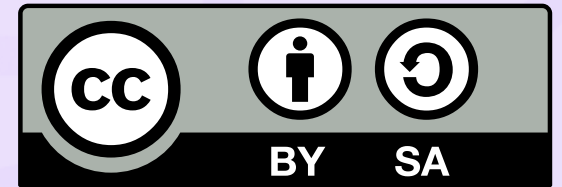


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Responsible Global Citizenship

MODULE ONE



MODULE ONE: RESPONSIBLE GLOBAL CITIZENSHIP

GROUND RULES

1. Be aware of **the space you take up** (even online!) and the positions and **privileges** you bring.
2. **Avoid assuming** the opinions and identifications of other participants.
3. Be aware of the **language** you use in discussion and how you relate to others.
4. **Mutual respect:** Listen to the wisdom everyone brings to the group.
5. Give each person the **time and space** to speak.
6. “**Respect the person;** challenge the behaviour.”
7. Any **others?**

MODULE ONE: RESPONSIBLE GLOBAL CITIZENSHIP

OUTLINE

1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

1.2 CONCEPTS IN GLOBAL CITIZENSHIP EDUCATION

1.3 THE FOUR PILLARS OF GLOBAL CITIZENSHIP EDUCATION

1.4 PILLAR ONE: CRITICAL THINKING

1.5 PILLAR TWO: PROBLEM-SOLVING

1.6 PILLAR THREE: SYSTEMS THINKING

1.7 VALUES IN GLOBAL CITIZENSHIP EDUCATION

1.8 PILLAR FOUR: ACTIVE CITIZENSHIP

1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

ICEBREAKER

Where would you like to be right now?
Choose your favourite place from the next slide and
tell us why!



1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

The “norms and rules of global engagement in education are often defined by experts in so-called ‘developed countries’.

They reflect the cultures of the people who make the decisions.

They emphasise individual rights at the expense of collective rights, and they promote an individual-centred view of the world...

And what do you get from such an education?

The idea that wealth equals material accumulation rather than the enhancement of social relationships”

Professor Konai Helu Thaman

[RESOURCES' LINK](#)

1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

...education that enables people to **reflect critically** on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of **social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding.**

It involves **respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.**

Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide.

We consider it essential to the **transformative power of, and the transformation of, education.**

DUBLIN DECLARATION, 2023



1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

GLOBAL CITIZENSHIP IS

- The understanding of how decisions in one part of the planet can affect people living in a different part of it.
- Recognising and challenging racism and stereotypes.
- Sharing the earth's resources fairly.
- Upholding human rights of all.

1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

GLOBAL CITIZENSHIP SUPPORTS US TO:

- Build our critical understanding of global events.
- Think about values and what's important to us
- Take learning into the real world.
- Challenge ignorance and intolerance.
- Get involved in local, national and global communities.
- Develop an argument and voice opinions.
- Act and influence the world around us.

1.1 DEFINITIONS OF GLOBAL CITIZENSHIP EDUCATION

[VIDEO: GLOBAL CITIZENSHIP EDUCATION- AN INTRODUCTION](#)

WHAT IS GLOBALISATION?

- A term used to describe the increasing connectedness and interdependence of our world.
- It's been around for centuries- The Silk Road between China and Europe.
- Some argue that globalisation is a good because it creates more jobs in developing countries.
- Others say that globalisation is bad because it forces poorer countries of the world to do what more powerful countries tell them to do.
- Globalisation is also related to the migration of people- for example to find work.
- Can you think of some positive and negative examples of globalisation?

WHAT IS COLONIALISM?

- Colonialism is the structure or structures through which one group of people (typically a nation) controls and exploits another, then justifies this by claiming to be the superior group.
- Colonial domination not only shapes our ideas about race, but also strongly influences how people think about power, knowledge, environment, culture, society.

1.2 CONCEPTS IN GCE

FIVE DIMENSIONS OF COLONIALISM

We are going to watch two minutes of the film, **The Uprising (16:00-18:15)**.

Are you surprised by what the narrator says?

Do you agree or disagree, and in what ways?

