

A young girl with dark hair, wearing a white and blue striped shirt, is sitting at a wooden table. She is holding a small, blue and green globe in her hands. Other children's hands are visible on the table, some holding papers. The background is slightly blurred, showing other people in a classroom or meeting setting.

CULTIVATING GLOBAL CITIZENS A TOOL & CASE STUDIES FOR SCHOOL LEADERS



Alliances
VARKEY FOUNDATION

GLOBAL CITIZENSHIP EDUCATION ALLIANCE

A Tool & Case Studies for School Leaders

The Global Citizenship Education Alliance is:

- Jennifer Boyle, Primary Source [co-chair]
- Nafisa Shekhova, Aga Khan Foundation [co-chair]
- Deborah Cunningham, Primary Source
- Fernando M. Reimers, Harvard Graduate School of Education
- Anthony Jackson, Asia Society
- Jordan Shapiro Joan Ganz, Cooney Centre at Sesame Workshop
- Elisa Guerra Cruz, Teacher and Global Teacher Prize finalist
- Svein Osttveit, UNESCO
- Yi Wang, UWC Changshu China
- Tony Little, GEMS Education
- Ian Jamison, Tony Blair Institute for Global Change
- Luis Enrique García de Brigard, Appian Education Ventures LLC
- Shabria Saifi, student
- Angelo Riccaboni, University of Siena

To meet the opportunities and challenges of today's interdependent world, the need to cultivate students who think and act as global citizens is more pressing than ever. You as educators are at the forefront of this effort. The ideas included here are examples of best practices, not a comprehensive list of what a school might do. They are aspirations, not requirements; ideals, not judgments.

Your school might effectively nurture global citizens through many different approaches, including some not represented here. We understand that not all schools currently have the resources, or indeed the freedoms, to enact each of the ideas included below. School contexts vary widely across the world, and schools must set their own goals with regard to what is possible and permissible in their own settings.



Every year, The Varkey Foundation invites some of the world's leading thinkers on education, business and policy-making to come together in Global Education and Skills Forum Alliances. Together, these expert groups are breaking new ground on some of education's biggest issues – and showing us how education can help change the world.

This tool, a self-administered rating scale, is intended as a support and means of self-assessment, a way of measuring your school's current achievements while offering guidance on how to craft, revise, or deepen your school's global vision.

How might your school optimally use this rating scale? We suggest that at least five school personnel with different roles or vantage points within your school complete the scale. After you collect this data, a core "leadership group" might analyze the results and discuss what they imply in terms of next steps. You might follow this analysis with a process, possibly including many more educators at this stage, of sharing your

findings and generating new or revised goals. This needs to be followed by a realistic, staged plan for implementation.

We hope that the case studies of schools modeling different aspects of global citizenship education across the world, will prove useful and inspirational in demonstrating how this work is being done in actual schools.

This rating scale was created by the Global Citizenship Alliance of the Global Education and Skills Forum, sponsored by The Varkey Foundation (2017-2018).

INSTITUTIONAL PRACTICES

Schools advance global citizenship through systems, policies, and partnerships that support and sustain it.

1. School articulates key global citizenship education competencies (see examples here) for students and staff	1	2	3	4	5
2. School creates mechanisms to recognize and scale strong Global Citizenship Education (GCE) practices	1	2	3	4	5
3. School builds staffing infrastructure to sustain and deepen GCE	1	2	3	4	5
4. School builds technological infrastructure to support GCE connections and skills	1	2	3	4	5
5. School's ongoing reflection and assessment incorporates GCE criteria and includes evidence from student work	1	2	3	4	5
6. School creates meaningful partnerships with the community, civil society, the private sector, and international organizations to advance GCE	1	2	3	4	5

CURRICULUM AND PEDAGOGY

Schools promote GCE through the content of the curriculum and through inclusive pedagogical approaches that enable students to actively engage

• GCE values and themes are infused across the curriculum, through subjects and grade levels	1	2	3	4	5
• Curriculum exposes students to global perspectives and issues (e.g. Sustainable Development Goals)	1	2	3	4	5
• Classroom resources are culturally inclusive and global in content	1	2	3	4	5
• Students have opportunities to see themselves reflected in curriculum	1	2	3	4	5
• Students have opportunities to learn about others through curriculum	1	2	3	4	5
• School utilizes inclusive and progressive pedagogies (e.g. student voice and choice, dialogue, collaboration)	1	2	3	4	5
• Students have opportunities for interdisciplinary inquiry and study, especially Project- and Problem-Based Learning	1	2	3	4	5
• Students demonstrate depth of knowledge on a topic through GCE capstone projects	1	2	3	4	5
• Students have opportunities to take action locally and globally, applying what they know	1	2	3	4	5
• Classrooms build connections, including virtual connections when possible, with classrooms, organizations, or experts abroad	1	2	3	4	5
• Students have access to international travel/hosting/exchanges	1	2	3	4	5
• Domestic travel experiences and field trips build an understanding of differences	1	2	3	4	5
• Students have access to world language instruction beginning in the primary grades and culminating in advanced work with that content.	1	2	3	4	5

PROFESSIONAL DEVELOPMENT

Schools expand their staff's capacity to educate global citizens by offering globally focused professional development through internal and external sources.

• All teachers have access to professional development on content that supports their implementation of GCE goals	1	2	3	4	5
• Educators connect and network with the larger GCE field	1	2	3	4	5
• School dedicates common planning time for GCE initiatives across grades and subjects	1	2	3	4	5
• School supports teacher-led, collaborative approaches to GCE learning	1	2	3	4	5



FURTHER RESOURCES TO ASSIST YOU IN GETTING STARTED WITH GLOBAL CITIZENSHIP EDUCATION

[Primary Source's Steps for globalisation your school and elements of a global school](#)

[Aga Khan Foundation's Inspiring global citizens: An educator's guide](#)

[Asia Society's Educating for global competence: Preparing our youth to engage the world](#)

[Brookings Institute report Measuring global citizenship education](#)

[OECD's Global competency for an inclusive world](#)

[Generation Global's resources for developing dialogue around identity and doing virtual exchange](#)

[Tony Blair Institute for Global Changes essentials of dialogue in English, Arabic and Urdu](#)

[Empowering students to improve the world in sixty lessons \(v. 1.0\) by Fernando Reimers](#)

[One student at a time: Leading the global education movement by Fernando Reimers](#)

[Empowering global citizens: A world course by Fernando Reimers et al.](#)

[Resources on the prevention of violent extremism \(PVE\) from the UK Department of Education, UNESCO \(for policy-makers\) and UNESCO \(for teachers\)](#)

SCHOOL CULTURE

Schools teach the values of global citizenship through the type of school environment and community-building they embrace.

• Physical spaces of school communicate school's GCE values	1	2	3	4	5
• School libraries or resource centres, where existent, showcase diverse materials	1	2	3	4	5
• Forums exist for honest dialogue about aspects of identity: race, ethnicity, gender, religion, and others as appropriate	1	2	3	4	5
• School-home communications are two-way and accessible to all families	1	2	3	4	5
• Student activities, where possible, have equitable and inclusive environments	1	2	3	4	5
• Extracurricular activities include opportunities for global learning and engagement	1	2	3	4	5

CASE STUDY 1: SCHOOL CULTURE

“From Mexico To
The World & Back”:

A Journey Through
Global Citizenship
Education
By: Elisa Guerra,
Global Teacher
Prize finalist and
founder of Colegio
Valle de Filadelfia
School, Mexico

INTRODUCTION

A small, private Mexican school in one of the country's inner cities embarked on teaching global citizenship as a core part of the curriculum. In time, they created their own teaching materials and books, a project now continued by a major publishing company. Their students collaborated with children around the world to create learning experiences, for example, performing an online concert in two countries. Colegio Valle de Filadelfia School was founded by Global Teacher Prize finalist Elisa Guerra, and was featured in a 2017 documentary by Al Jazeera as part of the “Rebel Education” series.

