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European Year for Development 2015



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GLOBAL CITIZENSHIP AND EDUCATION IN A DEVELOPING WORLD

Brainstorming lab at EDD15, 3 June 2015, 14:30 – 15:45

by European Association for the Education of Adults (EAEA)
and University of Nottingham Trent, in cooperation with DVV
International, CONCORD Europe and International Council for
Adult Education (ICAE)

SESSION OUTLINE - SPEAKERS

- Welcome – *Prof. Heribert Hinzen (DVV International)*
- How is the concept of global citizenship being understood and engaged with at the level of formal and non-formal education? – *Prof. Roy Smith (University of Nottingham Trent)*
- How does lifelong learning, especially non-formal adult education, contribute to global citizenship and development? – *Prof. Katarina Popovic (ICAE)*
- How is global citizenship education addressed in the post-2015 agenda? – *Rilli Lappalainen (CONCORD Europe)*
- To what extent do people (adults) see themselves as global citizens? – *Lucie Belikova (University of Nottingham Trent)*

SESSION OUTLINE – WORLD CAFÉ

form 4 groups around the 4 inputs:

- Global citizenship at the level of formal and non-formal education
- Contribution of lifelong learning to global citizenship and development
- Global citizenship education in the post-2015 agenda
- Concept of ‘global citizenship’

Roy Smith, University of Nottingham Trent

HOW IS THE CONCEPT OF GLOBAL
CITIZENSHIP BEING UNDERSTOOD AND
ENGAGED WITH AT THE LEVEL OF
FORMAL AND NON-FORMAL
EDUCATION?

EXPERIENCES FROM THE UK: FORMAL EDUCATION

- UK Association of Citizenship Teaching
- <http://www.teachingcitizenship.org.uk/>
- Covers both primary and secondary education
- Focus tends to be on an individual's position within the local community – concepts of justice / fairness
- Some acknowledgement of localised multiculturalism

GLOBAL CITIZENSHIP COMPETENCIES: HIGHER EDUCATION

- Global competencies increasingly discussed in relation to a broad range of disciplines
- ‘Mainstreamed’ in a similar manner to employability
- Often conflated with employability with an emphasis on what types of skills required for evolving job market
- Again, predominantly based on individual citizens’ personal lifestyle aspirations and actions – rather than truly global issues
- http://www.ineesite.org/uploads/files/resources/EAA_Education_for_Global_Citizenship.pdf

NON-FORMAL 'EDUCATION' ON GLOBAL ISSUES AND GLOBAL CITIZENSHIP

- Conflict between understanding of negative aspects of globalisation (climate change, resource depletion etc) and active drive to maintain sustainable lifestyles
- Example from recent UK general election:
- Those voting Green 3% of votes – UKIP 12%
- Four times as many voting for parochial inward looking approach as opposed to broader global agenda

POINTS FOR DISCUSSION

- How does the above UK experience compare to other EU member states and beyond?
- What are the drivers for promoting global citizenship?
- And what are the blockers that may prevent this?
- How can we increase the drivers and reduce blockers?

Katarina Popovic, ICAE

HOW DOES LIFELONG LEARNING,
ESPECIALLY NON-FORMAL ADULT
EDUCATION, CONTRIBUTE TO GLOBAL
CITIZENSHIP AND DEVELOPMENT?

GLOBAL CITIZEN IN THE WORLD OF GAPS:

- If you have food in your fridge, clothes on your back, a roof over your head, and a place to sleep.... **you are richer than 75% of the world**
- If you have money in the bank, in your wallet, or some spare change... **you are among the top 8% of the world's wealthy.**
- If you woke up this morning with more health than illness... **you are more blessed than the million people who will not survive this week.**
- If you have never experienced the danger of battle, the agony of imprisonment, torture or the horrible pangs of starvation... **you are luckier than 500 million people alive and suffering.**
- If you can read this... **you are more fortunate than 3 billion people in the world who cannot read at all.**

EDUCATION FOR GLOBAL CITIZENSHIP MEANS:

- To raise awareness, increase knowledge and open-mindedness
- To develop empathy and sensitivity
- To prepare for the action

Important:

Diversity of the approach to EDC – depending on which side of the gap we are acting.

On which side of the gap are you?

RESPONSABILITY! „Unbearable lightness of indifference“ in Europe...

WHY LLL AND NON-FORMAL LEARNING?

- For whom is EGC? *(not only education of children, but also for adults)*
- Whose responsibility is EGC? *(state, civil society, other partners...)*
- Why in LLL and adult education for GC? Do we have time to wait? *(urgency!)*
- When and where do we learn about responsibility, empathy...? *(informal and non-formal education)*
- How important it is for the modern world? *(various crisis and role of education)*

Rilli Lappalainen, CONCORD Europe

HOW IS GLOBAL CITIZENSHIP EDUCATION ADDRESSED IN THE POST-2015 AGENDA?