What do you think about colonialism and its effect on our world today?

Were you taught about Christopher Columbus in school?

If so, how was he portrayed?

The Uprising (Full Film, English subtitles)

WHAT IS EQUALITY?

“the state of being equal, especially in status, rights, or opportunities”.

- Watch this video: [What is Equality?](#)

In groups:

1. Discuss what equality means to you personally.
2. Come up with your own definition for Equality.
3. Can you give some examples of equality/ inequality at local and global levels?

COLONIALISM AND INEQUALITY

- Countries within Western Europe colonised parts of Latin America, Africa and India and this process led to economic prosperity in the colonising countries.
- The colonised countries were drained of resources and the indigenous peoples were forced to adopt the cultural practices of their colonial rulers.
- Decolonisation began after World War II- but these countries faced several problems due to their colonial past and this has made it more difficult to 'catch-up' to more powerful nations.
- Inequality between the Global North and the Global South has been growing rapidly since the 1960s.

1.2 CONCEPTS IN GCE

INEQUALITY 2024

- Seven out of ten of the world's biggest corporations have a billionaire CEO or a billionaire as their principal shareholder.
- Globally, men own US\$105 trillion more wealth than women – the difference in wealth is equivalent to more than four times the size of the US economy.
- The world's richest 1% own 43% of all global financial assets.
- The richest 1% globally emit as much carbon pollution as the poorest two-thirds of humanity.
- In the USA, the wealth of a typical Black household is just 15.8% of that of a typical white household.
- In Brazil, on average, white people have incomes more than 70% higher than those of Afro-descendants.
- Just 0.4% of over 1,600 of the world's largest and most influential companies are publicly committed to paying their workers a living wage and support payment of a living wage in their value chains.
- It would take 1,200 years for a female worker in the health and social sector to earn what a CEO in the biggest Fortune 100 companies earns on average in one year.

1.2 CONCEPTS IN GCE

VANESSA ANDREOTTI

Very often, approaches to global citizenship education in Europe address the agenda for international development in a manner that leaves assumptions unexamined and ignores how this agenda is re-interpreted in other contexts.

Not addressing these different readings may result in the uncritical reinforcement of notions of the supremacy and universality of 'our' (Western) ways of seeing, which can reproduce unequal relations of dialogue and power and undervalue other knowledge systems"



SOFT GCE		CRITICAL GCE
PROBLEM	Poverty, helplessness	Inequality, injustice
NATURE OF THE PROBLEM	Lack of ‘development’, education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment
JUSTIFICATIONS FOR POSITIONS OF PRIVILEGE	‘Development’, ‘history’, education, harder work, better organisation, better use of resources, technology.	Benefit from and control over unjust and violent systems and structures.
BASIS FOR CARING	Common humanity/ being good/ sharing and caring. Responsibility FOR the other (or to teach the other).	Justice/complicity in harm. Responsibility TOWARDS the other(or to learn/decide with the other), accountability
GROUNDS FOR ACTING	Humanitarian/ moral reasoning based on predominantly ‘Western’ viewpoints	Political/ethical(based on normative principles for relationships).
WHAT NEEDS TO CHANGE	Structures, institutions and individuals that are a barrier to development	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships.

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	SOFT GCE	CRITICAL GCE
WHAT FOR	So that everyone achieves development, harmony, tolerance and equality	So that injustices are addressed, more equal grounds for dialogue are created, and people can have their own autonomy to define their own development.
WHAT INDIVIDUALS CAN DO	Support campaigns to change structures, donate time, expertise, resources.	Analyse own position/context and participate in changing structures, assumptions, identities attitudes and power relations in their contexts
HOW DOES CHANGE HAPPEN?	From the outside to the inside	From the inside to the outside

	SOFT GCE	CRITICAL GCE
GOAL OF GCE	Empower individuals to act (or become active citizens) according to what has been defined for them as good in an ideal world.	Empower individuals to reflect critically on their own positions- on the legacies and processes of their cultures and contexts, to imagine different futures and to take responsibility for their decisions and actions.
POTENTIAL BENEFITS OF GCE	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel-good factor.	Independent/critical thinking and more informed, responsible and responsive and ethical action.
POTENTIAL PROBLEMS	Feeling of self importance or self-righteousness, and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege, partial alienation, uncritical action	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness.



