LEARNING METRICS TASK FORCE 2.0

Global Citizenship Education Working Group

Chernor Bah, GEFI Youth Advocacy Group
What is the Learning Metrics Task Force?

**Ultimate Goal:** Improved learning (early childhood through post-primary) around the world

**Focus:** Improve measurement of learning

**Specific Objectives:**
- Shift in global education conversation, especially for post-2015 education and development agendas, from access to access *plus* learning.
- Building consensus on global learning indicators and actions to improve the measurement of learning in all countries.

More than 2,000 teachers, youth, government representatives, researchers, NGO actors, donors, and other education stakeholders in 118 countries contributed to the recommendations since 2012

**Thirty member organizations convened by:**
- UNESCO Institute of Statistics (UIS)
- Center for Universal Education (CUE) at Brookings
LMTF Recommendations on Global Citizenship

Among the 7 measurement areas the LMTF recommended to be tracked in every country:

*Citizen of the World: Measure among youth the demonstration of values and skills necessary for success in their communities, countries and the world.*

But first, what are those values and skills? How do youth define them?
LMTF 2.0 GCE Working Group: Goal

Develop a set of recommendations to inform the global dialogue on measuring global citizenship

To achieve this goal, working group members address the following questions:

1. Are there a small number of GC core competencies relevant in all countries?
2. How can these competencies be measured to both improve learning and track progress nationally and globally?
3. How do we ensure that education system and programs foster and integrate GCE into curriculum and instructional practices?
Working Group Members

Conveners
- UNESCO
- CUE
- Youth Advocacy Group

Co-Chairs
- AHMAD ALHENDAWI UN Secretary General’s Envoy on Youth (Jordan)
- ANDRES MEJIA Associate Professor, Universidad de Los Andes (Colombia)
- JEONGMIN EOM Chief, Education & Training / Research & Development Team, APCEIU
- NDIDI NWUNELI Founder, LEAP Africa (Nigeria)
- KARTIKEYA SARABHAI Founding Director, Centre for Environmental Education (India)

Sub-groups
- Subject Matter and Pedagogy
  - 29 specialists
- Measurement, Monitoring and Evaluation
  - 25 specialists
- Policy, Advocacy & Communications
  - 32 specialists
There is a huge disparity in the use of the term Global Citizenship across the world. It seems to be more commonly used in the US.

Although this term is less frequently used outside the US, the ideas and practices related to GC are to some extent discussed and observed in most of the countries represented in the working group.

Most skills, attitudes and behaviors listed by working group members are related to the fields of Human Rights, Civics and Citizenship, and 21st century skills.

In many countries, this concept sparks tension between attention to local concerns and global issues.
How do working group members define global citizenship?

- Most definitions included at least two of the following components: a) the capacity to identify/ understand/ evaluate global processes/ problems/ challenges as well as the effect of individual actions on global issues through b) a human rights/ cultural sensitive/ openness perspective and c) to act or be willing to act individually or collectively to advance a collective/ common good.
- Emphasis on action, i.e., the practical component of GCE
- Points of divergence:
  - Some definitions address the link between the local and global, others do not.
  - Some definitions specify those common goods or ends (peace, social justice, security, equity) and others do not.
In-person meeting in Bogota
Determining key competencies

Part of the curriculum in most education programs in most countries

Part of the curriculum in a few schools or countries

Relevant in a few countries

Relevant in all countries
Preliminary GCE competencies

1. Empathy
2. Critical thinking / Problem solving
3. Ability to communicate and collaborate with others
4. Conflict resolution
5. Sense and security of identity
6. Shared universal values (human rights, peace, justice, etc.)
7. Respect for diversity/inter-cultural understanding
8. Recognition of global issues and interconnectedness (environmental, social, economic, etc.)
Measurement feasibility

Now

• Peer assessments on values and attitudes
• Online assessment of collaborative problem solving
• E-portfolio on personal achievements related to GCE
• Self-report of feelings triggered by stories/issues.

1-2 years

4 years

• Surveys via mobile phone
• Video games with conflict scenarios
• Analysis of GCE competences in youth communication on social media
• Totally automated micro-assessments (sentiment analysis and language clues) triggered by stories/issues.

10 years
Phase 2: Youth dialogue

Objective: Create a global conversation amongst hardest to reach young people so that their voices and energy are central to defining GCED.


Success?
An unstoppable movement for GCED led by young people for young people
GCE Working Group Next Steps

- Global dialogue facilitated by youth: Feb – May
- Literature review on the preliminary competencies
- Cataloguing of existing initiatives
- Continue to collaborate with participants of the Forum
- Create media content and tools