

Monitoring Education for Global Citizenship: A Contribution to Debate

by Harm-Jan Fricke and Cathryn Gathercole
with contributions from Amy Skinner

RESEARCH 5 January 2015

DEEEP citizens'
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DEEEP is a **project of the DARE Forum of CONCORD**, the European Development NGO confederation. As facilitator of the European **development education** sector, DEEEP and the CONCORD DARE Forum aim to be a driver for new transformative approaches to development and education through working towards systemic change and active global citizenship.

We believe that **research has a vital role to play in promoting innovation within the field of education**. We adopt a participatory, cross-sectoral approach to our research which enables us to explore a range of different perspectives and approaches to change. We regularly publish reports and articles with academics and practitioners that stimulate innovative thinking about new paradigms for development and education based on global justice. Our publications target development education practitioners and academics, civil society organisations and anyone interested in education and social change.

We are producing a range of publications under three different categories:

EXPLORATION

- This collection explores new ways of weaving development education into the daily practice of various stakeholders.
- The publications aim to reach a broader audience such as civil society organisations or active citizens, who are interested in global justice and global citizenship and are seeking inspiration to put these concepts into practice.

REFLECTION

- This collection provides a space to present and reflect on new lines of thinking within the field of development education. The publications are personal, provocative pieces intended to inspire further debate and discussion on a particular theme. Our thinkpieces target predominantly development education practitioners and researchers, as well as anyone interested in the transformative potential of education and learning.

- **1. “The stories we tell ourselves”** by Rene Suša

RESEARCH

- This collection provides research reports and publications which help to contribute to innovation in development education theory and practice. They act as a tool to stimulate greater critical reflection and learning amongst the development education community.

- **1. “Development Education and Education in International Development Policy: Raising Quality through Critical Pedagogy and Global Skills”** by Amy Skinner, Nicole Blum and Douglas Bourn in *International Development Policy*.

- **2. “Catalysing the ‘Shadow Spaces’: Challenging Development Discourse from within the DEEEP Project”** by Amy Skinner and Tobias Troll in *Policy & Practice*.

- **3. “Journeys to Citizen Engagement: Action Research with Development Education Practitioners in Portugal, Cyprus and Greece”** co-written by Amy Skinner and Sandra Oliveira with contributions from Kerstin Wittig-Ferguson and Gerasimos Kouvaras.

- **4. “International Volunteering and Development – Learning to be a Global Citizen”** co-written by Amy Skinner, Dr Eleanor Brown, Mark Griffiths, Kristina Kontzi and Maria Koleth in *Voluntaris Journal*.

- **5. “Monitoring education for global citizenship: a contribution to debate”** by Harm-Jan Fricke and Cathryn Gathercole with contributions from Amy Skinner

ACKNOWLEDGEMENTS

On behalf of DEEEP and the CONCORD DARE forum I would like to thank the authors of this report: Harm-Jan Fricke and Cathryn Gathercole, for your dedication and commitment to this research project and for all of your hard work.

On behalf of the research team, I would like to sincerely thank all of the participants for taking the time to be part of this research and for sharing your ideas, opinions and suggestions with us. A special thanks to Insiya Salam, Madza Ednir, Patrick Mpedizi, Ramon Martinez, and Andras Martoni for organising discussion groups with interested educators and community workers in Tanzania, Brazil, Zimbabwe, and within two European networks.

Thank you too to the Alkemist translation agency for translating the questionnaire from English into French and Spanish.

We truly hope that the findings and suggestions in this research can make a contribution towards designing innovative frameworks for the monitoring of Education for Global Citizenship.

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Published by: DEEEP – CONCORD DARE Forum
10, Rue de l'industrie
1000 Brussels

www.deeep.org

Please quote this publication as: Fricke H.-J., Gathercole C. and Skinner A (2015),
Monitoring Education for Global Citizenship: A Contribution to Debate. Brussels: DEEEP.

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SUMMARY

1. This report aims to provide a stimulus for further thought, work and debate in the design of assessment frameworks for an education that supports people in leading fulfilling lives in a changing, globalised world, and in particular within the context of debates around post-2015 universal targets and indicators that are relevant to an education for global citizenship (EfGC).
2. In providing that stimulus the report addresses the following questions:
 - a. What are the key differences and similarities between diverse forms of 'adjectival educations' that contribute to, or generally express themselves as allied to an 'education for global citizenship'?
 - b. What do they contribute to an education for global citizenship?
 - c. How, if at all, do they interpret the notion of 'transformation'?
 - d. What do practitioners consider to be the major challenges and opportunities for monitoring (transformative) education for global citizenship?
 - e. Which approaches and means of monitoring and assessing transformative education for global citizenship appear to be feasible?
3. The report is based on information obtained from:
 - a. Literature reviews;
 - b. Workshops, involving 65 educators in total, held in Brazil, Tanzania, Zimbabwe, and three locations in Europe;
 - c. Responses to a questionnaire completed by 218 educators working in more than 50 countries, albeit with a predominance of respondents based in Europe.
4. The origins and key characteristics of development education, global education and global learning, human rights education, and education for sustainable development are explored, leading to statements about their commonalities and contributions to an education for global citizenship. These commonalities appear to be particularly in the areas of their shared global orientation, pursuit of personal and/or societal transformation, active and enquiry based teaching and learning methodologies, and overlapping content.
5. The commonalities which the discussed educations contribute to - and share with - education for global citizenship appear to be particularly around:
 - a. values and dispositions which enable a response to, and advocacy for, change,
 - b. engagement with diverse ideas, opinions and understandings,
 - c. a stimulus to investigate and develop creativity by means of learning,
 - d. building skills and capacities as part of a process of lifelong learning,
 - e. a generic educational approach that aims at involvement in an explicit process of change.
6. Within such a context differences appear amongst practitioners and theoreticians in the use, meaning and function of the term 'global citizenship', with some seeing it primarily as a tool in advocacy while others view it primarily as a means of explanation of human relations globally.
7. Critique on the usefulness and use of the terms 'global citizenship' is outlined and the world-wide, universal, use of the term 'education for global citizenship' is questioned. However, its intentions as an approach of transformative education for critical and active engagement in a globalised society are seen as having universal relevance.
8. That approach is described as "a learning process for people's critical and active engagement in and with global society, involving people in developing their capacities, capabilities and motivation to be actively engaged in personal and collective human development. It does this by drawing on a critical understanding and consideration of global processes and interdependencies, of other people's perspectives and interests, of environmental opportunities and limitations, and of universal rights."
9. The approach is further defined by a number of 'core signifiers' (which can form the basis for indicators of achievement) relating to:
 - a. pedagogy – characteristics of the teaching process,
 - b. capacities and capabilities – regarding the learner's competence,
 - c. values – as exhibited in the teaching and learning process,
 - d. content – the learner's acquisition of core understandings,
 - e. outcome – regarding the learner's dispositions,
 - f. social transformation – regarding the learner's contributions to community and wider society.
10. The report continues by providing a summary review of selected literature regarding the design of monitoring frameworks that appear pertinent to an education for global citizenship. It discusses work done in relation to universal targets and indicators, country based frameworks, education institutional monitoring, educator competence, and learner outcomes. It draws particular attention to the importance of quality assessment, the need to involve the range of education stakeholders in the design, application and interpretation of indicators, and the need to enable learning from experiences.
11. Further information about the challenges and opportunities for monitoring education for global citizenship is obtained from ideas and opinions given by workshop participants and questionnaire respondents. Respondents recognise that developing a universal monitoring framework can help to clarify the purpose and meaning of EfGC for both practitioners and policy makers. However, they also recognise that there is a risk that agreement might be reached around a lowest common denominator approach. The importance of participation by practitioners in, and their ownership of, the monitoring content and process is highlighted. The potential uses of monitoring data and analyses in demonstrating the impact of EfGC on broader cross-curricular outcomes and educational achievements, is seen by respondents as a means to gain further recognition of the value of EfGC.
12. Based on the foregoing, the final chapter of the report provides a number of suggestions as a stimulus for further work, thought and debate. These suggestions focus on:
 - a. a monitoring framework that addresses the holistic nature of EfGC;
 - b. an assessment framework to do with learning outcomes that exemplify the core signifiers mentioned in paragraph 9 above;
 - c. indicators and a monitoring approach that is applicable at national levels, enabling monitoring of progress for specific sectoral aspects of EfGC (teacher education is given as an example of such a sectoral aspect);
 - d. a universal target that builds on the description of EfGC given in paragraph 8 above;
 - e. indicator groupings that can show progress against such a universal target.

1. INTRODUCTION

This research report is the fifth in a series produced by DEEEP, a project of the Development Awareness Raising and Education (DARE) Forum of CONCORD, the European NGO Confederation for Relief and Development.¹ The report explores the challenges and opportunities of monitoring education for global citizenship (EfGC), aiming to provide a contribution to debates around education targets and indicators of the post-2015 Sustainable Development Goals related to EfGC.² Attention is given to the extent to which education for global citizenship can contribute to what various writers call the ‘transformative’ potential of education. A particular concern in all this is the use and usefulness of targets, indicators and monitoring to education practitioners.

The background to the research lies in DEEEP’s interest in “developing new assessment frameworks which go beyond the current technocratic, quantitative monitoring of access to education, numeracy and literacy indicators, and enable monitoring of the quality of learning taking place and learning outcomes beyond test results” (DEEEP: 2014 Quality and Impact Monitoring Report Terms of Reference). That interest is particularly focussed on global citizenship education where “there is currently no quality monitoring framework [...] and therefore [...] a risk that applying current educational quality monitoring frameworks to global citizenship education would fail to capture the transformative nature of this type of education.” The search is on for indicators that are particularly useful to practitioners since “[traditional] monitoring frameworks tend to be outcome rather than process focused and designed from a policy monitoring perspective rather than from a practitioners perspective. They are therefore helpful for governments in assessing education but not for practitioners to reflect and improve on their practice” (ibid).

These issues started to be discussed at the European conference “Global Citizens for Education; Education for Global Citizenship” which DEEEP co-organised in Brussels in June 2014, and this report aims to explore the issues raised in further depth. In terms of monitoring, the conference concluded that:

“A monitoring framework should include tools to measure and evaluate the globally agreed dimensions of EGC through indicators that are both universal and locally adapted and owned through formal, and non-formal education as well as informal learning, recognising the specific needs of diverse learners and practitioners. The framework should include both quantitative and qualitative tools, and should require multi-stakeholder participation. The EGC monitoring framework should be based on different types of indicators that reflect knowledge, skills, values and attitudes, including input, social and process indicators, as well as specific learning outcome indicators. This framework should be developed and adapted as part of an on-going learning process to inform and improve practice. The outcome indicators should be developed in broad multi stakeholder consultation and be based on existing ongoing processes in the development of such indicators.” (GCE 2014)

In order to address issues of monitoring we felt it necessary to take a step back. Even a fairly cursory look at sources of education for global citizenship shows a variety of themes, interests, concepts, skills, values highlighted by different expressions of EfGC. Although it may be possible to develop a monitoring framework without looking at specific content and objectives, when deciding on targets and indicators a sense of what is meant by the subject matter (i.e. EfGC) is a minimum requirement. That meant that we had to first identify what actually contributes to and consists of ‘transformative EfGC’.

In our correspondence with research participants we used the concept of EfGC developed at the aforementioned Brussels conference: “Education for Global Citizenship is based on an understanding of the purpose of education as going beyond the acquisition of knowledge and cognitive skills, to transforming the way people think and act individually and collectively”. This was further elaborated after the first stage of our research to include an interpretation which saw EfGC as:

- A life-long learning process that enables people to acquire skills, understanding, and values that support them in being an active and competent ‘global citizen’;
- With ‘global citizen’ we mean someone
 - with a sense of belonging to a broader, world-wide community and common humanity,
 - relating to others and the environment locally, nationally and internationally based on universal values,
 - contributing to decision-making about change that seeks to overcome social, economic and political inequalities between peoples, and that safeguards sustainable solutions to global problems;
- EfGC’s teaching and learning approach is one that involves learner-centred, participatory education methods using techniques of enquiry, dialogue, reflection and experiential learning.

Although potentially useful as a broad description it is less useful as a basis for designing a monitoring framework and its attached targets and indicators since terms used are open to multiple interpretations. To come to a more appropriate description we decided to look at the bases of the educations that have particularly contributed to the notion of global citizenship education. That led us to formulating the actual questions which we planned to address in our work:

- a. What are the key differences and similarities between diverse forms of ‘adjectival educations’ that contribute to, or generally express themselves as allied to an ‘education for global citizenship’?
- b. What do they contribute to an education for global citizenship?
- c. How, if at all, do they interpret the notion of ‘transformation’?
- d. What do practitioners consider to be the major challenges and opportunities for monitoring (transformative) education for global citizenship?
- e. Which approaches and means of monitoring and assessing transformative education for global citizenship appear to be feasible?

Chapter 3, building on overviews presented in Appendix A, presents the conclusion of our investigation into the first three questions: reporting on common characteristics of development education, global education and global learning, human rights education, and education for sustainable development. On the basis of that analysis the chapter concludes with what we suggest are the core characteristics of an ‘education for global citizenship’. It is against these characteristics that we suggest targets, indicators and monitoring frameworks can be developed.

Chapter 4 provides a further context for answers to the final two questions. It reflects selected thinking around targets, indicators and monitoring as shown in literature that seems to be particularly pertinent to EfGC.

Chapter 5 then identifies the key issues and opportunities as reported to us by participants in a series of workshops about monitoring EfGC, and by respondents to a questionnaire which we circulated widely to formal and non-formal sector practitioners involved in or interested in the field.

Finally, based on the foregoing chapters, chapter 6 addresses the fifth question by making suggestions for a target, monitoring indicators and processes that we think are relevant to implementing and assessing successful EfGC in the coming years. However, these suggestions are made within an understanding that much work on EfGC, targets, indicators and assessment processes still needs to happen. Our suggestions are therefore primarily meant as contributions to further thought and debate - amongst and between educators and education policy makers.

Most of the research leading to this report took place over a period of half a year, on a very part-time basis. As will be seen, the reviewed literature is heavily biased towards Anglophone sources, with limited representation of articles, papers, internet pages and books published in other languages or to those published outside Europe. However, particularly through discussion groups and a questionnaire some input from across the world has been obtained from educators working in more than 50 different countries.

¹ For information about DEEEP and the DARE Forum see www.deeep.org. For information about CONCORD see www.concordeurope.org.

² A target tentatively phrased by the Education for All Steering Committee as: “By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.” (<https://efareport.wordpress.com/2014/06/04/the-muscat-agreement-new-proposed-post-2015-global-education-goal-and-targets-announced-today/>) For information about the Sustainable Development Goals see also for example <http://sustainabledevelopment.un.org/>.

An additional caution to be aware of is that the authors all come from a background and professional perspective that is based on or derives from development education. As will become clear, however, the overlap between development education and the other 'adjectival educations' which we discuss is such that themes, approaches, theories and practices are frequently borrowed and incorporated from across the 'educations' – including by us.

Many of the issues discussed here are contested by practitioners and theoreticians alike. Some, for example, would argue that terms such as 'global citizenship' have little or no practical meaning, or they posit that the notion of global citizenship education is, or is in danger of being, a primarily western educated middle class construct offering the next 'civilising mission' that will save the world or education.³ We will refer to some of those issues in the following chapters, but are not exploring them in detail. From the point of view of this report we have assumed that there is value in the concept of 'the global citizen' and in the notion of something that might be called 'education for global citizenship' – although, as will be seen, we question if such terms are appropriate for universal use.

Despite all these caveats we hope that the report will offer a number of useful suggestions: useful not only in the design of realistic and universal post-2015 targets for global citizenship education, but also more broadly in the development of assessment frameworks for an education that supports people in leading fulfilling lives in a changing, globalised world.

2. METHODOLOGY

This is the second report produced for and by DEEEP to draw attention to issues of quality and impact of Development Education and Awareness Raising (DEAR). The first of these reports, *Journeys to Citizen Engagement* (Skinner et al 2014), focussed on the role of DEAR in facilitating European citizen engagement in local, national, and global issues in the context of the current economic and political crises in Europe. This second report explores the notion of Education for Global Citizenship and investigates ways of monitoring this type of education which goes "beyond the acquisition of knowledge and cognitive skills, to transforming the way people think and act individually and collectively" (GCE 2014).

Initial literature reviewed for this report came from sources suggested in the Terms of Reference for this assignment, from our own familiarity with the subject, and from suggestions given by informants aware of the research (in particular members of CONCORD's DARE Forum⁴ and of EADI's Working Group 'Global Learning meets Development'⁵). Apart from investigating suggestions and analyses of relevant monitoring approaches, the literature reviewed aimed to obtain information about the following aspects in each of the 'educations' which we looked at:

Aspects of educational approach

description or concept of the education approach
purpose / problem to be addressed by the approach
content : knowledge and under-standings to be developed
skills/ competencies to be developed
values & attitudes to be addressed
pedagogies : teaching styles that are recommended or applied
behaviour & dispositions aimed for, in particular regarding the notions of global citizenship and transformation

The initial scan of the literature identified various challenges to the implementation and monitoring of education for global citizenship. A collation of these challenges was used as the basis for discussion groups which we asked different groups of educators from across the globe to organise. Five groups responded to this. They involved in total 30 participants engaged in formal or non-formal education in Tanzania, Brazil, Zimbabwe, and a number of EU countries. The outputs from these discussions and further literature review informed a further workshop session with the DARE Forum: involving 35 representatives of national development awareness raising and education platforms in EU member states. Details of the workshops are given in Appendix B.

Information from all these sources was then used to inform the design of a questionnaire which was circulated in English, Spanish and French to a wide range of individuals involved in implementing or supporting formal or non-formal sector education across the globe. The questionnaire obtained 218 responses from some 50 different countries. Questions and the responses they received are described in Appendix C.

During and after the workshops and questionnaire we carried out additional literature review, particularly looking into suggestions for frameworks and indicators that are felt to be pertinent to education for global citizenship as part of the design of post-2015 education indicators and targets.

Desk based work, e-mail exchanges and telephone conversations and discussions then synthesised our findings, analyses and conclusions into this report.

³ An opinion that seems to be shared by many, although not all, respondents to our questionnaire.

⁴ <http://deEEP.org/the-concord-dare-forum/>

⁵ <http://www.eadi.org/>

3. TOWARDS A COMMON FRAMEWORK?

One of the recurring statements in the design of universal targets and indicators for EfGC is that no commonly understood and agreed description or definition of global citizenship education exists (e.g. UNESCO 2014, UIS 2014, discussion group and questionnaire respondents). This is not due to a lack of interpretation, since for example NGOs (e.g. Oxfam 1997), educators (e.g. as reported by Hunt 2012) and academics (e.g. Andreotti 2006) have developed various understandings and uses of the term.

