Brights

Informative kit on Global Citizenship Education (GCE) for policy makers

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Abstract	This document aims to equip policy makers with all necessary knowledge about the role that Global Citizenship Education (GCE) can play in contemporary society and the skills to push for its application in different contexts.
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Abstract

This informative kit aims to equip policy makers with all the necessary knowledge about the role that Global Citizenship Education (GCE) can play in contemporary society. This document will summarize GCE, its principles, capabilities and advantages and will provide best cases regarding its application. The goal is to convince policy makers into adopting GCE in the training and education curricula. Furthermore, it presents the Digital Storytelling (DS) method and its benefits as a tool to teach GCE more effectively.

1. What is Global Citizenship Education?

Nowadays, it is crucial that education gives students the opportunity and competences to reflect and share their own perspective and their role in a globalised society. Also to understand and discuss the complex relationships that are developed from everyday social, ecological, political and economic issues deriving new ways of thinking and acting.

Global Citizenship Education (GCE) has been developed in and outside of Europe to address the need to deal with some common or everyday challenges. These includes, to name a few challenges, ever changing international social and political situations, the globalization of the economy, information and transportation, increasing flows of migration, the presence of multiculturalism in society, economic crises, and the challenges linked to climate change.

We can say that GCE employs concepts, methodologies and theories already implemented in different fields and subjects, including human rights education, peace education, education for sustainable development and intercultural education (UNESCO 2014). It enriches the concepts and contents of all subjects and fields of education related to global development by widening their dimensions. GCE uses multidisciplinary and multiple pedagogical concepts in a manner that leads the students on a path to Global Citizenship.

UNESCO has made GCE one of its key education objectives for the years 2014-2021. In *"Global Citizenship Education: Preparing learners for the challenges of the 21st century"*, GCE is defined as "a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need to build a more just, peaceful and sustainable world and to thrive as global citizens in the twenty-first century" (UNESCO 2014).

GCE is not only about global themes, global problems and how to find solutions all together. It is also about how to envision a common future with better life conditions for all, connecting local and global perspectives, and how to make this

vision real and possible, starting from our own spot in the world. It is built on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better future for the world and addresses themes such as **peace** and **human rights**, **intercultural understanding**, **citizenship education**, respect for **diversity** and **tolerance**, and **inclusiveness**. A common understanding outlined by UNESCO is that it means "a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global" (UNESCO 2017).

Different countries adopted different practices and methods related to GCE to address with the issues above. Holistic approaches to GCE entail formal and non-formal approaches, curricular and extra-curricular activities and conventional and unconventional pathways to participation. In formal settings, GCE can be delivered as an independent subject or integrated as part of an existing subject (such as civic or citizenship education, social studies, environmental studies, geography, culture etc.). Some new pathways for GCE have included the use of ICT, social media and youth-led initiatives employing a wide variety of approaches (UNESCO 2014).

Oxfam GB designed a curriculum for Global Citizenship Education that focused on the active role of global citizens, updated in 2015 it is published under the title *"Education for Global Citizenship, a Guide for schools"*. This includes the following description of Global Citizenship Education: "Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited" (Oxfam 2015). Oxfam believes that young people's learning, thinking and actions are integral to the achievement of that more just, secure and sustainable global future. Therefore, alongside a rigorous development of global understanding and multiple perspectives, an education for global citizenship should also include opportunities for young people to develop their skills as agents of change and to reflect critically on this role (Oxfam 2015).

1.1. Benefits of Global Citizenship Education

Global Citizenship Education (GCE) upholds a model of global citizenship founded on the full recognition of human dignity and on the active engagement for a fairer and more sustainable world.

GCE enables learners, especially young people, to take active responsibility on global issues, by providing them with appropriate knowledge, skills and attitudes such as the ability to adapt to a multicultural world and to make lifestyle changes taking into account the world's limited resources, and the capacity to participate in political debate forming and justifying their own opinion. They acquire and develop social, civic and intercultural competences as well as critical thinking and conflict resolution, and are empowered to act as more socially conscious citizens. GCE equips learners with the necessary skills to face upcoming challenges and opportunities in a globalized world and see themselves as part of a diverse world. Also, they explore their beliefs and values systems, learning how personal and societal beliefs and values influence one's perspective (UNESCO 2014). By discovering their identity and accepting diversity, young people are less likely to face social exclusion, and exclude others.

