

"Learning to Unlearn and to Learn Otherwise: New Horizons for Global Citizenship Education"

The Learner Knowledge Community

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Outline

1. Global forces, unprecedented challenges & usual responses
2. International policies of GCE
3. Enduring problematic imaginaries & practices
4. Alternative views & horizons of GCE

Global forces, unprecedented challenges

intensification of

- migration
- interconnectivity
- cultural hybridity
- ecological vulnerability
- wealth concentration
- armed conflict
- reconfigurations of economic and political power
- global capitalism

Specific challenges in education

- polarization, racism(s)
- entertainment entitlement (*)
- conflictual identities
- complexity, mis-information
- uncertain futurity, distress
- normalization of violence
- political mistrust, and externalized or projected responsibility/blame

...

Global forces, unprecedented challenges

equipping learners
to address the increasing

- complexity,
- uncertainty,
- diversity

and (unfortunately)

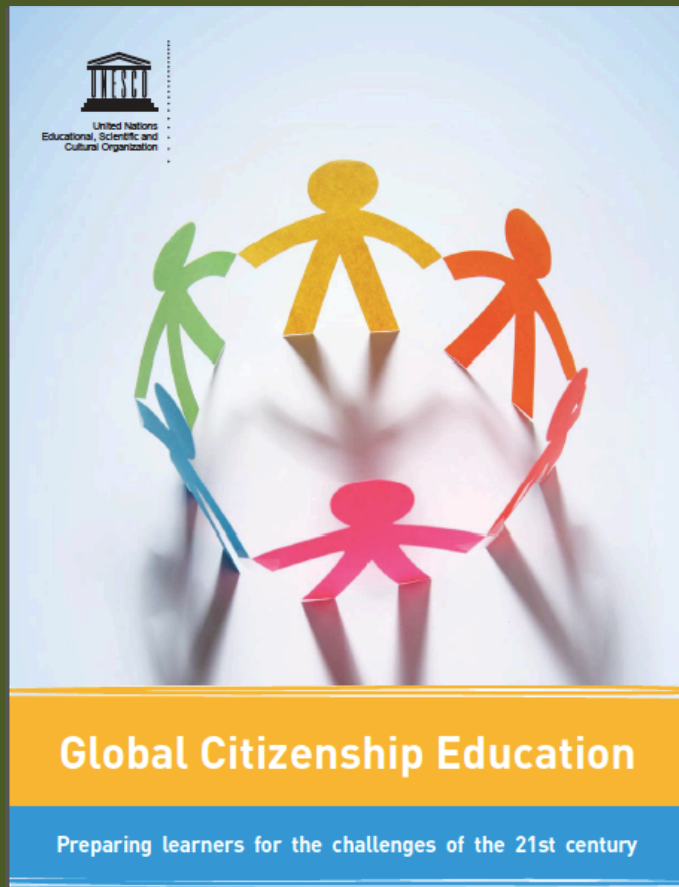
- growing levels of inequality
and violence

in contemporary societies

Three usual responses:

1. technology
2. individualized
learning
3. internationalization
/global (citizenship)
education