Although it is possible to develop a monitoring framework without agreement on a description or definition of EfGC, it will be impossible to set targets and indicators without such a statement. In order to develop this we have drawn on the theories and experiences of a number of 'adjectival educations'⁶ that have come to the fore in the past 40 or 50 years, namely those of 'development education' (DE), 'global education' (GE), 'global learning' (GL), 'human rights education' (HRE), and 'education for sustainable development' (ESD). To greater or lesser extent their practitioners tend to see these educations as contributing to or aligned with 'education for global citizenship'.

Appendix A gives more details of each of the educations, but in this chapter we are drawing a number of conclusions from the overview in the appendix by particularly focusing on their commonalities. What unites the educations is their generally accepted proposition that understanding the issues with which each is concerned can only effectively be done from a globally oriented perspective (Bourn 2014b, Dower and Williams 2002, Regan 2012, Seitz 2002).⁷ A second unifying characteristic is that these educations prefer the use of active, participative involvement of the learner in the learning process, involving exploration of and enquiry into issues. To greater or lesser extent the different educations also see themselves as 'transformative', contributing to fundamental changes amongst learners, education systems, and society.⁸

After outlining these commonalities this chapter then gives attention to different conceptions of 'global citizenship' that are, usually implicitly, present in the discussed educations. This is followed by a suggested framework of transformative education for critical and active engagement in a globalised society. That framework contains a number of 'core signifiers' against which, we suggest, achievement targets and indicators can be developed.

Commonalities

What appear to be the common characteristics of the four adjectival educations investigated by us in Appendix A? At one end of their respective interests seemingly very little: in a narrow sense concern with problems of development in a specific country (what Greig et al (1987: 29) call a 'narrow focus' DE) has little to do with the biological processes in the local environment (narrow focus ESD), with a history of rights (narrow focus HRE), or with being aware of the existence of interdependence (narrow focus GE). At their broader focus, however, there is a noticeable overlap, if not convergence, between the interests of the educations. It is on the basis of that broader focus that the following conclusions can be drawn.

⁶ 'Adjectival': from 'adjective' = a word describing an attribute related to a particular noun (such as the word 'international' in 'international education').

⁷ There are a number of other 'adjectival educations' which also contribute to an education for global citizenship. These include for example multi-cultural/inter-cultural education, anti-racist education, and international education. However, an initial scan of their approaches and content suggests that an explicit global perspective is usually incidental, or limited to particular geographies rather than inherent or fundamental to the approach. For that reason they are not explicitly discussed here. Although it does tend to have a global outlook, explicit attention to 'peace education' is omitted since many of its interests overlap with significant aspects of human rights education.

⁸ Transformation: "1. the action of changing in form, shape or appearance; metamorphosis. 2. a complete change in character" (Shorter Oxford English Dictionary: Oxford, OUP, 2002)

1. A global orientation

The different ways in which our chosen educations exhibit a global orientation is described in more detail in Appendix A.

At a basic level, the global orientation may involve the study of similarities and differences between people, societies, economies, or environments in different parts of the world. However, for much of the educations it also involves one or more of the following:

- investigations into issues that affect all societies (e.g. issues of poverty, development, justice, equality, environmental change);
- exploring issues by means of a global systems approach (e.g. global trading systems, global ecological systems, global legal instruments, global power relations);
- enquiring into the global dimension of local phenomena (e.g. economic interdependence, the effect of local production and consumption on global climate change);
- fostering a perspective and disposition⁹ that takes the potential global consequences of personal or local actions into account;
- promoting a sense of social responsibility and solidarity that encompasses all of humanity.

2. A pursuit of personal and/or societal transformation

A second common characteristic of the discussed educations, at least when considering their broad focus, is the explicit pursuit of particular transformations, at both the personal level of the learner, and at the level of education and social systems:

- "An important element of global learning practice ... has to be how to take learners forward, to show them options and alternatives for change, whether in combating global poverty or taking action on climate change" (Bourn 2014b: 198);
- "Human rights education is necessarily transformative since it is based on a commitment to social justice and cannot condone systems that simply reproduce social inequalities" (Osler and Starkey 2010: 131).

For many engaged in these educations the required transformation needs to go beyond this and affect the global systems of policies and economies (e.g. Krause 2013; DEEEP 2011).

⁹ Disposition: "temperament or character, esp. as displayed in dealing with others; turn of mind" (Shorter Oxford English Dictionary: Oxford, OUP, 2002)

Table 1. Typical transformations pursued by the educations

Personal transformation leading to:	<ul style="list-style-type: none"> • Respect for self: enabling autonomous, self-motivated behaviour • Respect for others and for the diversity of people and cultures: enabling an ability to cooperate in an interdependent but diverse world • A sense of social and environmental responsibility: based on critical assessments of information and power relationships, and an awareness of the uncertainty principle • A sense of belonging: based on values and interests that acknowledge but transcend the personal and the local group • A commitment to learning: in response to and implementation of change and the need to make new connections and new meanings • A commitment to action: based on a willingness to be part of an enterprise that pursues common purposes and universal rights
Education systems transformation incorporating:	<ul style="list-style-type: none"> • A systems approach: enabling the learner to acquire an interdisciplinary, holistic perspective on the world and its processes • Learners as contributors to the learning process • Educators as co-learners in the education process • Action-learning: education that enables learners to practice and improve action-oriented and decision-making skills
Community/societal transformation resulting in:	<ul style="list-style-type: none"> • Eradication of poverty and inequality • Human development that is environmentally sustainable • The realisation of human rights for all • Political, economic, social, environmental and decision-making 'systems change'

In the discussed adjectival educations the transformation that is pursued links closely to the process of creating that transformation (see the next paragraph). However, when linking suggested pedagogy to the adjectival educations' intentions for change at personal and, particularly, societal level a word of caution is needed. Over the past fifty or so years of working for a better world by means of information, communication and education "a clear, linear mechanism linking learning to change in a positive way remains elusive and probably doesn't exist" (Scott and Gough 2003: 112). The fact that someone is aware of or understands, or has the skills to affect an issue, will not automatically lead to action on that issue. Instead the transformation that is required needs to enable people to play a role in a complex world where uncertainties exist in many aspects of human knowledge and understanding. It needs "to confront learners with competing accounts of ... reality wherever complexity and uncertainty mean that it is possible for competing rationalities to yield competing versions of the truth" (Scott and Gough 2003: 118-119). Dealing with such 'competing rationalities' and thereby transforming the way in which we gather and view knowledge and understanding, rather than pursuing pre-determined (societal) outcomes, is likely to be the key transformative task and opportunity of education.

3. A methodology for transformation

The education methods advocated by the adjectival educations draw on a range of pedagogical considerations that derive from, amongst others, Socrates, Rabindranath Tagore, John Dewey, Paulo Freire, and Jack Mezirow.

It is particularly Paulo Freire (Freire 1970 and 2004) and 'popular education' that many proponents of the adjectival educations will explicitly refer to. However, often this is limited to referencing the participatory methods used, to such an extent that "the methodological approach [of popular education] has often been seen mistakenly as its

trademark" (Kane 2001: 17), thereby ignoring the social (and educational) critique which underpins it and which makes it an important approach in the process of individual, communal, and societal transformation.¹⁰

Popular education (or 'education for liberation') provides an approach that enables groups of people to develop a critical awareness of the situation in which they find themselves and of the causes of that situation, as the basis from which to transform their (communal) lives. The approach is accompanied by a wide range of participatory, active learning methods described by, for example, Hope and Timmel (1984 vol.1: 61-96) and Kane (2001: 57-89), and adapted and added to by the various adjectival educations.¹¹ In popular education such an approach aims to provide understandings of:

- "the different levels of consciousness [of the situation and its causes],
- the direct link between emotion and motivation to act,
- the importance of having participants themselves choose the content of their education rather than having 'experts' develop curricula for them, and
- the fact that all real liberation and development must rise from the grassroots up. Transformation is not something that one person can do for somebody else." (Hope and Timmel 1984 vol.1: 6)

Starting from a realisation that 'no education is ever neutral' (it is "either designed to maintain the existing situation, imposing ... the values and culture of the dominant class, [or it is] designed to liberate people, helping them to become critical, creative, free, active and responsible members of society" (Hope and Timmel 1984 vol. 1: 8), the issues to be addressed are those which are seen by the learners as of relevance to them. By phrasing those issues as problems to be solved the participants carry out a joint search for solutions. In that process dialogue plays a crucial role, since no-one person has all the answers and different people will have different perceptions of and perspectives on the problem. Ongoing reflection on the investigations, discussions and other parts of the process, combined with action that attempts to solve identified issues aims to transform "the quality of each person's life, the environment, the community, the whole society" (Hope and Timmel 1984 vol.1: 12).

Whilst popular education's focus can be said to be on communal change, 'transformative learning' is much concerned with change at individual levels. Inspired by Jack Mezirow (see Mezirow 1997 and discussions in Bourn 2014b: 95-96) critical thinking forms a core part of the transformative learning process. It involves a focus on the learner's personal perspectives, experiences and assumptions, and developing the learner's ability to question these in order to transform their (previously unquestioned) 'frame of reference', since "... in contemporary societies we must learn to make our own interpretations rather than act on the purposes, beliefs, judgements, and feelings of others. Facilitating such understandings is the cardinal goal of ... education" (Mezirow 1997: 5).

In transforming learners' 'habits of mind' and 'points of view' four processes of learning can be identified which relate particularly well to (and have to some extent been incorporated in) Global Education/Global Learning:

- Elaborating an existing point of view: leaving basic values unexamined and unquestioned;
- Establishing that different points of view exist: and as a consequence critically reflecting on existing personal assumptions;
- Transforming points of view: critically reflecting on a diverse range of perspectives and as a result being able to see things differently;
- Transforming habits of mind: developing a new frame of reference that includes a critical awareness of biases in our 'habit of mind'.

¹⁰ Transformation: "1. the action of changing in form, shape or appearance; metamorphosis. 2. a complete change in character" (Shorter Oxford English Dictionary: Oxford, OUP, 2002)

¹¹ See for instance: AAI n.d.a, Braun et al 1981, Greig et al 1987, GLEN 2009, Leeds DEC n.d., NSC 2012, OSDE n.d., Pike and Selby 1988, Price 2003, Richardson 1976

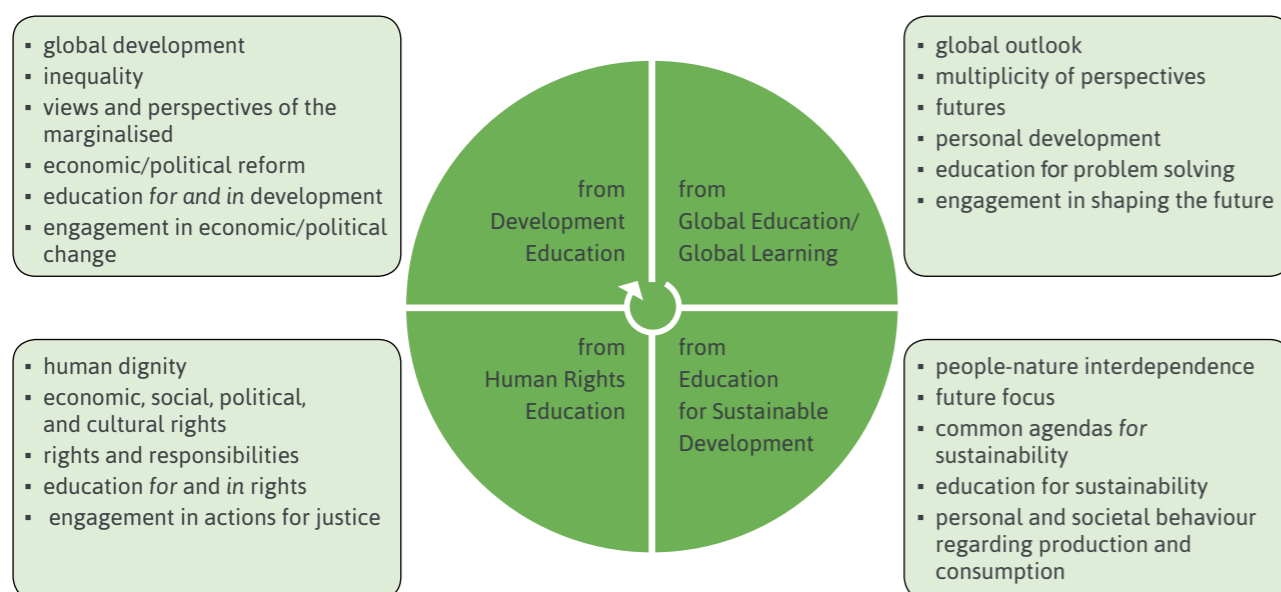
Although the intention of ‘changing perspectives’ is present in many of the discussed adjectival educations, as Mezirow mentions the fourth process is “less common and more difficult. We do not make transformative changes in the way we learn as long as what we learn fits comfortably in our existing frames of reference.” (Mezirow 1997: 7)

Few, if any, amongst the practitioners of the adjectival educations investigated by us would apply all the popular education or transformative learning principles as a matter of course. Particularly in a formal education setting pedagogical approaches are invariably restricted by the given (national, subject or school) curriculum, and the conditions (such as timetabling or class size) of teaching and learning, which may not be conducive to implementing a coherent transformative learning process. Nevertheless, apart from using active learning methods, the adjectival educations will when possessing a broad focus, base their work on context and relevance, enquiry, discussion, dialogue and collaboration (e.g. AAI n.d.a, OSDE n.d., Price 2003, Seitz 2002: 385).

4. Overlapping content

Although the different educations may have their different histories and speciality interests there is much that they share – particularly at the broader end of their spectra. Apart from a global perspective, pedagogies and interests in transformation there are also a number of overlapping and closely related content issues.

Figure 1. Overlapping educations - content of mutual concern



In a European context the ‘coming together’ of different educations, when seen from its broad focus, has been explored by, for example, Greig et al (1987), the Development Education Commission (DEC 1999), and the DEAR Study (Rajacic et al 2010).¹² In a Latin American context Kane (2001) provides an analysis of different forms and commonalities of education under the banner of ‘popular education’. Drawing on Greig et al’s conclusions (1987: 30-38) what the overlaps signify is:

¹² The former discussed the overlap between development education, human rights education, peace education and environmental education. The Development Education Commission investigated the commonalities of DE, HRE, ESD, anti-racist education, multi-cultural education, and gender education. The DEAR Study was concerned with the wide range of policies and practices in the European Union that in one form or another related to what was called ‘Development Education and Awareness Raising’.

- A recognition that respective principle concepts (such as development, environment, sustainability, human rights and justice, perspectives consciousness) are complementary, interdependent and mutually illuminating;
- An holistic view of the world, its people and issues, away from a view that separates issues and their analyses into different, exclusive compartments;
- The importance of fostering a disposition, and of practising skills, for participation in democratic action at local and global levels.

Bringing it all together: an education for global citizenship?

On the basis of their investigation into the convergence of ideas, the Development Education Commission (1999: 21-27) suggested that the different educations:

- Share a number of core dispositions and values which enable a response to change;
- Engage with multiple ideas, opinions and understandings, building competencies that are part of lifelong learning;
- Highlight experiences that stimulate investigation and creativity, providing a perspective for action.

In discussing popular education and the various educations that are aligned to it, Kane (2001: 22-23) suggests that commonalities exist which, it seems to us, can as well be applied to the adjectival educations that inspire this chapter:

- A generic educational approach which “relates to multiple, specific areas of activity” (such as ‘community development’, ‘human rights’, ‘environment’, ‘citizenship’);
- The fact that many who work with such an approach may not identify themselves as practitioners of the approach;
- The intention of creating change through an explicit process of learning.

Since the 1990s ‘global citizenship education’ has increasingly been seen as a vehicle that brings the discussed educations together. By providing an educational response to the rapid increases in economic and cultural globalisation, particularly since the collapse of the Soviet Union, global citizenship education draws on the four educations (Oxfam 1997, Mesa 2000, NCDO 2012, Pollet and Van Ongevalle 2013) but in its intentions (if not always in its practice, e.g. see Andreotti 2006) it overcomes the North-South/developing-developed/First World-Third World divide prevalent in forms of development education (Mesa and Sanahula 2014), and it goes beyond a ‘global awareness’ minimalist form of global education (Davies 2008). It has also taken on board that issues of social responsibility entail discussions of and a commitment to the sustainable use of the environment. In addition, the inclusion of the word “‘citizenship’ implies [for various educators and activists] an active role ... usually directly concerned with social justice ...” (Davies 2008: 1; but also see, for example, Oxfam 1997, Andreotti 2006, UNESCO 2014, Bourn 2014b, Osler and Starkey 2010).

Regarding the concept of ‘the global citizen’ many of those involved in the four educations or EfGC would appear to agree that “all human beings are global citizens in virtue of rights and duties which we all have as human beings” (Dower 2002: 40), but how such global citizenship is filled in varies significantly amongst NGOs, such as Oxfam with its ‘Curriculum for Global Citizenship’ (1997), international agencies, including UNICEF¹³ and UNESCO (2014), and transnational companies, such as HSBC¹⁴. When used in an education context the resulting education

¹³ http://www.enredate.org/cas/educacion_para_el_desarrollo/educacion_para_el_desarrollo where DE is seen as a promotor of global citizenship education

¹⁴ <http://www.hsbc.com/citizenship>

for global citizenship is also open to various interpretations: for instance between 'soft' and 'critical' global citizenship education (Andreotti 2006).