Lucie Belikova, University of Nottingham Trent

TO WHAT EXTENT DO PEOPLE
(ADULTS) SEE THEMSELVES AS
GLOBAL CITIZENS?

EDUCATION AND PERSONAL EXPERIENCE PLAY A CRUCIAL ROLE

- Lack of mainstream education or self-education can limit the world view, awareness and understanding, which is important for becoming a global citizen
- Personal experience can have both positive and negative ways:
 - Negative experience with other cultures can be amplified simply by the fact that we're dealing with something new, strange or different
 - Positive experience can take the cultural awareness, acceptance and tolerance to a sky-high level

- Embracing the diversity at the Dark Side Cafe



Lucie Belikova, University of Nottingham Trent

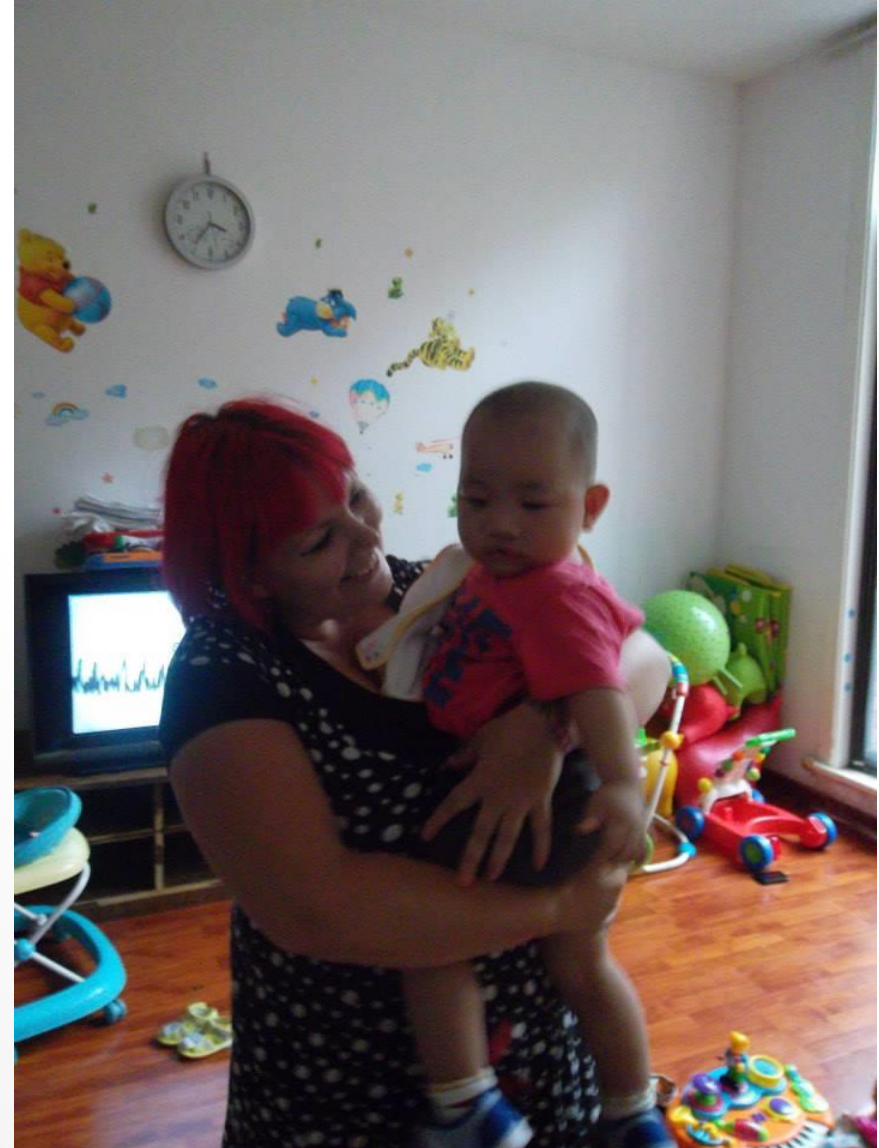
- Sharing the culture



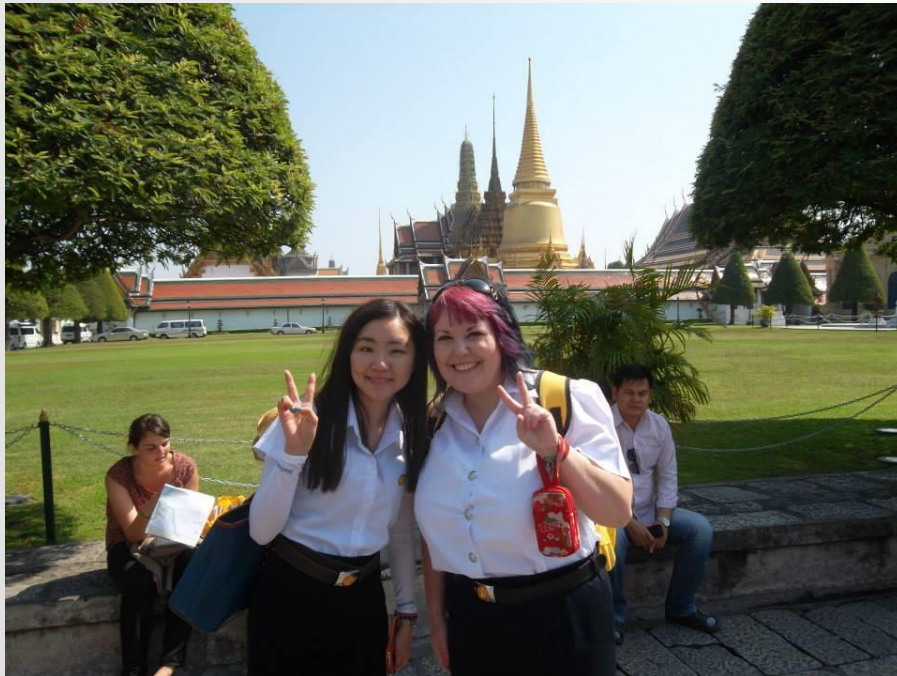
- Raising awareness



- Gaining the experience



- Gaining the experience



- Gaining the experience



Q&A

DISCUSSION

- civil society has compensated for the lack of formal education in citizenship – we still need a framework for schools etc.
- More global topics need to be integrated in curricula
- civic education is lacking even in Europe – partnerships are necessary
- in Spain, the current government wants to replace civic education by subjects such as religion etc.
- civic education is important at the school level but it has to go beyond that
- Europe has a strictly neoliberal agenda that tends to ignore global citizenship – the only reason that EU is currently interested is the terrorist attacks / immigrant crisis

WORLD CAFÉ

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WORLD CAFÉ

- Lifelong learning for global citizenship
 - people learn throughout their lives – validation of learning!
 - LLL should promote holistic idea of learning
 - values vs. knowledge
 - development of new methodologies for LLL and adult education => participatory education and learning
 - special role of non-formal learning to try out new methodologies to implement GCE
 - GCE as an overall concept that should be implemented in other subjects
 - personal responsibility vs. responsibility of state/region/community
 - indifference of adults towards global citizenship and development => need for outreach to hard-to-reach groups
 - LLL is interrelationship between many actors

WORLD CAFÉ

- Global citizenship education