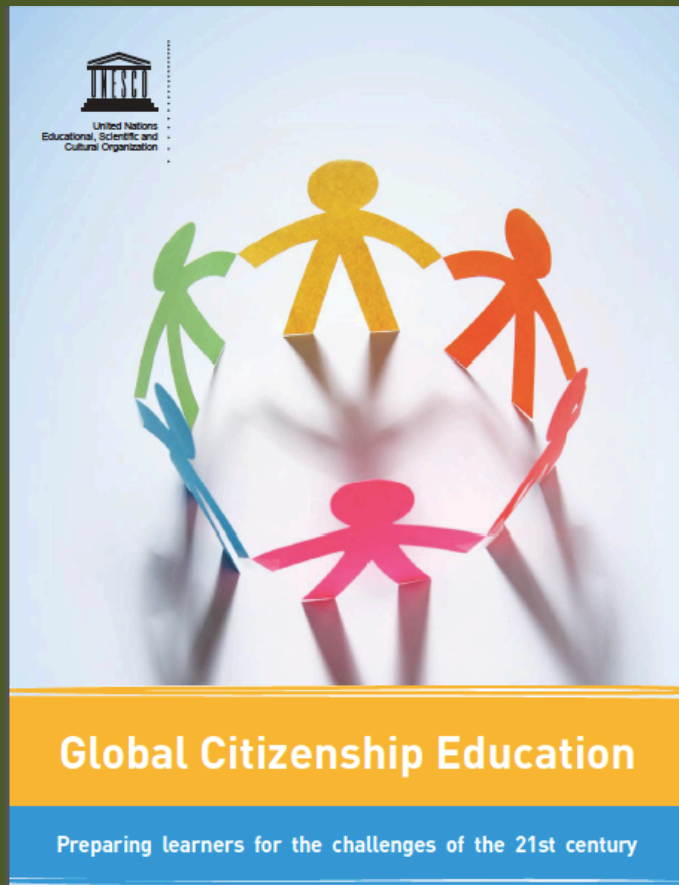
global (citizenship) education



Global Citizenship Education (GCE) is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. (Unesco, 2014, p. 9)

- ...conceptual shift that recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions.

global (citizenship) education



Fostering in learners

- cognitive skills to think critically, systemically and creatively, including adopting a multiperspective approach that recognizes the different dimensions, perspectives and angles of issues;
- non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives

global (citizenship) education

THE NATIONAL YOUTH WHITE PAPER ON GLOBAL CITIZENSHIP



To achieve global equity, as global citizens we must...

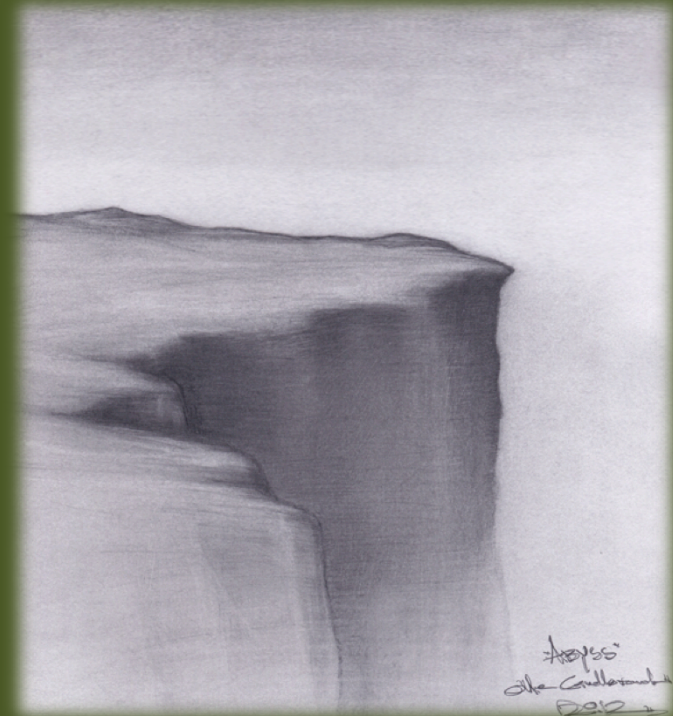
- Value the perspective of all citizens
- Challenge pre-conceived ideas
- Create universal virtues of acceptance and understanding
- Embrace rights and responsibilities
- Empower youth to take action through curricular changes and global-minded courses
- Encourage explorations into various perspectives and collaboration with global entities
- Think critically and be taught to think critically

enduring difficult challenges



enduring difficult challenges

- Tracing the normalization and naturalization of our worldview



reaching the edges of our imaginaries

enduring problematic patterns of relationship

Intelligence,
benevolence,
deservedness,
cleanness,
capacity,
leadership

Lack,
inadequacy,
ignorance,
violence,
helplessness,
servitude,
waste...



enduring problematic patterns of relationship

Hegemonic (reinforce/justify status quo)

Ethnocentric (project one view as universal)

Ahistorical (forget historical legacies and complicities)

Depoliticized (disregard power inequalities & ideologies)

Salvationist/Self-serving (invested in self-congratulatory heroism)

Un-complicated (offer 'feel good' quick fixes)

Paternalistic (waiting for a 'thank you')



enduring difficult challenges

- How can we see the systemically and historically marginalized other as equally intelligent, capable, knowledgeable, deserving, contradictory, and complex? (beyond essentialist representations?)
- How do we recognize both similarities and differences in assumptions and aspirations? (beyond our desire for enforcing consensus?)
- How can we see the limits of the knowledge we consider universal and unlimited? (so that we can open up to different possibilities of co-existence?)