Part of the reason for these multiple interpretations is that they are based on different ideologies. Oxley and Morris (2013) explored this in an article that identified eight 'principal conceptions of global citizenship', giving an example of how such conceptions affect interpretations of context, education process and education outcomes. The eight conceptions identified by Oxley and Morris are grouped into two types: one which they call 'cosmopolitanism', because its primary characteristic is based on the idea of universality "where the 'cosmos' (universe/world) is one's 'city' (living place/community)", and another called 'advocacy', because its primary characteristic is "a strong degree of advocacy from a particular perspective" (Oxley and Morris 2013: 305). The eight conceptions are summarised by them as follows:

Table 2. Conceptions of Global Citizenship

Conception	Focus and key concepts
Cosmopolitan types of GC	
Political global citizenship	A focus on the relationships of the individual to the state and other polities, particularly in the form of <i>cosmopolitan democracy</i>
Moral global citizenship	A focus on the ethical positioning of individuals and groups to each other, most often featuring ideas of <i>human rights</i>
Economic global citizenship	A focus on the interplay between power, forms of capital, labour, resources and the human condition, often presented as <i>international development</i>
Cultural global citizenship	A focus on the symbols that unite and divide members of societies, with particular emphasis on <i>globalisation of arts, media, languages, sciences and technologies</i>
Advocacy types of GC	
Social global citizenship	A focus on the interconnections between individuals and groups and their advocacy of the 'people's' voice, often referred to as <i>global civil society</i>
Critical global citizenship	A focus on the challenges arising from inequalities and oppression, using critique of social norms to advocate action to improve the lives of dispossessed/subaltern populations, particularly through a <i>post-colonial agenda</i>
Environmental global citizenship	A focus on advocating changes in the actions of humans in relation to the natural environment, generally called the <i>sustainable development agenda</i>
Spiritual global citizenship	A focus on the non-scientific and immeasurable aspects of human relations, advocating commitment to axioms relating to <i>caring, loving, spiritual and emotional connections</i>

(Source: Oxley and Morris 2013: 306)

Despite this wealth of perspectives on the concept, there is also significant debate about, and indeed dismissal of, the usefulness of the term 'global citizenship' (see discussions in Gaventa and Tandon 2010: 8-15; Dower 2002: 30-40; Cuperus 2009 and 2010). Three fundamental problems seem to lie at the root of such debates:

- Uncertainty about the meaning of the term 'global citizenship', particularly if it has its basis in ethics which one wishes to pursue, or in an institutional polity through which one acquires global citizenship;
- Resentment, amongst sections of the public, against anything that has to do with globalisation, particularly amongst those who are economically, politically or socially unable to connect internationally, or who

perceive such connections in their local or national community as having a negative effect (including as an attempt at 'foreign' or Western domination);

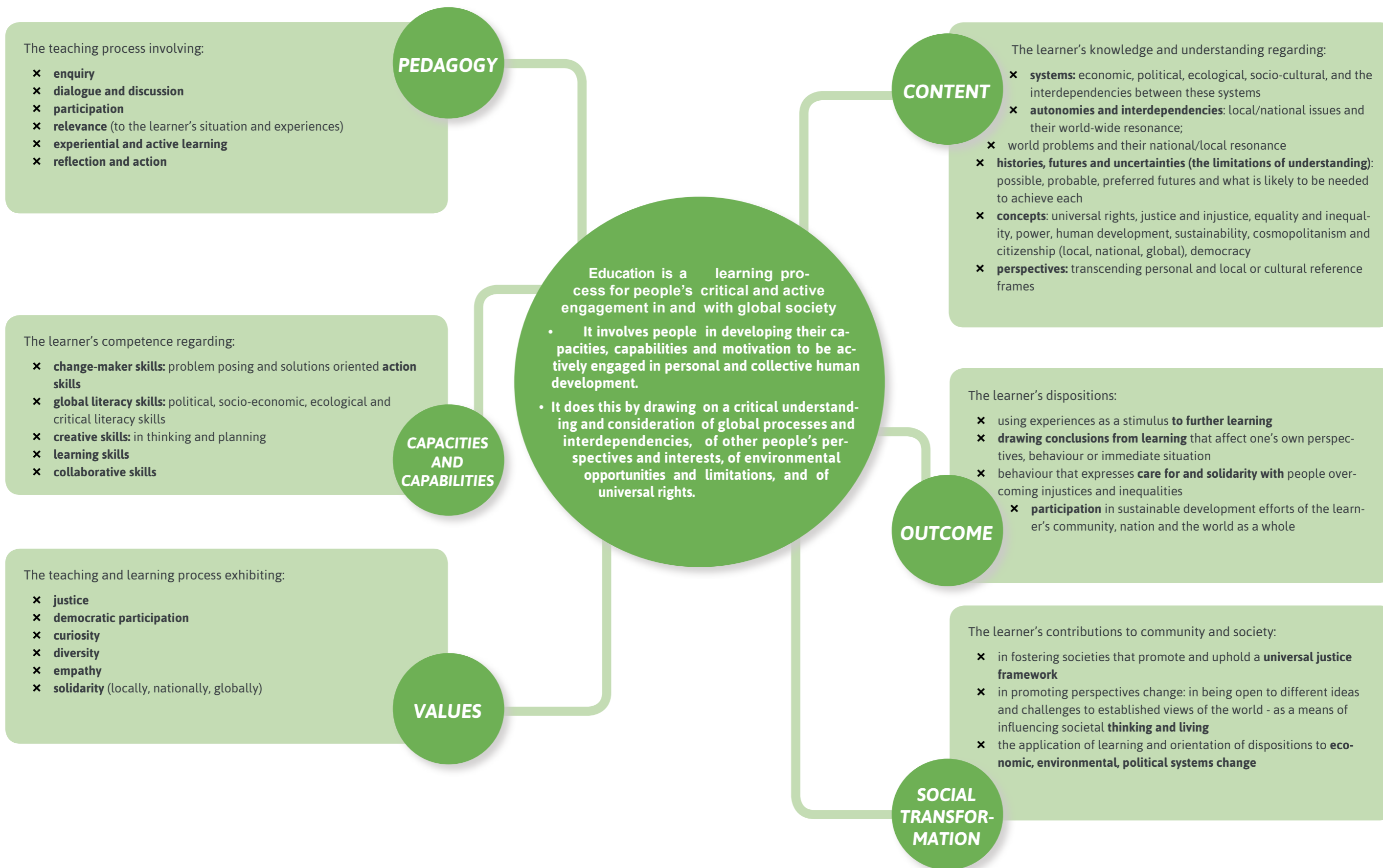
- The fear that a focus on a legally non-existing 'global citizenship' risks undermining or weakening the implementation of human rights and/or of a national identity, both of which require the operation of nation-states.

Some of these issues are not only seen as challenges in part of the literature, but, as will be seen in chapter 5, also by educators from across the globe, including amongst those who see themselves as favourably disposed to the notions underpinning education for global citizenship. In developing suggestions for monitoring a world-wide implementation of education for global citizenship, and in identifying corresponding indicators and targets, it is as well to be aware of such challenges and to ask if the use of the term 'education for global citizenship' is the most appropriate way to encapsulate what is intended to be achieved.

A transformative education for critical and active engagement in a globalised society

What then do the different educations bring to, for want of a more suitable term, education for global citizenship? In the first place, and overarching it, is an understanding that it is an education approach, meaning that it is not a separate, let alone an additional, subject, theme or topic to be 'covered' in formal and non-formal education. EfGC is not a body of knowledge, but instead entails a methodology of teaching and learning. It has potential of being applied to the range of subjects, themes and topics, and education institutional policies and operations that exist in formal and non-formal education. Its application, however, will affect the choice of content and the way in which content is being addressed and in which processes are used to acquire, investigate and apply knowledges, skills and values.

To summarise, and as a contribution to further reflection and debate, the diagram on the following page shows the commonality between the discussed educations in terms of their view on education (in the central circle), accompanied by 6 core signifiers of such an education (pedagogy, capacities and capabilities, values, content, outcome and social transformation). Clearly, the emphases will be different in different education traditions and local contexts, and additional characteristics are also possible.



4. TARGETS, INDICATORS AND MONITORING EDUCATION FOR GLOBAL CITIZENSHIP

How can such an education, as described in the previous chapter, be assessed? Which targets to be reached by 2030 might be possible? Various pieces of work to do with targets and indicators are in development as part of the design of the post-2015 Education Goal, involving disparate groups of international agencies, NGOs, academics and networks. This chapter does not intend to capture all of this work but instead offers a short review of some of the work done that appears to be particularly pertinent to * the design of universal targets and indicators, * national and workplace indicators and * educator and learner outcomes.

What is noticeable in reviewing the literature is that much work done on indicators and assessments as part of the UN Decade of Education for Sustainable Development can be drawn on, particularly where it relates to progress at national and institutional levels (e.g. see UNECE 2009 and UNESCO 2007). Work done by various agencies and networks, including ActionAid International (2011) and the HRE 2020 Global Coalition (HRE 2014) to name but two, also provide ideas that can be adapted for assessments of an EfGC approach based teaching and learning.

Noticeable in discussions and literature is the increased emphasis given to assessment of the qualities of education that are being pursued. The importance of that was highlighted by the GCE conference held in June 2014 which also underlined the significance of:

- Inclusive monitoring; to include all learning settings, and all learners; with indicators which enable global comparisons, and local contexts; which recognise wider societal factors such as power structures, social justice and post-colonial relationships.
- The purpose of the monitoring process is to improve quality practice, maintain profile and increase credibility for EfGC. This multi-faceted approach “means we have different audiences, which will require different tools and outputs. For the EGC community this is primarily a learning agenda, which will adapt and change as time progresses. For the global international community, it is more likely that top level quantitative data is required. How can we develop robust, relevant and meaningful indicators?” (GCE 2014)
- The potential dangers in seeking to develop a global system, including oversimplifying concepts; misusing or misunderstanding data; loss of ‘soft skills’.

Targets and indicators

If not explicitly, at least implicitly, work done on developing targets and indicators relates to a typical ‘impact chain’ or ‘results chain’ model of project or programme design and assessment.



In order for intentions (e.g. the objective of EfGC as expressed in its definition or description) to be achieved particular resources (inputs) will be needed. These will need to be organised to carry out particular activities (processes). Those processes will lead to creating one or more services or products (outputs, e.g. a teacher training course relevant to EfGC, education materials for use in teaching and learning, a curriculum that includes EfGC, etc.) which together will lead to a particular result (outcome), which in turn will contribute to an overarching impact (for instance because learners have acquired particular knowledge, skills or dispositions a contribution is made to such-and-such a change in wider society, economy, or polity).

In the case of the post-2015 Sustainable Development Goals debate ‘targets’ are in fact the objectives which are meant to be achieved by 2030, i.e. in the impact chain model above they would be shown under ‘intentions’. Indi-

cators (i.e. signposts of change towards the intention) can then be developed to show progress towards the target. This may involve setting specific ‘sub-indicators’ (and possibly quantitative and qualitative targets) for the inputs, processes, and outputs.

In design: a universal target and indicators

Discussions about targets and indicators for education for global citizenship are currently placed within the context of the proposed post-2015 Education Goal. An option for this goal, developed by the Education for All Steering Committee (EFASC), phrases it as: “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”. The suggested goal is accompanied by seven targets, one of which incorporates EfGC: “Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development”.¹⁵ In this EfGC is seen as a means to an end: the establishment of sustainable and peaceful societies.

A similar overall goal for education has been developed by the Open Working Group of the UN General Assembly (OWG): “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” It is accompanied by ten targets one of which explicitly relates to global citizenship: “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 nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.¹⁶ No explicit reference is made in this target to EfGC but ‘global citizenship’ is seen as contributing to sustainable development.

In contributing to the work of the Learning Meaning Metrics Task Force¹⁷ on development of an EfGC relevant target and indicators, Jalbout (2013) suggests that “...a comprehensive global citizenship framework would have to be based on a thorough understanding of shared global values and priorities and an identification of the gaps in attitudes, skills and knowledge. [...] tolerance and respect for other people [...] it should not be prescriptive. It would have to provide enough flexibility to allow adaptation at the national level based on national education priorities and resources and cultural, religious and political considerations, without diluting the “global” nature of the framework.”

The ‘Technical Advisory Group for post-2015 Education Indicators of the Education for All Steering Committee’ (TAG) considered both of EFASC and OWG goals and targets and noted the absence of a “single agreed upon definition of global citizenship” (UIS 2014: 25). Nevertheless, TAG suggested that “Key concepts to measure in this target include:

- Knowledge, skills, values and attitudes required to establish sustainable and peaceful societies;
- Participation in global citizenship education, education for sustainable development and sustainable lifestyles.” (ibid)

TAG then considered what kind of international measurements might already be available in respect of these ‘key concepts’. Referring to work carried out or planned by PISA, ICCS and the World Values Survey¹⁸ it analysed their relevance to assessing ‘knowledge and skills for sustainable peaceful societies’, ‘values and attitudes for sustainable peaceful societies’, and ‘global citizenship education’. The conclusion was that individually and collectively these international assessments do not give a comprehensive or cohesive indication of ‘GCE/ESD’ and that further work is needed in developing relevant assessments.

15 <https://efareport.wordpress.com/2014/06/04/the-muscat-agreement-new-proposed-post-2015-global-education-goal-and-targets-announced-today/>
16 <http://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf>
17 <http://www.uis.unesco.org/Education/Pages/learning-metrics-task-force.aspx>
18 PISA: Programme for International Student Assessment, organised by the OECD every three years: <http://www.oecd.org/pisa/>; ICCS: International Civic and Citizenship Study, organised by the International Association for the Evaluation of Educational Achievement (IEA): http://www.iea.nl/fileadmin/user_upload/Studies/ICCS_2016_Brochure.pdf; World Values Survey: a global network of social scientists studying changing values and their impact on social and political life: www.worldvaluessurvey.org

Assessing implementation at national levels and its effect on local opportunities

To achieve the universal target various conditions will need to be met: at national and local levels. UNESCO (2007) offers a guide to the design of national indicators, in this case relevant to the UN Decade of Education for Sustainable Development. In aiming to “integrate the principles of sustainable development into all areas of learning” the guide suggests three categories of indicators: those to do with the current situation (‘status indicators’), those to do with the context that enables ESD (‘facilitative indicators’), and those to do with the results of work done (‘effect indicators’).

Table 1. Indicator types and examples of what they can be used for

	Indicator Type	Functions include for example:
Status indicators	Baseline	A. To identify the status or standing of (a particular aspect of) education (such as for example EfGC)
	Context	B. To identify the existence of relevant support systems
Facilitative indicators	Process	C. To identify the existence of relevant processes and activities
	Learning	D. To promote learning and reflection on experiences
	Output	E. To assess quantities and qualities of outputs available and newly created
Effect indicators	Outcome	F. To assess outcomes: the quantities and qualities of changes that result from relevant efforts (i.e. inputs, processes and outputs)
	Impact	G. To assess (wider) impacts that result from relevant efforts
	Performance	H. To assess the change in status or standing of (a particular aspect of) education (such as for example EfGC)

(Based on UNESCO 2007: 4)

For each function a limited number of indicators are designed that give an insight into quantities and qualities of what is being investigated. The advantage of the approach appears to be in its ability to be applied at various levels or aspects of education: from policy design to classroom practice. For instance, it seems that indicator suggestions for HRE, developed by the HRE 2020 Global Coalition, could, with some adjustment, be fitted in with the UNESCO approach. The HRE indicator categories are particularly focussed on:

- National planning (including for instance indicators relating to plan development processes and implementation);
- Education and training in formal education and non-formal education institutional systems (including for example to do with national policy statements and legal provisions, curriculum design, teaching and learning materials, learner assessment, whole-institutional provision, educator training).

(HRE 2014)

In the UNESCO 2007 publication, as in other publications, the importance of learning from experience is clearly

established. UNECE, for example, in reflecting the values that underpin its work on ESD, suggests that “indicators and the reporting mechanism are meant not ‘to compare’ but rather to enable countries of the region to ‘learn and develop’ in the area of ESD, so that the region becomes a ‘learning region’” (UNECE 2009: par.23).

Assessing institutions, educators and learners

In assessing the success of work done at the ‘coalface’, ActionAid International published a whole-school approach and framework that is aimed at “actively engaging parents, children, teachers, unions, communities and local civil society organisations in collectively monitoring and improving the quality of public education.” (AAI 2011) The framework is based on a ‘charter’ of ten rights which are then assessed by means of a participatory process focussed on a wide range of indicators (e.g. to do with relevance: “number of hours in which teachers can/do adapt the national curriculum to local context”, awareness: “children are aware of their rights”, or “satisfaction of parents and children with learning outcomes”) (AAI 2011). The results of the evaluative processes are shown in a survey format which combines both quantitative and qualitative information.¹⁹ The framework contains clear suggestions for engaging the wider school community in assessing different aspects of the educational institution’s policies and operations, and it could be adapted for use in non-formal education.

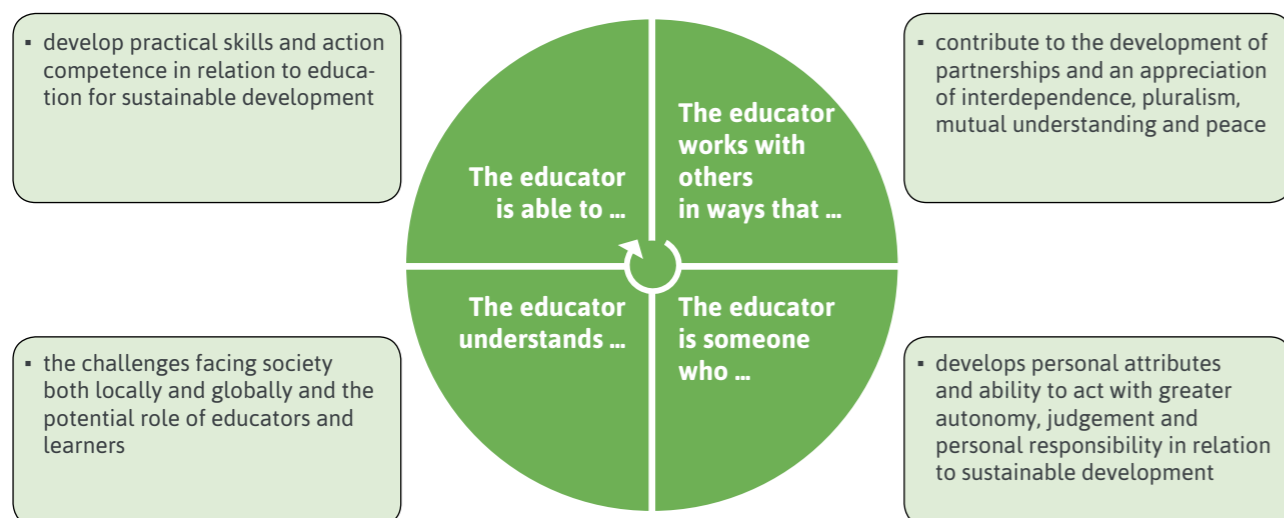
A different approach to assessing whole-institutional indicators is used by, for example, WAG (2006) in its support for and assessment of ‘Education for Sustainable Development and Global Citizenship’. In this different levels of achievement are described for a series of aspects of education institutional policy and practice, such as ‘commitment and leadership’, ‘partnerships’, ‘teaching and learning’, ‘management’, ‘research and monitoring’. By showing different levels of achievement (‘basic’, ‘developing’, ‘developed’ and ‘embedded’) the framework offers schools and school communities opportunities for reflection on achievements and ideas for future improvements. Frameworks exist too for further education, teacher training and adult and community education.²⁰

In looking at the role of educators UNECE (2012) suggests key competences which educators should possess in being able to successfully implement ESD. It suggests a framework that is focussed on an educator’s learning experiences relating to understanding, abilities, collaboration, and personal attributes.

