



Education

Global citizenship education in context

context

In a fast-changing and globalized reality, there are many who believe that education can, and should, help young people to meet the challenges they will confront now and in the future, and that educating for global citizenship is now more important and urgent than ever before. Upon reflection back over this decade of work, however, there is an indication that not a lot of progress has been made in expanding education for global citizenship (Schulz, 2007; Canadian Council for International Cooperation, 2004).

In the early 1990s, with the financial assistance of the Canadian International Development Agency and inspired by visions of global solidarity, Canadian schools and community organizations joined together in efforts to educate students on global society, though since then funding has been cut drastically, and coordinated efforts across sectors have decreased, as schools and NGOs face their own budget cuts.

In a recent poll conducted by VisionCritical and the Inter-Council Network of Provincial and Regional Councils for Global Cooperation, it was found that one third of Canadians rank global poverty (hunger in the world) among the first, second and third most concerning issues to them globally. Moreover, the majority of Canadians believe there is a human rights obligation to reduce global poverty, and believe there are significant benefits to doing so, including improving Canada's international reputation, reducing global conflict, and reducing risks of pandemics.

Global Citizenship Education is essential for the following reasons:

- Education for Global Citizenship gives young people access to the knowledge, understanding, skills, and values that they need to participate fully in ensuring their own and others' well-being, and to make a positive contribution both locally and globally.
- Global Citizenship Education involves children and youth fully in their own learning through the use of a range of activities and participatory learning methods. This engages the learner, but also develops confidence, self-esteem, and skills of critical thinking, communication, cooperation and conflict resolution.
- Current use of the world's resources is inequitable and unsustainable. As the gap between the rich and the poor widens, poverty continues to deny millions of people around the world their basic human rights. Education is a powerful tool for changing the world because tomorrow's adults are the children and youth we are educating today.

For teachers interested in promoting global citizenship, the next and most immediate question is *how*: How can I integrate and teach global citizenship education when I have so many other pressing curriculum requirements to get through with my students? How does Global Citizenship Education relate to English Language Arts or Physical Education? This toolkit seeks to provide information on how global citizenship education can be integrated into many areas of the curriculum, offer some tools and methods by which to do so, and present some illustrative case studies to provide inspiration and guidance.

Education for Global Citizenship is....

- Asking questions and developing critical thinking skills
- Equipping young people with knowledge, skills and values to participate as active citizens
- Acknowledging the complexity of global issues
- Revealing the global as part of everyday life, whether in a small village or a large city
- Understanding how we relate to the environment and to each other as human beings.

Education for Global Citizenship is not...

- Too difficult for young children to understand
- Mostly or all about other places and peoples
- Telling people what to think and do
- Providing simple solutions to complex issues
- An extra subject to cram into a crowded curriculum
- About raising money for charity.

Incorporate global citizenship education everywhere

“With my Grade 1 students I have tried to create opportunities to engage reflexively by focusing on themes of identity, difference, power, and relationship. I use a great deal of critical multicultural children’s literature to initiate discussion on these themes, and I emphasize the informal curriculum in terms of intervening in the ways that students relate to one another as primary learning material for engaging these themes.”

–Dr. Angela MacDonald, Ontario Teacher

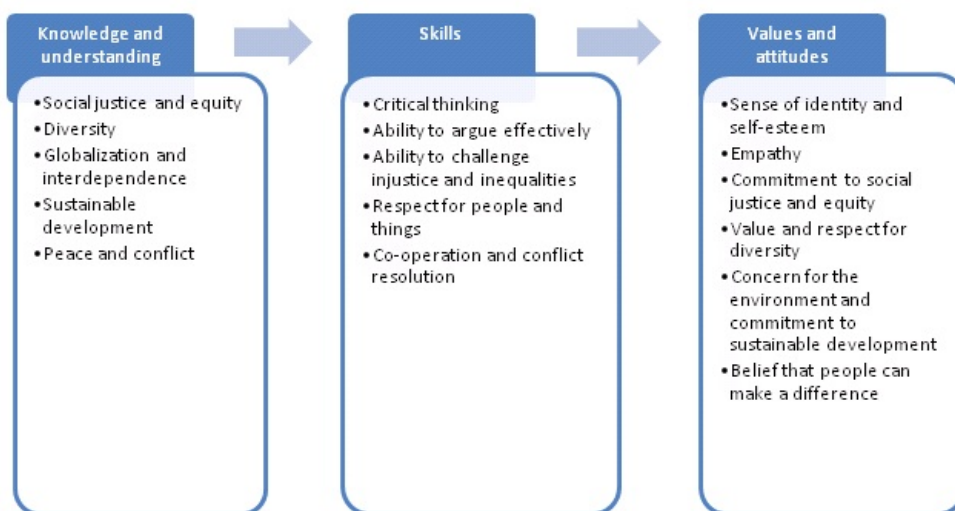
“Integrating Global Citizenship Education into curriculum requires thoughtful planning and networking. In order to keep it fresh and effective, I have to be very open to learning alongside my students. I bring in as many voices as possible so that different points of view can be heard and considered. Many of these voices come from the non-profit sector in the community.”