1.3 THE FOUR PILLARS IN GCE



CRITICAL THINKING

Critical thinking is the ability to effectively analyze information and form a judgment, while being aware of one's own biases and assumptions when encountering information.



SYSTEMS THINKING

Systems thinking is a way of making sense of the complexity of the world by looking at it in terms of wholes and relationships rather than by splitting it down into its parts.



PROBLEM SOLVING

Problem solving is the act of defining a problem; determining the cause of the problem; selecting alternatives for a solution; and implementing a solution.



ACTIVE CITIZENSHIP

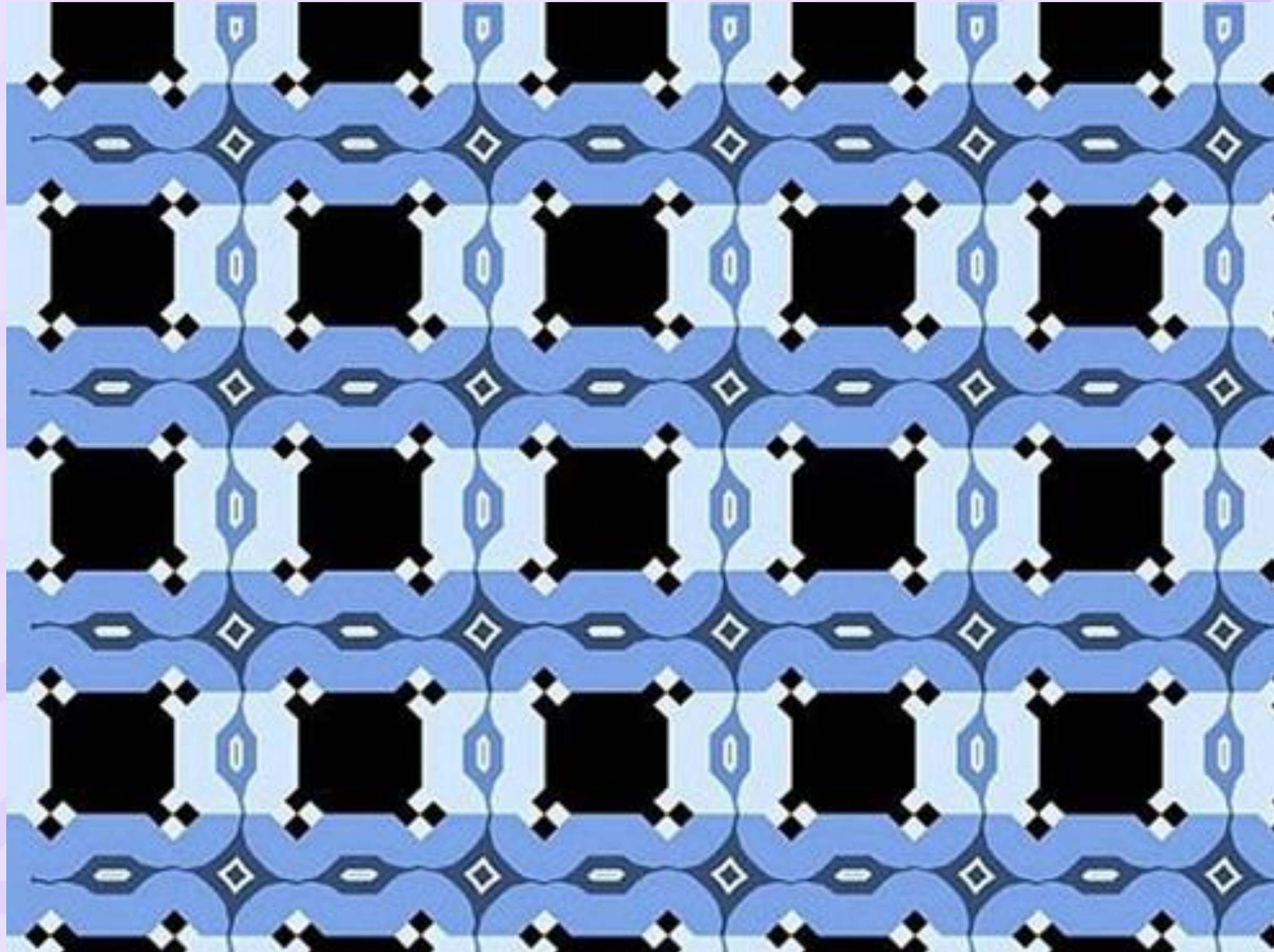
Active citizenship means getting involved in our communities at all levels- from local to national and global. Facilitating the active engagement of those most excluded from political participation