¹⁹ See <http://www.right-to-education.org/resource/promoting-rights-schools-providing-quality-public-education> for details

²⁰ See <http://wales.gov.uk/docs/dcells/publications/081204commonunderschoolsen.pdf> for details of the framework. Of interest to note is that Wales appears to be one of the few education jurisdictions that has a national curriculum that explicitly integrates the need for cross-curricular attention to global perspectives, sustainable development, human rights, and development in all levels of formal and non-formal education: see <http://wales.gov.uk/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/?lang=en>.

Figure 1. Competences for educators in ESD



(Based on UNECE 2012: 14-15)

Each of the four categories is further developed by means of a series of specific competences in relation to “essential characteristics of ESD”, namely:

- A holistic approach which “includes three interrelated components:
 - Integrative thinking;
 - Inclusivity;
 - Dealing with complexities”
- “Envisioning change [which] covers competences relating to three dimensions:
 - Learning from the past;
 - Inspiring engagement in the present;
 - Exploring alternative futures”
- “Achieving transformation [which] covers competences that operate at three levels:
 - Transformation of what it means to be an educator;
 - Transformation of pedagogy, i.e., transformative approaches to teaching and learning;
 - Transformation of the education system as a whole.”

(UNECE 2012: 16-17)

Attention to indicators to assess the learning of individuals is given in some of the literature mentioned above (such as AAI 2011, WAG 2006, HRE 2014, but also see for example Leeds 2005, and McCollum and Bourn 2001). In addition UNESCO reports on work done by ‘Measurement Ad-Hoc Team (MAT)’ who, earlier in 2014, suggested four priority areas for assessment of global citizenship education, namely:

- “Have learners acquired knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations;
- Do learners have a sense of belonging to a common humanity, sharing values and responsibilities and holding rights;
- Do learners show empathy, solidarity and respect for differences and diversity;
- Can learners act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world.” (UNESCO n.d.)

Potentially relating to the skills aspects of this is the planned PISA 2018 assessment of ‘Global Competence’. According to a presentation by NFER it will be “a computer based assessment including cognitive and non-cognitive items [and] may cover: knowledge and skills, attitudes, and dispositions towards global issues, as well as aspects of global employability and mobility of young people.”²¹ However, a computer based approach would obviously limit the universal value of such an assessment and a focus on one aspect (competence) would not provide adequate information about the holistic nature of EfGC.

UNESCO (2014: 35) refers to an example of indicators, developed by the Mastercard Foundation Scholars Programme²² that goes beyond assessment of competence. As part of assessing students’ “commitment to service and social transformation in ways that integrate global awareness and identity”, indicators have been designed that are concerned with:

- The learner’s interpretation of “local context as embedded in global context”, including local – global relationships and actions, the impact of global actions on abilities to make local choices, and the likely impact of local actions;
- The learner’s ethical framework, to do with, for instance, perspectives consciousness and application, diversity, social justice;
- The learner’s “lived experience incorporates global orientation”: such as engagement in activities with a “pro-global citizenship’ orientation”, and in communal actions.

Useful techniques to engage both educators and learners in learning assessment are offered by ‘assessment for learning’ (AFL): it provides feedback to both the teacher and learner regarding the learner’s progress towards achieving learning intentions. It uses various sources of information (portfolios, progress reports written by the student, teacher observation, conversations and discussions, as well as formal tests). It gives opportunities to include learners in the evaluation and assessment process, with a positive effect on both educators’ and students’ learning.²³ Research into the use of assessment for learning suggests that not only educators’ but “Children can be consulted directly by policy-makers on educational issues such as assessment policy and practice.”²⁴

Issues

One of the comments on the previous Millennium Development Goal for education was its lack of attention to issues of quality. As UNDP commented, albeit in a somewhat broader development context, “A frequent weakness seen in formulating indicators is the tendency to use general and purely quantitative indicators that measure number or percentage of something, for example, ‘number of new policies passed.’ These are often weak indicators as they merely communicate that something has happened but not whether what has happened is an important measure of the objective.” (UNDP 2009: 62).

Quantitative indicators will use numbers, percentages, rates, ratios and similar statistical measures. Of themselves they don’t say much about the qualities of what is being done. Qualitative indicators reflect “people’s judgements, opinions, perceptions and attitudes towards a given situation or subject. They can include changes in sensitivity, satisfaction, influence, awareness, understanding, attitudes, quality, perception, dialogue or sense of well-being.” (UNDP 2009: 63). In its experience UNDP suggests that “A variety of indicator types is more likely to be effective. The demand for objective verification may mean that focus is given to the quantitative or simplistic at the expense of indicators that are harder to verify but may better capture the essence of the change taking place” (UNDP 2009: 62).

²¹ The presentation by NFER took place at Think Global’s 2014 Annual General Meeting: <http://think-global.org.uk/news/19845>

²² <http://mastercardfdnscholars.org/>

²³ See for example research work on this in lower secondary schools: <http://www.tlrp.org/pub/documents/Leitch%20RB%2036%20FINAL.pdf> and <http://www.cpal.qub.ac.uk/>

²⁴ http://uhra.herts.ac.uk/bitstream/handle/2299/6226/CPAL_Outcomes%20Poster%202008.pdf?sequence=1

Gathering information relating to qualitative indicators tends to be, sometimes significantly, more resource intensive than gathering quantitative information since it relies on contacts with a wide range of stakeholders because “No single indicator or sub-indicator should be seen as indicative of quality in its own right. Rather, it is the combination of answers that will indicate the state of progress in, and the effectiveness of, implementation ...” (UNECE 2009: par.22). Be that as it may, “the fewer the indicators the better. Measuring change is costly so use as few indicators as possible. However, there must be indicators in sufficient number to measure the breadth of changes happening and to provide cross-checking” (UNDP 2009: 62).²⁵

Apart from the issue of quality, involvement of stakeholders in the design of indicators is seen as crucial by many writers and organisations: “Who sets indicators is fundamental, not only to ownership and transparency but also to the effectiveness of the indicators. Setting objectives and indicators should be a participatory process” (UNDP 2009: 62), as should be the collection of information and its interpretation (e.g. see UNECE 2009, UNESCO 2007, AAI 2011, WAG 2006).

Conclusions

A significant challenge exists in developing a universal target and related indicators that adequately capture the holistic nature of EfGC and its intended effects. By focussing on one or a few aspects (such as competencies, or knowledge and understanding) the transformative nature of EfGC – at both the level of the individual learner and the wider levels of education systems and society - is likely to be lost.

Some starting points, however, exist in experiences of, for example, the UN Decade of Education for Sustainable Development, qualitative and participatory assessment work done by NGOs, and in the work on indicator development and assessment frameworks of UNDP.

The primary function of setting indicators and assessing related information should be learning (amongst those with a stake in the education process) rather than for comparative purposes. This means that stakeholders need to be closely involved in design, implementation and interpretation of frameworks and data.

²⁵ Work on assessing the outcomes of learning on values change is carried out by a number of organisations. In the UK RISC has published results of initial testing in the classroom (Allum et al 2008) and is currently refining that work through a European Commission co-funded project. See <http://www.risc.org.uk/education/current-projects/quality-or-quantity>

5. CHALLENGES AND OPPORTUNITIES FOR MONITORING

This section presents the key challenges and opportunities for monitoring education for global citizenship as identified by participants of the discussion groups and questionnaire respondents. This chapter represents a selection of ideas that were widely shared across geographical boundaries as well as the formal and non-formal education sector. For details of the information requested from respondents and of the results of the questionnaire see the Appendix B and C.

Key challenges

a. Lack of participation in the design of monitoring frameworks

Respondents raised particular concerns about the way in which monitoring frameworks are often designed without input from those whose work is being monitored, stating that “actors who are evaluated are seldom involved in the definition or re-interpretation of the indicators.” This is crucial in terms of ownership of the evaluation process.

b. Monitoring is perceived as a form of control rather than a learning opportunity

Respondents across the board felt that monitoring processes were underused as a tool for reflection, learning and fostering change; i.e. as an important part of education itself. One participant felt that “a major problem is the fact that [educators] see evaluation as an external demand and not as a necessity to learn. They are too defensive instead of being more confident about their work so as to push for their own research approach, indicators and pace. Educators should be empowered to enter the evaluation debate so as to use and see evaluation as an integral part of education.” Suggestions were made for a framework which encourages a high level of self-reflection on the learning taking place.

Concerns were also expressed that “data obtained through Evaluation/Monitoring are used in a punitive way, for instance, by withdrawing resources from those who are not reaching the goals or by setting rankings that can create feelings of inferiority/humiliation.”

c. Outcomes take priority over process; knowledge is emphasised over skills and attitudes

Respondents felt that two key challenges of standard monitoring frameworks revolved around the fact that they tend to focus on: a) educational outcomes and do not sufficiently take into consideration the teaching and learning process and b) the learners’ knowledge and understanding at the expense of skills development and attitudinal learning.

Several respondents felt that this was the result of a mismatch between governments’ standard agenda for monitoring education and the particular requirements of EfGC monitoring. Many felt that “Education authorities are too focused on measurable results and statistics and on league tables” and that “areas of curriculum which cannot be measured precisely are not considered important.” Respondents expressed concern that focusing only on the quantitative aspects does not grasp the richness of the process of EfGC. Furthermore, several mentioned the rigidity of standard education monitoring systems which makes it difficult to design alternative ways of assessment.

Although many respondents felt that policy makers are very focused on measureable knowledge rather than skills, values and active learning, several felt that teachers did not hold these views and were actually more interested in the latter. However, although they may be interested, in general respondents felt that a key challenge was that many educators are currently unfamiliar with using EfGC learner centred, enquiry based methods. Furthermore,

the challenge of monitoring attitudes or dispositions was highlighted, with one participant drawing attention to the fact that “when asking people about their attitude change (self-evaluation etc.) there is a high likelihood that people respond in a way they think is expected rather than what they honestly think.”

d. Lack of priority given to EfGC

Several respondents felt that there is limited recognition of the need for and value of EfGC within the educational system. It is often not part of the curriculum but rather treated as an ‘add-on’ to the ‘real business of education’ indicating that “...there is a reluctance...to embrace it as something which should underpin ALL education and ALL policies relating to education.” It is therefore difficult to gain support for monitoring of EfGC if it is not seen as a priority or something which is of value to achieving broader educational outcomes. Political support and buy in is therefore essential. One respondent pointed out the importance of the Ministry of Education taking the lead on EfGC and mainstreaming it into subject curricula and teacher training in order to facilitate educators delivery of EfGC.

e. Different understandings of the purpose of education

Several participants felt that policy makers and practitioners may have different understandings of the type of education which is fit for purpose in a globalised world, highlighting the fact that globalisation means different things to different people. Indeed, one respondent stated that “I sense that policy makers do hold the view that [current] education is not fit for purpose, but the dominant view amongst policy makers ... is that the purpose of education should be to prepare young learners for a future life of global consumerism and as units of effective and competitive economic output.” This was supported by another respondent who said that “In my country, the term in the Department of Education language refers to being competitive in the global market. It does not refer to global citizenship”. Overall, several respondents questioned whether educational institutions are designed to challenge current ideologies, or rather to replicate them?

f. Implementing and monitoring EfGC is an additional ‘burden’ for over-worked educators

This challenge is clearly linked to the fact that most teachers are already rushing through fully-packed curricula and if EfGC is not prioritised at policy and curriculum level, then it is down to passionate teachers who really have to believe in it to engage and make it work. As one respondent clearly detailed, “Formal and informal teachers in the countries where I work often feel overburdened (and under-trained) and so they perceive new educational goals as adding to that burden rather than viewing them as something to be integrated into or through which to help students learn what they need to learn in the standard curriculum. Monitoring and evaluation thus becomes another “burden” and they then focus on teaching what is being measured rather than facilitating the learning of EfGC”

Furthermore, the need for long-term professional development support for EfGC was also highlighted, as teachers interested in delivering quality EfGC require good training in order to be able to facilitate such learning, and time needs to be given for them to get to grips with the key principles of EfGC.

g. Terms and interpretations of education for global citizenship are not standardised

The lack of a universally understood terminology and interpretation of global citizenship education was seen as a hindrance by many respondents: making monitoring problematic. As one respondent highlighted, “Given the absence of a common understanding, people from different parts of the world can be using the word, but meaning completely different and often conflicting things...”

Furthermore, several participants felt that the term of ‘global’ citizenship can risk discounting the importance

of the local, with one stating “[the] term [i.e. EfGC] is something of a misnomer - a focus on Global Citizenship alone without flagging the need for citizenship bypasses a critical tier of participation in society and democratic processes. I know this is not how the concept is defined by Global Citizenship experts, but this is how it’s often interpreted”.

The literature too makes reference to the problem of terminology: “[the existence of] wide-ranging concepts and expected learning outcomes entailed in Global Citizenship Education ... as well as their non-traditional approaches to education” (UNESCO n.d.) make design of a coherent monitoring framework with indicators that “[have] the same meaning and significance in all settings” (UIS 2014: 6) difficult.

h. Controversy over standardised and universal monitoring frameworks

In some of the workshops and amongst some individual respondents standardised monitoring frameworks are seen to be problematic in their own right, with one respondent stating “... the idea of having standardised measurable ‘benchmarks’ or ‘outputs’ is ... the biggest threat to the critical, social justice and equity potential of EfGC”. One participant even felt that monitoring could actually be a hindrance given that the passionate delivery of EfGC often occurs in an informal context with little or no monitoring of impact.

Most concerns were however raised about whether different local realities can be recognised in a universal monitoring framework. Many respondents felt that identifying indicators that are meaningful across a large spectrum of socio-economic conditions, religious beliefs and other identity dimensions is a continued challenge, expressing concern that “global targets and indicators neglect the characteristics or peculiarities of the local realities”. Furthermore, one respondent felt that power dynamics are important to consider, stating that there is a great risk that a universal monitoring framework would “still favour a domination of western tools for education, which may not fully comprehend indigenous tools or systems of education”.

Indeed, the importance of recognising local realities within EfGC monitoring frameworks in order for it to be relevant and have a transformative impact was highlighted further by several participants. One respondent commented that “...we see the most powerful change happen when people have a shared vision for their ideal sustainable future and the attributes/capabilities that a global citizen needs in order to realise this vision. When this is developed by communities themselves, it has much more meaning than some set of principles imposed from elsewhere”. Emphasising further the need to take into consideration local circumstances, need and priorities, one participant raised concern about the fact that EfGC can be perceived as very abstract, without enough focus on concrete action for change. In this respect, they highlighted that “practical thinking, leading to practical conversations and solutions are what people are focused on here [i.e. in Kenya] and for EfGC to be successful here it needs to follow this pattern. Highly abstract thinking (I’m not necessarily suggesting this is what EfGC is about!) cuts no ice here - not because people can’t do it, but because it doesn’t bring about tangible change, at least not quickly enough!”

Given the practical applicability which many in the literature of EfGC and the adjectival educations propose, such a focus on local solutions seems a key indicator of quality education for global citizenship which needs to be taken into consideration when devising monitoring frameworks. Workshop participants also gave attention to these issues suggesting that the local-universal issue might be solved if universal principles were to exist (in terms of EfGC processes and basic characteristics of global citizenship) combined with national indicators and targets to show how and to what extent universal principles are to be met and how EfGC is interpreted in the country context. This could involve: a) stimulating “the creation, in each country, of indicators that include local specificities, considering the global targets” and b) encouraging “each country to establish comparisons between its own performance in different stages of the process, instead of comparing itself with other countries in different contexts.”

However, such suggestions would appear to go against current thinking in the design of universal GCE indicators, where for example UIS suggests that “The construct to be measured must be valid and reliable across all countries, such that the indicator used for this purpose has the same meaning and significance in all settings” and that

there should be “global comparability” of the data (UIS 2014: 6).

Participants highlighted the need for monitoring at different levels, highlighting the fact that the results of learning in an institutional setting do not necessarily translate in impact outside the institution, in that “*just because children think and act differently in school does not mean this is the case outside of school*”. Respondents in one of the workshops suggested that it could be assessed:

- at individual learner level: changes in attitudes, dispositions, behaviour
- at community/society level: e.g. as shown by learners’ involvement in school council, youth organisation, or social, cultural or environmental initiatives
- at social media/internet level: growth in activity on EfGC specific topics
- regarding result of EfGC processes and content on overall learning
- regarding impact of EfGC processes and content on broader society (over time)

Key opportunities

Although there appear to be significant challenges in creating monitoring frameworks for EfGC, respondents also highlighted several different opportunities to be explored- many of which relate back to and can be seen as opportunities to overcome the challenges presented above:

a. Opportunities for increasing recognition and implementation of EfGC

In many cases respondents identified opportunities for EfGC implementation rather than for monitoring per se, with the assumption that an increased level of recognition and delivery of EfGC would consequently lead to greater support for compatible monitoring frameworks. In this respect, a large majority of respondents felt that EfGC is relevant to educators with very different perspectives and experiences due to its flexible nature and the ability to start from different points. This was identified as a key opportunity for gaining greater recognition and increasing its presence within educational systems around the world. This, along with the fact that EfGC provides a broader, global context to learning about local and national issues, are key elements to emphasise in order to gain greater support and understanding of the benefits of EfGC. Importantly, one participant highlighted that if there is a need to gain greater recognition for EfGC, then there is a need to devise a monitoring framework which will also capture the impact of EfGC on wider educational outcomes. In this sense, “*to demonstrate that educational systems that invest in the integration of EfGC in the curricular are of high quality and effective in terms of students overall educational performance (e.g. in terms of OECD PISA and national education targets to be achieved).*”

b. Educators are increasingly interested in using learner-centred, participatory education methods

This was considered as a key opportunity across the range of respondents, with one commenting that “*once teachers participate in EfGC courses they begin to realize the importance of it and want to learn and do more.*” Greater interest in the pedagogy and process of education from educators is a good starting point for developing monitoring frameworks which better reflect these elements of learning.

c. Opportunity to demonstrate relevance

Respondents across the board recognised that in their contexts there is a demand for skills and understanding that enable people to lead fulfilling lives in a globalised world. This offers a great opportunity for EfGC to demonstrate its ability to develop the required skills and understandings as defined by an EfGC perspective. As mentioned in the challenges above, reservations were raised about the fact that the type of skills and understandings that education policy makers may prioritise for a globalised world are different to those emphasised by EfGC, but

many respondents felt that this is an opportunity for EfGC to assert itself and its agenda.

d. Increasing interest in alternative forms of monitoring

An increasing interest in developing new, alternative monitoring frameworks was identified as an opportunity, along with the need to “*change mental models on Evaluation and Monitoring, so they can be seen as opportunities for learning and improving the process of change.*”

e. Monitoring is an opportunity for learning in order to improve EfGC

Many participants feel that monitoring frameworks can actually help to strengthen the content and delivery of EfGC itself. The process of monitoring inherently helps to ‘firm up’ and clarify what EfGC is about, its purpose and aims. In this respect, one participant felt that monitoring is an “*opportunity to make GCE less abstract and make concrete links to local initiatives*”. Indeed, another participant saw monitoring as an opportunity to monitor content of EfGC more closely, to “*ensure a balance or content particularly for African countries who usually have more content from their former colonisers than their own. If done well this monitoring will include a mechanism for ensuring that these countries are incentivised to develop more and more content (themselves) and dumping of educational material and western media dominance is reduced.*”

f. Opportunity to use global frameworks to help support national endeavours to include EfGC

Although reservations were expressed about the creation of global frameworks for monitoring, there was no consensus around this, and several respondents felt that “*EfGC addressed as a goal/target in the new MDGs will make it easier to increase the space and focus on EfGC on a national level*”. Several respondents felt that putting EfGC on the global agenda not only makes it easier for them to receive project support, but this global presence also gets more and more organisations interested in working in the field of EfGC. Indeed, “*global frameworks such as the MDGs/SDGs UNCRC etc. support civil society to hold governments to account in terms of ensuring their education systems support young people to fully explore the interdependence of human and ecological wellbeing, working towards a future where all human rights are respected etc.*”

g. Bridging the adjectival educations

In developing an EfGC monitoring framework and indicators there are opportunities to “*link up with other adjectival educations such as popular education, citizenship education etc., especially in the South, including with indigenous processes of challenging inequality and exclusion and processes of bringing about change.*”

Conclusion

This chapter highlighted some of the key challenges to monitoring EfGC as well as some of the opportunities, which may serve to help overcome some of these challenges. Across the range of both challenges and opportunities, some key principles can be drawn out to take into consideration in designing monitoring frameworks.