GCE is a pathway to enable discussions on global societal issues. It creates a safe space to explore and discuss controversial global issues and help **young people** develop their understanding around global themes, for instance, structures of governance, political and societal systems, history, economics, and recognize the interconnectedness of local, national and global issues. Through GCE, **educators** can also develop a better understanding of the concept of global citizenship and improve practices in the classrooms to engage students in discussions related to global issues.

1.2. Digital storytelling – an innovative approach to GCE

Digital storytelling (DS) at its most basic core is the practice of using computer-based tools to tell stories.

One of the field's most noted pioneers is Joe Lambert, the co-founder of the Center for Digital Storytelling (**CDS**), a nonprofit, community arts organization in Berkeley, California. The CDS has been assisting young people and adults in the creation and sharing of personal narratives through the combination of thoughtful writing and digital media tools since the early 1990's.

DS is an innovative pedagogical approach that can engage students in deep and meaningful learning, and it has proven to be beneficial especially for young people as an effective tool embracing creativity, **digital literacy, and critical thinking** (Smeda at al. 2014). In a digital story the author tells him/her own personal story or shows personal viewpoints about a certain subject. The author creates this story in a digital medium through the editing of images, sounds, music, text and voice. In this way, he/she expresses him/herself and shares a part of him/her with others (Robin 2008). By using digital storytelling, the learners become creators and actors of their own story. DS is a simple and accessible way to tell a story through a short movie, without the need for extensive technical knowledge or skills.

This technique can be used for all kinds of themes and stories: a life story; stories about other people (very suitable for intergenerational and intercultural projects; stories about migration, intangible heritage, etc.); and specific themes e.g. democracy, anti-racism, citizenship, etc. This methodology can be used in education, youth work and adult education.

Because of its simplicity, it can also be used to train the language skills of people who are still learning your language. Making digital stories is also very practical for working with disadvantaged people: to stimulate the interaction in the group, to empower the participants, to stimulate participating, to "learn how to learn" and improving digital, creative and social skills. In making the digital story, the creators take their life back into their own hands in a positive way. They get a self-image that is more positive and they get more self-confidence.

DS is particularly useful in teaching Global Citizenship Education (GCE) and spreading Global Citizenship concepts among young people in a digital society. The use of digital tools helps young people develop in a non-formal manner their digital and civic skills, critical thinking and creativity. Furthermore, the "transformation" of the experience into stories and then into pictures, generates responsibility towards what will be later depicted and, thus, brings on careful consideration of what should be told, how and why. Therefore, this process of communicating one's story is experienced with a critical spirit. Nowadays, young people are part of social networks through which they interact with their peers. More than ever before, they express themselves and share their moments through photos or videos in various social media platforms, such as Facebook, Instagram, snapchat, etc. DS tools are closer to young people's lifestyle and more attractive and interactive than the classical teaching methods.

Digital storytelling can be a means of allowing youth to express and understand their identity, it can help them to reflect on their feelings and express themselves. Directing and claiming once own narrative is an empowering act. It allows the youth to be defined by their own terms, it gives them the space to claim their own story, and not have it claimed by others. By creating a digital story the young person's voice, as well as the reality of each person and social group can be heard. This can be very empowering for groups that are at risk of marginalization.

Overall, DS has multiple benefits and serves the needs of GCE. Using DS in GCE addresses a variety of needs and learning styles and helps young people to cooperate, express themselves, embracing creativity and critical thinking and at the same time improves their digital competences (Robin 2008).

The process of creating a digital story provides exploratory hands-on learning, collaborative social interaction, and active role-play that go beyond the traditional classroom setting. It is a mix of transformative (or transformational) learning and place-based learning with its different dimensions: psychological (changes in understanding the self), convictional (revision of belief system) and behavioral (changes in lifestyle). The focus is however not on the rational approach, but on a reflection through visual storytelling. The most powerful aspect of the process is the sharing of the stories with a larger audience. This allows the audience, which may be society or the families of the youths to see the other side to the identity they have been projecting on the youth. In listening to digital stories, the audience can also challenge their own prejudices. That's why the promotion of the stories is an essential part of this approach and can be reinforced with the use of social media.