1.4 CRITICAL THINKING

The things right in front of us are often the hardest to see.



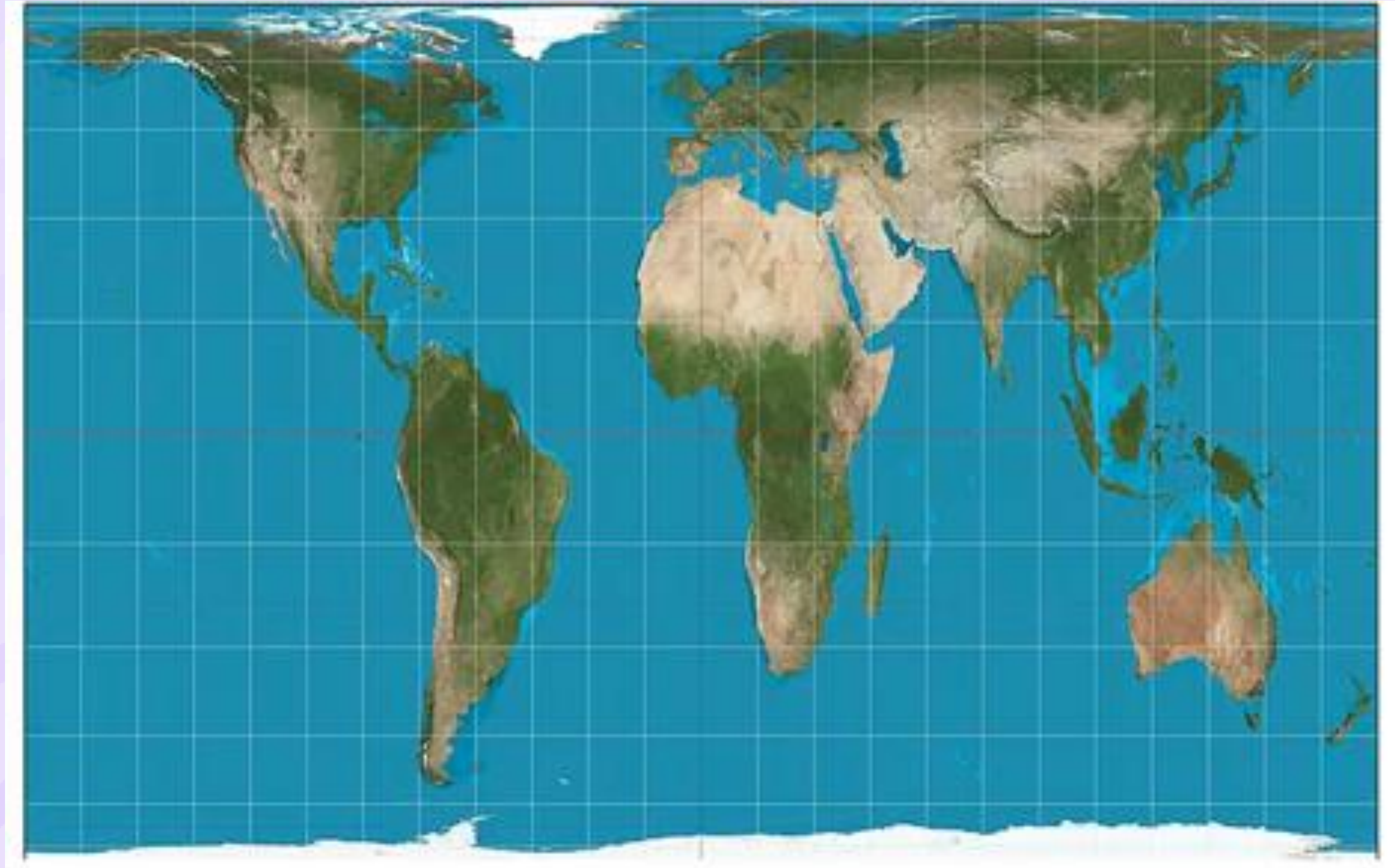
1.4 CRITICAL THINKING



1.4 CRITICAL THINKING



1.4 CRITICAL THINKING



1.4 CRITICAL THINKING

SKILLS FOR CRITICAL THINKING

1. Humility
2. Curiosity
3. Growth mindset
4. Self-awareness
5. Active Listening

1.4 CRITICAL THINKING

CRITICAL THINKING VIDEOS

INATTENTIONAL BLINDNESS VIDEO:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=Z-DG-06NRNC](https://www.youtube.com/watch?v=Z-DG-06NRNC)