These include the importance of **participation and ownership** of the monitoring framework by those who are being monitored, as well as the importance of understanding **monitoring as a learning process** and an integral part of education itself, as opposed to an externally imposed demand or control mechanism.

Clearly gaining support for EfGC within the broader education system is also a key factor in strengthening the delivery of EfGC and introducing compatible mechanisms for monitoring. Indeed, in designing a monitoring framework for EfGC, several people highlighted the importance of a monitoring framework which is not only self-serving but that can **demonstrate the impact of EfGC on broader cross-curricular outcomes** (i.e. monitoring how a EfGC perspective and approach to learning can be applied to all subjects and facilitate better educational outcomes across the board). This may in turn help to gain recognition of the value of EfGC and also help to develop new ways of monitoring learning.

Although there appears to be a slight mismatch in many contexts between government agendas for education, which are still often focused on measurable, quantitative outcomes at the expense of process, there appears to be **increased interest from educators in active learning methods** and the development of skills and attitudes, as well as a recognition from policy makers that current education systems need to adapt to a globalised world.

As many practitioners highlighted, global monitoring frameworks, which include the scope for both universal as well as locally defined indicators and targets, can be used as an opportunity to strengthen governmental support for EfGC within national education systems. Universal monitoring frameworks can also help to clarify the purpose and meaning of EfGC for both practitioners and policy makers, however there is a risk that agreement might be reached around a lowest common denominator approach: focussed on what is relatively easily measurable and, as a result, have a rather narrow focus. This could risk side-lining EfGC's holistic framework and its function in educating critically and socially engaged learners in favour of a general, largely de-personalised and de-politicised sense of global awareness and global belonging. For this reason it would appear crucial that EfGC educators and learners are involved in the design of monitoring frameworks and that the frameworks explicitly capture the **holistic nature of EfGC**.

6. MONITORING TRANSFORMATIVE EDUCATION FOR GLOBAL CITIZENSHIP: SUGGESTIONS FOR FURTHER THOUGHT AND DEBATE

This chapter draws on the conclusions of the previous chapters in order to suggest possible ways of monitoring EfGC. At the conclusion of chapter 3 we suggested a purpose description and core signifiers for what might be called an 'education for global citizenship'²⁶: a learning process for people's critical engagement in and with global society. That framework of EfGC forms the basis for suggestions in this chapter, where possible addressing the issues identified in the previous two chapters, in particular * the need for participation and ownership of monitoring across the stakeholders in education, * the need for EfGC to show its value in supporting achieving of other educational intentions (such as subject focused requirements), * the need to address qualitative as well as quantitative aspects, * the need to enable learning amongst all those with a role in education, and * the need to capture the holistic nature of EfGC.

These suggestions are not intended to be context-specific, but rather open to adaptation to suit different circumstances around the world. They are set within the suggestion from participants, that universal principles be created related to the basic characteristics and processes of EfGC, complemented with national indicators and targets to show how and to what extent universal principles are to be met and how EfGC is interpreted in the country context. Rather than encouraging comparisons between countries, participants further suggest that countries should self-compare with regards to their own performance at different stages of the process.

As is the intention of the report as a whole, this chapter will not provide the final word on these issues. Instead the focus is on a number of inter-related suggestions, each of which will need further development, which we hope will form the basis for further thought and debate. Our suggestions start with a look at the holistic nature of EfGC and how different stakeholder groups, involved in education at different levels, can reflect on work done in improving EfGC and its effects. Secondly, we propose the core components of indicators relating to learning outcomes. This is followed by further suggestions on assessing the context in which education (and EfGC) takes place, before completing this chapter with observations and suggestions relevant to a universal target and indicators.

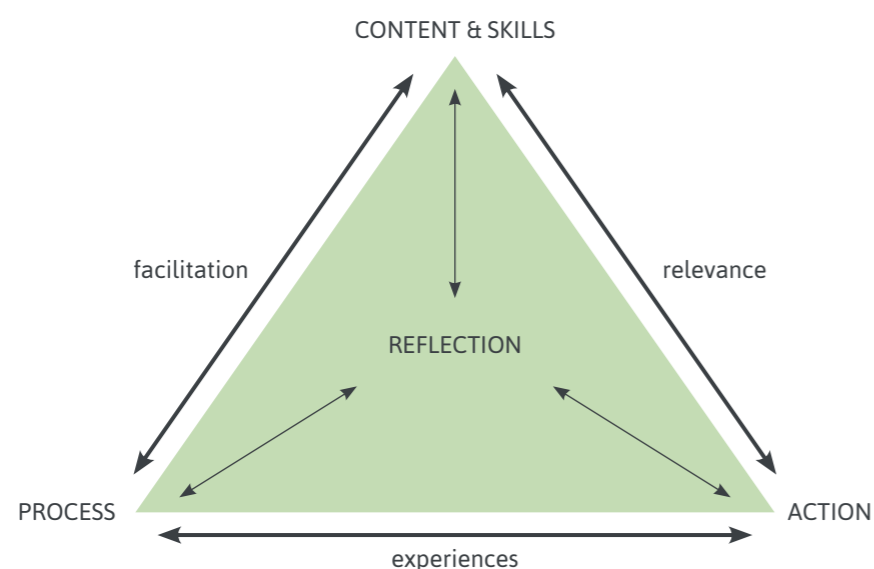
A prism based monitoring framework

Many of the discussions about indicators and targets for EfGC apply a compartmentalisation of things to assess: individual aspects of EfGC can be separately tested. The risk with such a 'functionalist approach' is that the holistic intentions of EfGC - as a learning process that aims to develop and transform the disposition of learners (and of educators, and the education system) - are lost as a result. As the EfGC framework described in chapter 3 makes clear EfGC purports to be more than the acquisition of knowledge, skills and values. Hence, the success of EfGC depends on the interplay between:

- What is being learned: knowledge, understanding, competences (content and skills),
- How it is being taught and learned (process),
- What the learner does with her/his understanding(s) of content and with participation in the process (action, which could be in personal learning or other behaviour, in the school, in the local community, or wider society),
- How the educator and learner (and other interested parties) reflect on that relationship and change future process, content, action as a result.

²⁶ As mentioned in chapter 3, given the debates around the value of 'global citizenship' as a concept, we are not sure if 'education for global citizenship' is the most appropriate terminology to acquire universal/world-wide appeal, currency or, indeed, relevance.

Fig 1: Relationships in EfGC



An integrated EfGC monitoring framework might therefore look at the relationship between these components to identify the extent to which, for instance, education offered is:

- Relevant to the learner and the local context: as shown in the relationship between content & skills on the one hand, and action on the other hand;
- Facilitated: as shown in the process of teaching and learning of content & skills;
- Building experiences: through the educative process and through action.

Such a framework would recognise the transformative intention of EfGC as well as its holistic and reflective natures.

The framework could be used for assessment at various levels including:

- At the level of the learner(s): assessing their own learning, and (in peer groups) those of their peers;
- At the level of the educator: assessing their teaching process and the chosen content and actions;
- At the level of the education institution: assessing institutional policies and practices;
- At the level of curriculum review and design: assessing the appropriateness of recommended themes, as well as the appropriateness of assessment techniques;

Suggestion 1: A prism framework as an assessment and learning tool

Questions could be developed around the following:

- **Expectations** and intentions at the start of the lesson/module/activity, i.e.
 - which of the 'core signifiers' identified in the EfGC framework of chapter 3 are intended to be addressed
- Learner acquisition of content & skills:
 - to what extent have **facilitation** and multiple-way exchanges between learner and learner, and learner and educator, made acquisition of understanding and skills possible?
- Content & skills and their **relevance** to learners in the chosen action – and the chosen action's relevance to learners acquiring new understanding & skills:
 - to what extent has the action been relevant to learning and vice versa?
- **Experiences:**
 - to what extent has the process of teaching and learning enabled learners to gain new experiences, insights and skills?
- **Effectiveness reflection:** the extent to which the lesson/module/activity has made a difference to learners, such as:
 - the extent to which it met expectations and intentions,
 - the extent to which it was organised effectively to enable learners to develop and apply critical understanding and consideration of global processes and interdependencies, and of other people's perspectives
 - the extent to which it was relevant to learners and contexts,
 - the extent to which it provided quality facilitation and experiences, that stimulated learners active engagement in personal and collective human development;
 - what, if anything, could be improved in future learning experiences, and how?
- How can discussion and use of such a prism framework help in the development of relevant student, educator, policy maker monitoring formats and processes?

Assessing learning outcomes

Suggestion 2: Possible learning outcome indicators of EfGC

Using the 'core signifiers' mentioned in chapter 3 as the principles which EfGC aims to pursue, the following proposes indicators that can be defined in more detail at national levels.

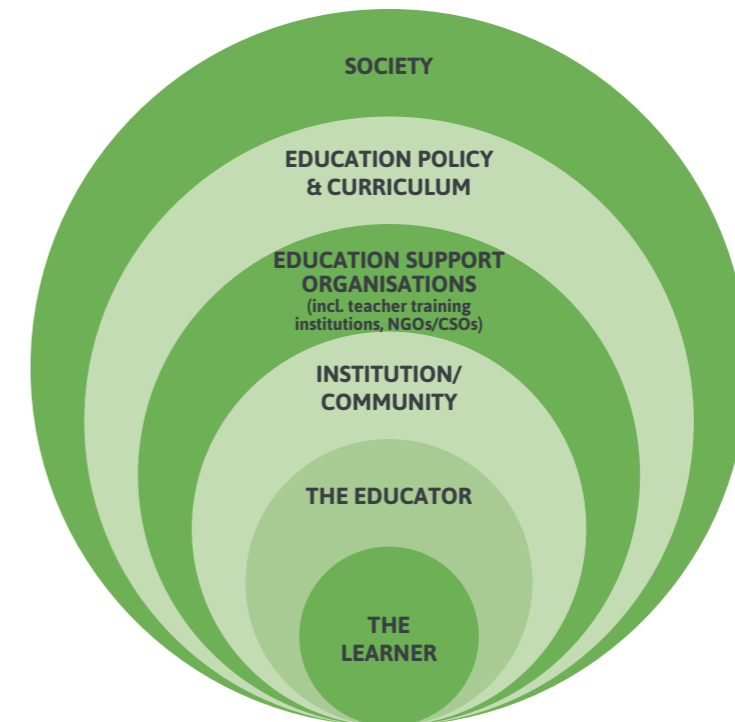
- Global literacy (focused on skills and understanding):
 - the extent to which learners achieve a particular level of global literacy (i.e. applying a global perspective and critical skills to their understanding of EfGC relevant content), using indicators such as
 - learner's understanding of the need for change
 - learner's ability to recognise other people's attempts at bringing about change
 - learner's skills to decide, recommend and bring about change
- EfGC learning activities (focused on the educational institution):
 - the extent to which learners are able to relate activities carried out in their education institution (e.g. school projects and policies, school council activities) to core themes of EfGC, using an indicator such as
 - learner's ability to relate and critically assess what is happening in their education institution to key themes of EfGC
- EfGC actions (focused on society):
 - the extent to which learners are able to recognise and relate values, skills and knowledge to personal and collective human development processes - in their community and wider world, using indicators such as
 - learner's ability to relate and critically assess what is happening in their society and the wider world to key themes of EfGC
 - learner's ability to reflect on their and others' perspectives
- Frame of mind (perspectives focused):
 - the extent to which learners have the skill to explain, and empathise with, competing experiences and explanations of global issues and proposed solutions
 - the extent to which they are able to identify the values and understandings that inform such experiences and explanations, using indicators such as
 - learner's understanding of self and others in the context of systemic or holistic worldviews,
 - learner's ability to critically assess dominant social, economic and political structures and processes, and the ways in which these shape people's thinking about themselves and the world, and the ways in which they support and hinder change,
 - learner's ability to relate and compare the values exhibited in their learning to such worldviews, and global systems and processes;
- Action research (application focused):
 - the extent to which learners have successfully applied enquiry, creativity, collaboration, and learning to an action research project exploring ways of engagement, using indicators such as
 - learner's ability to report on ideas, or actions, which s/he has tested in the education institution/community/wider society,
 - learner's ability to reflect on such testing, placing it within the context acquiring new competences and different perspectives

(Adapted from Huckle 2006)

Enabling the learner: providing a context for the learning process

To ensure that learners achieve, resources (investments and efforts), actors, performances and outcomes at various interlocking levels will be required as outlined in the following figure.

Fig. 2: Example interrelated levels to be monitored for EfGC



To such a diagram – and to such levels of monitoring - could be added other actors and their role in informing and supporting education policy and curriculum design and implementation, and in holding duty bearers to account.

Monitoring the progress and results of the approach would then need development of various indicators at each of these levels. A simplified example might illustrate this:

Table 1: Example basic indicators for different levels

EfGC implementation level	Basic indicators examples:	Example related indicators that show the reach, depth or quality of EfGC incorporation, formulated around for example:
Society	<ul style="list-style-type: none"> The existence of a justice framework that upholds human rights, sustainable development and security principles 	<ul style="list-style-type: none"> The extent to which society considers this as important in the organisation and content of education
Education policy and curriculum	<ul style="list-style-type: none"> The existence of explicit policies and resource allocations supporting EfGC EfGC is incorporated in formal sector and non-formal sector education curricula 	<ul style="list-style-type: none"> The extent to which EfGC policies and resources affect institutional/ community practice, educator competence and use of EfGC pedagogy, and learner access to EfGC The extent to which EfGC forms a basis for education policies and curricula
Education support organisations	<ul style="list-style-type: none"> Education support organisations engaged in EfGC exist and are funded (educator training and curriculum development institutions, NGOs, CSO) 	<ul style="list-style-type: none"> The extent to which they inform and support policies and practices and hold duty bearers to account
The institution and community	<ul style="list-style-type: none"> EfGC is incorporated in institutional and community educational practice Community based civic initiatives exist in support of design and implementation of EfGC at local levels 	<ul style="list-style-type: none"> The extent to which the core signifiers of EfGC are addressed by the practice of the institution or community The extent to which local communities are engaged in the education institution and (community) educational practice and hold duty bearers to account
The educator	<ul style="list-style-type: none"> EfGC is incorporated in educators' practice 	<ul style="list-style-type: none"> The extent to which educators' apply EfGC, e.g. degree to which pedagogy and value signifiers are exhibited and cognitive and competence abilities are explicitly addressed
The learner	<ul style="list-style-type: none"> Learners possess EfGC cognitive abilities and relevant capacities and capabilities 	<ul style="list-style-type: none"> The extent to which learners' exhibit EfGC signifiers in learning and daily life The extent to which learners are actively engaged in their education institution/organisation and their community

Suggestion 3: Context indicators

Chapter 4 mentioned a more detailed example of how such different levels can be assessed by referring to UNESCO's guide to the development of national indicators relevant to the UN Decade of Education for Sustainable Development (UNESCO 2007). The following table applies the approach outlined there to EfGC using teacher education as an example

Table 2: Indicator types : teacher education as an example

	Indicator Type	Function	Indicator examples relevant to teacher education
Status indicators	Baseline	<ul style="list-style-type: none"> To identify the status of EfGC 	<ul style="list-style-type: none"> % of new teachers/community educators* currently receiving pre-service training in EfGC % of existing teachers having received in-service training in EfGC in the past 12 months
	Context	<ul style="list-style-type: none"> To identify the existence of EfGC support systems 	<ul style="list-style-type: none"> National education policy exists that requires pre-service teacher education courses to provide training in EfGC National education policy exists that requires in-service teacher education courses to provide training in EfGC
Facilitative indicators	Process	<ul style="list-style-type: none"> To identify the existence of EfGC processes and activities 	<ul style="list-style-type: none"> All pre-service teacher education courses provide training on EfGC related content and pedagogy All in-service teacher training courses explore their relevance to EfGC related content and pedagogy
	Learning	<ul style="list-style-type: none"> To promote learning and reflection on EfGC 	<ul style="list-style-type: none"> Lessons learned in the process of training pre-service and in-service teachers in EfGC are captured
	Output	<ul style="list-style-type: none"> To assess outputs such as tools and learning resources, and the immediate results of an activity 	<ul style="list-style-type: none"> % of new teachers certified as having received pre-service training in EfGC % of existing teachers certified as having received in-service training in EfGC
Effect indicators	Outcome	<ul style="list-style-type: none"> To assess outcomes related to changes or improvements that result from EfGC efforts 	<ul style="list-style-type: none"> % of new teachers using EfGC-related content and pedagogy in the classroom % of existing teachers using EfGC-related content and pedagogy in the classroom
	Impact	<ul style="list-style-type: none"> To assess impacts that result from EfGC efforts 	<ul style="list-style-type: none"> Learners are actively engaged in their education institution/organisation and their community
	Performance	<ul style="list-style-type: none"> To assess the change in status of the overall EfGC picture in a region or country 	<ul style="list-style-type: none"> % increase in the number of new teachers receiving pre-service training in EfGC % increase in the number of existing teachers receiving in-service training in EfGC in the past 12 months

(Source: adapted from UNESCO 2007: 4)

Similar indicators could also be developed for non-formal educators and a similar approach, in which indicator types and function descriptions would be the same (and possibly added to), could be used in developing EfGC indicators for each of the levels/actors shown in figure 1.