–Laurel Labar-Ahmed, Saskatchewan teacher

The scope of global citizenship education is wider than a single scheme of work or subject. It is more than simply looking at social issues in World Issues, or teaching about some distant locality in Geography, or sending school kits to a small village in Mozambique. It is relevant to all areas of the curriculum, all abilities, all age ranges. It can be introduced at any point in a teaching career, from pre-service training to near retirement. There is no pre-set method on how you should teach it.

Education for global citizenship encourages children and young people to explore, develop, and express their own values and opinions, while listening to others’ points of view. It uses participatory teaching and learning methodologies that are well established as best practice in education. In an ideal world, global citizenship education would encompass the work of the whole school because it is a perspective on the world shared within an institution; it can manifest not only in what is taught in the classroom, but in everything the school does.

The outcomes of good global citizenship education, in terms of the knowledge, skills and attitudes conveyed, can be described as follows:



Methods for integrating global citizenship education in the classroom

tools

Global Citizenship Education can utilize a multitude of participatory teaching and learning methodologies. These can include: discussion and debate; role-play; ranking exercises; and communities of enquiry. These methods are now established as best practices in education, and are not unique to Global Citizenship Education. However, when used in conjunction with a global perspective, they can help young people to learn how decisions made by people in other parts of the world affect our lives, just as our decisions affect the lives of others.

Tips for global citizenship education integration:

- Use inquiry-based and experiential teaching and learning tasks.
- Ask students to become the experts. Let them be the researchers and design the questions they would like to answer.
- Ask students what they would need to become experts in this field: where can they access information and expertise; whose voices need to be heard in order to get the facts on the issues?
- Give students the tools and the opportunity to go find out the answers to the questions on their own.
- If possible, get students out of the classroom to experience aspects of the globe they are studying.
- Have students determine what global citizenship is and what it is not.

- Introduce students to words like “empowerment,” “solidarity,” and “equity.”
- Have students challenge the picture of reality that is shown to them in the media: is what they are looking at true? Does it represent the whole truth? Whose perspectives can help us get a fuller picture of the truth?

Where can Education for Global Citizenship be incorporated into curriculum?

- English Language Arts (multi-literacy practices – reading, writing, oral communication, media literacy);
- Social Studies (human relationships, human-earth relationships);
- Sciences (environmental issues and sustainability; conflicts of values – religious, political, economic);
- Health (global health issues, migration, food);
- Business and Economics (globalization, trade, global finance networks and institutions);
- Math (substituting x, y, z for real world variables; learning math through social justice);
- Art (visual culture, photography, dance, drama, music);
- Physical Education (outdoor activities, appreciating the outdoor environment)

Active citizenship for sustainable communities

case studies

Laurel LaBar-Ahmed, a junior high school teacher in Saskatchewan, has been working on an innovative and ongoing action project that began with her 2011-2012 grade 8 Class. Entitled *Active Citizenship for Sustainable Communities*, it involves the creation of a three-part DVD series and teacher’s manual.

The project is directly connected to required curriculum:

- It employs the interdisciplinary, inquiry-based learning approach promoted by Saskatchewan curricula. Education for sustainability explores issues that are real-life, authentic, and purposeful.
- It teaches sustainability concepts such as learning about the natural world; learning how nature sustains life; nurturing healthy communities; recognizing the implications of the ways we feed and provision ourselves; and knowing well the places where we live, work, and learn. These concepts are all contained within the language of the Ministry’s cross-curricular competencies (thinking, identity and interdependence, literacies, and social responsibility).
- The three Broad Areas of Learning (sense of self, community, and place; lifelong learners; and engaged citizens) identified by the Saskatchewan Ministry of Education (2010) also encompass sustainability concerns.
- Grade 8 students used reading and writing skills to research sustainability issues and to write ’zine articles and stories, used technology skills to create short videos, studied water in Grade 8 Science, worked cooperatively in Art and Language Arts (English and French), practiced public speaking in Art (drama) and Language Arts, participated in outdoor activities (Physical Education), and focused on healthy living and connections to community.