TEST YOUR AWARENESS : WHODUNNIT?

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=UBNF9QNEQLA](https://www.youtube.com/watch?v=UBNF9QNEQLA)

PAY ATTENTION:

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=14NB45CS9OG](https://www.youtube.com/watch?v=14NB45CS9OG)

1.5 PROBLEM SOLVING

WHAT SKILLS DO YOU THINK ARE
IMPORTANT FOR
PROBLEM SOLVING?

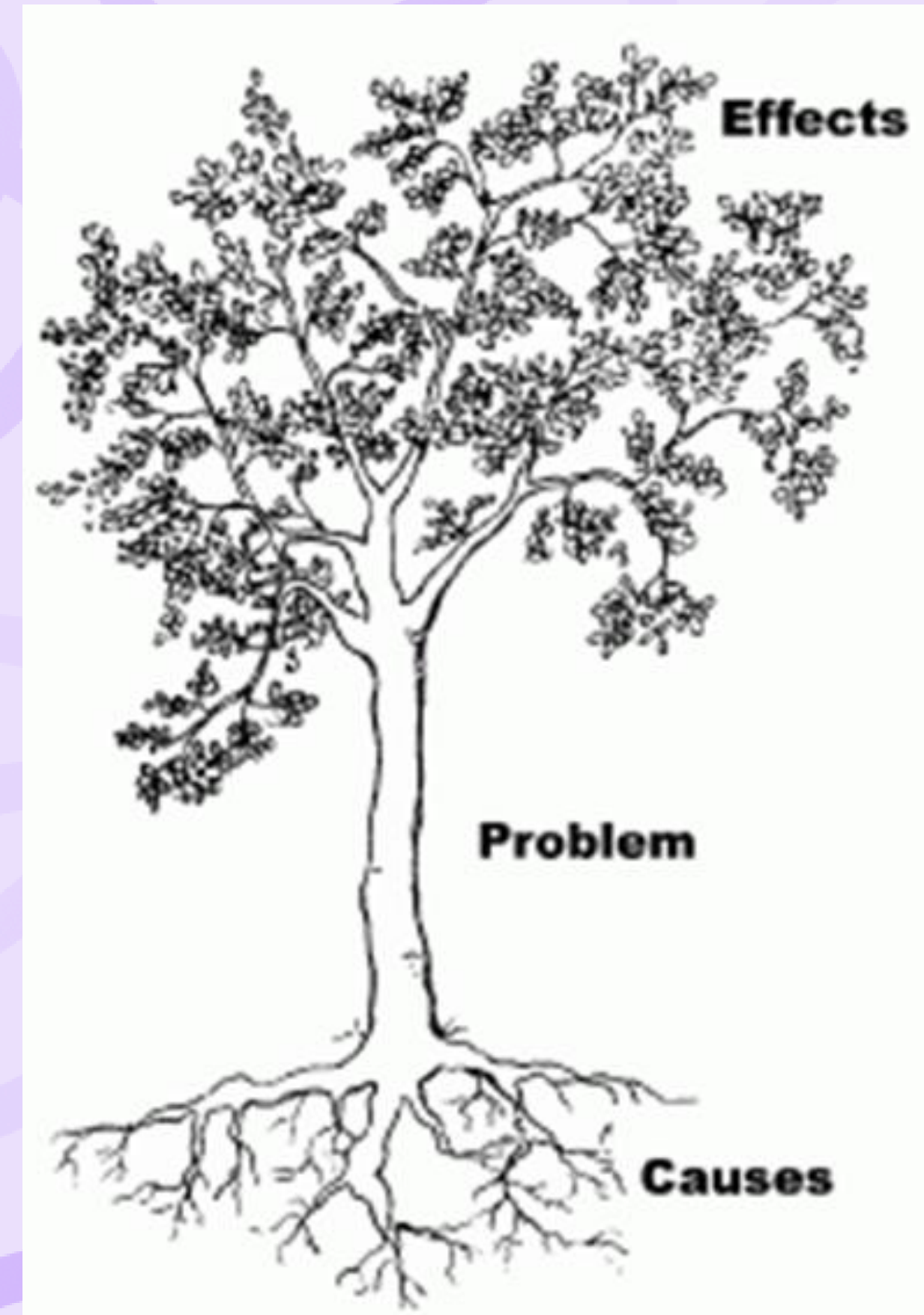
WRITE YOUR ANSWERS IN THE CHATBOX OR
UNMUTE AND SHARE YOUR THOUGHTS!