 - content vs. methodology => GCE as separate subject or transversal concept that is implemented in all subjects?
 - development education = global citizenship education? => just a new name for an old concept?
 - need for closer connections between all forms of education, formal and non-formal education, from primary to adult education
 - e.g. project work with big variety of partners, not restricted to own field
 - important role of civil society to bring together different actors

WORLD CAFÉ

- Awareness raising campaigns = global (citizenship) education?
 - abstract concept, not easy to implement because of different understandings of global citizenship
 - need for common definition of GCE
 - need for change of attitude
 - role of activism?
 - interest of governments to promote and implement global citizenship education in curricula?

WORLD CAFÉ

- ‘being’ and ‘becoming’ a global citizen
 - need for getting out of own perspective and judge everything from personal cultural point of view => empathy and reflection!
 - global mindset develops by engaging in communities and society => get global: from solidarity, volunteering etc. at local level to a global level
 - global citizenship begins in the family => “non-formal family education”
 - mobility as a way to become a global citizen, but luxury for many => importance of access to technology – new media connect the world
 - role of national identities and identification challenged => potential conflict of generations, fear
- Global citizenship
 - Is global citizenship a right (given by the state) or a responsibility?
 - everybody is included in concept, even banks and other institutions

WORLD CAFÉ

- GCE in the new SDGs
 - before 2015, lack of call for action and lack of information about global problems
 - GCE only used for campaigning – lack of credibility
 - awareness about development issues in society is growing
 - education needs to come first in SDGs => everything, from health to other issues, starts with education
 - education as transversal goal and not as separate goal

WORLD CAFÉ

- North-South division grows
 - development in the context of global competition possible?
 - from development aid to global cooperation?
 - paternalistic idea of 'idea' – 'cooperation' less paternalistic if there is no real cooperation?
 - Who is a partner in/for development?
 - GCE to contribute to development of equal partnerships

THANK YOU TO ALL PARTICIPANTS AND SPEAKERS!