CHALLENGES

These are hard times for Mexicans. Our economy is suffering, political conflicts are on the rise, poverty and unsafety continue to be huge problems. We have one of the worst education systems among OECD countries, at least in regards to academic achievement. Internationally, Mexicans have sometimes been stigmatized as lazy or mediocre. And in some foreign political spheres, being Mexican has been compared to being a criminal.

Learning about the world is not all it takes to become a true global citizen. While we are trying to teach our children about tolerance, respect for diversity and inclusion, politicians are talking about building a wall alongside Mexico and the US border. Ignorance makes us fear one another. An ignorant country is ill-equipped to make good decisions towards progress. The first step to accepting and embracing diversity is knowledge.



WE ASKED OURSELVES:

- If knowing about the world is not enough, what else is there to teach and how can we also integrate that in the curriculum?
- How can we get all teachers on board? How can we scale this project to other schools and teachers?
- How do we make global citizenship learning meaningful for all our students?
- How can we find or create teaching materials fit for purpose?
- How do we find the time to do all of the above?

SOLUTIONS

After becoming a mother and my kids' first teacher, I could not find a school that was challenging and stimulating enough for my children in our hometown of Aguascalientes, Mexico. So eventually I founded Colegio Valle de Filadelfia. From the very beginning the school

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**IN THIS SCHOOL, THEY
TEACH OUR CHILDREN
TO THINK, NOT JUST
MEMORIZE.**

José and Ruth, parents

incorporated learning about arts, music and cultures from around the world, as well a broad programme where children could learn foreign languages, enjoy early reading, explore technology, become physically excellent, care for the environment and the disadvantaged and learn to play the violin.

Little by little, our school created its own curriculum to be carried out on top of the one required by Mexican education authorities. The model proved to be successful and soon it began to be replicated. Colegio Valle de Filadelfia has now nine campuses in three countries in Latin America.

We start early. Many of the world's problems linked to intolerance come from learning too little, and too late, about other people's beliefs, traditions and culture.

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**THE FIRST STEP
TO ACCEPT AND
EMBRACE DIVERSITY
IS KNOWLEDGE**

Elisa Guerra

The vast majority of children around the world have no opportunity to get to know people from different cultures while they are young (or even when older or as adults) and most of them grow up in the closed, restrained view of their own communities. If children cannot go out into the world, we want to bring the world into their classrooms.

Beginning at age three and all the way up to secondary school, we explore a different culture every month, discussing similarities and differences with our own. We learn that people look different, think different, and live in different ways. We use music, art, images and videos to make these experiences as significant as possible for all our students. Technology has made it possible for our students to peek into other classrooms from distant countries and talk to other kids about anything from everyday life to politics.

We are also an inclusive school. We work alongside parents of children with learning disabilities in order to assist them in their quest to help their kids reach their fullest potential. When the school's learners are from diverse backgrounds, children are encouraged to recognize and respect those who are different from themselves.

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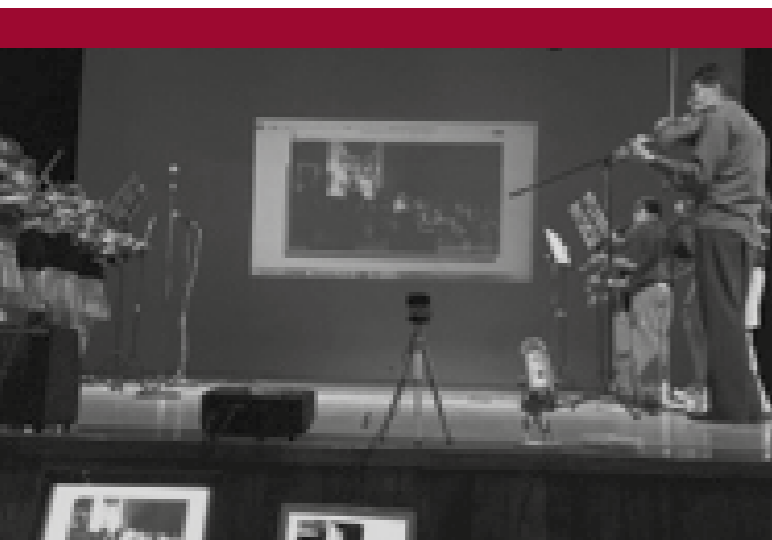
**WHAT I LOVE ABOUT
THIS SCHOOL IS
THAT THEY TEACH US
MUSIC AND ART FROM
MANY COUNTRIES**

Iram 5th grade student

OUTCOMES

Collectively we have embarked in teaching global citizenship in many different ways:

- We teach children to collaborate with others far away, using music as a global language and technology as our vehicle.
- We ensure that Global Citizenship Education is an inherent part of the school culture. We understand that children's most significant and enduring learning will come from observing the world and people around them. So the first step to help them become global citizens is to make sure that we, as teachers, are already on that road ourselves.
- When we started to teach global citizenship at our school, teaching materials were scarce. Eventually we needed to create our own teaching materials.
- Our children teamed up with students in New York to present a "Concert in Two Countries" over the Internet. They have also conducted music lessons with other students in different places.



- We created our own textbooks to include global citizenship as a core component of the curriculum, pairing it up with language and reading. The series for preschoolers (Ages three to six) were published in 2014. A new series for elementary (grades one to six) will be published very soon. For this latest project, we took inspiration in Harvard Professor Fernando Reimers' book Empowering Global Citizens in 60 lessons to develop part of the students' activities.¹

- Children are involved in both local and global initiatives to make the world a better place. The methodology developed at the school aims to give children an active role in learning, while enriching the environment from early childhood to help students reach their fullest potential. The school was featured in a 2017 documentary by Al Jazeera for the Rebel Education series, called "Mexico: The Power of Early Education".

NEXT STEPS

While continuing to work on the programmes we have already implemented, we are always developing new projects:

- In early 2018, our students (grades three to nine) will present a TEDx talk on global citizenship. They are basing the talk around the topics that ignite their own passions and practising their speaking skills. The children will be responsible for researching and writing their speech, preparing and handling their PowerPoint presentation and delivering it in front of a large audience. Each year since the foundation of our school, students have presented these talks to the school community – now it's the first time we will go out to the wide world. We couldn't be more excited!
- At our school, we have decided to celebrate and cherish our heritage by creating a collective book called "Gifts and Promises". In writing and in art, students of all ages will showcase the people, the places and the achievements that built our country – these are the "gifts". Alongside these, each one of us will reflect on our own personal and collective potential to contribute to a better Mexico and a better world – the "promises". Will this little book change the world and its crazy ways? Not likely. But it will at least remind the children that our people are hard-working and creative, and our country intriguing and beautiful, in a very unique way – and just as valuable as other countries and cultures. Trying times can either break minds or inspire them to achieve their very best. We have a choice between what will be."

