

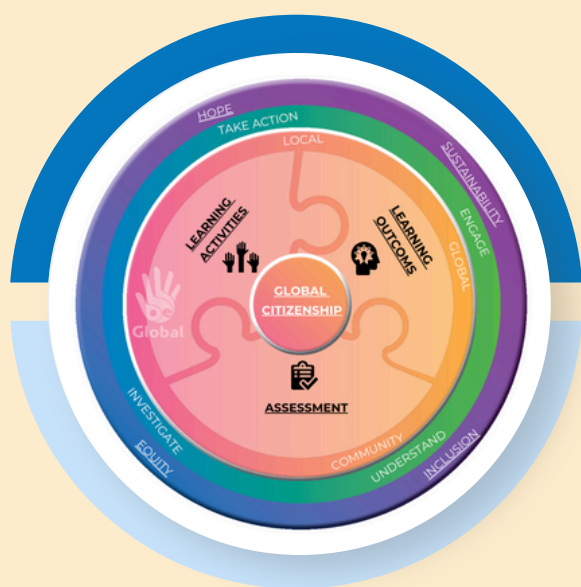


Pedagogy framework for Global Citizenship: teachers' tool for supporting global competence

Making the world sustainably a tiny bit better place for everyone is what essentially sparked the BeGlobal project to create the Pedagogy Framework for Global Citizenship.

The aim of the pedagogy framework is to serve as a practical tool for trainers both within the BeGlobal project and beyond: it supports the trainers' work in facilitating the students' learning on global citizenship.

Educating people to become global citizens in different places and within different cultural canvases is one of the tasks we decided to tackle while working on global competence and pedagogy to support it. **How is one to do that when diversity in pedagogical practises and local circumstances vary significantly?** In dialogue, says Paolo Freire and in hope, we can and will recreate the globe (Freire 1994).



So, to create hope and to provide the trainers a sash for pedagogy to strengthen global competence, we at Haaga-Helia's University of Applied Sciences vocational teacher education facilitated a process of co-thinking in global citizenship pedagogy to create the pedagogical framework for Global Citizenship.

The BeGlobal pedagogical framework has the shape of a globe and looks a bit like a dart board. The aim of the learning process the framework tools is to facilitate Global Citizenship.

Global Citizenship Education

Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale.

The term can refer to the belief that individuals are members of multiple, diverse, local and non- local networks rather than single actors affecting isolated societies.

Global citizenship is not specific knowledge that can be learned at once, and traditional learning methods are not enough to achieve competences (knowledge, skills, attitudes).

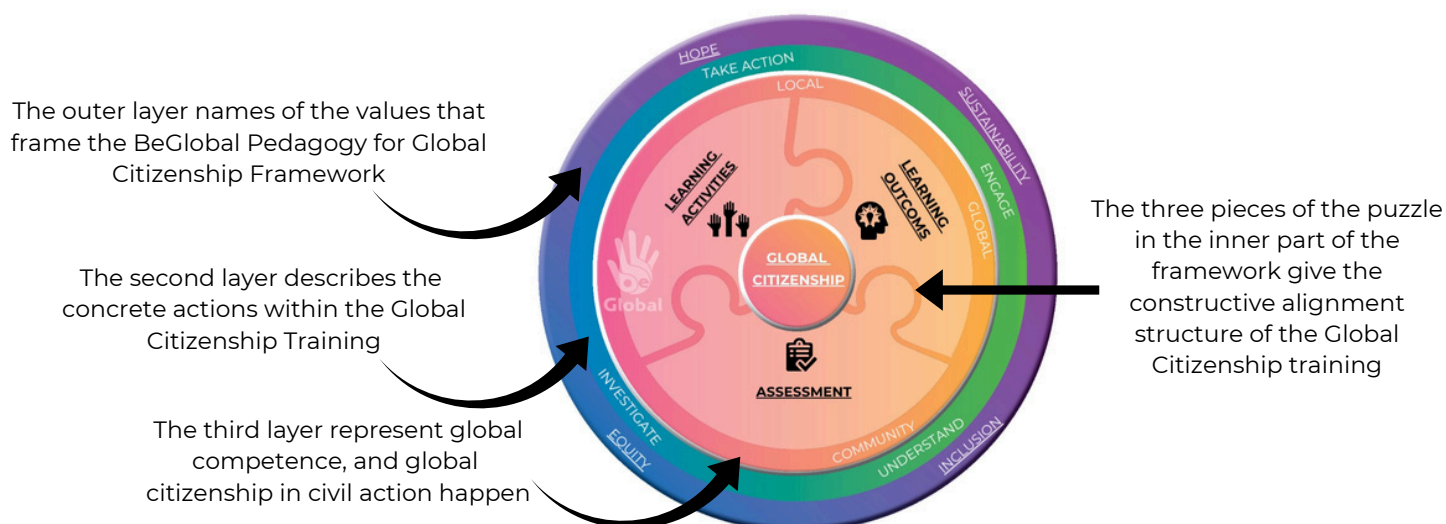
Global Citizenship Education (**GCED**) is about teaching and learning to become these global citizens who live together peacefully on one planet.

In our initial expectations The BeGlobal Pedagogy Framework for Global Citizenship would serve as a backbone for the project development in general and would also guide all the participants during the project implementation as well as beyond its completion. As a teachers' tool it also has longevity beyond the project implementation for trainers in Global Competence to come.

The following questions guided us during the co-creation process:

- What is our common understanding of a pedagogy framework?
- What key elements should be included in the context of the BeGlobal project?
- What structure and format should be chosen to ensure accessibility and a user-friendly framework?
- How to make it a collaborative process within the BeGlobal community of practice?
- What are the core values and processes upon which the pedagogy is build?

The BeGlobal Pedagogy Framework for Global Citizenship has a layered structure



A successful pedagogical process for Global Citizenship enhances both the trainees' and the trainers' global competence in a co-designed dialogical learning experience. Promoting global competence both locally and globally is the core target of the BeGlobal Pedagogy for Global Citizenship Framework.

The BeGlobal Pedagogical framework for Global Citizenship will be used as a guideline for providing BeGlobal Global Citizenship training in the next years to come in the project. Hopefully, it will have value for trainers of Global competence also in the long term. Co-creating it within a global community has been a stimulating learning experience.

Written by Sini Bask and David Mauffret.



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