In this methodology, the storytellers or actors remain owners of their own story, choosing what and how to tell, only guided by their coaches. Digital storytellers also develop the story technically, meanwhile improving their linguistic abilities as well as their digital and media literacy skills. They learn new ways for self-expression, an important factor in self-empowerment.

2. Global Citizenship Education Guides & policy framework

As we mentioned above, Global Citizenship Education (GCE) is a relatively new term, and that's why there are several definitions of global education or education for democratic citizenship. Nevertheless, those definitions can help us identify the key characteristics of GCE.

The importance of GCE is recognized by several international documents which refer to the development of the concept of global or citizenship education. Many governments have already recognized the need to integrate this concept into their educational systems. Here you will find short descriptions of important documents and policy initiatives related to Global Citizenship Education:

- Council of Europe *White Paper on Intercultural Dialogue* (June 2008). This white paper stressed for the first time that the intercultural approach allows to prevent ethic, religious, linguistic and cultural divides and enables to deal with diversity and identity issues in a constructive and democratic way. The creation of European identity should be based on shared fundamental values, respect of common heritage and equality, as well as, cultural diversity.

- Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education* (May 2010). It underlines that education for democratic citizenship and human rights education are interrelated. Education for democratic citizenship is related to democratic rights and responsibilities, and citizens' active participation in society, while human rights education relates to human rights and fundamental freedoms.

- Eurydice study on *Citizenship Education in Europe* (2012), and leaflet on *Promoting citizenship and the common values of freedom, tolerance, and non-discrimination through education* (2015). The study captures policies and measures related to citizenship education that European countries implement. The study's results show that governments' political priority is to encourage students' participation in school governance, as well as, in social and political life. The study includes an overview of current developments in five topics: (1) curriculum aims and organization, (2) student and parent participation in schools, (3) school culture and student participation in society, (4) assessment and evaluation, and (5) support for teachers and school heads. In addition, the leaflet presents the policy developments related to the objectives of the Paris Declaration, which the governments recently initiated. The leaflet covers the 28 EU Members together with members of the Eurydice Network. The Eurydice network of the Commission will undertake a new study, which will present an overview of the structure, content, and the practice of citizenship education in all Member States (2017).

- UNESCO *"Global Citizenship Education: Preparing learners for the challenges of the 21st century"* (2014). This report seeks to enhance understanding around GCE and its implications for educational content, pedagogy and practice. It attempts to provide common perspectives and to clarify some of the contested aspects of GCE. Furthermore, the report provides guidance on how to translate GCE into practice, featuring examples of good practices and existing approaches to GCE in different settings.

- UNESCO *"Global Citizenship Education: topics and learning objectives"* (2015). This publication is the first pedagogical guidance from UNESCO on GCE. It is the result of an extensive research and consultation process with experts from different parts of the world. It presents suggestions for translating GCE concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts.

- *Paris Declaration*, Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (March 2015). It was adopted by education ministers of EU member states on 17th March 2015 in response to terror attacks in January 2015. It promotes inclusion and fundamental values and emphasizes that "the primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values but also to help young people, in close cooperation with parents and families, to become active, responsible, open-minded members of society". The Declaration establishes a list of objectives that should be achieved at national and local level while stressing four overarching priorities for cooperation at EU-level:

  1. Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;

  2. Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;

  3. Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;

  4. Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

  The follow-up of the Declaration is a priority of the Member States and the European Commission in the field of education and training, and youth. Therefore, the Commission undertook a series of concrete measures in 2016 and 2017, like making social inclusion a priority of the EU programme for education, training, youth and sport Erasmus+.

- UNESCO *Education 2030 Agenda* (May 2015). It refers to the global commitment of the "Education for All" movement of UNESCO and is an essential part of the 2030 *Agenda for Sustainable Development*. One step to accomplish the Agenda is the Education 2030 Incheon Declaration and Framework for Action, which presents how countries cooperate with UNESCO and other global partners to translate commitments into action. The Education 2030 Agenda emphasizes the importance of the acquisition of skills, citizenship education, equity and gender equality and, in general, aims to assure quality learning outcomes for all.

