

# Global Citizenship Education: Oxfam GB's framework

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29 January 2015



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# ABOUT OXFAM

Oxfam's **vision** is a just world without poverty.

Oxfam's **purpose** is to help create lasting solutions to the injustice of poverty.



**EMERGENCIES**



**DEVELOPMENT**



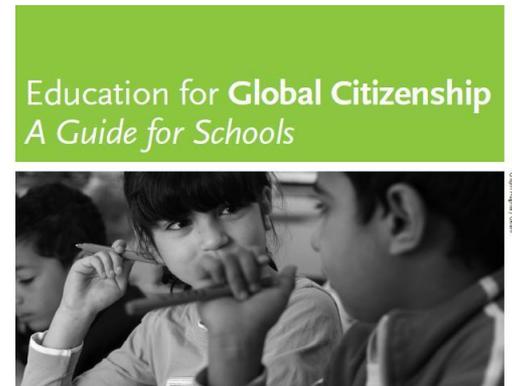
**CAMPAIGNING**

Oxfam GB is one of 17 Oxfam International affiliates working in more than 90 countries.



# IN OXFAM, GLOBAL CITIZENSHIP MEANS...

- being aware of the wider world and having a sense of one's own role as a world citizen
- respecting and valuing diversity
- having an understanding of how the world works
- being outraged by social injustice
- participating in the community at a range of levels, from the local to the global
- being willing to act to make the world a more equitable and sustainable place
- taking responsibility for actions



Education for Global Citizenship enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential.

#### *Why is Education for Global Citizenship essential in the 21st century?*

In a fast-changing and interdependent world, education can, and should, help young people to meet the challenges they will confront now and in the future. Oxfam believes that Education for Global Citizenship is essential in helping young people rise to those challenges for the following reasons:



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# GCED OUTCOMES

Students develop...

## Knowledge and understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

## Skills

- Critical thinking
- Empathy
- Ability to argue effectively
- Ability to challenge injustice and inequality
- Co-operation and conflict resolution

## Values and attitudes

- Identity and self-esteem
- Respect for people and things
- Commitment to social justice and equity
- Value diversity
- Commitment to sustainable development
- Belief that people can make a difference



# IMPACTS AND INFLUENCE ON...

- Curriculum development in schools
- National curriculum frameworks and guidance in  
England    Citizenship (2000-);  
              Global Dimension guidance (2000-10)  
Scotland    Education Scotland guidance on GCED in 'A  
              Curriculum for Excellence' (2010-)  
Wales        Education for Sustainable Development and  
              Global Citizenship framework for schools (2002-)
- Other national global learning initiatives
  - e.g. DFID Global Learning Programme
  - e.g. International school linking programmes
- GCED in other countries



# CHALLENGES (1)

## - DIFFERING CONCEPTIONS

- GCED for solidarity vs global competitiveness (Schattle)
- Cosmopolitan / hegemonic vs advocacy-based and counter-hegemonic (Oxley & Morris)
- Soft vs critical GCED? (Andreotti)

*“Becoming a global citizen doesn’t mean you have to dedicate your life to helping the poor. It does mean you follow an issue of global importance.... You take a few minutes once in a while to learn about the lives of people who are worse off than you are.... You’re willing to act on your compassion, whether it’s raising awareness, volunteering your time, or giving a little money.”*

Bill and Melinda Gates 2015 annual letter



# CHALLENGES (2) – EDUCATION SYSTEMS

- **Teacher confidence and capacity**
- **Curriculum change** – *towards a knowledge-driven curriculum with limited regard for skills and values associated with critical, participatory global citizenship*
- **Organisational structure of secondary schools** – *compartmentalised learning by subject, often detached from social contexts*
- **Pressures on teachers act against dialogic approaches** – *further squeezing space for GCED*
- **Neo-liberal, functional model of education** - *high stakes hyper-accountability with extra demands on teachers and disincentives for GCED*



# APPLYING OUR LEARNING

## Importance of:

- Relating GCED to core curriculum priorities in schools
  - e.g. English and Maths
- Engaging visionary school leaders to innovate in GCED across the school
- Evidence that GCED is an important element of a ‘good education’
- Critical awareness of strengths and limitations of differing conceptions of GCED and their influence



**Thank you for engaging!**

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