A universal target and indicators?

Suggestion 4: Universal target

By 2030, all learners possess the capacities, capabilities and motivation to be actively engaged in personal and collective human development; in doing so they apply their critical understanding and consideration of local and global processes and interdependencies, of other people's perspectives and interests, of environmental opportunities and limitations, and of universal rights.

Suggestion 5: Indicator groupings

Achievement of this target could then include assessment of the following aspects:

- Status and facilitation of EfGC at national level (see suggestion 3);
- Knowledge, understandings and competencies of the learner regarding the core signifiers (see suggestions 2 and 3);
- Pedagogy involving enquiry based, experiential learning that is relevant to learners' current and intended future engagement in society (see suggestions 3 and 1);
- Values highlighted by the core signifiers in chapter 3 exhibited in the teaching and learning process (see suggestion 3, 2 and 1);
- Learner's disposition towards and participation in communal actions and activities that apply and further the learning process and learning outcomes (see suggestions 2 and 1).

Gathering information: assessment techniques

At the various levels to which our suggestions relate, and in addition to quantitative methods of gathering information about current status of and progress in EfGC, techniques (suggested by workshops contributing to this research) that are likely to be appropriate and feasible include:

- Group discussions with students, educators, policy makers (either collectively and/or as separate groups);
- Peer group workshop discussions;
- Action research;
- Before and after questionnaires, interviews or other exercises;
- Learning journals;
- Monitoring changes in discourse;
- Situational assessment to monitor attitudes of participants – for example given situations of conflict and asked how learners would react (before and after EfGC interventions),
- Assessment for Learning approaches (see chapter 4).

Suggestion 6: Development, debate and action

To use the framework of an education for global citizenship (end of chapter 3) and the suggestions above as a basis for further exploration around appropriate monitoring frameworks for EfGC amongst * education policy makers, * educators, * education institutions, * education and educator support organisations, * NGOs, * and others (including parents and students) with an interest in education.

APPENDIX A: CONTRIBUTIONS TO TRANSFORMATIVE EDUCATION FOR GLOBAL CITIZENSHIP

'Education for global citizenship' draws on a variety of 'educations' which are, in summary, explored in this chapter. In that exploration the aim was to address the following question:

- *What are the key differences and similarities between diverse forms of 'adjectival educations' that contribute to, or generally express themselves as allied to an 'education for global citizenship'?*

In this appendix we give details of what appear to be the key the building blocks that contribute to an answer. The answer itself is given in chapter 3 of our report.

The chosen educations discussed are 'development education', 'global education and global learning', 'human rights education' and 'education for sustainable development'. The distinction made here between them is somewhat artificial: during the past 40 or 50 years they have influenced each other to such an extent that many practitioners comfortably swap between the different terminologies to describe their work, and many different terms are used to describe the same approaches and intentions (Rajacic et al 2010: A102-119). Therefore, many of the statements made about one of the adjectival educations could equally apply to others.²⁷ Nevertheless, we have used the different descriptions since in their origin each of the educations tended to have (and often still have) a different source of inspiration and a separate identity advocated by different educators or civil society initiatives.

Engagement in development and change: the contribution of development education

The term 'development education' (DE) has been used since the 1960s to describe aspects of work done by aid and development NGOs - particularly those based in countries with a recent or continuing past as colonial masters (Harrison 2008, Mesa 2000). As Mesa (2000) suggests, the initial focus in DE was on the provision of information and such a focus on education about development continues to be a strand in work that describes itself as development education. However, influenced by community development practices and debates about underdevelopment and dependent development, outside Latin America, Africa and Asia "[development] education as a particular term and construct evolved in the early 1970s [... when NGOs ...] began to see their work as encompassing not just emergency or project aid overseas but also in terms of empowerment and political change internationally" (Regan and Sinclair 2002).

That an awareness of and engagement with development was a concern not limited to 'developed' countries, but relevant to all, was highlighted by the United Nations in 1975 when it described the objective of development education as:

"to enable people to participate in the development of their community, their nation and the world as a whole. Such participation implies a critical awareness of local, national, and international situations based on an understanding of social, economy, and political process. Development education is concerned with issues of human rights, dignity, self-reliance and social justice in both developed and developing countries" (Quoted in DEC 1999: 28; and Dillon 2008: 96)

Practically, however, DE covers a range of approaches including activities that are concerned with:

- Raising awareness of NGDO or government policies to do with global poverty and development;
- Focussing on the promotion of policy and practice change that is relevant to international development;
- Increasing learning and understanding about development in a particular country, group of countries, or particular issue;

²⁷ For a perspective on the often artificial separation between different adjectival educations see Richardson 1990: pp 89: 'Fragments and Fancies – the case of Elephant Education'.

- Developing understandings of ‘development’ and the global processes and power relationships that affect poverty and change;
- Emphasising a disposition²⁸ to learn, respond to and be engaged with development/change at a local and global levels.

(See Rajacic et al 2010: A102-119)

Although not universally accepted, some DE practitioners have observed that within a European setting, the educational aspect is often lost in actions that describe themselves as development education: “Even amongst many of the most ‘progressive’ development ... organisations [in ‘developed’ countries], primacy is given to fund-raising and agency-determined campaigning rather than to raising the debate and encouraging public discussion and engagement.” (Regan and Sinclair 2002: 46)²⁹

Outside the European context the term development education typically has an explicitly practical focus. ‘Educación para el Desarrollo’ in Latin America, for example, is often interpreted as an expression of popular education (Kane 2001). In other cases the purpose of DE is seen as dealing with “[reframing] human development and systems transformation within a paradigm of restorative action and cognitive justice”, particularly at a local and national level, for instance in a South African context (Odora-Hoppers 2008). This approach includes a focus on issues such as ‘other ways of seeing’, ‘cultural resources for peace building’, ‘indigenous knowledge systems’, and ‘community engagement’. DE is seen as an approach to re-discovering and re-aligning people to traditional social and cultural values and practices, providing inspiration for and a means of community development.

Ajay Kumar, at the Jawaharlal Nehru University in India, too sees DE as primarily focussed on issues of individual and communal practical relevance in describing development education as concerned with:

“how learning, knowledge and education can be used to assist individuals and groups to overcome educational disadvantage, combat social exclusion and discrimination, and challenge economic and political inequalities – with a view to securing their own emancipation and promoting progressive social change.” (Quoted in Skinner et al 2013: 93)

The Centre for Development Education in India places such local action orientation within an explicitly global context, aiming as it does to: “develop understanding of the links between individuals and communities and the wider world around them”, stimulating “critical examination of global issues” and dealing “with developing a knowledge base, skills, attitudes and values that enable learners to participate in local governance and bring about change for the betterment of their own lives” (CDE n.d.).

Whatever the particular form of DE that is practiced or advocated there appears to be broad agreement about its *raison d’être*: the need for a response to the issues of global and local development, and in particular to issues of poverty and inequality.³⁰ Various observers note that quality education in relating to such development issues uses enquiry based approaches, developing skills of investigation, exploration, imagination, discussion and critical reflection (e.g. see Fyson 1984, Kane 2001, Rajacic et al 2010, Bourn 2014b). Development education then:

- “presents an international development and human rights perspective within education here and in other parts of the world,
- promotes the voices and viewpoints of those who are excluded from an equal share in the benefits of human development internationally,
- is an opportunity to link and compare development issues and challenges here with those elsewhere throughout the world,

²⁸ Disposition: “temperament or character, esp. as displayed in dealing with others; turn of mind” (Shorter Oxford English Dictionary: Oxford, OUP, 2002)

²⁹ Aware of this, the European Multi-stakeholder Group on Development Education explicitly addressed this issue in its ‘Development Education Consensus’ statement (MSH 2007)

³⁰ For some writers (e.g. Krause 2013: 131-132) ‘development education’ as a term is outdated, because of a perception that the term ‘development’ implies a socio-economic westernisation, and promotion of a capitalist mode of production. Much of this critique is influenced by ‘post-development’ theory of development, for an overview of which see, for instance, Morgan n.d., and Kippler 2010.

- provides a chance for people to reflect on their international roles and responsibilities with regard to issues of equality and justice in human development,
- is an opportunity to be active in writing a new story for human development.”

(Regan and Sinclair 2002: 45)

Developing competencies for interdependent living and learning: contributions from global education and global learning

Whilst DE primarily developed within the context of aid and development practice and theory, in the 1960s, 70s and 80s global education (GE) developed primarily in a formal education setting. In order to give students a meaningful education its mainly ‘Northern’ initiators felt that there was a need for the fostering of international understanding and a world view that promoted valuing and understanding different perspectives (Bourn 2014b: 10-11). In 1975 UNESCO described global education as aiming to:

“... promote international solidarity and cooperation, which are necessary in solving the world problems affecting the individuals and communities’ life and exercise of fundamental rights and freedoms ...” (quoted in Seitz 2002: 368)

GE gives attention not only to “What do we teach and learn about world society?”, but crucially also to “How do we teach? How do we learn?” (Richardson 1976: 1). In order “to flesh out some of the things we will need to know and understand if we are to cope with the challenges of an increasingly interdependent world” Robert Hanvey developed a theory of global education which suggested five dimensions which would help to ensure that “at the very least every young person should have experiences in school which demonstrate in a lasting fashion that (1) there are substrata to the visible event and (2) culture affects the perception of human affairs. Thus educated, the person’s reactions to reports in the media should be, minimally, ‘There may be more there than meets the eye’, and ‘Other eyes might see it differently’” (Hanvey 1976: 2, 4-5)

What was particularly new amongst the five dimensions which Hanvey suggested was the attention to a ‘perspective consciousness’: highlighting the need for cultural awareness and the learner’s ability to differentiate between opinion, perception and perspective. Building on Hanvey’s five dimensions, Pike and Selby suggested that global education had specific teaching and learning aims which focussed on:

- ‘Systems consciousness’: the ability to think in a systems mode, understanding the systemic nature of the world, acquisition of an holistic conception of the learner’s capacities and potential;
- ‘Perspective consciousness’: that the learner’s own worldview may not necessarily be universally shared, and receptiveness to other perspectives;
- ‘Health of planet awareness’: the awareness and understanding of ‘the global condition’ and of global change, combined with a conceptual understanding of justice, human rights and responsibilities, and a ‘future orientation’ that considers possible, probable and preferred futures;
- ‘Involvement consciousness and preparedness’: awareness that choices made by learners now, have consequences for the present and the future, and the action skills that enable involvement in democratic decision-making at a variety of social and geographical levels;
- ‘Process mindedness’: the sense that learning and personal development are continuous “with no fixed or final destination”, and that “new ways of seeing the world are revitalising but risky”.

(Pike and Selby 1988: 34-35)

As with DE, global education too has both a narrow and broad focus with at its narrow end a concentration on understanding of interdependence and developing a general sense of ‘global awareness’. At its broad end attention is not only given to these aspects but also to a more holistic approach to education which, at its heart will require

adjustment, if not major reform, of teaching and learning, since “[traditional] methods and contents of learning are not capable of responding to the new complexity and constantly changing social conditions in a world that is drawing ever closer together. The education of yesterday is no longer adequate for the tasks of tomorrow.” (Seitz 2001, also see Seitz 2002: 15-29).

These considerations have been further developed into practical guidelines for use in formal and non-formal education, often described under the term ‘global learning’ (e.g. GLEN 2009, VENRO 2010 and 2014, NSC 2012, Bourn 2014a). Such considerations give attention to achieving specific outcomes relating to:

- The process of learning: “empowerment as method and learning process” (VENRO 2014: 6);
- Global outlook: a content focussed on explanations of global issues, providing a global dimension to the purpose of education, and a global perspective in the practice of teaching and learning (e.g. Seitz 2002: 380);
- Issues and future focussed: “An analysis of the present world situation, A vision of what alternatives to dominant models might look like, A process of change towards responsible global citizenship” (NSC 2012: 14);
- Values: in particular in relation to concepts of social justice, inclusion, environmental care, economic equity, and solidarity (e.g. GLEN 2009);
- Personal development: “commitment to critical thinking, reflection, dialogue and transformation” (Bourn 2014a: 34) combined with the development of behavioural competencies and dispositions that enable learners to draw personal and political conclusions from their learning (e.g. VENRO 2010: 4);
- Contributions to broader goals: be it to educational goals (e.g. Bourn 2014a, VENRO 2010), or to social, economic, or environmental transformation (e.g. GLEN 2009, Krause 2013)

Realising universal rights: inputs from human rights education

Developed in the immediate aftermath of World War II, the ‘Universal Declaration of Human Rights (UDHR)’ was adopted by the United Nations in 1948. In 30 articles it “...reaffirmed faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women ...” as part of a process “...to promote social progress and better standards of life in larger freedom.” (UDHR 1948: preamble). The challenges to make those rights a realized reality are widely documented by UN organisations, NGOs and academics.³¹ Human beings may be “born free and equal in dignity and rights” (UDHR: article 1), but abuses of power (be they social, cultural, economic or political) provide plenty of examples that “freedom of speech and belief and freedom from fear and want” (UDHR: preamble) are still unattained for billions of people. Hence “[the] realization of human rights, justice and peace, together with proper recognition of the equal dignity of all, demand on-going commitment and action from current generations ...” (Osler and Starkey 2010: 1). Human rights education (HRE) is one attempt in contributing to such a realisation.

However, various interpretations of HRE exist which are accompanied by different practices:

- From teaching and learning about the existence and the content of the UDHR (and related conventions, declarations and covenants of human rights³²), for instance in a civics or citizenship course;
- To the incorporation of explicit “principles of equality, dignity, respect, non-discrimination and participation” in the organisation of an education institution (UNICEF UK n.d.);
- To “an internationally recognised framework for dialogue ... [and an] ... agenda for action ... in addressing key issues of justice and equality” (Osler and Starkey 2010: 14, 16).

³¹ For a discussion on how human rights relate to human realities, and the challenges and opportunities of realising human rights see De Gaay Fortman 2011. Although not explicitly concerned with HRE, De Gaay Fortman provides much information that underpins human rights education (and, for that matter, development education).

³² Such as, amongst others, the International Covenant on Economic, Social and Cultural Rights 1966, the International Covenant on Civil and Political Rights 1966, the Convention on the Elimination of all Forms of Discrimination against Women 1979, the Convention on the Rights of the Child 1989, the Declaration on the Rights of Indigenous People 2007.

The first of these approaches tends to focus on “... horizontal relationships between individuals ... [which] neglects the vertical relationship between the individual and the nation-state” (Osler and Starkey 2010: 17). In a formal education setting it is argued this is “... at best, inadequate, and may be little more than a mechanism for managing young people’s behaviour”, and therefore it “... cannot be construed as addressing young people’s rights to human rights education” (ibid). Such a relatively narrow focus of HRE appears to be a common one adopted by governmental bodies and differs from typical approaches used by NGOs or educationalists (Flowers 2002: 2-12).

A rights based approach to the organisation of education and education institutions sees HRE as a stimulus, vehicle or even principle for improving the quality of education overall, with “rights respecting relationships in classrooms [creating] a climate conducive to learning” and students in many schools raising their levels of attainment as a result (Sebba and Robinson 2010). Participative engagement of the learner and the wider school community underpins this approach (e.g. see AAI 2011). At a personal level HRE is “necessarily transformative since it is based on a commitment to social justice ... [and] ... takes a critical approach to knowledge and to authority.” (Osler and Starkey 2010: 131). At a wider societal level too successful action, which may be enabled by HRE, supports changes: “[w]hen people in need see themselves as right-holders and those in power recognise their duties, the fight against poverty and destitution is put in a civilizational perspective in the sense of widening the common good” (De Gaay Fortman 2011: 207).

Reviewed literature suggests a number of key principles and concepts which can help in organising successful HRE interventions. In summary these are concerned with:

- The concept and pursuance of ‘justice’: justice as a human need (De Gaay Fortman 2011: 204-206) and as “the outcome of a struggle by humanity” (Osler and Starkey 2010: 43);
- The concept and achievement of ‘human dignity’: its promotion through human rights, human development and human security, and its visibility through equality, liberty and solidarity (De Gaay Fortman 2011: 8-11);
- Issues of diversity and identity: including a respect for self and others, a valuing of diversity and an understanding that human rights “are universal but they do not imply sameness” (Osler and Starkey 2010: 65);
- Issues of power: in the classroom (between teacher and learner), in local communities, nations and globally (AAI n.d.a);
- Skills of critical thinking and its required abilities to research, identify alternatives, carry out analysis (Osler and Starkey 2010: 131-137);
- “An agenda for action in working for justice and peace in the world” (Osler and Starkey 2010: 14).

Current and future ecologies: considerations from education for sustainable development

Building on education that is primarily concerned with experiencing and studying the (usually local) natural environment, education for sustainable development (ESD) has developed a much broader scope which underlines “the interdependent nature of all components of the biosphere, including human communities, and [directly linking] the future of the planet’s life-support systems to human behaviour and development decisions” (Greig et al 1987: 25).

A first and still widely used definition of ‘sustainable development’ was proposed by the Brundtland Commission who defined it as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland 1987).³³ Increasing international attention to the global environment led to the establishment of the UN Decade of Education for Sustainable Development (2004-2014) which describes the aim of ESD as:

³³ However, there is a wide range of definitions of ‘sustainable development’. In 1996, i.e. some two decades ago, an analysis of 300 definitions of SD was published (Scott and Gough 2003: 1). The number of definitions is unlikely to have been reduced since then.