RESOURCES

Three tips for how to support Global Citizenship Education, Elisa Guerra, Colegio Valle de Filadelfia: https://youtu.be/TnKW4tXJ_3k

“LEARNING ABOUT THE WORLD IS NOT ALL IT TAKES TO BECOME A TRUE GLOBAL CITIZEN. WHILE WE ARE TRYING TO TEACH OUR CHILDREN ABOUT TOLERANCE, RESPECT FOR DIVERSITY AND INCLUSION, POLITICIANS ARE TALKING ABOUT BUILDING A WALL ALONGSIDE MEXICO AND THE US BORDER. IGNORANCE MAKES US FEAR ONE ANOTHER.

CASE STUDY 2: CURRICULUM & PEDAGOGY

Building Physical &
Cultural Bridges

By: Michael Soskil,
Wallenpaupack
South Elementary
School,
Pennsylvania, USA

EXECUTIVE SUMMARY

Students in a rural Pennsylvania town learned about a dangerous bridge that prevented children from going to school in a rural Kenyan village. Through a comprehensive STEM (Science, Technology, Engineering, Mathematics) project, they designed a replacement bridge and raised money to have it built. In return, the children in the Kenyan village taught the Pennsylvania children gardening techniques. This project has now encouraged more teachers in our school district to provide global citizenship opportunities for students.

INTRODUCTION

I am a third to fifth-grade science teacher in Newfoundland, Pennsylvania, USA. My students regularly use Skype and other video conferencing tools to work with scientists, experts, and other classrooms from around the globe. I also serve as the head teacher in the rural school, in which 60% of students that attend live below the poverty line. Video conferencing also helps children access other cultures and perspectives, which are rarely experienced in our town that is over 90% Caucasian.

Video conferencing and Global Citizenship Education have gained momentum in recent years, but are still not commonplace within our school culture. Every teacher naturally strives to give their students the best learning experience in school possible. There is not consensus within our community on whether global experiences and global citizenship are an integral part of those experiences. Teachers who see value in multicultural experiences and service projects often look to work together. That is what happened in this case.

CHALLENGES

In this instance, my goals were to have students learn scientific concepts required by our state curriculum, and to practice the engineering/design process. Just as importantly, I wanted my students to feel the intrinsic joy of helping others, overcome the sense of hopelessness that is often felt by children living in poverty, and see the value in building relationships with others who come from very different backgrounds.

Video conferencing using Skype was central to overcoming the challenges of our school being located in a rural and culturally isolated rural area. Without such tools, opportunities for students to connect with others from different backgrounds and build relationships across cultural divides would be much more difficult. With many students facing difficult economic realities in the home, this service project also helped them overcome some of the insecurities that are associated with poverty. Helping others allows one to see how much they matter. That is what happened for our students in this case. Through this project they became aware that they had power to make a positive impact on the world, regardless of their economic background.

SOLUTIONS

Early in the 2015-16 school year, my fifth-graders were troubled after we finished a Skype call with children and their teacher in Mukuyuni, a rural village in western Kenya. During the call the Kenyans took my students on a tour of their area, including views of a dilapidated and dangerous bridge made of logs that crossed a raging stream. They explained that some of the younger children in the village were not allowed to go to school because crossing the bridge was too treacherous. During the rainy season, no students could cross, halting their education.

After the call ended, I heard magic words from my students: "Mr. Soskil, we need to do something about that."

I have learned these words are a rallying cry, a demand for justice, and an indication that my students are passionate about affecting positive change.

This phrase tells me my students need resource, support, and autonomy. It indicates the desire to solve a real problem in the world.

The next few days were a whirlwind of research. The Kenyan teacher sent us measurements of the area. Enthusiasm built as students started learning about different bridge designs and how loads are distributed. Using concepts from math class to draw scaled plans, my students looked up materials available in that area of the world. The complexity of the issue gave a pathway for each student to connect learning to a personal passion; empathy for their peers on the other side of the world drove them to stay engaged. My students' obvious intrinsic motivation made scientific concepts easier for them to learn.

As their teacher, I found creative ways to connect their work to topics we had previously studied in class and to stretch their thinking beyond the required curriculum. Short formative assessments allowed me to ensure each student had understanding of what they were learning.



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WHEN MY STUDENTS SAW PICTURES OF SMILING CHILDREN NEXT TO THE COMPLETED BRIDGE THEY HELPED DESIGN, THE PRIDE IN THE ROOM WAS PALPABLE.

Michael Soskil

For the next month, children in my classes ideated and prototyped solutions to the bridge problem. I would set time aside during classes to bring all the teams together so they could share the lessons they had learned with each other. After students felt confident in their models, I had them draw scaled plans on graph paper. They spent time debating merits of each solution and voted for the best. Their choice was sent to an engineer in Kenya, who estimated the new bridge would cost about \$3000. Funding the bridge construction presented a challenge. Students ran a series of events such as bake sales, movie nights where they sold concessions, created a

“ IN THE PAST FOUR YEARS THE STUDENTS AT OUR SCHOOL HAVE CONNECTED WITH SCIENTISTS IN ANTARCTICA, ASTRONAUTS ON THE INTERNATIONAL SPACE STATION, AND PEOPLE IN OVER 90 COUNTRIES TO LEARN AND COLLABORATE.



website and asked for donations, and other small-scale fundraisers. By the end of the year, they had raised over \$1000 from fundraising efforts in the community and over \$2000 from outside donations. When my students saw pictures of smiling children next to the completed bridge they helped design, the pride in the room was palpable. For many, coming from difficult situations in their own lives, this experience helped them understand how much they mattered.

To establish a true partnership between communities, our new friends assisted us with a need in our community. They created a video of gardening tips and planting techniques which helped us develop a school garden that now provides fresh produce for our local food pantry.

OUTCOMES

The success of this experience, which successfully helped my students see themselves as global citizens, encouraged me to continue using video conferencing to empower students and provide cultural connections. Formative and Summative Assessments indicated to me that all students had learned the information and topics required by our Pennsylvania Core Science Standards in addition to the lives they had impacted on the other side of the globe. Students also felt a sense of pride in their work, which I believe will help them

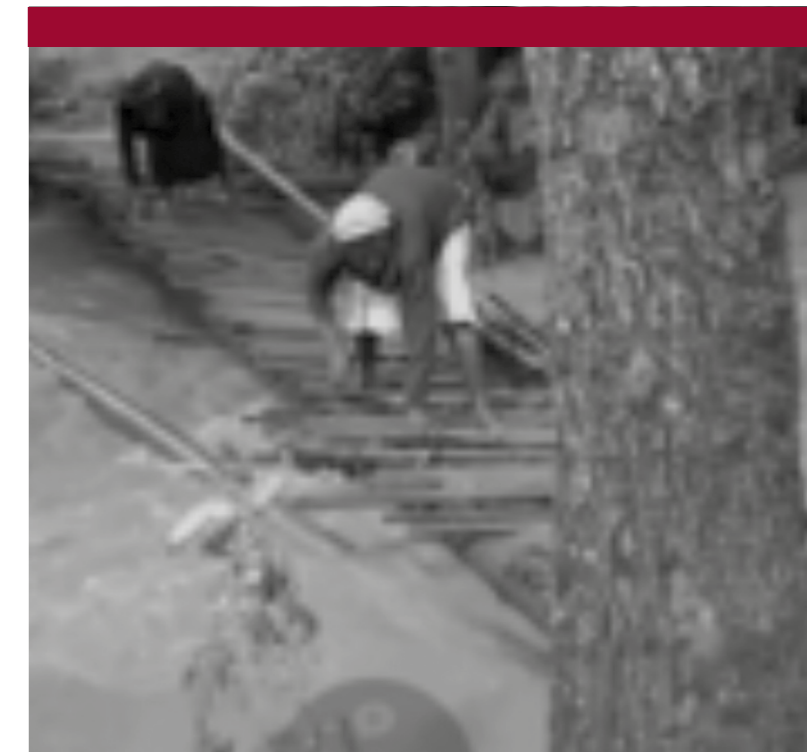
in the future. Many indicated they would like to find other service projects in which to involve themselves. This is especially important for children in poverty who struggle with self-esteem issues. Seeing themselves as valuable members of their community, whether it be local, national, or global, will give them avenues to overcome the economic realities they face.

