



**THE OBSERVATORY**  
on Borderless Higher Education

# Mission Possible?

**The International Quest to Define and Improve Student Success**

A global forum on student well-being and outcomes in higher education



# UNESCO Global Citizenship Education Project

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FOR LATIN AMERICA AND THE CARIBBEAN (OBIRET)

# Introduction

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- **Global citizenship** is a key concept which promotes the development of the skills, values, and attitudes demanded by the present global context, such as:
  - Respect and empathy for cultural diversity
  - Coexistence among nations and culture of peace
  - Capacity to work in multi-cultural teams
- In 2015, UNESCO framed an inclusive initiative for global citizenship: the **UNESCO-GCE** project.
- It is the most comprehensive and educational sophisticated tool for the acquisition of global civic attitudes and skills, with a whole set of **educational strategies**, as well as **the framework to develop measuring tools for assessing** the diverse GCE programmes.

# UNESCO GCE Project: origins

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The GCE project was released within the *First Global Education Initiative* issued by the General Secretary of the United Nations in 2012.

- Global Citizenship Education became one of the 17 Sustainable Development Goals of the 2030 Agenda for Sustainable Development adopted on September 25, 2015 by the UN General Assembly
- Complement of two other projects:
  - **Education for peace**
  - **Education for sustainable development**

# UNESCO GCE is an educational response to global trends and tensions

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- Advances in information and communication technologies allowing people to interact in real time, beyond political and geographical borders.
- The mass migration of persons, creating the urgent need to live together, regardless of cultural differences.
- Changes in education paradigms as a consequence of globalization.
- Conflicts, tensions and threats in the global arena, including climate change.
- Social inequality.
- Unequal participation in development.
- International and national conflicts and tensions mostly due to asymmetries in development between North and South.
- These trends require **collaboration and cooperation beyond the limits imposed by cultural barriers, regional inequalities and national interests.**

# UNESCO GCE: Global Inclusive Project

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- GCE is an outcome of research, consultations, dialogues and interactions among experts in education, political authorities and civil society representatives from around the world.
- GCE is **not** a project designed by an elite of universities of few developed countries.
- It is meant to be an inclusive project, whose values are defined by consensus made among different regions and nations, and has gained a world wide acceptance
- GCE values are comprehensive and not the result of a particular and partial ethical theory

# UNESCO GCE : Global Inclusive Project

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- GCE values do not obey to particular educational paradigms from the North or the South.
- GCE values are against prejudice, stereotypes, exclusion and marginalization of individuals and communities.
- GCE goes beyond geopolitical tensions between North and South and their corresponding asymmetries.
- It faces the challenge to respect a plurality of belief systems, ideologies, cultural practices and religions.

# UNESCO GCE curricular features

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- 1. GCE** provides educational guidelines to implement the concept of *global citizenship* in the curriculum.
- 2. Main objectives**
  - To develop the values, knowledge, abilities, skills and attitudes students require to promote a more tolerant, inclusive, sustainable, non-violent and fairer world.
  - To expand the role of education in the solution of global problems in the **social, political, economic, cultural and ecological dimensions**
- 3. Basic values:**
  - Respect for human life and dignity, cultural diversity, equal rights and social justice
  - A sense of human solidarity and shared responsibility

# UNESCO GCE curricular features

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## 4. Main CGE curricular features:

- It is a comprehensive project starting from **basic education up to higher education, and part of long life learning.**
- It adopts many forms of implementation depending on the educational level or cycle
- It is a **meta educational objective** to be defined according to local contexts and regions.

# UNESCO GCE: Key learning outcomes

Learning outcomes describe the knowledge, skills values and attitudes acquired as a result of GCE

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## Key learning outcomes

### Cognitive

- Learners acquire knowledge and understanding of local, national and global issues
- Learners develop skills for critical thinking and analysis

### Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

### Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take required actions

# UNESCO GCE: examples of curricular implementation

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## Some countries adopting UNESCO GCE project

Australia	3 cross cultural curriculum priorities and 7 general skills linked to global citizenship
Colombia	4 core competencies: language, mathematics, scientific and citizen competencies
Indonesia	Inclusion of core competencies for global citizenship education: honest behaviour, responsibility, tolerance and mutual understanding
Philippines	K-12 curriculum (basic cycle) draws in learning to live together, harmony with other people, self-worth and global solidarity plus effective communication skills, and information literacy.
South Korea	Competencies: tolerance empathy and cultural literacy

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# Measuring GCE: the GCED-WG project

# Assessment of GCE learning

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## **GCE assessment:**

- How can we know, if GCE learners are successfully learning?
- To what extent they have become global citizens?
- What types of measurement are the most useful to collect evidence of GCE learning?
- What indicators can be used to assess GCE learning?

## **Methodological parameters:**

- GCE has an extensive diversity of learning domains, objectives, outcomes and competencies
- Correspondingly, **measurement** of GCE outcomes requires a wide variety of measuring tools; in addition, a set of comparable indicators

# Assessment of GCE learning

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- In addition, GCE assessment depends on the context:
  - Different education systems have taken **diverse methodologies** to assess and evaluate GCE learning.
  - Assessment depends also on **how GCE is delivered**: across the curriculum, or other modalities
- As reported by UNESCO, at present, educators **are using a mix of traditional and non-traditional tools** corresponding to more reflective and performance-based methods.
- **There are no globally agreed indicators for monitoring GCE yet.**

# Measuring and assessing GCE: the GCED-WG project

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- UNESCO, the Brookings Institution and the Youth Advocacy Group founded the project *The Global Citizenship Education Working Group (GCED-WG)*<sup>1</sup> with the task of **developing comparable indicators for GCE measuring tools.**

## GCED-WG members:

- A group of 90 organizations and experts:
  - From Africa, South Asia, **Latin America and the Caribbean**, North America, East Asia and the Pacific, Western Europe, Middle East and North Africa,
  - Types of member organizations: global educational institutions, NGO's, universities and formal education systems.

<sup>1</sup> See *Measuring Global Citizenship Education. A collection of Practices and Tools*. Center for Universal Education at Brookings. 2017

# Measuring and assessing GCE: the GCED-WG project

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## **GCED-WG objective:**

- To develop a methodological approach to answer: **how to measure** the outcomes of knowledge, skills, behaviours, attitudes and values linked to global citizenship, **at classroom, local and national levels.**

## **Methodological approach:**

- 1<sup>st</sup> step:** To identify current measuring efforts and tools in selected programmes, initiatives, organisations, institutions for developing GCE, and of related fields of education. 49 efforts were catalogued.
- 2<sup>nd</sup> step:** To design comparable **indicators of measuring tools** based on the **UNESCO-GCE** global citizenship competencies, domains and learning outcomes.

# Measuring GCE: some of the 49 programmes in the GCED-WG project

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**IDEAS** is a self-report on the level of integration of global citizenship education through the school curriculum.

**Latino Barometro** is a tool for the evaluation of certain citizenship attitudes and knowledge for youth and adult citizens within the community, rather than specific to education. Assess citizens knowledge about democracy and citizens conceptions of citizenship.

**SABER** is a test at national level produced by the Colombian Institute for Educational Assessment, which is compulsory for students in basic and undergraduate education.

**Global Citizen Diploma** was devised to recognize and describe the qualities that students need to be active and effective global citizens. This diploma is currently administered by a consortium of international schools.