- UNESCO *"Preventing violent extremism through education: a guide for policy-makers"* (2017). This guide will help policy makers to prevent actions of violent extremist in education. In parallel, the *"Teacher's Guide on the Prevention of Violent Extremism"* (2016) describes the activities that can be undertaken in schools by the teachers to address challenges posed by violent extremism.

Oxfam GB produced different *Global Citizenship Guides* aimed at teachers in all subjects, and across all age groups. These 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. Here you will find some examples:

- *Education for Global Citizenship, A guide for schools* (2015). This guide underlines the importance of Education for Global Citizenship and how this affects students' personalities. Moreover, it includes educators' views from around the world and presents several study cases on the implementation of the guide in schools.

- *Global Citizenship in the Classroom: A guide for teachers* (2015). This guide aims to help teachers to develop the concept of Global Citizenship. It includes practical ideas, tools and guidelines in order to develop Global Citizenship in the classrooms.

- *Maths and Global Citizenship* (2015). This guide can help teachers to develop connections between daily life contexts and math. Teachers use students' curiosity in order to motivate them to use math to explore ideas and patterns about the world. Students could benefit from this kind of learning process in several ways, for instance students learn to analyse the statistics they are exposed to in daily life, develop their understanding for other people and connect local and global.

- *English and Global Citizenship* (2015). This guide provides practical ideas for teachers in order to combine the English courses with Global Citizenship. A Global Citizenship approach to English develops learners' respect for diversity and understanding of worldwide issues.

- *Science and Global Citizenship* (2015). This guide provides practical ideas for a global citizenship approach to science: how science can improve and solve global issues, for instance nutritious food or plentiful supply of clear water for all, etc. Through a global citizenship approach, students learn how to make connections between global and local issues, as well as to think critically and take action on worldwide problems

Table 1. Overview of GCE Guides and policy initiatives

Document	Year	Organization	Key aspects
White Paper on Intercultural Dialogue "Living Together As Equals in Dignity"	2008	Council of Europe	Benefits of an intercultural approach.
Charter on Education for Democratic Citizenship and Human Rights Education	2010	Council of Europe	Education for democratic citizenship and human rights education are interrelated and mutually supportive.
Citizenship Education in Europe	2012	European Commission, EACEA, Eurydice	Captures policies and measures related to citizenship education that European countries implement.
Global Citizenship Education: Preparing learners for the challenges of the 21st century	2014	UNESCO	Both traditional and new horizons for GCE are profiled in this review.
Global Citizenship Education: topics and learning objectives.	2015	UNESCO	Resources for planning, design and delivery of global citizenship education in the formal and non-formal education sectors.
Promoting citizenship and the common values of freedom, tolerance, and non-discrimination through education: Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015	2015	European Commission, EACEA, Eurydice	Presents the policy developments related to the objectives of the Paris Declaration, which the governments recently initiated.
Paris Declaration "Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education"	2015	Education ministers of EU member states.	Promotes inclusion and fundamental values and establishes a list of objectives that should be achieved at national and local level while stressing four overarching priorities for cooperation at EU-level.
Education 2030 Agenda	2015	UNESCO	Emphasizes the importance of the acquisition of skills, citizenship education, equity and gender equality.
OXFAM guide on global citizenship: Maths and Global Citizenship	2015	OXFAM	Guides teachers to develop connections between daily life contexts and math.
OXFAM guide on global citizenship: English and Global Citizenship	2015	OXFAM	Provides practical ideas to teachers to combine English courses with Global Citizenship.
OXFAM guide on global citizenship: Education for Global Citizenship, A guide for schools	2015	OXFAM	Highlights the importance of Education for Global Citizenship and how this affects students' personalities.
OXFAM guide on global citizenship: Global Citizenship in the Classroom: A guide for teachers	2015	OXFAM	Helps teachers to develop the concept of Global Citizenship.
OXFAM guide on global citizenship: Science and Global Citizenship	2015	OXFAM	Practical ideas for a global citizenship approach to science.
Teacher's Guide on the Prevention of Violent Extremism	2016	UNESCO	Describes activities that can be undertaken in schools by the teachers to address challenges posed by violent extremism.
Preventing violent extremism through education: a guide for policy-makers	2017	UNESCO	Helps policy makers within ministries of education to plan and implement effective actions to ensure relevant, inclusive and equitable quality education.