In the past four years the students at our school have connected with scientists in Antarctica, astronauts on the International Space Station, and people in over 90 countries to learn and collaborate. The use of video conferencing as a tool has also spread to more teachers in our school district, and others are working to provide global citizenship opportunities for students.

Finally, I believe that both sets of students have a greater sense of being global citizens than they did before they started. While we never discussed the UN Sustainable Development Goals during the lesson, this project undoubtedly addressed many of them.

NEXT STEPS

Since the students who did this project graduated from elementary school to middle school after it was completed, there were no formal next steps that happened in my classroom. Their work did, however, inspire younger students to take on their own service projects. The following year, two students in the following class were asked to speak to the United Nations Club of Northeastern Pennsylvania about projects they had created and completed that addressed the UN Sustainable Development Goals.



CASE STUDY 3: INSTITUTIONAL PRACTICES

Escuela Activa Urbana: Cultivating Global Citizens Through School Culture

By: Silvia Díazgranados-Ferrans, María Figueroa, Luis Felipe Martínez-Gómez, Manizales, Colombia

INTRODUCTION

Escuela Activa Urbana (EAU) is an innovative education programme that radically transformed the quality of public education in urban schools of Manizales, Colombia, which has gained increasing national and international recognition because of the positive outcomes which it has been able to promote among low-income children in the city. Its innovative model has its early roots in Escuela Nueva, and was developed in an effort to address the high drop-out rates and low scores on national tests of students from urban public schools in Manizales.

EAU occurs in Manizales, a middle-sized city in Colombia. One of the key policy elements that supported the implementation of EAU is the national policy promoted in 2003 which established that teaching citizenship competencies was as relevant as teaching mathematics and language. This proposal was important because of the Colombian context at the time; there was an active conflict with rebel armed forces devastating rural regions. This conflict left many children in rural areas with limited access to education, very exposed to violence, and with access to illegal options to earn money. Besides the armed conflict, Colombian society has also struggled with other sources of violence such as poverty, inequality, discrimination, corruption, and low political participation.

In 2003, to address these problems, the National Ministry of Education created a set of standards focusing on teaching students how to act and how develop citizenship skills. This changed education's focus from content learning to the improvement of skills and attitudes while taking in consideration schools' context (Cox, Jaramillo, Reimers 2005). EAU happened in a context that was deeply in need of the construction of citizenship skills, added to a political momentum that, aware of these needs, provided support to their development.

CHALLENGES

Manizales, besides the high drop-out rate and low performance, also faced several challenges concerning global citizenship. Among the most important problems faced by Manizales' schools before using EAU was a high rate of overaged children with behaviour problems. A teacher reported that she had students with ages between eight and 15.² Beside this, some students were displaced by violence, and they had many personal, psychological, and behavioural problems.

These conditions around student relationships and well-being complicated the Manizales education system. Students were very likely to be surrounded by peers who were very different from them in many aspects: learning styles and rhythms, interests, attitudes toward learning, and attitudes towards others; among others. Children's lives and contexts were not the only challenge. These challenges' consequences were also fuelled by schools and the education system in general. Schools tended to be teacher-centred, and teaching was done in a passive and authoritarian way, which led to more academic and behavioral problems.

SOLUTIONS

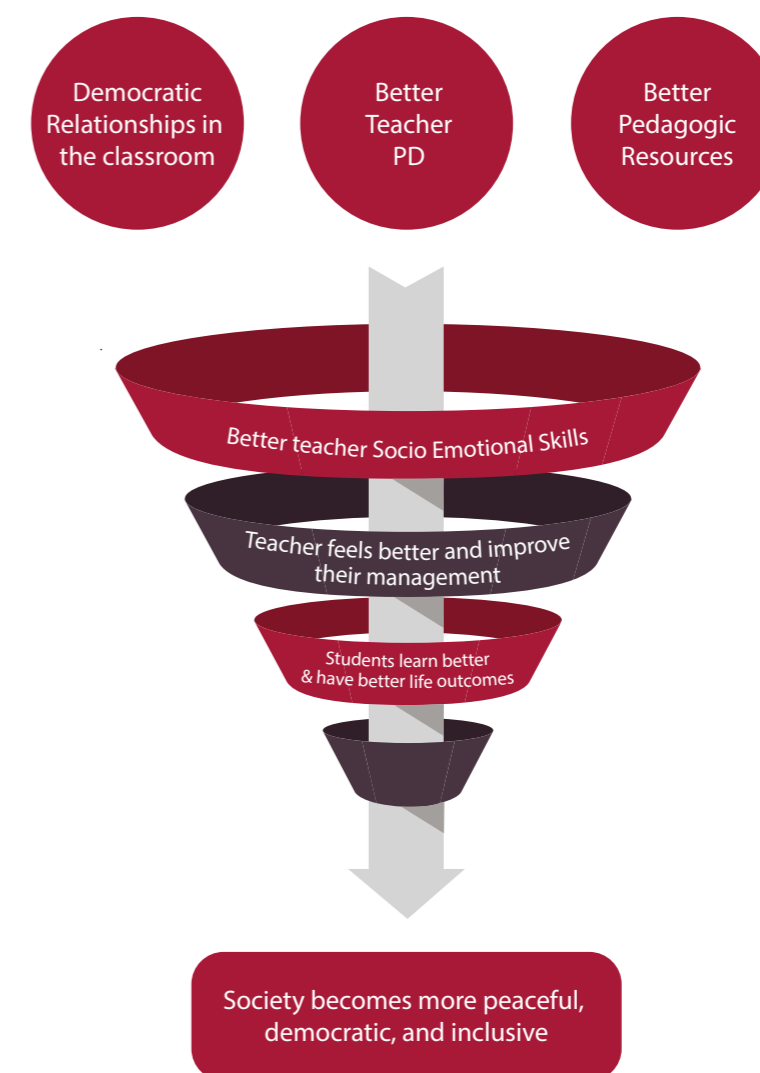
The EAU model uses a whole-school approach to help students develop global citizenship skills, by promoting the core learning principles of active social learning, participation and autonomy, through a wide variety of multi-modal pedagogical strategies, which include the use of student-learning guides, trapezoidal desks, group projects, self-evaluation charts and both school and classroom governments. To build the teaching capacity required to effectively promote these skills, EAU uses a professional development strategy known as "the support team", which provides teachers, principals and schools with the on-going supports they need to adopt the three core principles of the programme in effective, creative and context-appropriate ways.

The core elements of EAU that led to its success are: 1) the implementation of democratic and participatory structures among all community members within EAU; 2) a whole-school approach leading to develop global citizenship through pedagogy, curriculum, and assessment centred on students' engagement and autonomy; 3) the strong focus on teachers'

professional development and support centred on providing feedback and fostering innovation; and 4) the inclusiveness of a public-private model including companies, the government, teachers, and universities.