Partner with NGOs to promote global citizenship

good practices

In addition to incorporating global citizenship education in your classroom and lesson plans, there are also other great ways to involve your students in experiential education through partnerships that employ a global lens. School partnerships and projects are a great way to interact with the larger development community and can be a way for students to take a very hands-on approach to global citizenship education.

That being said, it is important to be very *thorough* and *thoughtful* as you select a project or an organization. Bigger isn’t always better – look for an organization or project that reflects the interests of your students, provides an exceptional and interesting educational opportunity, and adheres to good, sound, ethical principles.

Projects and partnerships can take a variety of different forms. For example, students or teachers can select a particular non-governmental organization (NGO) that they like and propose or participate in a project that is suited to the interests of the students. These projects do not have to simply involve raising funds for a particular cause or issue; schools can participate in a variety of different ways and with a variety of different methods.

A good starting point in choosing a classroom project or partnership is to identify themes that are common to young people’s lives – for example, water, food, transport, farming, land use, trade, homes, school, waste, conflict, and play. This approach has the advantage of focusing students’ minds on the things they share with young people around the world, before considering how these aspects of life are experienced differently.

For example, a school can commit to raising community awareness about the right to clean drinking water, using the resources and knowledge from their partnering NGO. Or students might want to look at a social issue that exists within their community and organize a project with a local community organization. Middle and high school students may consider working with a local NGO or international organization to learn about examples of international incidents and the global response.

These are just a few of examples of how you may want to approach a school project that focuses on global citizenship education.

Tips for selecting partners:

- Look local first. Involving the local community is a great way to support greater engagement and active citizenship right at home.
- Be picky. The biggest organizations aren't always the best. Look for a project that suits your educational interests and outcomes.
- Don't be afraid to ask questions. Talk to Executive Directors, project managers, or other employees of the organization you're thinking of partnering with!

There are many benefits to be gained from participating in a school project. At their best, projects can:

- Generate enthusiasm and motivation for learning;
- Cultivate an openness to new thinking and new ideas;
- Inspire a desire for positive change, locally and globally;
- Connect the local to the global;
- Inspire kids to think about their actions in a more direct way.

Projects can help students develop:

- Self-awareness;
- Respect for others;
- An appreciation of diversity;
- A sense of injustice and a commitment to fighting it.

Ideas for global citizenship school projects

tools

(for grades 7-12)

- Have students work with a local or international NGO to study cases of international incidents and the global response. What were the challenges? What were the successes? Who are the stakeholders, how are decisions made, and what were the short term and long term results of international interventions?
- Simulate an international event like a conflict over land or resources or a natural incident like an earthquake. Role play the stakeholders creating an action plan or have students design the stages of responding to the event with a model. Bring in experts from the community to answer student questions or raise further questions for students to think about. Bring in a field expert who could relay their own experience. Look for blogs or journals online that give first-hand accounts of the dynamics of dealing with a global issue.
- Take a tradition from the school like collecting jackets in the winter for those in need or collecting food for the food bank during the holidays, and redesign it for greater impact and understanding. Look at the statistics in your city for homelessness or usage of the food bank. Call the local groups in charge and ask questions, or have them come in and give a presentation. Students will generate questions of their own, like: "Why do people need food banks? What happens when people visit the food bank? Who works at the food bank and who uses the food bank? How many kids use the food bank? Expand the questions to be more national and then international. Let the students become experts on their city and the food that comes into the city. Let them start to ask questions about food security in their country and then in the world. Allow the tradition of collecting food during the holidays to become a school-wide search for understanding about food security. Break down stereotypes that surround hunger in countries that experience issues around food security. Have the students call international agencies that deal with food security or experts from the local colleges or universities for further answers to questions.
- Take students on field trips to various parts of the city or rural areas outside the city to experience different cultures and subcultures.
- Pretend to shut the water off in the school for 15 or 30 minutes. Ask the students how life would change if the water disappeared? Ask them to design a plan of what we would do to go about accessing water if our city's water source was not available? What would cause the water to not be available? What questions would they be asking? Who could help? How would we reach out for help? Ask how we are helping people to access clean water around the world? Contact an NGO or international organization to help create a school-wide or class project to help others access clean water.

'Stories of hope' inspire action on water issues

case studies

Contributed by CAWST's Youth Wavemakers program

The Centre for Affordable Water and Sanitation Technology (CAWST) Youth Wavemakers Program uses 'stories of hope,' like the one below, to empower youth in Canada to become global citizens. The stories that are shared have inspired youth to take action in their own communities and schools to reduce water consumption and waste while connecting them to other global communities doing the same thing.