1.5 PROBLEM SOLVING

- Problems exist for many reasons (**causes**)
- From a GCE perspective, identifying a **root cause or causes** is the first step to solving problems
- **The Problem Tree** is a useful tool for identifying the root causes.

GROUP ACTIVITY:

1. In small groups, select a problem faced by many people you know (**TRUNK**)
2. Highlight the effects of this problem (**LEAVES**)
3. Lastly, try to identify the causes (**ROOTS**)



1.6 SYSTEMS THINKING

Everything is interconnected.

Everything is reliant upon something else for survival.

Humans need food, air, and water to sustain our bodies, and trees need carbon dioxide and sunlight to thrive.

“A system is a set of related components that work together in a particular environment to perform whatever functions are required to achieve the system's objective.”

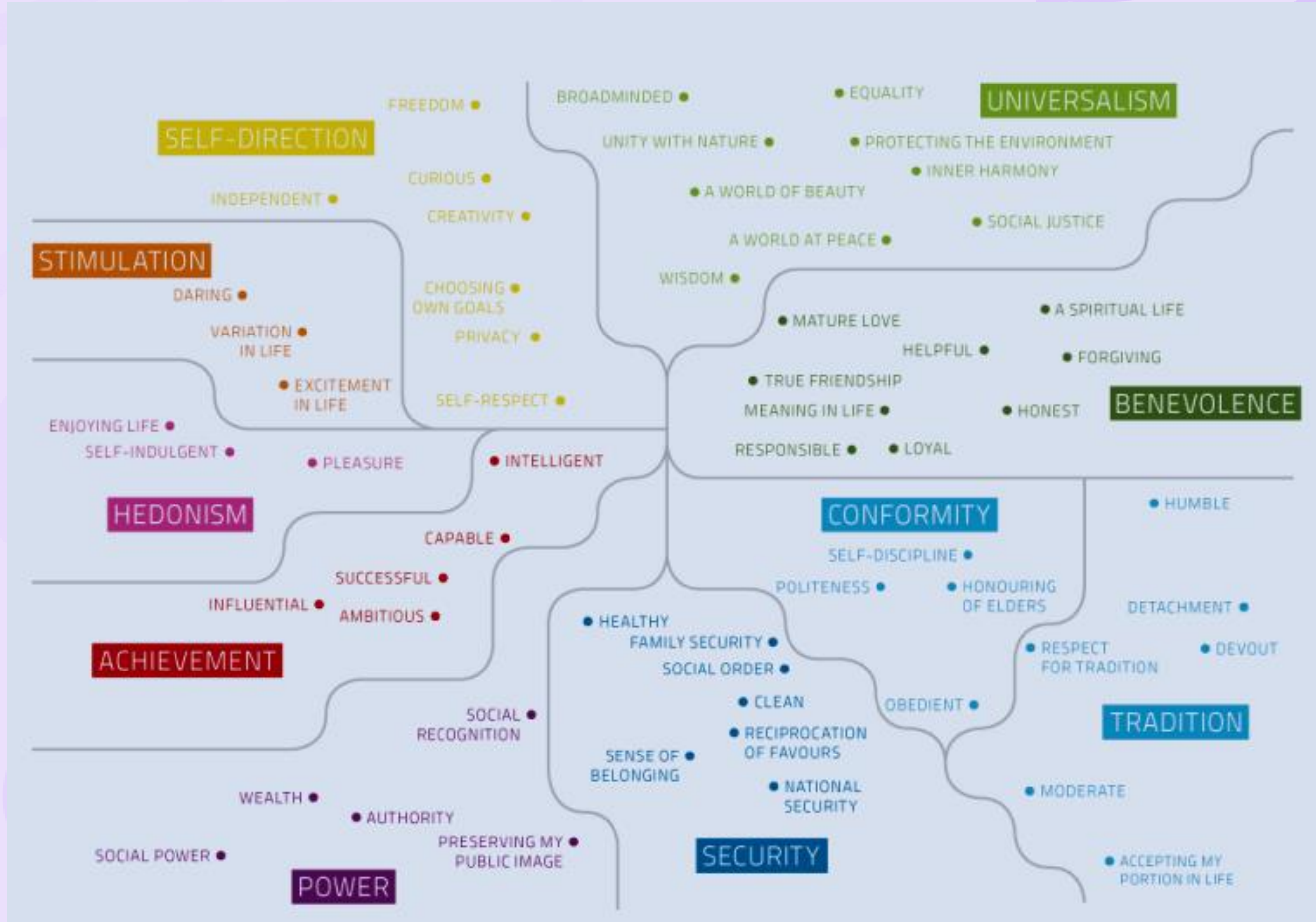
~Donella Meadows

1.6 SYSTEMS THINKING

COMPLEX SYSTEMS ARE LIKE PUZZLES WITH MANY PIECES THAT WORK TOGETHER IN SPECIAL WAYS, SUCH AS:

1. **Lots of connected parts:** Just like a puzzle, complex systems have many pieces that are connected and influence each other.
2. **Surprises!** Sometimes, the whole system does things that none of the individual parts could do on their own.
3. **Not always predictable:** small change in one part can lead to big, unexpected effects in other parts.