Furthermore, EAU focuses on changing schools and learning culture to improve students' learning and well-being, transforming teachers' and students' interactions. This is promoted through changes in expectations concerning teachers' and students' roles. This change is proposed as a change from distant, authoritarian, teacher-centred practices to caring and democratic student-centred interactions, becoming consultants and guides that promote students' own learning.

Provision of educational resources and tools that foster autonomy and participation are also part of the programme. This includes learning guides for all subjects that allow students to follow their own learning pace, trapezoidal desks that promote discussion and collaborative work, self and peer-assessment tools, school and classroom active government structures, and opportunities to develop group projects centred on students' interests.



EAU UNDER THE MAGNIFYING LENS

EAU is a complex model that focuses on whole-school transformation. Leaders of the model consider that the model cannot be applied in a single way in different schools; since one of its key characteristics is that it is adaptable to the schools' context. However, Figure 2 shows the most important elements to entrain school cultural transformation in schools through EAU.

OUTCOMES

Schools that work under the EAU model have had several positive outcomes in students' learning; schools under the model outperform public schools in Manizales that do not have EAU in Saber tests³ and PISA. However, in our interviews many stakeholders insisted that the most important competencies that EAU targets are not being captured by tests as they have a strong focus on academic competencies. A teacher and member of the

support group illustrates the main differences in the outcomes promoted by traditional models and those promoted by EAU:

"In a traditional model, an excellent student is one that knows a lot, performs well in standardized knowledge tests and obtains high scores in math evaluations. An excellent student in EAU is one that also leads and shows creativity and autonomy to guide his or her own learning, one who supports the learning of others, who learns in a community and seeks to gain contextual knowledge. A good student in a traditional model does well in the tests, but a good student in EAU also manages other competencies that are not being evaluated by those tests but that will be evaluated by life. They are children with values, who listen to others and express themselves assertively, who adopt collaborative attitudes to work with others to solve contextual issues, and who appreciate differences and know how to include others" (Juliana Toro, Teacher and member of the support team, San Jorge School).

In this regard, principals, teachers, alumni and parents reported that EAU helps students become skilled team workers, highly assertive leaders, and clear, compelling communicators, who are able to express themselves in private and public settings with high confidence.

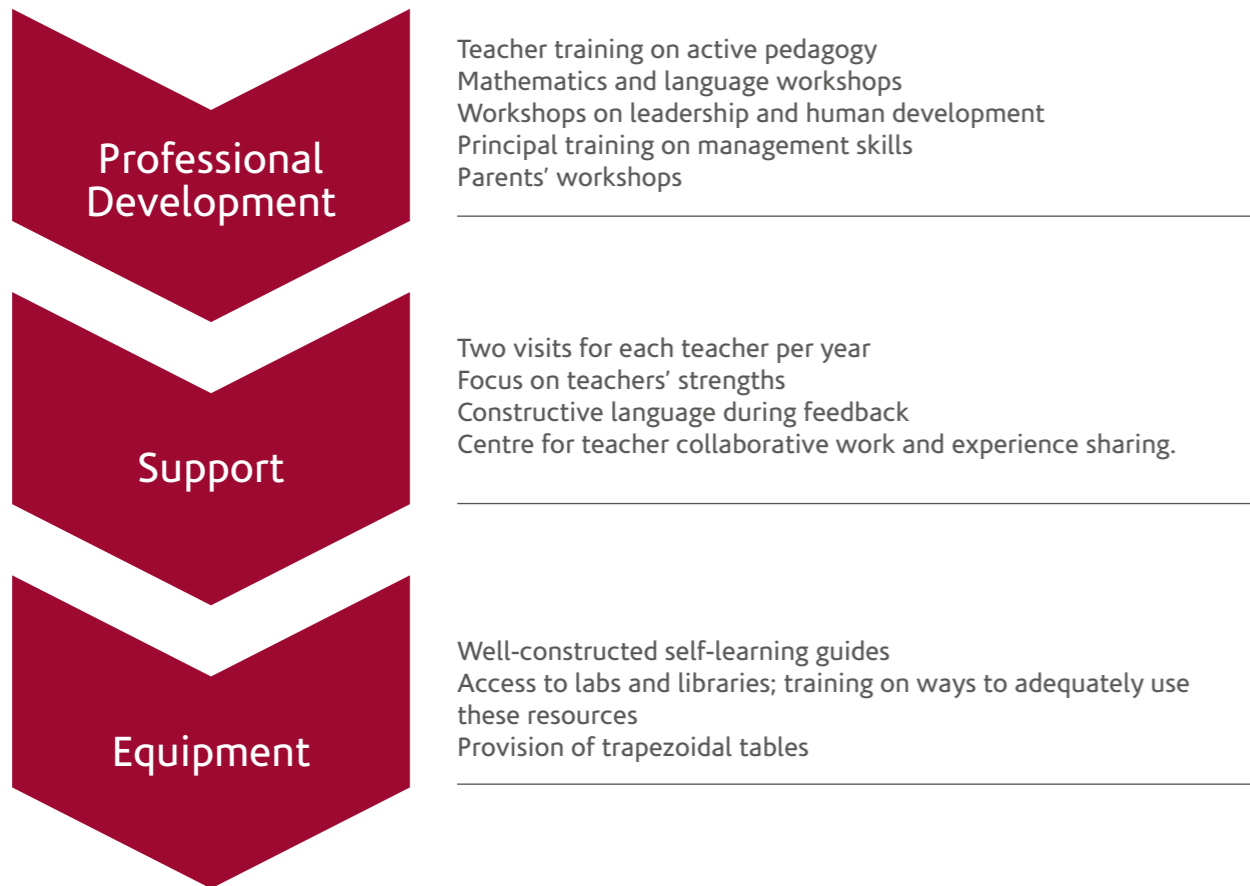
They also reported that the programme has helped students become more creative and better able to take initiatives and carry out projects with great autonomy and motivation. Their confidence, communication and leadership skills have helped them to succeed in national and international forums, where they have consistently demonstrated competencies that go beyond those captured by traditional tests.

NEXT STEPS

The Luker Foundation and the secretary of education of Manizales have a solid commitment to continue expanding the model in Manizales. The new master plan of education for the city, which makes projections about what will happen in Manizales by the year 2032, has included a specific goal for EAU, proposing that by 2020 80% of schools in the city will have adopted the model.

Fabio Hernando Arias, the secretary of education of Manizales (2012-2015), indicated to us that the city has embraced EAU strongly because the programme responds well to three different goals that are priority at national, regional and local levels:

- 1) Improving the quality of education as evidenced by performance in the national Saber tests;
- 2) promoting the development of citizenship competencies among children and young people; and
- 3) supporting teachers with professional development opportunities to learn classroom management techniques and pedagogical skills, with an emphasis on inclusion and integration of children with special needs.



CASE STUDY 4: CURRICULUM & PEDAGOGY

Global Citizenship
Education Through
International
Learning

Case study from
Diamond Jubilee
Middle School Altit,
Gilgit-Baltistan,
Pakistan

EXECUTIVE SUMMARY

This case study describes the global citizenship practices of Diamond Jubilee (DJ) Middle School Altit located in Hunza, northern Pakistan. This remote, rural school is part of the Aga Khan Education Services, Pakistan (AKESP), and serves 350 students coming from diverse ethnic and socio-economic backgrounds. The Aga Khan Education Services (AKES) is one of the largest private, not-for-profit educational networks in the developing world. AKES currently operates over 200 schools and education programmes across Asia and Africa.