“to help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for the benefit of themselves and others, now and in the future. ESD helps the citizens of the world to learn their way to a more sustainable future.”³⁴

For some “the dominant focus [in ESD] is on environmental concerns, [while it] also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity.” (Nevin 2008; also see Tilbury and Mulà 2009: 6). For others (e.g. see Greig et al 1987) ESD is itself an integrated approach as it explicitly “deals with the well-being of all four dimensions of sustainability – environment, society, culture and economy.”³⁵

The principles on which much ESD theory and practice is typically based focus on the following:

Table 1. Key principles of education for sustainable development

Futures thinking	Futures thinking engages people in imagining preferred visions for the future. It engages people in meaningful understandings and interpretations of sustainable development and enables the exploration of people’s assumptions. This process of envisioning futures leads people to take ownership and responsibility for a sustainable future.
Critical and creative thinking	Critical and creative thinking enables people to explore new ways of thinking and acting, make informed decisions, and create alternatives to present choices. It involves reflecting on how people interrelate with each other, understanding cultural differences and creating alternative ways to live together.
Participation and participatory learning	The engagement of people is necessary in order to build a sustainable future together. Engaging diverse stakeholders and communities is essential, as they value and include differing knowledge systems and perspectives. The process of participation is also important to creating ownership and empowerment.
Partnerships	Partnerships are a motivating force towards change. They empower people and groups to take action, take part in decision-making processes and build capacity in sustainable development. Intercultural partnerships are often highlighted as critical to ESD.
Systemic thinking	Thinking systemically is essential to sustainable development as piecemeal approaches have been proved not to work, resolving one issue while creating other problems. Sustainable development requires approaches that go beyond problem-solving and/or cause-effect.
Uncertainty	People can only partly understand the environment and have no foreseeable prospect of complete understanding. An appreciation of the limits of knowledge and understanding and awareness of uncertainties in what we think we know, requires caution in the use of the environment and in sustainable development.

(Source: Tilbury and Mulà 2009: 5, with additions based on Scott and Gough 2003: 11, and SDE 1998: 7)

Concepts, skills and processes that exemplify these principles (see for example SDE 1998) include:

- Interdependence - of society, economy and the natural environment, requiring the ability to make connections and links between the local and global, and an understanding of the global context of trade, industry, production and consumption;
- Citizenship and stewardship – requiring participation and awareness of rights and responsibilities, and the ability to engage with and manage individual and societal change;

- Needs and rights of future generations – requiring awareness and understanding of the rights and needs of others and of self, and recognition of the implications of current actions on the future;
- Diversity – requiring awareness and understanding of the importance and value of cultural, social, economic and biological diversity;
- Quality of life, equity and justice – necessitating a recognition that development should benefit people equitably, and a recognition that this relates to all people: locally, nationally, globally;
- Sustainable change – requiring awareness and understanding of the ecological limits to change, awareness that decisions made now have consequences for the future;
- Uncertainty, and precaution in action – necessitating appreciation and reflection on different perspectives on issues, mindfulness that we cannot know everything, awareness that actions may have unforeseen consequences, and adoption of a cautious approach to the welfare of people and the planet;
- Action orientated skills – requiring learners “to practise and refine [the] capacities required to deal constructively with personal and global change [and] contribute towards the realisation of a preferred planet for the future” (Greig et al 1987: 57)

The teaching and learning processes that support such principles is one that “emphasizes the realization of human potential and interdependence of social, economic, and ecological wellbeing” and is “engaged, experiential, [addressing] the physical, mental, emotional, and spiritual components of our roles in the world and in human society.” (Medrick 2013). It is explicitly applicable to formal, non-formal and informal education: “in our extended families, local communities and schools, at work in corporations and the marketplace, and in our nation states and governments.” (ibid). For the process to be meaningful it needs to address the “challenge for learning in relation to sustainable development [namely] to confront learners with competing accounts of human and environmental reality wherever complexity and uncertainty mean that it is possible for competing rationalities to yield competing versions of the truth.” (Scott and Gough 2003: 118-119)

A somewhat ‘softer’ version of ESD version is, however, also common amongst practitioners and organisations. In this the critical and challenging nature of education and its attention to issues of justice, uncertainties, systemic and futures thinking tend to be less explicitly addressed or are underplayed. One of UNESCO’s web-pages, for example, sees that: “Education for sustainable development:

- is based on the principles and values that underlie sustainable development;
- deals with the well-being of all four dimensions of sustainability – environment, society, culture and economy;
- uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills;
- promotes lifelong learning;
- is locally relevant and culturally appropriate;
- is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences;
- engages formal, non-formal and informal education;
- accommodates the evolving nature of the concept of sustainability;
- addresses content, taking into account context, global issues and local priorities;
- builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, an adaptable workforce, and a good quality of life;
- is interdisciplinary. No single discipline can claim ESD for itself; all disciplines can contribute to ESD.”

³⁴ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/three-terms-one-goal/>

³⁵ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/education-for-sustainable-development/>

APPENDIX B: WORKSHOPS AND DISCUSSION GROUPS

What do practitioners consider to be the major challenges and opportunities for monitoring (transformative) education for global citizenship?

To help us address this question we asked fifteen of our organisational contacts if they would be able to organise and report back on a workshop-style discussion with some of the educators they work with. We introduced the request with reference to context in which our research takes place, namely the development of a new post-2015 education Sustainable Development Goal ('Ensure inclusive and equitable quality education and promote life-long learning opportunities for all'), in particular proposed target 4.7: 'by 2030 ensure all learners acquire 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.'

Five organisations were able to respond positively in the available timeframe and workshop style discussions were organised by them in the following locations:

- Zanzibar: a workshop organised by Sazani Associates and partners (www.sazaniassociates.org.uk) involving ten teachers and teacher-trainers from Zanzibar (Tanzania), and one teacher from Wales (UK);
- Brazil: a workshop organised by the Centro de Criação de Imagem Popular (CECIP) (www.cecip.org.br) involving eight participants primarily involved in popular education relating to community sustainable development and peace issues;
- Europe: three participants involved in the Democracy and Human Rights Education in Europe network (DARE) (www.dare-network.eu) primarily engaged in the formal education sector;
- Zimbabwe: three participants engaged in community development work through Mitupo.org (www.mitupo.org);
- Europe: five tutors of the Global Education Network of Young Europeans (GLEN) (www.glen-europe.org) engaged in non-formal education.

How the events were organised and facilitated, and their duration, was left up to the organisers. Most events lasted one to two hours, generally involving a mixture of brainstorming and group discussion.

As starting point for the discussion we suggested the following quote:

- "Education for Global Citizenship is based on an understanding of the purpose of education as going beyond the acquisition of knowledge and cognitive skills, to transforming the way people think and act individually and collectively." (GCE 2014)

In responding to this statement we then asked the groups to discuss all or some of the following questions:

- What do you see as the main risks and opportunities for monitoring the way in which education transforms how people think and act individually and collectively?
- Are you aware of successful approaches to monitoring transformation through education? If so, can you describe the characteristics of these approaches, and suggest which might be applicable to 'transformative EGC'?
- What suggestions do you have for indicators and targets for transformative EGC which would be useful to you as practitioners?

- Where do you see the gaps in current thinking and practice around monitoring the way in which education transforms the way people think and act individually and collectively? Do you have any suggestions as to how these gaps can be filled?

The comments and suggestions received from these five discussions were used as an input into the design of the questionnaire (see Appendix C) and into the development and organisation of a further workshop style event involving some 35 DARE Forum participants (<http://deeeep.org/the-concord-dare-forum/>). This session was facilitated by Amy Skinner and lasted approximately 1 hour. The workshop involved seven different groups of participants each brainstorming and considering their responses to one of the following statements and questions:

- What kind of outcomes could EfGC promote for:
 - individual learners? (e.g. promoting global skills)
 - for the global community? (e.g. promoting global solidarity)
 - How would you know that these outcomes have been achieved: what would be the indicators?
- On the one hand there is the view that the importance of EfGC is that it is
 - a process by which people, through personal experience and shared knowledge, gain, develop and apply understanding, skills, capabilities, values, dispositions that inform their actions.
- On the other hand there is the perspective that the importance of EfGC is shown through
 - an outcome which is the result of the people's successful actions for a better (just, sustainable, equitable, sharing, etc.) world.
 - Which indicators would show success for each of these two perspectives?
- To what extent should EfGC targets and processes be
 - universal, i.e. applicable across the globe, or
 - singular, i.e. be based on local/national interests or sensitivities?
 - What kind of indicators might be possible that take account of 'singularities' but also address the universal focus of EfGC?
- Many countries have a 'top-down', hierarchical approach to education with educators acting as if they are the fount of wisdom – leaving no or little space for active, participatory, transformative learning processes:
 - How might EfGC overcome such a situation?
 - What might be the indicators for EfGC that take such a situation into account?
 - How could targets be set within such a situation and what might they be?
- Assessing successes in EfGC can show progress and help to develop future work (formative assessment), and/or they can show the end-result (summative assessment)
 - In EfGC what might progress indicators look like?
 - What might summative indicators look like?
- How can EfGC promote dispositions that are relevant to 'transformation'? (e.g. how do we promote a disposition to engage with change?)
 - What might be indicators that illustrate such dispositions?

APPENDIX C: REVIEW OF RESPONSES TO QUESTIONNAIRE 'EDUCATION FOR GLOBAL CITIZENSHIP: CHALLENGES AND OPPORTUNITIES'

Methodology and timescale

This questionnaire was carried out following a literature review which attempted to identify characteristics of EfGC and related education initiatives, and focus group discussions which looked in more detail at what monitoring systems are available and any gaps in provision and practice, held during October 2014. These two activities guided the research team in identifying potential challenges and opportunities for monitoring EfGC. The purpose of the questionnaire was to get feedback from a wider group of practitioners to test the validity of the challenges and opportunities previously identified. This paper looks at each section of the questionnaire and reviews the responses.

The method chosen was an electronic survey on Google which could be accessed through the internet. The links were circulated widely through networks and individual contacts and were live from 11 November to 2 December 2014. The target audiences were educators involved in formal and non formal education across the globe. The survey was available through an electronic link, with the original version in English, with Spanish and French options available from 17th November.

Defining terms

Introduction

As part of a small research project into the challenges and opportunities of monitoring Education for Global Citizenship (EfGC) we are looking for your help and input. Your contribution, as someone involved in formal or non-formal education, will be much appreciated.

We are aware that many different aspects of EfGC are contested and that any description can be challenged.

However, for the purpose of this questionnaire:

- We interpret Education for Global Citizenship as a life-long learning process that enables people to acquire skills, understanding, and values that support them in being an active and competent 'global citizen'.
- With 'global citizen' we mean someone
 - with a sense of belonging to a broader, world-wide community and common humanity,
 - relating to others and the environment locally, nationally and internationally based on universal values,
 - contributing to decision-making about change that seeks to overcome social, economic and political inequalities between peoples, and that safeguards sustainable solutions to global problems.
- EfGC's teaching and learning approach is one that involves learner-centred, participatory education methods using techniques of enquiry, dialogue, reflection and experiential learning.

Completion of the questionnaire should not take more than 10 minutes. Your answers to the questions will be treated confidentially. Your contribution will help in developing a report which we plan to have available in January 2015.

Please fill in the questionnaire by Monday 24th November. We look forward to your response and thank you for your participation!

Profile of respondents

About you

1. Please indicate the option that applies to you.
 - a. Most of my work is in, or relates to, the formal education sector
 - b. Most of my work is in, or relates to, the non-formal education sector
 - c. Other

There were a total of 218 responses, identified by sector as: 87 from formal education; 95 from informal education; and 36 as other, including both formal and non-formal.

Responses	Formal	Non Formal	Other	Total
English	75	76	22	173
Spanish	7	10	9	26
French	5	9	5	19
Total	87	95	36	218

Table 1: breakdown of responses by language

2. Please name the country in which most of your work takes place (N.B. if your work is not country specific then please mention the continent/region of the world or put 'global'):

Respondents identified themselves as operating in 58 different areas, including 48 individually named countries, Europe, Africa, Civil Society, Global, Latin America, South Asia and the Balkans, with some respondents naming more than one area. Unfortunately the Spanish version did not ask about location so we were not able to categorise all of the responses. Of those we had from the English and French versions, we identified the continents as follows:

Continent	Number of named countries/regions	Number of respondents	% of respondents
Asia	5	8	4
Africa	10	12	6
Australia	1	2	1
North America	1	2	1
South America	1	8	4
Europe	34	145	73
Other	6	22	11
TOTAL	58	199	100

Table 2: Breakdown of responses by continent

The geographical spread of respondents was heavily weighted towards Europe, with 32 or 14.6% of the total responses coming from the UK.

Challenges, opportunities and analysis

Challenges

We've identified 10 possible obstacles or challenges to successful Education for Global Citizenship (EfGC).

These statements are based on comments which we received from educators working in approximately 30 different countries from around the globe.

3. *In your experience, how big a problem is each of the following likely to be in terms of successful monitoring of EfGC?*

Use a 7-point scale where 1 means 'not at all a problem' and 7 means 'a major problem'

- a. Targets and indicators for EfGC are the same across all countries as opposed to them being context specific
- b. EfGC is perceived as a 'western' approach potentially undermining local/national culture and education systems
- c. Monitoring systems have been designed without input from those whose work is being monitored
- d. Monitoring focuses on educational outcomes and does not regard the teaching and learning process
- e. Monitoring is used as a means of control as opposed to its use as a learning opportunity
- f. Monitoring focuses on the learner's knowledge and understanding and ignores skills development and attitudinal learning
- g. Class sizes are too large to accommodate EfGC methodologies
- h. Educators are unfamiliar with using EfGC learner-centred, enquiry based education methods
- i. Social-cultural values and expectations of the society as whole negate or undermine EfGC learning
- j. EfGC is seen as 'too political' and potentially destabilising to local or national society

4. *Please feel free to comment on or add to any of these statements about challenges to monitoring EfGC:*

Opportunities

The following 10 opportunities for successful EfGC were also mentioned by educators who we contacted earlier.

5. *In your experience and the context of your work, how big an opportunity is each of the following likely to be in successful monitoring EfGC?*

Use a 7-point scale where 1 means 'not an opportunity at all' and 7 means 'a major opportunity'

- a. If world-wide principles of EfGC existed then it would be possible to develop specific EfGC targets and indicators in the country/countries where I work
- b. In my experience there is a willingness to invest time and resources to develop an EfGC monitoring system that is fit for the context in which it is to be used
- c. EfGC provides a broader, global context to learning about local and national issues
- d. In my experience there is demand for skills and understanding that enable people to lead a fulfilling life in a globalised world
- e. Educators in the country/countries where I work are interested in using learner-centred, participatory education methods
- f. Education policy makers in the country/countries where I work are of the opinion that existing education systems are no longer fit for purpose in an increasingly globalising world
- g. In my experience there is an increasing interest amongst educators and education policy makers in the process of education and not just in the outcome of education activities
- h. There is an increasing realisation in the country/countries where I work that education should not only be about knowledge and understanding, but also about skills and values
- i. In the country/countries where I work, local initiatives exist that relate well to the approaches of EfGC
- j. EfGC is flexible, and enables people to start from different points. It is therefore relevant to educators with very different perspectives and experiences.

6. *Please feel free to comment on or add to any of these statements:*

Analysis

In analysing the quantitative data we wanted to assess whether there was agreement as to the challenges and opportunities in relation to the earlier analysis of literature and feedback from the focus groups. We further wanted to see if there were any key challenges and opportunities which stood out as being of greatest importance, and so inform future activities. Finally we wanted to see if there were any differences between the responses by sector or geographical area.

Approach

We looked firstly at the raw data and counted the number of responses to each challenge and opportunity on the scales given. We created a simple table giving total and percentage for each category, accompanied by a bar chart for each challenge and opportunity. This was our comparative data and showed the distribution of responses numerically and visually.

	a		b		c		d		e		f		g		h		i		j	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1	9	4	13	6	1	0	4	2	6	3	5	2	17	8	3	1	8	4	22	10
2	19	9	21	10	10	5	7	3	9	4	5	2	32	15	13	6	25	11	27	12
3	27	12	27	12	9	4	14	6	15	7	15	7	32	15	11	5	19	9	25	11
4	39	18	35	16	38	17	25	11	26	12	26	12	34	16	24	11	34	16	27	12
5	36	17	38	17	30	14	33	15	35	16	47	22	34	16	40	18	38	17	28	13
6	34	16	39	18	44	20	66	30	47	22	46	21	22	10	48	22	38	17	40	18
7	23	11	30	14	63	29	61	28	62	28	60	28	25	11	62	28	40	18	32	15
Dk	31	14	15	7	23	11	8	4	18	8	14	6	22	10	17	8	16	7	17	8

Table 3: Number and percentage of responses by scale - Challenges

	a		b		c		d		e		f		g		h		i		j	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1	7	3	7	3	3	1	4	2	3	1	17	8	12	6	6	3	4	2	2	1
2	11	5	36	17	8	4	7	3	8	4	28	13	23	11	11	5	19	9	7	3
3	24	11	28	13	4	2	10	5	13	6	24	11	31	14	20	9	20	9	5	2
4	30	14	30	14	13	6	11	5	31	14	41	19	39	18	30	14	32	15	17	8
5	43	20	29	13	29	13	42	19	41	19	25	11	32	15	45	21	42	19	31	14
6	43	20	34	16	50	23	59	27	64	29	29	13	35	16	50	23	53	24	48	22
7	46	21	22	10	99	45	70	32	46	21	30	14	30	14	44	20	34	16	92	42
Dk	14	6	32	15	12	6	15	7	12	6	24	11	16	7	12	6	14	6	16	7

Table 4: Number and percentage of responses by scale – Opportunities

We then segregated the raw data in two ways by sector (formal, non formal and other), and by geographical location (as far as was possible) to Europa (Europe, North America and Australia) Extra Europa (Asia, South America, Africa) and Global. We used three approaches to compare the responses and identify top challenges and opportunities:

- The distribution of responses;
- The number of don't knows, or non responses;
- A numerical calculation of the mean and range.

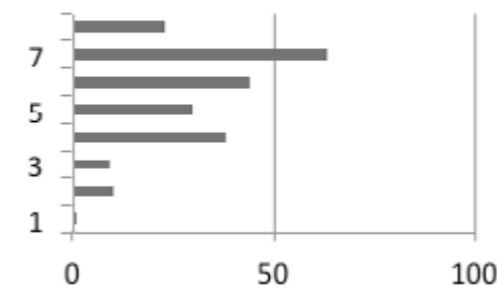
Distribution

The overall distribution was the crudest comparison. Broadly, did the respondents agree that the challenges and opportunities identified were in fact those which related to their own situation.

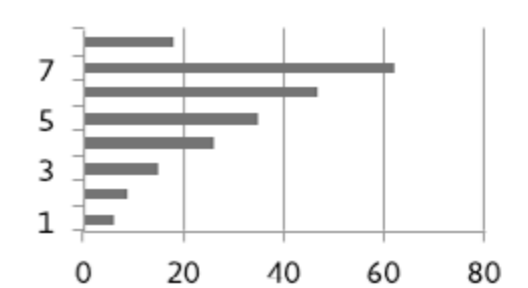
From the graphs of the overall data, those showing a skewed distribution towards the higher scores were: challenges c, d, e, f, and h as below.