One way to engage youth in global water issues is to collect stories from children in developing countries who have lived through challenges such as having contaminated well water or lacking access to a toilet. Through their stories, these kids show not just the problems, but creative solutions that their communities have used to overcome challenges and improve health and the environment.

One such story is about a ten-year-old girl named Tikho who lives in Zambia. In April 2010, a Calgary educator met Tikho and asked her to share her story. With a digital camera, Tikho began to take photos and videos of her daily life, particularly as it related to water, sanitation and hygiene. Unfortunately, her community water source was badly contaminated and as a result Tikho's town was named *Chipulukusu*, or Cursed, because people were frequently getting sick and dying from waterborne diseases.

How then, did the town become renamed to *Mapolo* or Blessed? Education. Once the community of Chipulukusu understood why they were getting sick, they began to take action, installing hand-washing stations (called tippy taps) and using biosand filters to clean their drinking water. Tikho is now fortunate enough to have a toilet as well: local residents learned how to build latrines in order to contain contamination and reduce disease transmission.

A great way to engage young people in water and sanitation issues is to share stories similar to Tikho's. CAWST has found that when elementary students watch Tikho's video of her friends collecting water from the well, learn why people were getting sick and the actions they took to gain access to safe drinking water, they become inspired to make behaviour changes in their own use of water. Most children are shocked by the overuse of water in North America compared to Tikho's community. Many stop running the tap when they brush their teeth or start taking shorter showers. They also ask: "what can we do in our own community?" This becomes a stepping stone towards global citizenship. For example, as one grade 9 Calgary student explained:

"People in Zambia use less than 20 litres of water per day while Calgarians use in excess of 300. This made us ask, could we use less? If so, why don't we?"

As her global leadership class began to look at various ways they could conserve water at home, they sent home leaky toilet testers to increase awareness about water wastage at home. Then, after realizing their school's urinals flushed every six minutes, they lobbied the school board to install sensors in order to reduce water consumption.

Taking action on global and local water issues allows North American youth to follow Tikho's example by recognizing local and global water challenges while looking for solutions. One grade nine teacher believes that participation in an action project has allowed his students to feel that there is hope in dealing with some of the world's seemingly insurmountable issues: "They get to feel a part of something bigger – and to realize they are not alone in fighting to make the world a better place."

Reflection questions:

- What does this case study tell us about the nature of a successful school partnership?
- How does this case study achieve some of the benefits listed above?
- How did each partner benefit from this project?
- What are some issues that your students are studying right now that may connect with larger global issues? What are issues that your students are interested in? How might you use that to inform your next partnership or project?
- How might you inspire direct action and positive change through the projects you undertake?

Food for thought: Teaching food issues in a grade 8 classroom

case studies

Contributed by Laurel Labar-Ahmed

At the start of this academic year, I was faced with the daunting task of how to actively engage 37 grade 8 Social Studies students while meeting the required curriculum outcomes and indicators. I had already begun preparations months before and knew that I wanted to begin the year by examining food-related issues from various perspectives.

I used several current magazine and newspaper articles, relevant case studies and discussion activities to begin the unit. One excellent source of such materials is *Rethinking Globalization: Teaching for Justice in an Unjust World*. Once I had the class actively thinking about food issues, I introduced the Canadian Council for International Co-operation's (CCIC) 2002 "[Food for Thought: Talking about What Matters in International Trade of Food](#)" public deliberation guide. The three different approaches to food trade from the guide were discussed briefly and then I divided the class into six groups whose task was to become an expert on one of the approaches.

Once the groups were comfortable with the pros and cons of their assigned approach, I then had two members from each group join with members of the other two groups as part of a jigsaw teaching activity. These new groups, six in total, then taught each other about the various approaches and continued to discuss the same. This part of the unit then concluded with a discussion with the entire class. At all times, students were strongly encouraged to keep an open mind and to note any unanswered questions that arose while examining the three approaches.

Following the re-examination of food trade issues within the larger group format, the class began actively researching inquiry

topics on a food related issue. Students were allowed to work alone, in partners or in groups of three. To help guide the process for exploring such issues, I provided a series of questions adapted from Manitoba's [Citizenship and Sustainability Grade 12 Global Issues Pilot Course](#).

Without exception, the students were able to choose and find topics of personal interest. Students were highly motivated and engaged in their research projects. Various references were sourced including books, articles, relevant websites and videos, as well as personal interviews with local resource people, which was a project requirement. It is to be noted that finding people to interview can sometimes be challenging, but well worth the effort. Students then had to present their findings orally and in writing.