In 2015, the British Council implemented a Global Citizenship Programme across 40 Aga Khan schools in Pakistan, primarily in the isolated, mountainous region of Gilgit-Baltistan across the districts of Gilgit, Hunza, Puniyal, Ishkoman, Gupis and Yasin. This case study highlights one of these schools.

INTRODUCTION

The Gilgit-Baltistan (GB) region of northern Pakistan is home to diverse cultures, ethnic groups, languages and backgrounds. GB is uniquely situated, bordering Afghanistan to the north, China to the east and northeast, and the Indian-administered state of Jammu and Kashmir to the southeast. While the national language is Urdu, languages such as Burushaski, Wakhi and Shina are also widely spoken in this region. The population of Gilgit-Baltistan is predominantly a Shia-Muslim majority in an otherwise Sunni-dominant country.

Along this backdrop, DJ Middle School Altit provides co-education to students from pre-primary to grade eight.

In 2015-16, 40 Aga Khan schools from the Gilgit-Baltistan region partnered with the British Council to introduce global citizenship into its mainstream curriculum. The British Council introduced the Global Citizenship Programme and its themes of: a) identity and belonging; b) sustainable living; c) fairness and equality; d) conflict and peace; and e) rights and responsibilities, to partner schools through a cascade model of training of trainers' professional development.

CHALLENGES

DJ Middle School Altit has a diverse student population, embracing students from various cultural backgrounds and with different languages. The school curriculum didn't include Global Citizenship Education. Located in the isolated, mountainous region of Gilgit-Baltistan, students were unable to connect regularly with their peers locally or globally, and connectivity to the internet was an obstacle. Becoming part of this initiative gave an opportunity for the school to integrate global citizenship into the curriculum and establish thematic linkages.

SOLUTIONS

The School Head of DJ Middle School Altit, Ms Gul Aftab, along with colleagues from other participating schools, attended an initial workshop by the British Council on School Leadership after which each school appointed a Global Citizenship Coordinator to lead the implementation of the Global Citizenship Programme within the school.

Introducing the GCE curriculum posed one challenge, which was to ensure students understood the concepts of global citizenship and what it really means to be a global citizen. In order for students to gain the maximum benefit from the Global Citizenship Programme, it was essential to integrate it into the AKES curriculum and establish thematic linkages. This task was led by the Global Citizenship Coordinator who reviewed the British Council materials from inception of this programme and wove them into the existing curriculum, particularly within Social Studies. This integration provided a conceptual framework upon which global citizenship could be skilfully explored. Students were encouraged to participate in related activities and projects, such as the ones mentioned earlier, which helped solidify new concepts through practical application and shared learnings.

The Global Citizenship Programme is built around the mutual sharing of activities and learnings with partner schools. Consequently, students and teachers require access to the internet on a daily basis. Frequent electricity failures and geographical remoteness mean there is limited and unreliable internet connectivity in the district of Hunza where Altit is located. Convinced by the worth of the project and determined to participate, students and teachers from Altit travelled to nearby offices or walked long distances to internet cafes located in town to share their learnings. This commitment was replicated across the participating schools.

The British Council supported the schools' Global Citizenship Coordinators to conduct a number of activities and projects around global citizenship themes. Projects like "Culture-in-a-Box" where students and teachers shared their cultural traditions, dress, pictures and other customs and collected representative artefacts in a box were shared with a box from a partner school. This activity proved an engaging and meaningful vehicle for cross-cultural immersion and strengthened student's understanding of pluralism, identity and belonging.

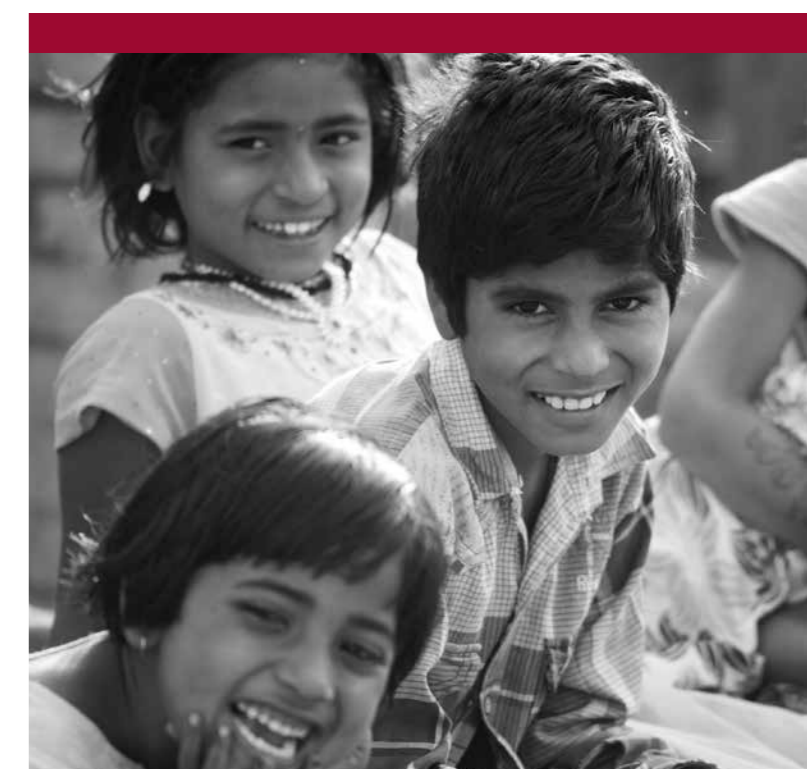
Another activity popular with the Altit students was the celebration of World Environment Day (5 June) and the deep exploration of sustainable living. Students were challenged to design projects to understand and minimize environmental pollution, such as researching the effects of using polythene bags. These hands-on enquiries built their knowledge of the global impact of environmental change and deepened their

understanding of the importance of caring for the wider community.

A requirement of participation in the Global Citizenship Programme was for each school to use the British Council Schools Online (BCSO) Portal – a resource tool managed and administered by the British Council – to share the activities conducted during the academic year related to implementation of global citizenship.⁴

OUTCOMES

The Global Citizenship Programme positively impacted both students and teachers. Students demonstrate greater responsibility towards others, the natural environment and to society. Students expressed inclusive behaviour towards their peers during group



discussions, and took action as responsible members of society towards recycling for the environment. The cultural exchange activities with peers from across the globe challenged students' ideas of the world, built their knowledge of cultural diversity, and increased their sense of identity and pride in their social-cultural backgrounds. As a result, students have shown more respect and value for different ideas, cultures and beliefs.

A similar change happened with the teachers. Opportunities to learn from counterparts in different countries broadened their perspectives beyond their local context. Teachers had opportunities to attend different forums through the BCSO Portal, where they shared their views and learnings with various teaching professionals.

As a result, students were able to connect and complete activities in global citizenship as part of, and without compromising, their core curriculum studies. This integration was replicated in the 40 participating Aga Khan schools.

The portfolio of activities conducted by DJ Middle School Altit was assessed by a team of professional experts at British Council in Islamabad and was selected for the International School Award. This a three-year, globally recognized award which provides a supportive and motivational framework to guide international learning activities. Schools which have been selected for the International School Award will receive expert feedback and guidance from the British Council on how to further develop and sustain international work within the school.

NEXT STEPS

The integration of the Global Citizenship Programme within the mainstream curriculum in Pakistan has enabled schools to continue to apply its concepts, themes and activities, despite the support from British Council concluding.

In March 2018, the award-winning DJ Middle School Altit is preparing to share their best practices on global citizenship with a wide range of Aga Khan schools in Pakistan through a regional seminar. In addition, a detailed orientation session will be conducted regularly to train teachers on elements and themes of global citizenship beginning with the Aga Khan High Schools and Model Schools in Pakistan where there is access to internet.