Alternative views of global citizenship education

learning to unlearn, to listen, to learn and to reach out

Learning to read the world Through Other Eyes

Authors: Vanessa Andreotti // Lynn Mario T. M. de Souza



An open access online study programme focusing on engagements with indigenous perceptions of global issues.

Educational project hosted by:



www.throughothereyes.org.uk

Through Other Eyes (2006-2008)

- Based on interviews with Maori, Chewa, Quechua, Guarani, and Australian Aboriginal educators
- Different views on equality, poverty, development and education
- critical examinations of interpretations of both Western and Indigenous worldviews

Alternative views of global citizenship education

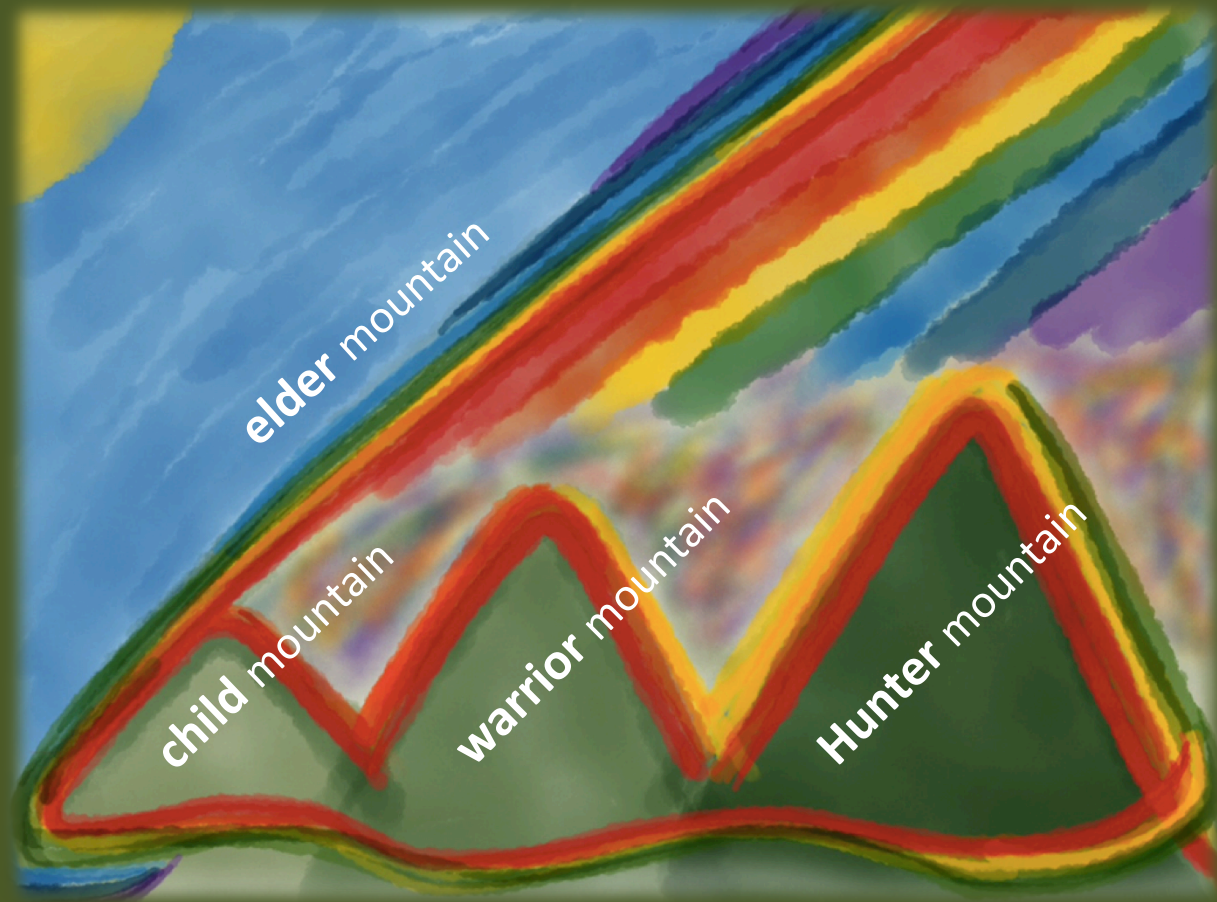
Through the Eyes of Global Ancestors (2015-18)