Concurrently with the above, I also involved the students in Regina's fall "Field to Fork Festival," a screening of the food documentary "Hijacked Future" at the University of Regina, and an "Organic Connections" youth conference on food issues. All three of these outings were made possible via the supportive community network that I have carefully nurtured over the years. Such support is vital to the success of the global education classes that I teach. Moreover, it provides additional perspectives on pertinent issues and helps foster critical thinking skills.

Last, but not least, I ensured that my class experienced an Action Project component, which in this case was our Food for Thought Youth Conference. We partnered with the Saskatchewan Council for International Co-operation (SCIC) for conference ideas and facilitation support, which was a great way to seed the conference. After that, the overall conference was planned by members of our class and included such things as the lunch preparation, giving and planning some of the workshops, booking all needed venues and equipment, contacting and working with the media, and much more. Two of the grade 8s coordinated everything, and there were many different subcommittees and jobs, which kept all students involved in some form or another. One drawback from such deep involvement meant that grade 8 students parachuted in and out of workshops and other aspects of the conference, as they were needed elsewhere; nonetheless, everyone agreed that the conference was a great success and experience.

In terms of assessment, I cannot stress enough that it needs to be ongoing. I used the following format:

- **Inquiry Process** (Jigsaw activities, discussions, topic selection and questions generated, peer and self assessments) **25%**
- **Final Products** (Oral presentations, written research projects) **25%**
- **Critical Understanding Tasks** (Thesis statements, comparative analysis, responses to teacher-generated questions, etc.) **25%**
- **Action Project Component** (Planning of Food for Thought Conference, implementation, peer and self assessments, community and participant evaluations, etc.) **25%**

For further assessment ideas, I would highly recommend reading Manitoba's "Grade 12 Global Issues: Citizenship and Sustainability Suggested Assessment and Evaluation Model" which is [currently in draft form](#).

Reflection Questions

- Why do you think this project was so successful? What elements contributed to that?
- Is it possible to get the local community involved in projects that you might undertake? Is that important?
- What might be some of the longer-term learning effects this Food for Thought project had on students?
- How did all of the participants involved benefit from this project?
- Do you think this project was a good example of global citizenship education, even though it did not involve partners from overseas? Why or why not?

Human Rights Day (a student's perspective)

case studies

This year at St. James elementary/junior high, the grade 9 Global Leadership class held our very own Human Rights Day. The Global Leadership class worked extremely hard, and everyone dedicated their time to making this day a success. After three months of planning and organizing, it was game time.

Every student voluntarily arrived at school several hours early to make sure we were one hundred percent prepared. A few hours later, fourteen schools were with us in person, and five more schools participated virtually. Schools from Mali, Jamaica, and Grenada created their own videos to show the different ways water was used in their country and how they value it in their culture. With 500 students there in person, our knowledge on human rights and on water was tested. Our class showed excellence through this project, and knew what they were doing. Of course we all made mistakes but easily improvised to solve any problems that came up.

We had 15 different presenters throughout the school from many different organizations, including CAWST, United Nations Association of Canada, our own Mr. Robinson, and many more. At the start of the day each visitor received a coupon telling them which country they represented. Based on this coupon, they would receive, zero, one or two cookies. Some kids got no cookies at all. They were to come up with a solution to this crisis. If the two-cookie people gave the zero-cookie people one of their cookies, we would all be equal.

Along with the cookies were also water privileges. There were several water jugs set up in different areas around the school, and based on your "country" you would have to go to certain jugs for your water. As an example, if you were from a poor country, you would need to walk all the way down the hall to get a small cup of water while two-cookie people could fill up their large cups at

any of the water fountains in the school. This was to represent the distances people in developing countries walk to get water for their families.

The day turned out to be a huge success, and everyone left the building with stronger knowledge on human rights.

Practice fair and equitable partnerships

good practices

Before you embark on a project, partnership, or global citizenship educational event, it is important to take a few moments to consider whether or not you are participating in something that is meaningful, equitable, and just for *all* parties involved (students, teachers, partnering organization, recipients). The accompanying questions and checklist were created to promote consideration of some crucial components to all global citizenship education projects, partnerships, and events. It is has been our experience that teachers and students alike should partake in this exercise to ensure the best, richest, and most meaningful experience for all involved.