Gradually, AKESP will scale up Global Citizenship Education in all its schools. Meanwhile, the 40 Aga Khan schools which have already participated in the British Council Global Citizenship Programme are replicating and sharing projects with neighbouring schools. Aga Khan schools will continue to use the BCSO Portal to establish partnerships with other schools across the world and share their global citizenship activities and learnings.

“THE GLOBAL CITIZENSHIP PROGRAMME POSITIVELY IMPACTED BOTH STUDENTS AND TEACHERS. STUDENTS DEMONSTRATE GREATER RESPONSIBILITY TOWARDS OTHERS, THE NATURAL ENVIRONMENT AND TO SOCIETY. STUDENTS EXPRESSED INCLUSIVE BEHAVIOR TOWARDS THEIR PEERS DURING GROUP DISCUSSIONS, AND TOOK ACTION AS RESPONSIBLE MEMBERS OF SOCIETY TOWARDS RECYCLING FOR THE ENVIRONMENT.



CASE STUDY 5: SCHOOL CULTURE

Strategizing
Dialogue For
Global Citizenship
In Government
Education

Case study from
Samiha Khalil Public
School, Al Bireh,
Palestine

EXECUTIVE SUMMARY

Samiha Khalil School joined the Generation Global Programme in 2012. Vice Principal Majida worked with the school's science teachers to create a team of students and helped them to become citizens of the world. These students – Mia, Sandy, Tasnim and the others – left high school with excellent results and are now university students. Ms Majida is confident that the Generation Global Programme was part of the reason for these brilliant young women's achievements and their bright future to come.

GENERATION GLOBAL

Generation Global is the school-dialogue programme of the Tony Blair Institute for Global Change, connecting young people for peer learning between nearly 50 countries around the world.⁵ The programme provides teachers with training and resources to embed in their students the skills of dialogue and critical thinking (particularly around the challenging issues of identity, beliefs and values). The programme also gives students the opportunities to practice these skills through dialogue with their global peers, facilitated through video conferences and a secure online community. The impact of this programme, which has been measured by a team of academics from Exeter University, is to support young people and encourage them to become more open-minded and successful in navigating diversity, as well as to build their resilience to extremist narratives.⁶

The programme now offers broader training in dialogical pedagogy, through bespoke workshops and webinars as well free access to innovative classroom resources. The programme's core resource is the Essentials of Dialogue (freely available for download in English, Arabic and Urdu) and there are also additional resources for teachers which deal with more challenging topics in the classroom.⁷ These comprise a pedagogical guide entitled Dealing with Difficult Dialogue and a teacher briefing note which explores issues around religious extremism.⁸ The programme is increasingly being recognized as best practice and the resources have been included on the UK Department for Education's Educate against Hate website and highlighted in the UNESCO Guide for Policy-Makers Preventing Violent Extremism Through Education and the Brookings Institution's report on Measuring Global Citizenship Education.⁹



INTRODUCTION

In 2012, Generation Global was introduced to public schools in Palestine, including Samiha Khalil School. The school is an all-girls public high school in the city of Al Bireh, the twin city of Ramallah in the West Bank. Located on one of the major hills of the area, the school receives students from the surrounding area. Vice Principal Majida was one of the first teachers in the school to introduce the Generation Global initiative. As part of the programme, the students participated in 10 video conferences, four team blogs, and a series of activities in the community. The programme connected the girls with their peers around the world and let them share their stories and voice their opinions.

CHALLENGES

Global Citizenship Education is not part of the government curriculum in Palestine and students have very little opportunity to learn about global citizenship. Due to lack of financial resources, public schools are also not able to conduct extracurricular activities to help their students to connect with their peers around the world.

SOLUTIONS

To help the students to connect with their global peers, the school started the programme as an extracurricular activity with the support of the Generation Global Programme. In two years, Ms Majida was able to conduct around 10 video conferences with more than six countries in the programme and managed more than six online team blogging groups for her students.

So how did she manage that? It wasn't easy at the beginning, as Ms Majida not only had to get approval from the various government officials, but also get the consent of the students' parents. She worked hard to assure parents of the worth of the activities and received written consent for their daughters' participation in the programme. The school had limited access to the internet and the ministry's policy meant that students were not allowed to use the programme's online community from their accounts. Ms Majida has to work around all these boundaries prior to introducing the programme in her school.

Once she had received all the necessary approvals, Ms Majida started to plan the dialogue sessions for her students and ensured that they were prepared for the video conferences. She incentivized them to prepare by awarding them extra credits. After the video conferences, she allocated the students time to reflect upon the experience. They discussed what went well and what could be better the next time.

Ms Majida also helped the students to take part in an online team by letting them use her teacher account to blog. She logged in three to four times a week during class and allowed the students to take part. They also used the remote-working programme TeamViewer to help students write when they were at home. Ms Majida worked with the Generation Global Programme coordinator in Palestine to create a closed group on Facebook for the students, so that she could post her students' responses to the team blogs.

“ THE GENERATION GLOBAL PROGRAMME ENRICHED THE SCHOOL’S EXPERIENCE WITH PROJECT WORK AND FACILITATED ITS INTERACTION WITH OTHER SCHOOLS ALL AROUND THE WORLD. IT HAS HELPED SHAPE THE SCHOOL’S STRATEGY FOR ENGAGING WITH SCHOOLS IN OTHER COUNTRIES.

As part of the social activity, the students booked a video conference on the occasion of “Older Persons Day” in October. They prepared small gifts and visited an older persons’ home in Ramallah. They talked to the residents there and listened to their stories and undertook activities with them. They were very touched by their visit to the centre and this helped them to discuss issues around social care for older people in more depth in their dialogue with their peers from Mexico during a subsequent video conference.

Through these activities, the students showed the school that taking part was an important element of their education. They were active in school, became more helpful to their teachers and took part in many extracurricular activities. They also inspired others to take part. In one case, a student in the programme brought her seventh-grade sister, Mia to a video conference. When Mia started talking, her sister shushed her and told that her that she was too young and was only supposed to listen. Mia, however, would not be silenced and kept talking!

In 2014, when a new phase of the Generation Global Programme started in the school, Mia and her friends were ninth graders. Mia still had something to say, but it was not as easy. Over the course of over 10 video conferences, it was clear that the way the students interacted was changing. At times, it was not easy for them to convey how they felt about being Palestinian and what they thought of what they wanted to change in their communities. As Sandy, one of the student participants, says: “I used to be shy and froze in front of the microphone, but now I am more comfortable talking to others and make sure the microphone is open!”

OUTCOMES

Generation Global made a huge contribution to the lives of these young women and what they have been able to achieve. The students participating in the programme achieved academic excellence in national exams, with two of them among the top 10 in results in the Ramallah and Al Bireh Governorate. The students’ participation in the programme gave them a lot of confidence and helped them to know themselves better and to be more outspoken. The programme made them into major contributors to their school, helped them to understand what they wanted from life and built their characters as young women. Today all the girls go to university and Ms Majida is confident that they will contribute to their wider society.



The Generation Global Programme enriched the school’s experience with project work and facilitated its interaction with other schools all around the world. It has helped shape the school’s strategy for engaging with schools in other countries. Generation Global is an effective tool for schools to build dialogue as part of a wider strategy to cultivate global citizenship. The example of Samiha Khalil Public School is evidence that Generation Global can work perfectly in a government education system and setting – and that, with a little creativity, teachers and school leaders can overcome challenges to its implementation. Systemizing such a programme can help governments insert learning about diversity into education and foster a generation well-equipped for an open world, where difference is accepted and respected.

