



Global Citizenship Education III

2019-2022

University of Klagenfurt
Unesco Chair on Global Citizenship Education,
Culture of Diversity and Peace

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The university course (ULG) "Global Citizenship Education" is a unique initiative for the social strengthening, school and extracurricular dissemination and scientific deepening of the idea of global citizenship. The course is a "train the trainer" program, offering theory-based continuing education in global citizenship education.

The initiative of Klagenfurt University opened up new pedagogical ground in 2012. For the first time, a teaching-learning concept was designed for university postgraduate education for a citizenship in planetary terms, in the sense of belonging, togetherness and shared responsibility as citizens of this earth. This pioneering achievement was due to the cooperation of the then Center for Peace Research and Peace Education at the University of Klagenfurt with the University College of Teacher Education Carinthia (UCTE) and the development policy NGO KommEnt in Salzburg.

A special quality of the course is that there is a team of teachers accompanying the students throughout the whole programme. This ensures optimal support for every single student. Additionally, experienced and prominent teachers from different parts of the world are invited as lecturers. The teaching is mostly done in German, but also in English. Students are allowed to write their term papers in one of these languages. So far, students come from three countries: Austria, Germany, and Italy. The first course 2012-2015 was so successful that a second one could be implemented in 2015-2018. Thus, a total of 50 participants were trained to spread global citizenship in their fields of activity. The third, current round again met with broad and qualified interest, so that it could start in 2019 with 40 participants.

An enhanced and upgraded curriculum

An important step for the third edition of the ULG was the elaboration of a new curriculum corresponding to the changed university requirements and according to the insights and learning experiences of the first two rounds. Of particular significance is the increase of the ECTS from 90 to 120 ECTS, which gave the offer even greater attractiveness.

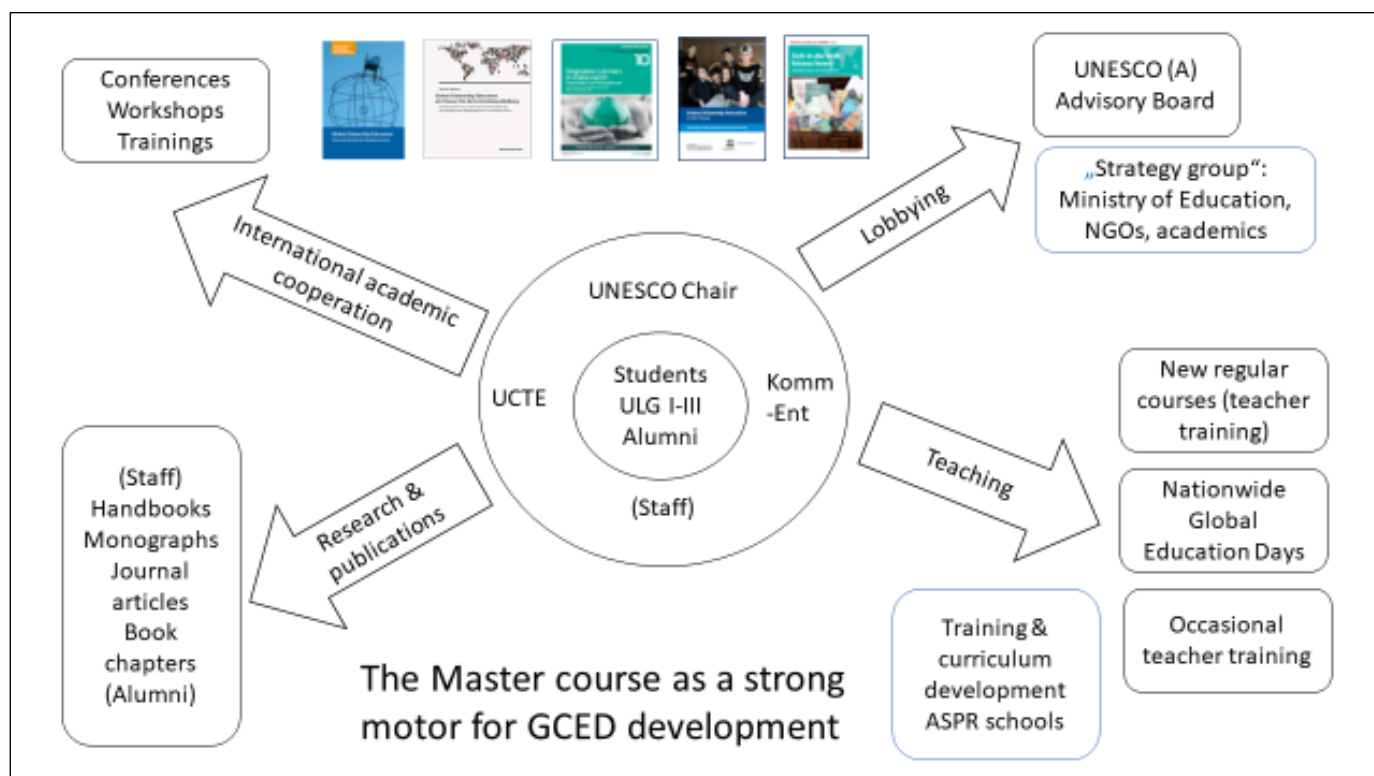
The understanding of Global Citizenship Education as a political education that takes into account the requirements of a globalizing world has remained central to the new curriculum. More emphasis is given to the economic dimension. In a critical examination of "methodological nationalism" reflexive approaches to a global citizenship view are ventured. This is not normatively prescribed, but developed in an exploratory teaching-learning setting with the participants. The focus is on recognizing and taking into account the complex interrelationships between the local, the national and the global. The course content, in many areas dialogic and participatory, engages learners with issues of global justice, sustainable economics and living, and peaceful coexistence in equality. The goal is solution-oriented scholarly inquiry.

