

BOOK REVIEW

Preparing Teachers for Global Citizenship Education — A Template

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Title of the Book : *Preparing Teachers for Global Citizenship Education — A Template*

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Globalisation has brought about many positive changes, including democratisation, awareness of human rights and a greater flow of information. However, it has also led to some negative impacts like spread of prejudice and misinformation. There are probably more conflict zones in the world at present than ever before. Yet, hope for a better future lies in education, particularly, Global Citizenship Education (GCED), which strives to promote peace, well-being and sustainability.

The importance of GCED was reaffirmed in the vision of the *Incheon Declaration on Education–2030*, which states that nations must work towards inclusive and equitable quality education, and lifelong learning. It emphasises that although foundational literacy and numeracy are essential, they are not enough.

The book titled *Preparing Teachers for Global Citizenship Education — A Template* presents a conceptual framework for GCED. It stresses that

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GCED nurtures learners not only in cognitive skills, enabling them to think critically, systematically and creatively, but also in non-cognitive areas like empathy, conflict resolution and communication skills. The book suggests a range of pedagogical approaches that teachers need to explore in order to incorporate GCED in their teaching practices.

In the past few decades, various fields of transformative education have been formulated — education for fostering international understanding, human rights education, education for promoting a culture of peace, value education, education for the four pillars of learning, intercultural and multicultural education, citizenship education, education for gender equality, education for sustainable development, education for the twenty-first century skills and competencies, education for preventing violence and extremism, etc. All these have been encapsulated in the book, which gives an account of the efforts made to develop and promote diverse transformative education towards promoting a culture of inclusion, equality and peace.

GCED, as a transformative education practice, covers a range of twenty-first century skills that enable students to do in-depth learning, and engage their minds to integrate and apply knowledge across disciplines. Implementing GCED in curriculum needs new approaches, keeping in mind the curriculum design and

delivery of the content. This may be done in two ways either by studying GCED in isolation or integrating it across existing subject areas at all levels.

Some of the pedagogical practices suggested in the book are peace education, storytelling, design thinking and project based learning. Yet, in implementing GCED, in addition to the efforts of individual teachers, the support of the entire school system is required to make a lasting impact on learners. The 'whole school approach' is critical to promote education in many areas. It involves all stakeholders related to school education — students and their families, teachers, principals, school staff at every level and community members. Some examples of the whole school programme followed around the globe are also given, which may help teachers contextualise, adopt or adapt to the pedagogical approaches.

The book carries a section on 'exemplars', which includes examples on how GCED may be integrated with the curricula and teaching-learning practice, along with activities from different sources and pedagogical suggestions that may help enhance students' cognitive, socio-emotional and behavioural development. The exemplars are in four subjects, i.e., social studies, science, mathematics and language across different levels of education.

Assessment and evaluation in GCED should include not only content but also effective ways of assessing

and evaluating teaching–learning outcomes in non-cognitive areas, such as socio-emotional skills and behavioural changes. For measuring achievement in GCED, one needs to look into limitations of standardised achievement testing.

One such initiative is Learning Metrics Task Force (LMTF), which emphasises the necessity for youth to form values and gain skills of the twenty-first century beyond literacy and numeracy skills that would help them succeed as global citizens. The book also presents an account of some recent developments, such as inclusion of global competency in Programme for International Student Assessment (PISA)–2018 and International Civic and Citizenship Study.

The book also carries a number of proposed measurement tools or instruments for global citizenship indicators. However, a more holistic conception of global citizenship would enhance the relevance and

quality of these instruments as they seem to lack dimensions, such as learning outcomes in non-violent conflict resolution, human rights, awareness of alternative paradigms of development, globalisation and critical political literacy.

The book also talks about *Global Education First Initiative* (GEFI) by UNESCO, which has identified barriers to GCED implementation. The main barrier is the lack of teachers’ understanding of GCED. The book, therefore, addresses the need for building teachers’ capacity in order to meet the challenge of GCED. It directs teacher–educators and teachers towards useful GCED related material — integrating GCED with the curriculum and teaching–learning practices with examples. Further, it covers a broad range of issues and pedagogies from existing resources. Integrating GCED with pre–service education is the need of the hour to lay the foundation for future teachers in order to become global citizens.