Reflection questions for practicing fair and equitable partnerships

tools

Reflection questions for students and teachers:

- What are your motivations in establishing the partnership? What are the motivations of your partner organization?
- Do the values, goals, and practices of the organization align with the values, goals, and vision of your school?
- Have you researched the organization's policies, programs and organizational history? What do other people have to say about this organization?
- Does the organization adhere to the Istanbul Principles? (Don't know what the Istanbul Principles are? Find out [here.](#))
- Does the organization embody gender equality and equity while promoting women's and girls' rights?
- How will accumulated finances and resources be used?
- What does each partner contribute to this relationship? Is it reciprocal?
- What does this partnership offer you and your students in return for your time and resources?
- If children from overseas are involved, how will they benefit from this partnership?
- Who is benefitting from this partnership?

Reflection questions for teachers:

- What do you hope your students will learn and how does this project or partnership foster and enhance that learning?
- Is this a long-term partnership or short-term initiative? What are the advantages and disadvantages of each? How will this affect your learning outcomes?
- Does this project primarily support and exemplify mutual reciprocity, or a charitable exchange? What is the difference, and how does each of those impact your partners?
- Have you explored the difference between charity and reciprocity with your students?
- Are there mechanisms in place to ensure financial and social accountability for both you and your partner?
- In what ways does the partnership support critical reflection in your students?
- In what ways do you anticipate that the partnership will promote agency among students in relation to international development and global citizenship?

Checklist for effective partnerships

tools

Signs of a good partnership

- Mutual exchange;
- Active participation and decision making by students;
- An openness to learning from, as well as about, life in a distant place;
- A commitment to exploring both similarities and differences in the lives of people in different communities around the world;
- An examination of one's own assumptions, attitudes, and values - and a safe space which this can happen;
- An exploration of different forms of wealth;
- A commitment to learning about the wider global issues that impact different communities across the globe;
- A willingness to think critically about one's own culture;
- A readiness to explore sensitive and controversial issues in the classroom, in a safe, respectful environment.

Signs of problems ahead

- A focus on the symptoms of poverty with no exploration of its causes;
- A focus on financial aid instead of rights and justice;
- A failure to engage with issues of power and (in)equality;
- An assumption that simply exposing children and young people to different cultures and ways of life will challenge stereotypes and prejudice;
- An emphasis on showing students 'how lucky they are';
- A focus on differences without acknowledging important similarities, leading to 'us and them' thinking;
- A belief that respect for other cultures means learning about them uncritically;
- A belief that a northern partner has more to give to a partnership than to receive from it, in terms of either resources or learning;
- A reluctance to explore sensitive and controversial issues in the classroom.

Canadian Hunger Foundation in the classroom

case studies

Contributed by the Canadian Hunger Foundation

Ms. Lafond balances the curriculum of her World Issues class with hands-on activities that empower her grade 12 students to make a difference in the world. "It's a better formula than just learning about sad or corrupt situations and feeling helpless," she says.

While learning about the challenges facing families in developing countries and other global issues, Ms. Lafond's students at Osgoode Township High School are also taking action, with the help of Canadian Hunger Foundation's guest speakers and online resources. While exposing her students to the topic of international aid and the importance of giving assets to communities in need, her class raised close to \$1,000 for local and overseas communities.

As for Canadian Hunger Foundation, Ms. Lafond's class organized a week-long bake and smoothie sale at their school — which proved a welcome change from cafeteria food. "Teenagers love baked goods and smoothies, let me tell you!" says Ms. Lafond.

After their week-long bake drive, her students enjoyed looking through Canadian Hunger Foundation's [Gifts That Matter](#) catalogue and deciding what to buy with the \$482 they raised. As they learned the importance of clean water, farming training and resiliency, the students opted to buy Gifts That Matter items like Mango Fruit Trees, Chickens, Farming Tool Kits, Safe Water Supplies as well as a Holiday Hamper — which is a little bit of all of the above.

This is just the latest in a long string of contributions from the students at Osgoode Township. The school donated to Canadian Hunger Foundation for the first time in 1986 and has now donated well over \$10,000 to help some of the world's poorest to build better lives for themselves and their families.

Reflection questions

The reality of this situation is that many communities around the world are in need of financial resources, just like the one connected to Ms. Lafond's class. However, we ask:

- How did Ms. Lafond go beyond just providing financial resources for a community?
- How did the students at Osgoode Township School benefit from this project? What might they have learned?
- What are other ways that this project could have been done to benefit both the givers and receivers of financial assistance?
- How does this approach and execution of a project align with the principles of good practices outlined here?

School twinning between Calgary and Grenada

case studies

Contributed by the Alberta Council for Global Cooperation

Bill Robinson is one of those fearless and motivated teachers who actively pursues education for global citizenship in his teaching. A teacher at St. James in Calgary, Bill is dedicated to sharing his knowledge, questions and reflections surrounding global citizenship with his students on a daily basis.