It is also worth noting that Global Teacher Prize 2016 winner Mrs. Hanan Al Hroub was from Samiha Khalil school. Ms Al Hroub has mentioned the Generation Global Programme several times in her interviews with media and noted its contribution to the work done and the high achievements of the school.

⁵ See official website at: <https://generation.global/>

⁶ Measuring Open-Mindedness, Tony Blair Institute For Global Change, 29 May 2017

⁷ The Essentials of Dialogue, Tony Blair Institute For Global Change, 20 March 2017

⁸ Dealing With Difficult Dialogue, Tony Blair Institute For Global Change, 24 May 2017

⁹ educateagainsthate.com: Preventing violent extremism through education: A guide for policy-makers, UNESCO, 2017; and Measuring global citizenship education: A collection of practices and tools, Brookings Institution, April 2017

CASE STUDY 6: INSTITUTIONAL PRACTICES

Leveraging
Generation Global
In A Conflict Zone

Case study from
the principal of
Jodhamal Public
School, Jammu and
Kashmir, India

INTRODUCTION

Jodhamal Public School in Jammu is a leading school in Jammu and Kashmir region of India. As the principal of this school, my vision for school improvement led to us receiving a national teaching award by the Central Board of Secondary Education (CBSE). Our school has a strong emphasis upon using technology, and takes part in the Generation Global programme as an additional dimension to this technology-based education; combining effective pedagogy of dialogue with technology to build students' skills and connect them directly with other students from different cultures. This global interaction has given us a lot of confidence in interacting with their peers, both within school, and around the world.

CHALLENGES

Jodhamal Public School is in the state of Jammu and Kashmir, which is the northernmost state of India and consists of two main parts: Jammu and Kashmir. Jammu is predominantly Hindu, and Kashmir is predominantly Muslim. Since 1947, both India and Pakistan have laid claim to Jammu and Kashmir, and the two countries have fought three wars over this vast territory. Since 1989, there has been an insurgency in the state that continues today, with frequent periods of very active violence followed by relative calm. In addition, the presence of a community of Rohingya refugees from Myanmar in Jammu has become a contentious issue, not merely in the region, but also across the whole of India.

Although India is a secular country, religious identity is enormously important, and our students come from a diverse range of backgrounds – Hindus, Sikhs, Muslims. They live in a region that is already in conflict, and where these identities are used as ways of separating communities. Political language is often shaped by religious identity, and rarely in a positive way. So to have the opportunity to bring students together using an educational platform that encourages them to listen to each other, and accept that they have different perspectives is a real challenge for us at school.

SOLUTIONS

To address some of these challenges, for several years we have worked to develop a number of positive approaches to global learning. We have been working with the British Council towards a Global Schools Award, are affiliated with Trinity College, London to use some of their exams for our students, and partner with the American Field Service for student exchanges. In January 2015, we began to apply the Generation Global approach, which has number of unique elements that are particularly relevant to our students and their situations in the school.

Generation Global dialogues specifically examine difficult issues; human trafficking, extremism, and other similar issues that our students find quite challenging. Students often struggle with monolithic ideas about religious communities, but Generation Global enables them to begin to understand and cope with diversity – not just in their broader community, but within their own religious communities too.

I have found that working at Jodhamal has really developed my passion and skills as a teacher – working in a supportive school where I am empowered to bring in programmes like Generation Global is enormously helpful, and the open-minded attitude of the management percolates down to the rest of the school community.

Our students never lacked confidence to talk and express their own ideas, but helping them to understand the concept of “respectful disagreement” has been challenging. Students learn to listen patiently, and accept that others have different perspectives, without feeling threatened by those ideas. In our region diversity is a real challenge – perceived differences between communities can lead to conflict, and those perceptions and misunderstandings can divide our classrooms just as readily as the broader communities. Platforms like this go a long way in shaping the ideology of a student.

Before they mature and become very rigid in their thought process, platforms like this show them that there is a lot of diversity. The need of the hour is to coexist. Older generations are often set in their ways, and we need to work hard to help young people learn to navigate diversity in a positive way, and learn to live together, so that they can find a path to progress in the future.

The secret to the impact of dialogue in school is the combination of letting students speak their heart, while at the same time helping them to become good listeners. One teacher's class produced a short documentary on the Rohingya refugee issue in Jammu, as it had become a topic that was inflaming communities. While the class was preparing this, one of my students expressed some really challenging views, echoing ideas that he had encountered in the media, that all the Rohingya are terrorists, and should

be excluded from India. We didn't address this by just shutting him down and depriving him of the opportunity to express his ideas, but other students engaged in dialogue with this boy, asking him to show actual evidence for his assertions; as his research progressed, he found himself changing his perspective.

As he engaged in dialogue with his peers, including Muslims, he discovered that diversity exists in every community, and that not all Muslims are extremists. The Generation Global resources are critical to supporting this process – they give us tools to use in the classroom that enable students to genuinely develop the skills of dialogue; to express their points of view respectfully, and supporting their perspective thoughtfully, to listen to what others have to say, and to appreciate that other worldviews do not have to be threatening.



For me, one of the most important ideas that the resources develop is the understanding of the difference between Dialogue and Debate. A lot of what we do in schools is about Debate – about winning or losing, about victory or defeat. It's not difficult to move this to thinking about Dialogue – about mutual respect, and learning from one another. As a Muslim teacher here in Jammu, there are challenges for me to lead these kinds of dialogues, but its critical to ensure that we are able to

help young people to cultivate the values of their shared humanity above everything else; above patriotism or nationalism.

OUTCOMES

There is a lot of positive impact on the students from engaging in this programme – it's not just about turning up for a single video conference and having a nice chat with someone in another country. It's something that has a profound impact upon students' learning, upon their attitudes, and upon the ways that they treat one another. Participating students learn to think in a different way – they no longer just take ideas at face value, they learn to explore ideas and get beyond superficial understanding. More importantly they are quicker to approach ideas without bias or prejudice, and really listen to other points of view, even ones that challenge their own perspectives. We see this openness to diversity not merely in class, but more broadly in the school community – students becoming more tolerant of different ideas.

There is a great enthusiasm for the programme among the students, I have literally hundreds who want to come and participate in the video conferences; students really value the opportunity for direct interaction with their global peers, and we're actively seeking out opportunities for in-person student exchanges. Through Generation Global we're working with a school in Australia on a programme around communities hosting refugees. We're still developing this, but it's marvellous to see how these global connections have the potential to have an impact, not just in the school community, but in the wider community as well.

NEXT STEPS

Going forward, Jodhamal will focus on taking its students to the next level with Generation Global by encouraging the alumni to become involved with the programme even after they graduate. In addition, we aim to connect with even more schools from an even larger geography to ensure that students have a truly global perspective.

“THE SECRET TO THE IMPACT OF DIALOGUE IN SCHOOL IS THE COMBINATION OF LETTING STUDENTS SPEAK THEIR HEART, WHILE AT THE SAME TIME HELPING THEM TO BECOME GOOD LISTENERS. ONE TEACHER'S CLASS PRODUCED A SHORT DOCUMENTARY ON THE ROHINGYA REFUGEE ISSUE IN JAMMU, AS IT HAD BECOME A TOPIC THAT WAS INFLAMING COMMUNITIES.



EFFECTIVELY NURTURING GLOBAL CITIZENS