4. **Back and forth:** Information flows between different parts of the system, influencing and sometimes even amplifying certain behaviours. **Imagine a game of catch:** the ball goes back and forth, and the game keeps going

1.7 VALUES



1.8 ACTIVE CITIZENSHIP

Is about how we play an active role in our families, neighbourhoods, communities, voluntary organisations, workplaces and political structures.

We belong to a community or communities. In these communities we have rights and responsibilities to be active – to care for ourselves and others.

Some people are better able to participate than others are, so addressing economic, social and political power inequalities across society is required to foster meaningful active citizenship.

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1.8 ACTIVE CITIZENSHIP

Beautiful Trouble is a Toolkit for Activists (in multiple languages) which you can use to explore: Stories, Tactics, Principles, Theories and Methodologies for activism.

In groups, use this toolkit to explore one story and ask yourself the following questions:

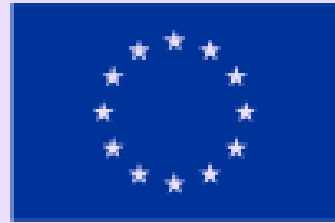
1. What local and global issues are you passionate about?
2. What actions are you taking to contribute positively?
3. What other actions can you take?
4. How can you involve others in your action?



REFLECTION AND FEEDBACK

ONE WORD TO DESCRIBE HOW YOU ARE FEELING?





Co-funded by
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