One of the projects Bill's class is currently working on is a twinning project with a school in Grenada. As Bill works with a teacher in Grenada who teaches a class similar to his Global Leadership option in Calgary, they are creating a cultural exchange where their students will learn from each other. Students in Grenada will share information about coastal and coral reef erosion (as well as information about the island as a whole), while students at St. James will share information about watersheds (and Alberta and Canada). Eventually, the goal over the next two years will be to learn a great deal about and from each other through video conferencing and mutually developed wikis.

The second stage to the project will be to identify ways in which students can help and empower each other. Bill's Global

Leadership Class looks forward to working with their new partners in Grenada to improve their lives with support. The first idea will be for Bill's class to do a book drive to help improve the selection the Grenada students currently have in their library.

This project is being carried out in conjunction with the Canadian International Development Agency, which has provided a grant to facilitate the project. By building this connection with people in another country, Bill hopes to foster improved understanding of life in Grenada: "they don't need our charity, rather they need our assistance to foster opportunity."

Bill encourages his students to remain active in international development by motivating them to become involved in global issues that are important to them. He provides them the opportunity to take this knowledge and translate it into real action through volunteering for different organizations across Alberta. Bill's students are reminded daily to think about what it means to be a global citizen.

Reflection questions:

- How does this twinning project go beyond just providing financial resources?
- How did the students at St. James benefit from this project? How did the students from Grenada benefit from this project?
- Why is it important that the students in Grenada learn about Albertan issues?
- How does the approach and execution of this project align with the principles of good practice outlined in this guide?
- What are some other ways that St. James and Grenada might mutually support one another in their learning and in this project?

Move beyond a charitable approach to global citizenship education

good practices

"It is a natural response for communities to want to offer 'help' to their partners in the form of money and some partners may expect it. However, successful partnerships depend on equality and mutuality, and such charity can actually hinder development. The importance of reciprocity or 'mutual exchange' must be recognized."

–Toolkit for Learning, UKOWLA 2006

"Take every penny you have set aside in aid for Tanzania and spend it explaining to people the facts and causes of poverty."

–Julius Nyerere, President of Tanzania, 1961-1985

Often the question of financial aid and charity-based projects comes up when looking for a partnership or project opportunity for your students and school. Sometimes, even the way global citizenship education is presented and framed can reinforce and perpetuate a certain stereotype that charity is the only way that rich North American folks can help. This is not the case.

In this section, we take a look at why a strictly charitable approach can be detrimental to students and recipients alike, and how you as an educator can augment your projects to ensure a rich breadth and depth of learning experience for your students.

Sometimes charitable aims can be detrimental because they:

- Focus on finance at the expense of other activities to which both partners or groups can contribute equally (mutual learning and reciprocity)
- Put financial inequalities centre stage and divert attention from other imbalances that ought to be addressed
- Make the partner receiving the aid dependant on this income
- Patronize the partner receiving the aid.

Charitable aims can also undermine educational opportunities by:

- Reinforcing, rather than challenging, stereotypes of rich, powerful, and independent communities in the North and poor, weak, and dependent communities in the South
- Perpetuating narrow views on poverty and development
- Hindering critical thinking about underlying injustices and causes of poverty, and thereby encouraging an acceptance of aid as a longterm solution.

Often, partner organizations want and need financial support. This can be a difficult issue to address because often schools want to express their support this way, and organizations may request it. However, there is a big difference between raising funds as a part of a diverse set of learning activities, and just attending an event or raising and donating money in an isolated, one-off type event.

There are so many great learning opportunities when embarking on global citizenship education: there are unique projects, partnership opportunities, events, and lessons. With a little time, effort, and creativity, global citizenship education can be a great and equitable experience for all.

KSA exercise for moving beyond a charitable approach

tools

When you take a narrowly focused charitable approach to education for global citizenship, the outcomes with your students may be very similar to the Knowledge, Skills, and Attitudes of a fundraiser.

KSAs of Fundraising

Knowledge and understanding Skills

- Math and financial literacy
- Business ethics
- Financial empowerment
- Product sales
- Customer service
- Tracking orders/record keeping
- Time management
- Handling money
- Delivering goods
- Smiling
- Making eye contact
- Using clear direct speech
- Presentation skills
- Talking about a cause/passion
- Marketing
- Advertising
- Promotions

Values and attitudes

- Having a positive attitude
- Teamwork
- Competition
- Personal reward
- Talking about a cause/passion
- Money as sole determiner of wealth

VS

When financial aid is coupled with a variety of different educational and participatory learning experiences that challenge existing stereotypes and compel critical thought in students, the Knowledge, Skills, and Attitudes may closer resemble that of a global citizen.

