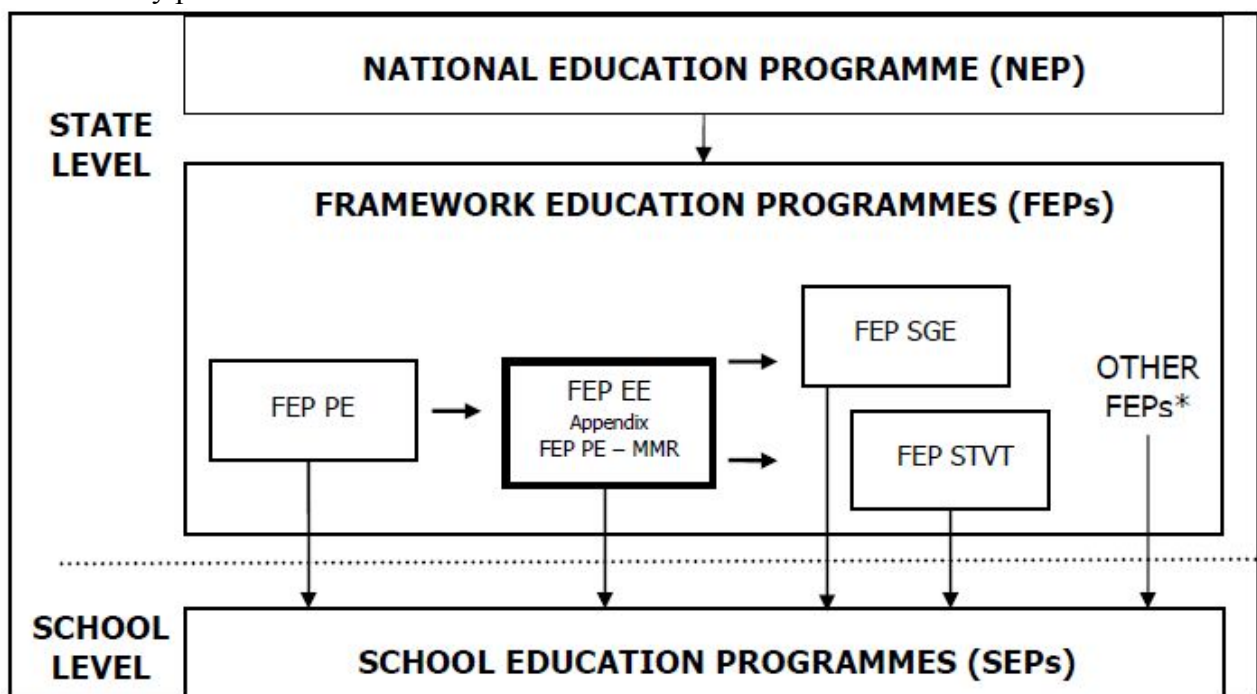
Curriculum

In Italy it is a work plan (annual, biennial, three-yearly ...) of which each school and / or each teacher is equipped for a discipline or disciplinary area. The purpose of the work plan is to make effective in the classroom the National Guidelines provided by the Ministry of Education regarding that discipline or that disciplinary area.

The curriculum is usually articulated in learning objectives, competences to reach, knowledge and concepts.

NB in Czech Republic:

1.1 System of Curricular Documents In accordance with the new principles of curricular policy, formulated in the National Programme for the Development of Education in the Czech Republic (the so-called White Paper) and embodied in Act No. 561/2004 Coll., On Preschool, Elementary, Secondary, Higher Vocational and Other Education (hereinafter only as the 'Education Act'), a new system of curricular documents for the education of pupils between 3 and 19 years of age is being introduced into the education system. Curricular documents are developed at two levels – state and school (see Diagram 1). In the system of curricular documents, the state level is represented by the National Education Programme (NEP) and Framework Education Programmes (FEPs). Whereas the NEP formulates the requirements for the education which are applicable in initial education as a whole, the FEPs define the binding scope of education for its individual stages (for preschool, elementary and secondary education). The school level is represented by School Education Programmes (SEPs), on the basis of which education is implemented in individual schools. The School Education Programme is created by each school according to the principles prescribed in the respective FEP.¹ The NEP, the FEPs and the SEPs are public documents, available to the teaching as well as lay public.



*Diagram 1 – The system of curricular documents Legend: FEP PE – Framework Education Programme for Preschool Education; FEP EE – Framework Education Programme for Elementary Education and Appendix to the Framework Education Programme for Elementary Education Regulating the Education of Pupils with Mild Mental Retardation (FEP – EE MMR); FEP SGE – Education Framework for Secondary General Education (Grammar Schools); FEP STVT – Framework Education (Programme) Programmes for Secondary Technical and Vocational Training. * The other FEPs – other framework education programmes which are also delimited by the Education Act – Framework Education Programme for Elementary Art Education, Framework Education Programme for Language Education, or others.*

Framework Education Programmes:

- are based on a new education strategy, which emphasises key competencies, their interconnectedness with the educational content and application of the acquired knowledge and skills in real life;
- build on the concept of lifelong learning;
- formulate the expected level of education stipulated for all graduates of the individual stages of education;

- support the educational autonomy of schools and professional responsibility of the teachers for the outcomes of the educational process.