More than just a course

From the very beginning, the course focused on several levels:

- On the one hand, the participants were to be enabled to introduce the contents and approaches of global citizenship at their previous or also new places of work and activity;
- on the other hand, a network was to be formed in this way in order to disseminate the concept in different educational areas and at different levels of the educational system, and to implement it step by step.
- A third level was the theoretical and conceptual further development of global citizenship (education) and its deepening and strengthening in the scientific, media and finally also political discourse.

This is to say, we – the staff – understand the course not just as a place to teach, but also as a focal point for a “teaching and learning community” whose ambition is to make a difference both at the national level and globally.



For all these objectives, there are now better conditions than ever. The course is now integrated into the activities of the “Unesco Chair Global Citizenship Education – Culture of Diversity and Peace”, which was constituted in 2020. In this way, the course is both a laboratory and a mediation space for the further scientific development and social dissemination of the idea of global citizenship. In this way, the ULG is also the starting point and connecting platform for further initiatives such as international networking, theory development and practice research.

Furthermore, the course has generated numerous opportunities for its graduates. As experts, they are invited to hold presentations, give lectures, contribute to publications or to work in commissions, both on a national and international level. Many alumni report that the completion of the course program has boosted their career, while others have discovered or developed new opportunities on their working places.

CURRICULUM (excerpts)

Learning objectives:

Participants

- acquire knowledge about the basics of Global Citizenship Education – integrating civic education, inter/transcultural theories, sustainable development and peace education
- develop professional and didactic competencies for Global Citizenship Education and implement it in their own practice
- critically deal with current global crisis phenomena in the perspective of the Sustainable Development Goals
- establish a network for the exchange of their study results and experiences

The structure of the course:

The six-semester university course is part-time and structured in block form. It concludes with the submission of a master's thesis and a final examination by a commission. Graduates are awarded the academic degree "Master of Arts (Global Citizenship Education)".

Insights into the curriculum and subject offerings:

- *Social Science Foundations of Global Citizenship Education.*
 - Democracy, citizenship and governance
 - Postcolonial theories, migration and development
 - Gender and diversity (intersectionality)
- *Educational foundations of Global Citizenship Education*
 - Pedagogical concepts, theories and methods
- *Ethical foundations for Global Citizenship Education*
 - Human Rights, Global Justice and Social movements
- *International exchange*
 - Study excursion and encounter seminars
- *Internship*
 - Internship with supervision and report-reflection
- *Scientific work*
 - Philosophy of science and methodology of scientific work
 - Methods of empirical social research