KSAs of Global Citizenship Education

Knowledge and understanding

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

Skills

- Critical thinking
- Ability to argue effectively
- Ability to challenge injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

Values and attitudes

- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference

Reflection questions:

- How do these two differ? What implications do these have for how you will construct your partnership?
- What are the benefits to moving beyond 'fundraiser' outcomes toward 'global citizenship' outcomes?
- How might you change your approach to better reflect and achieve the KSA's of global citizenship education?

Additional resources on education for global citizenship

resources

[Development in a Box \(Alberta Council for Global Cooperation\)](#)

Designed to be an educational kit to be used by educators, Development in a Box aids in the incorporation of global issues into

the curriculum and classroom for grades 1 through 12. Kits include lesson plans, hands-on activities and supplies, as well as connections to local organizations who are working internationally. The kits are available to Alberta classrooms free of charge. Lessons address many global issues and are linked to curriculum objectives in the Alberta Program of Studies.

[BC Teacher's Federation Social Justice Action Groups](#)

The BCTF's province-wide social justice network includes six social justice action groups. Each action group is composed of four members from the provincial [Committee for Action on Social Justice](#) (CASJ), and they are all classroom teachers.

The purpose of the action groups is to provide information, lesson ideas, and professional support for classroom teachers. Each action group creates discrete web pages covering the areas for which they are responsible.

The action groups are listed below and include links to their web pages:

- [Antipoverty](#)
- [Antiracism](#)
- [Environmental Justice](#)
- [Lesbian, Gay, Bisexual, Transgender, and Questioning \(LGBTQ\)](#)
- [Peace and Global Education](#)
- The global education page features the [Global Classroom](#), a joint BCTF and CIDA project, which contains unit plans designed for teachers, by teachers.
- [Status of Women](#)

[Global Education Program \(Canadian Hunger Foundation\)](#)

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods. (For more info, check out [their video](#).)

CHF began their popular Global Education Program (GEP) in Canada in 1991 to support the development of global citizens and increase awareness about the realities faced by rural communities in developing countries. The Global Education Program is now one of the pillars of CHF and they support thousands of teachers, students, volunteers and other organizations across the country to shape the way young Canadians see the world and their place in it.

CHF's international programming efforts make the Global Education Program unique in Canada because of the intimate and direct connection the program has to actual projects taking place around the world. The result is a program that inspires Canada's youth to embrace cultural diversity in their communities and to become active global citizens.

[Youth Wavemakers \(Centre for Affordable Water and Sanitation Technology\)](#)

CAWST's Youth Wavemakers is a unique water education program that informs, engages, encourages action, and celebrates the impact that youth are having on local and global water and sanitation issues. Contains tonnes of interactive social justice water-themed lesson plans.

[WorldBeat project \(Saskatchewan Council for International Cooperation\)](#)

If you're a teacher or educator, and you'd like to add more international or environmental awareness to your classroom or school, the WorldBeat project has resources for you! A collection of lesson plans and other classroom activities are compiled by teachers and distributed through electronic mail outs on an ongoing basis. Topics range from HIV and AIDS to globalization, health and sustainability. In-classroom workshops are also available.

[Global Citizenship Guides \(Oxfam\)](#)

Oxfam is a non-governmental organization and a global movement for change – it is a network that empowers individuals, communities and organizations to build a future free from the injustice of poverty where the rights of women and girls are promoted and respected.

Aimed at teachers in all subjects, and across all age groups, Oxfam's global citizenship guides introduce the key elements of Oxfam's Curriculum for Global Citizenship, as well as providing case studies outlining best practice in the classroom, activities that can be adapted for use in many curriculum areas, and resources for further reading.

[Victoria International Development Association \(VIDEA\)](#)

VIDEA was established as a non-profit organization in 1977 to "inspire thought and action on global issues." Based in Victoria, VIDEA actively involves youth, educators, and community partners in the development and implementation of international development, global education and youth and community engagement initiatives.

This resource contains a range of globally focused learning resources covering topics from global warming to access to education, to the future of our forests to gender equity.

[Generating Momentum \(Manitoba Council for International Cooperation\)](#)

Generating Momentum is a branch of MCIC's public engagement work. It focuses specifically on engaging Manitoba's middle

school and high school students on issues related to fair trade, food security, gender, Millenium Development Goals, and water. It also provides educational resources to teachers and opportunities for workshops, partnership, youth conferences, and more.