

# Carly Manion

## Global Citizenship Education in an Uncertain World: Good or Promising Practice in International and Comparative Perspective

Our increasingly globalized world, characterized by growing complexity, mobility, interdependence and interconnectedness, has made educating for a global perspective an important consideration for educational systems worldwide (ACDE, 2014). Moreover, global citizenship education (GCE) and sustainable development education (SDE), as components of international education, are the focus of target 4.7 of the Sustainable Development Goal framework 2015-2030 that applies to Northern and Southern countries alike (UNESCO, 2016).

This paper addresses issues of teaching and learning in an uncertain world through an examination of current knowledge concerning good or promising practices in GCE and the identification of practical strategies for improved teaching, learning and achievement. The analysis further includes attention to key challenges and opportunities systems and their stakeholders encounter as they seek to implement and enhance GCE programming. Data is drawn from a review of the scholarly and grey literatures, with a comparative and international lens applied. The intended audience for this piece includes all education stakeholders (state and non-state) – communities, parents, learners, system leaders, school leaders and educators – as active agents of change in support of an education strategy that aims to develop global competency and global citizens, through the integration of global perspectives, cultures and experiences in the curriculum and learning environment.

The discussion is organized by theme, the first being why global citizenship education is critically important for today's learners. After establishing a strong rationale concerning the private and public values of GCE, I present a synthesis of different conceptualizations of "international education", "global citizenship education" and "global citizenship education", as well as a broad range of their overlapping sub-concepts. Before shining a summary spotlight on good practices associated with effective GCE in primary and secondary schools, a series of challenges and opportunities for implementation, as revealed by a review of the international literature, is suggested. The next section focuses on good practice in building system capacity and leadership for effective international/global citizenship education, with topics covered including a) Classroom strategies for learners aged 5-11 b) Classroom strategies for learners aged 12-18 c) Professional learning for educators d) Supporting international, immigrant, and refugee students e) System leadership and practice. The discussion is then wrapped up with some concluding remarks identifying key messages and lessons learned.

### REFERENCES

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