In each of the graphs the vertical axis shows the score from 1-7, where 1 means 'not at all a challenge/opportunity' and 7 means a 'major challenge/opportunity', with the top category being 'don't know'. The horizontal axis is the number of participant responses.

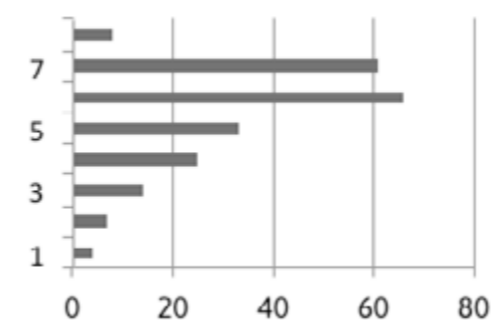
c. Monitoring systems have been designed without input from those whose work has been monitored



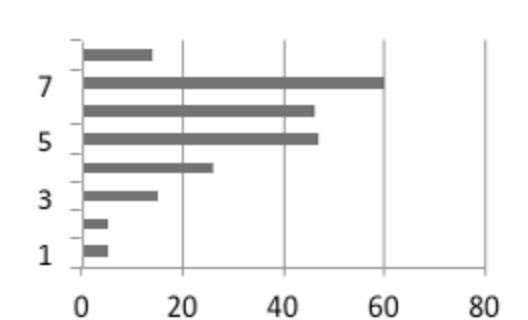
e. Monitoring is used as a means of control as opposed to its use as a learning opportunity



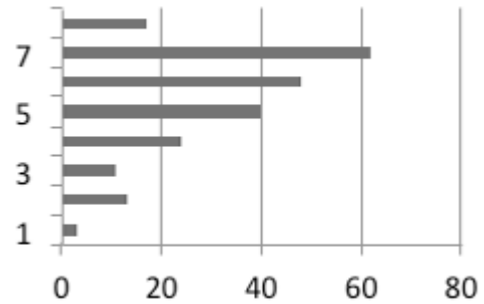
d. Monitoring focuses on educational outcomes and does not regard the teaching and learning process



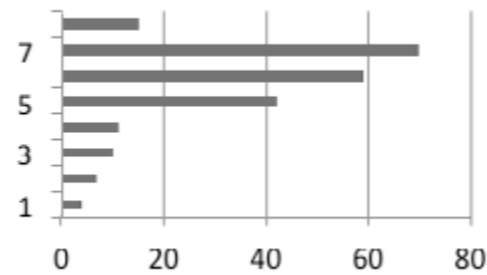
f. Monitoring focuses on the learners' knowledge and understanding and ignores skills development and attitudinal learning



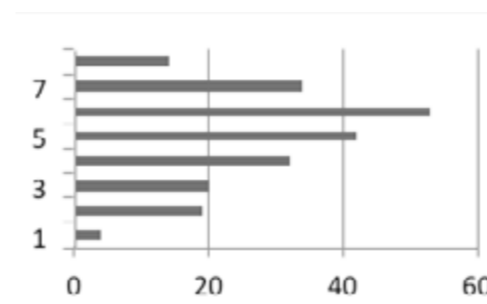
h. Educators are unfamiliar with using EfGC learner centred, enquiry based education methods and opportunities a, c, d, e, h, I and j.



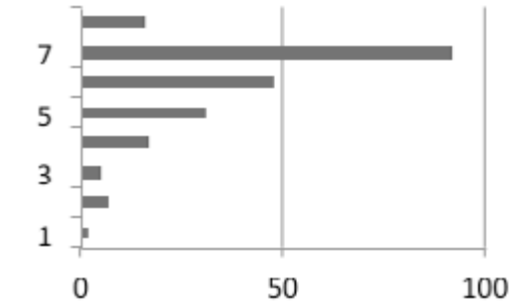
d. In my experience there is demand for skills and understanding that enable people to lead a fulfilling life in a globalised world



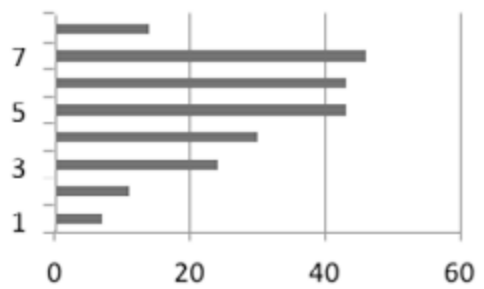
i. In the country/countries where I work, local initiatives exist that relate well to the approaches of EfGC



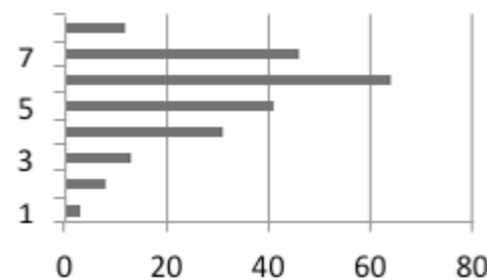
j. EfGC is flexible, and enables people to start from different points. It is therefore relevant to educators with very different perspectives and experiences.



a. If world-wide principles of EfGC existed then it would be possible to develop specific EfGC targets and indicators in the country/countries where I work



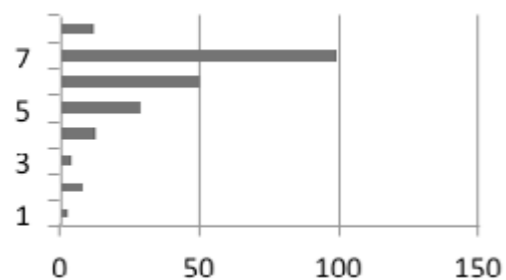
e. Educators in the country/countries where I work are interested in using learner centre, participatory education methods



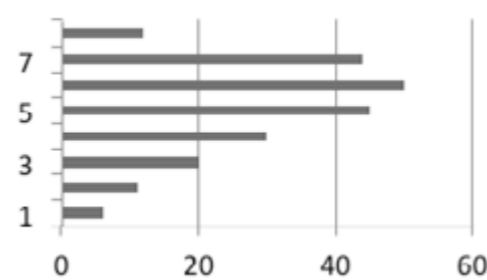
This indicates that broadly respondents agreed that these were either major challenges (question 3a-j) or major opportunities (questions 5a-j).

From the graphs of all responses we can see that those where responses were fairly evenly spread over the full range of scores, were challenges a, b, g, I and j.

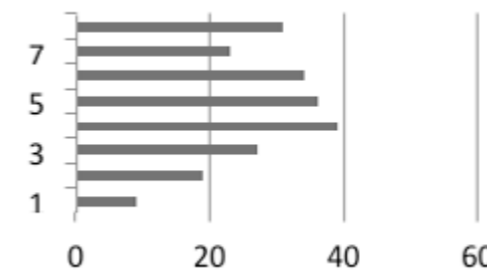
c. EfGC provides a broader, global context to learning about local and national issues



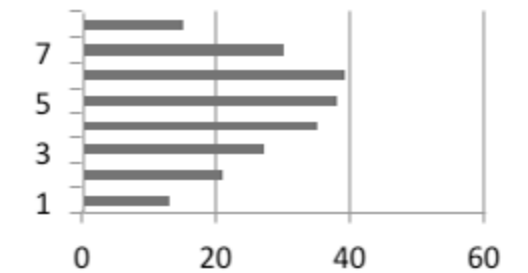
h. There is an increasing realisation in the country/countries where I work that education should not only be about knowledge and understanding but also about skills and values



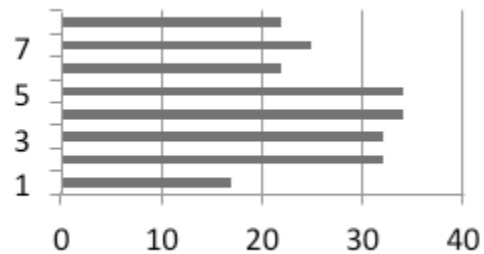
a. Targets and indicators for EfGC are the same across all countries as opposed to them being context specific.



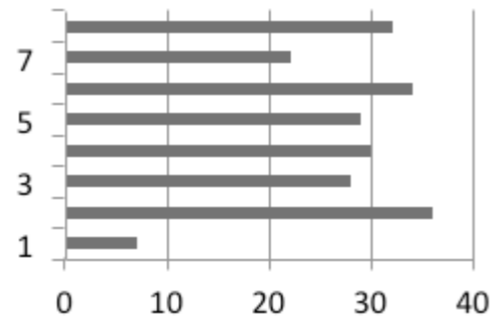
b. EfGC is perceived as a 'western' approach, potentially undermining local/national culture and education systems



g. Class sizes are too large to accommodate EfGC methodologies



b. In my experience there is a willingness to invest time and resources to develop an EfGC monitoring system that is fit for the context in which it is to be used.



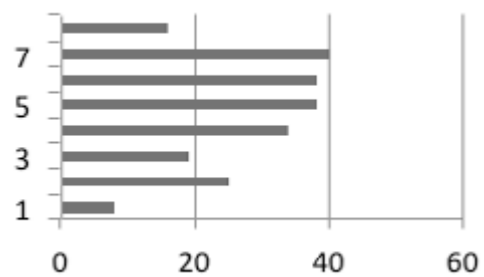
This indicates that there was no consensus as to whether they were a major challenge or a major opportunity among the respondents. Of course within the overall figures, individual contexts determine responses, and so even though there is not a strong correlation at macro level, many individuals had strong feelings about the potential impact of these factors on monitoring within their setting.

Don't know or non responses

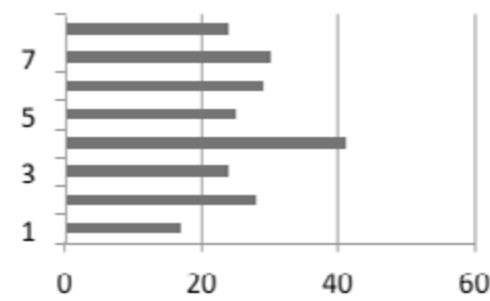
It was mandatory to respond to all of the statements in the English version, but not in the Spanish or French versions. As a result some respondents did not respond to every statement. There was also an option of 'don't know'. There may be a number of reasons why participants did not respond, or chose don't know:

- The respondent did not know how to respond to the statement;
- The respondent felt that the statement was not relevant to their situation;
- The respondent had no opinion on the statement;
- The respondent did not understand the statement;
- The respondent disagreed with the premise of the statement.

i. Social-cultural values and expectations of the society as a whole negate or undermine EfGC learning



f. Education policy makers in the country/countries where I work are of the opinion that existing education systems are no longer fit for purpose in an increasingly globalised world



For this analysis the non-responses and don't knows were combined. We looked firstly at the overall responses to each challenge and opportunity. In some cases this combined response comprised more than 10% of total responses. Of particular note are challenges a (14%) and g (10%), and opportunities b (15%) and f (11%). In each of these cases the distribution was relatively flat, indicating no clear agreement or disagreement with the statement.

The additional comments indicated that some of the wording was difficult, and this applied in particular to the opportunities statements. Several people also commented specifically on 5g stating that educators and education policy makers should not be grouped together as they have antagonistic views. Others commented that they felt some statements were far more applicable to the formal education sector, and responded 'don't know' in lieu of 'not applicable'.

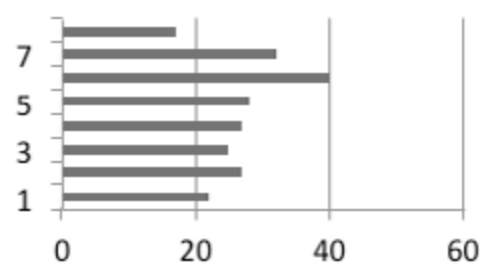
Mean and range

The calculation of a numerical mean enables us to further differentiate between the responses to identify those where respondents most strongly agreed that challenges were a major problem, or opportunities were a major opportunity. A higher mean score shows a higher level of agreement within that group. The range shows how spread out the responses are within a particular category, and therefore how similar or different the responses are. A high range indicates a wide spread of opinion, a small range indicates a greater level of consensus.

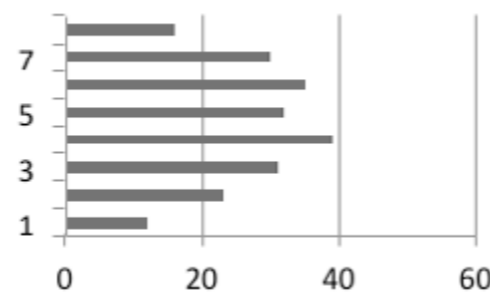
For both of these calculations the larger the group, the more reliably we can interpret the results. A small group is more likely to be affected by any extreme responses by an individual.

For this calculation, the numbers indicated by respondents were taken at face value, and the total sum was then divided between those who had given a score. We excluded the don't knows and non responses to calculate the mean. This was done for overall results, and then differentiated into sectors formal, non-formal and other, and geographical spread Europa, Extra Europa and International.

j. EfGCs seen as 'too political' and potentially destabilising to local or national society and opportunities b, f and g.



g. In my experience there is an increasing interest among educators and education policy makers in the process of education and not just in the outcome of education activities



	a	b	c	d	e	f	g	h	i	j
All	4.4	4.5	5.4	5.5	5.3	5.4	4	5.4	4.7	4.3
Formal	4.4	4.3	5.2	5.4	5.2	5.2	4	5.4	4.8	4.2
Non-formal	4.4	4.5	5.6	5.4	5.3	5.3	3.7	5.1	4.5	4.1
Other	4.4	4.9	5.4	5.6	5.5	5.7	4.5	5.8	4.9	4.7
Range	0	0.6	0.4	0.2	0.3	0.5	0.8	0.7	0.4	0.6

Table 5: mean and range by sector - Challenges

	a	b	c	d	e	f	g	h	i	j
All	4.4	4.5	5.4	5.5	5.3	5.4	4	5.4	4.7	4.3
Extra Europa	5.3	4.3	5.5	5.4	5.5	5.1	4.1	5.5	5.3	3.9
Europa	4.3	4.5	5.2	5.3	5.3	5.3	3.9	5.2	4.8	4.1
International	4.6	4.9	6.2	5.8	5.4	6.2	4.2	5.7	4.7	4.9
Range	0.9	0.6	1.0	0.5	0.2	1.1	0.3	0.5	0.6	1.0

Table 6: Mean and range by geographical location – Challenges

Tables 5 and 6 show that there is consistency across sectors and geographical locations as to the main challenges as shown by those statements with the highest mean scores:

- c. Monitoring systems have been designed without input from those whose work is being monitored *mean 5.4*
- d. Monitoring focuses on educational outcomes and does not regard the teaching and learning process *mean 5.5*
- f. Monitoring focuses on the learners' knowledge and understanding and ignores skills development and attitudinal learning *mean 5.4*
- h. Educators are unfamiliar with using EfGC learner centred, enquiry based methods *mean 5.4*

In both comparisons, the highest mean scores were in the smallest groups (other and International) which were most likely to be influenced by individual responses. There were greater differences as shown by the higher ranges among the responses by geographical location than by sector. This is most striking when looking at statements c and f where there is a range of 1 and 1.1 respectively, in both cases where the International group has a high mean of 6.2.

	a	b	c	d	e	f	g	h	i	j
All	5	4.2	5.9	5.6	5.3	4.2	4.4	5.1	4.9	5.9
Formal	5	4.2	5.9	5.9	5.4	4	4.4	5.2	4.8	5.7
Non formal	5	4.3	5.9	5.5	5.3	4.4	4.5	5	5	6
Other	4.8	4	6	6.1	4.6	3.8	4	4.8	4.7	5.8
Range	0.2	0.3	0.1	0.6	0.8	0.6	0.5	0.4	0.3	0.3

Table 7: Mean and range by sector - Opportunities

	a	b	c	d	e	f	g	h	i	j
All	5	4.2	5.9	5.6	5.3	4.2	4.4	5.1	4.9	5.9
Extra Europa	5.2	4.6	5.5	5.4	5.1	4.7	4.4	5.4	4.2	5.5
Europa	4.8	4.2	6.1	5.8	5.4	4.2	4.3	5.0	5.2	6.0
International	5.4	4.1	5.7	5.9	5.5	3.9	4.8	5.3	4.9	5.3
Range	0.6	0.5	0.6	0.5	0.4	0.8	0.4	0.4	1.0	0.7

Table 8: Mean and range by geographical location - Opportunities

Tables 7 and 8 show consistency across sectors and geographical locations on the top mean scores:

- a. EfGC provides a broader, global context to learning about local and national issues *mean 5.9*
- b. In my experience there is a demand for skills and understanding that enable people to lead fulfilling lives in a globalised world *mean 5.6*
- c. EfGC is flexible, and enables people to start from different points. It is therefore relevant to educators with very different perspectives and experiences *mean 5.9*

The range of responses to each statement are lower than for the challenges indicating a greater level of consensus overall on the opportunities across sectors and geographical locations. It is interesting that the highest mean scores for the geographical locations in this instance came from the biggest group – Europa. This indicates that these statements are very important for that group.

Comments

Finally

7. What other factors not mentioned in this questionnaire make EfGC problematic or possible in your experience?

Respondents were given an opportunity in question 4 and 6 to comment on or add to any of the statements, as well as an opportunity to comment overall in question 7. These comments tended to be general rather than relating to specific statements, although there were several comments related to statement 5g. A number of comments mentioned that the 'opportunities' questions were difficult to answer. These statements have been included in the analysis in chapter 4 where applicable.

Conclusions

The survey has allowed us to test the relevance of challenges and opportunities for monitoring EfGC across sectors and geographical areas as identified by the literature and our focus group discussions. It has helped to identify some key priorities areas for further activity when developing appropriate monitoring approaches for EfGC post 2015, specifically challenges related to:

- a. Monitoring systems have been designed without input from those whose work is being monitored mean 5.4
- b. Monitoring focuses on educational outcomes and does not regard the teaching and learning process mean 5.5
- a. Monitoring focuses on the learners' knowledge and understanding and ignores skills development and attitudinal learning mean 5.4
- a. Educators are unfamiliar with using EfGC learner centred, enquiry based methods mean 5.4

And opportunities related to:

- c. EfGC provides a broader, global context to learning about local and national issues mean 5.9
- d. In my experience there is a demand for skills and understanding that enable people to lead fulfilling lives in a globalised world mean 5.6
- j. EfGC is flexible, and enables people to start from different points. It is therefore relevant to educators with very different perspectives and experiences mean 5.9

Considering how to respond to these findings will be of relevance to all those involved in EfGC individually and internationally.

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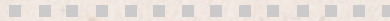
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