3. Good practices in Global Citizenship Education

The importance of Global Citizenship Education (GCE) is reflected by the fact that several projects and initiatives about this concept have been implemented in formal and non-formal education in several countries. Some examples are described below.

The selected initiatives and projects introduce the use of GCE to address various global issues, such as radicalization, democracy, multi-cultural and social understanding. Moreover, we present initiatives and projects, which come from European and non-European countries to highlight the extent and the dynamic of GCE around the world.

The selected initiatives also present different ways to strengthen and promote GCE. For example, by creating a booklet capacity building for teachers. Finally, good practices from both formal and non-formal education are presented to illustrate the importance of GCE for both.

FORMAL EDUCATION

- *RIGHTS Project* (2011). The "RIGHTS – Promoting Global Citizenship Education through Digital Storytelling" project was a two-year (2011-2013) Comenius project co-funded by the EU Lifelong Learning Program. RIGHTS produced a didactic methodology for Global Citizenship Education based on Digital Storytelling and an e-learning course targeted at secondary school teachers and students. The course was successfully implemented in 7 Countries (Italy, Bulgaria, Spain, Portugal, Turkey, Switzerland and Norway) and allowed both secondary school teachers and students to approach GCE in a creative and interactive way, and at the same time to develop transversal key competences such as digital, social and civic competences and intercultural awareness.

- *Travel pass to democracy: supporting teachers for active citizenship* (2013). This is a project by the Council of Europe, which was implemented in Croatia, Hungary, Montenegro, and Romania. The project's aim is to identify and raise awareness about both concepts of citizenship and human rights, and how those are being addressed in education, as well as, to strengthen teachers' competences related to citizenship and human rights.

- *Kenya's national initiatives to address radicalization of youth in educational institutions.* In 2014 the Ministry of Education, Science and Technology of Kenya presented a national strategy to deal with the issue of violent extremism and radicalization in schools, entitled "Initiatives

to Address Radicalization of the Youth in Educational Institutions in the Republic of Kenya" . One of the measures of the strategy was to create child-friendly school environments and focus on students' interests and well-being. The strategy emphasizes on the importance of engaging students in activities such as sports or arts. It includes means to prevent violent extremism for instance, including the integration of "Prevent violent extremism through education (PVE-E)" in curricula and school programs and encouraging students' participation through student governance processes or peer-to-peer education.

- *School referral mechanism and protocol for the prevention of the radicalization of youth* (2016). This is a booklet (in French) issued by the French Ministry of Education addressed to directors of educational institutions and educational staff. It includes information on the referral system (how to report cases of radicalization leading to violence), information about the meaning of radicalization and warning signs, as well as, cases or the legal framework of this referral system.

NON-FORMAL EDUCATION

- *World Heritage Youth Forums, World Heritage Volunteers Initiative (WHV),* and *World Heritage in Young Hands Kit.* UNESCO created the World Heritage Youth Forums to promote intercultural dialogue and cooperation among young people and to develop their understanding on cultural diversity. The first one took place in Bergen, Norway in 1995 and since then more than 34 international, regional and national youth forums have been held around the world. Also, UNESCO leads the World Heritage Volunteers Initiative, which involves young people and youth organisations.

This initiative aims to promote cultural heritage and heritage conservation, and mutual understanding among young people. Since 2008 the project has been implemented in 46 countries around the world and 3500 volunteers have participated. Finally, UNESCO has developed two online tools: "The World Heritage in Young Hands Kit", developed in 1998, and aimed at familiarizing young people with local, national and world heritage and their history, as well as, with their own and other's culture; and the "Diversity Kit for Youth" (The creativity game), a creative and playful tool for educators, which underlines the importance of creativity and at the same time the incorporation of cultural context in school curricula.

- *Unite4Heritage campaign* (2015). This campaign was launched in March 2015 by UNESCO. It has succeeded to reach citizens and raise awareness about the need to celebrate and understand diversity and cultural heritage and present an alternative "voice" against the propaganda of extremism. The campaign underlines the importance for all, and especially young people, of improving their knowledge about different cultures and at the same time developing new narratives to fight the propagation of messages of hatred and the deliberate destruction of cultural heritage. The campaign highlighted the importance of the use of digital technologies and the Internet as a powerful tool to fight radicalization through culture.