- Focus on planetary challenges and horizons for education based on relational ontologies
- Base literature: non-anthropocentric relational ontologies/interviews with elders on ceremonial grounds
- Not as substitute stories, but as evidence that it is possible to imagine existence otherwise

The four mountains: the goal of education is to support children into becoming good grandparents and great-grandparents for ALL RELATIONS (human and more-than-human)

Alternative views of global citizenship education: TEGA



The four mountains: the goal of education is to support children into becoming good grandparents and great-grandparents for ALL RELATIONS (human and more-than-human)

Planetary challenges (Cree)



Educational compass (Cree)



Contrasting views

Individual freedom/autonomy/expression,
anthropocentric, Cartesian utility maximizing rationality

Enlightenment ontologies

- Empowerment
- Leadership
- Consensus
- Progress
- National identity
- Dialogue
- Innovation
- Accumulation
- Competition
- Indexed language
- Encyclopedic knowledge

Relational ontologies

- Disarmament
- De-centering
- Pluriversality
- Re-membering
- Planetary interdependency
- Presence(ing)
- Wisdom
- 'Give away'
- Complementarity
- Language as buffer
- Equivocal metaphors

radical interdependence, visceral relationality,
reciprocity, land-centered, non-dialectical or teleological

Educational horizons

Intellectual
Accountability

Ethical
Solidarities

- Facing the limits of the dominant knowledge system
- Expanding frames of reference
- Thinking historically and systemically
- Learning from recurrent mistakes
- Addressing complicity in the (re)production of local and global injustices

Educational horizons

Intellectual Accountability

Ethical Solidarities

- naming and transforming systemic injustices, social-cultural hierarchies, historical patterns and conceptual frameworks affecting social relations
- learning to relate beyond the need for consensus, redemption, or scripts of identity
- decentering, disarming, displacing normativity, discerning

Thank you!

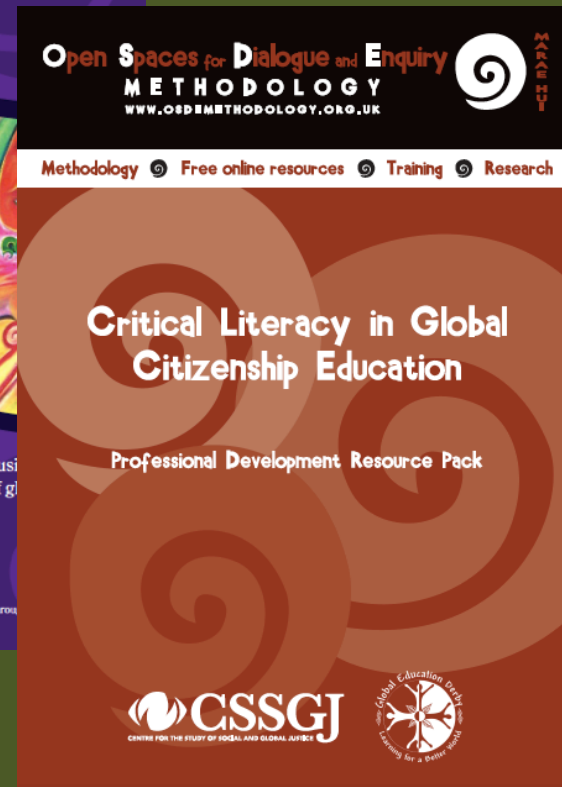
<https://ubc.academia.edu/VanessadeOliveiraAndreotti>

Actionable Postcolonial Theory in Education



Vanessa Andreotti

Postcolonial Studies in Education



Open Spaces for Dialogue and Enquiry
METHODOLOGY
WWW.OSDEMETHODOLOGY.ORG.UK

Methodology • Free online resources • Training • Research

Critical Literacy in Global Citizenship Education

Professional Development Resource Pack

CSSGJ
CENTRE FOR THE STUDY OF GLOBAL AND GLOBAL JUSTICE