- *Global Citizenship Campaign: Actions speak louder than words* (2017). In order to create even more impact and encourage Youth for Understanding (YFU) organisations to practically work with Global Citizenship Education and start including it more in their work, the EEE-YFU (umbrella organisation for national YFU organisations in Europe) is launching a Global Citizenship Campaign. The activities will take place in autumn 2017, between October and December 2017 in at least 10 different countries. The Campaign is made possible thanks to the funding of the European Youth Foundation of the Council of Europe.

Table 2. Overview of good practices

Initiative	Year	Organization	Key aspects
RIGHTS Project	2011	Coordinator: Università degli Studi "Guglielmo Marconi". Co-funded by EC	Produced a didactic methodology for GCE based on digital storytelling and an e-learning course targeted at secondary school teachers and students.
Travel pass to democracy: supporting teachers for active citizenship	2013	Council of Europe	Aims to identify and raise awareness about both concepts of citizenship and human rights, and how those are being addressed in education.
Kenya's national initiatives to address radicalization of youth in educational institutions	2014	Kenya's Ministry of Education, Science and Technology	A national strategy aims to deal with the issue of violent extremism and radicalization in schools.
School referral mechanism and protocol for the prevention of the radicalization of youth	2016	French Ministry of Education, Higher Education and Research	A booklet for directors of educational institutions and educational staff.
World Heritage Youth Forums	Since 1995	UNESCO	Promotes intercultural dialogue and cooperation among young people, aiming to develop their understanding on cultural diversity.
World Heritage Volunteers Initiative	Since 2008	UNESCO	Aims to promote cultural heritage and heritage conservation, and mutual understanding among young people.
World Heritage in Young Hands Kit	1998	UNESCO	Aims to familiarize young people with local, national and world heritage and their history, as well as, with their own and other's culture.
Diversity Kit for Youth (the creativity game)	2010	UNESCO	A creative and playful tool, which underlines the importance of creativity and in parallel the incorporation of cultural context in school curricula.
Unite4Heritage campaign	2015	UNESCO	Aims to raise awareness about the need to celebrate and understand diversity and cultural heritage, as an answer against violent extremist. The campaign underlines the importance for all, and especially young people, to improve their knowledge about different cultures and at the same time to develop new narratives to fight the propagation of messages of hatred and the deliberate destruction of cultural heritage.
Global Citizenship Campaign: Actions speak louder than words	2017	Youth for Understanding (YFU) organisations	Raise awareness about GCE

4. Our contribution: the BRIGHTS project

The **BRIGHTS** "Boosting Global Citizenship Education using digital storytelling" project aims to foster **social cohesion** and promote **intercultural dialogue** and **democratic values** in Europe. It is co-funded by the Erasmus+ Programme of the European Union under the Action KA3 Social Inclusion through Education, training and youth. It started in December 2016 and will last 2 years.

BRIGHTS will promote Global Citizenship Education (GCE) in formal and non-formal Education with the help of digital storytelling (DS) techniques, leading to more socially inclusive education and training policies and practices in Europe. It will increase awareness and knowledge on GCE among educators, trainers, policy makers and the civil society, and will give young people real opportunities to challenge discriminations, value cultural diversity and become active citizens.

BRIGHTS' objectives are:

- To build teachers' and trainers' capacity to implement GCE with young people using digital storytelling techniques, and

- To empower young people to develop social, civic and intercultural competences as well as critical thinking, media literacy, creativity and digital skills. In practice, young people will produce digital stories on Global Citizenship topics.

The project is implemented in Belgium, Croatia, Greece and Italy and directly address:

- Secondary school **teachers** and **trainers** (e-facilitators, youth workers, cultural mediators etc.) working in formal and non-formal educational settings (schools, Telecentres, Youth Centres, NGOs etc.) with young people.

- **Young people** (13-19 years old), including youngsters at risk of marginalization

- Education and training **policy-makers** and stakeholders.

BRIGHTS will train teachers and trainers on the principles of GCE and its application through digital storytelling. It will develop a blended training course for them with a MOOC and face-to-face workshops. As part of their training, selected teachers and trainers will directly test the acquired methodology with young people in schools and in non-formal educational contexts. A great number of interesting and reflective digital stories will be produced by youngsters on global challenges and subjects including human rights, peace and democratic values, intercultural dialogue, active citizenship etc. On the policy level, BRIGHTS will produce informative materials such as this Informative Kit and recommendations and raise awareness among policy-makers and the civil society.

BRIGHTS launched the first **European online working group on Global Citizenship Education.** This group is open for all and will use the existing Unite-IT platform to foster cooperation and synergies among project participants, existing members of the community and new interested stakeholders or actors. The aim of this community is to involve all actors interested in the topic, including: teachers, trainers and youth workers working in formal, non-formal and informal settings; representatives of NGOs, non-profit organisations and civil society; education and training actors; policy makers and all others. This is the group for those willing to support and advocate for the potential adoption of GCE as an inclusive educational methodology in different contexts and at different levels through the use of digital tools.

The BRIGHTS Consortium consists of the following seven organizations, representing four European countries (Belgium, Croatia, Greece and Italy):

ALL DIGITAL (Telecentre-Europe AISBL)
BELGIUM

Maks vzw
BELGIUM

Centro Studi Foligno (CSF)
ITALY

Università degli Studi Guglielmo Marconi (USGM)
ITALY

Hellenic Open University (HOU), DAISSy Research Group
GREECE

Centre of Technical Culture Rijeka
CROATIA

Hellenic Professionals Informatics Society (HePIS)
GREECE

5. Conclusions: key messages to policy makers

The current global scenario, marked by social, political, environmental and financial crises, requires Education and training institutions and practitioners to assume greater responsibility than ever in ensuring that learners of all ages and backgrounds can develop into informed, critically literate, socially-connected, ethical and engaged global citizens. Education and training policies play a key role to play in fostering social inclusion, mutual understanding and respect among young people and communities.

This document aims to inform policy makers about the role of Global Citizenship Education (GCE) and its importance by presenting, among others, its benefits and initiatives and projects that embrace GCE. Its purpose is to convince policy makers into adopting GCE in the training and education curricula.

GCE represents a ***comprehensive response*** to deal with global issues such as non-democratic attitudes, social exclusion, low level of democratic literacy of young people. GCE helps citizens to address difficulties of life and contributes to creating a society, in which solidarity, justness and social sensitivity improve the quality of life of every citizen. Moreover, GCE helps people, both the actors and audience, to explore their own identity and at the same time to accept diversity in society. Therefore, violent extremism and radicalisation debilitate while solidarity and global peace are strengthened.

GCE could affect other members of the society such as family members and friends of students that had contact with GCE and in this way the values of cultural diversity, acceptance, democracy and respect could be spread further.

GCE can have an impact across several policy areas, such as migration policy, justice and home affairs policy, social policy and environmental policy. These policies are characterised with re-active policy measures, whereas GCE can be considered a preventive and proactive approach which tackles the core and root causes of the problems dealt with by these policies. GCE raises awareness on global issues. It can change citizens' views and help them to become active citizens and participate in democratic processes. And an active and informed citizen is a key agent in a more just and secure society. Therefore, GCE is not a concern only of education policy makers and is not only under the responsibilities of education authorities.

Using Digital Storytelling (DS) in GCE is an innovative and effective way, as DS combines creativity, media literacy, critical thinking, language skills and personal reflection, and is very attractive for digital natives.

DS is an attractive method for young people since they can work in online settings and can encompass and combine different topics. It is easy to apply in any setting where a computer and Internet connection is available. Overall, it is a creative method that has multiple benefits for both students and teachers and it is an easy way to engage young people in GCE's values.

In light of the above, we recommend policy makers to contribute to GCE's dissemination in order to promote GCE's benefits:

- First, they can raise awareness about the importance of GCE and its benefits by promoting existing initiatives and programmes. Thus, people that were not aware of GCE will be familiarized with it and try to adapt it to their needs.

- They can have an impact on different levels (local, national, European) through campaigns. By spreading the benefits of GCE at all levels we can establish a sound basis for GCE.

- Furthermore, they can support capacity building to familiarize an ever-larger number of teachers with the concept of GCE and its practices so that they could implement successfully the developed curricula in schools.

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