The Learning Metrics Task Force is launching a working group to make recommendations for measuring global citizenship. This process will include exploring the different definitions and constructs related to global citizenship; identifying ways in which these constructs are currently measured, with an emphasis on educational outcomes; building consensus on core competencies of global citizenship that are relevant in all countries; and proposing new and innovative ways of assessing learning in this area.

The working group will convene in March 2014 and end in early 2015. It will reinforce the UNESCO process to promote global citizenship education and provide guidance for governments and educators on how to foster teaching and learning of global citizenship. This process will be convened by:

- The Center for Universal Education (CUE) at the Brookings Institution, which co-convenes the LMTF as part of its mission to develop and disseminate effective solutions to the challenges of achieving universal quality education;
- The Youth Advocacy Group (YAG), a group of young leaders from around the world who have been active in promoting global citizenship as part of their work to strengthen momentum and increase support for the Global Education First Initiative (GEFI); and
- The United Nations Educational Scientific and Cultural Organization (UNESCO).

**Background**
According to UNESCO (2013), “Education in a globalized world is increasingly putting emphasis on the importance of values, attitudes, and communication skills as a critical complement to cognitive knowledge and skills. The education community is also paying increasing attention to the relevance of education in understanding and resolving social, political, cultural, and global issues. This includes the role of education in supporting peace, human rights, equity, acceptance of diversity, and sustainable development.”

Several initiatives have also emphasized the role of global citizenship and related thematic areas as a priority for education and learning. Through the Learning Metrics Task Force (LMTF), recommendations were put forth to globally define and track the skills and values necessary for being a citizen of the world. The UN Secretary General’s Global Education First Initiative (GEFI) includes global citizenship education as one of its three priorities. Additionally, a recent Resolution of the 37th session of UNESCO’s General Conference endorsed a Global Action Programme on Education for Sustainable Development (ESD) as a follow-up to the UN Decade of ESD with the objective “to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development.” Within the context of youth skills, there is an opportunity to include global citizenship education in the post-2015 development agenda as part of the knowledge, skills, and competencies that learners require in the 21st century.
At the same time, there is currently a lack of consensus about what competencies constitute global citizenship. Through consultations by UNESCO\(^1\), the following core competencies have emerged as likely outcomes of global citizenship education:

- knowledge and understanding of specific global issues and trends, and knowledge of and respect for key universal values (e.g., peace and human rights, diversity, justice, democracy, caring, non-discrimination, tolerance);
- cognitive skills for critical, creative and innovative thinking, problem-solving, and decision-making;
- non-cognitive skills, such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills, and aptitude for networking and interacting with people of different backgrounds and origins; and
- behavioral capacities to launch and engage in proactive actions.

The LMTF consultations on this topic revealed a similar set of competencies with an additional emphasis on climate change, environmental awareness, leadership, and digital literacy. Using these qualities and a review of existing efforts—together with the LMTF’s recommended seven domains of learning, which include physical well-being, social and emotional, culture and the arts, literacy and communication, learning approaches and cognition, numeracy and mathematics, and science and technology—there is an opportunity to come to consensus on the core competencies of global citizenship. Without a collective effort on measurement by the actors involved in global citizenship education, the education community risks having a continued narrowed focus on learning and testing cognitive or academic skills such as reading and numeracy.

At the UNESCO Forum on Global Citizenship Education (December 2013, Bangkok, Thailand) and prior consultations, global experts and youth leaders emphasized a need to measure aspects of global citizenship education, including skills and values related to thriving as a citizen of the world. Members of the GEFI Youth Advocacy Group (YAG) in particular expressed an interest in shaping how learning related to global citizenship is assessed. However, they cautioned that the traditional ways of testing may not be appropriate for measuring global citizenship and could stifle innovation and creativity. In this absence of reliable measurement tools, there is an opportunity to move beyond traditional methods and redefine how learning is measured in the context of global citizenship.

When developing measurement tools for global citizenship, there is an opportunity to redefine the expertise, ownership, user experience, and collection and use of data.

- **Who is the expert?** Traditionally, large-scale assessments are developed by experts in institutions far away from the schools and communities where the assessments take place. Instead, researchers may choose to promote local innovation in measurement by teachers and learners and to make good practices available through online information sharing.
- **Who owns the assessments?** Many learning assessments are owned by private companies and expensive to obtain. Even when assessments are publicly available, the technical assistance required to use them may be costly. As a result, here is a chance to develop assessments as a collective effort and

public interest, which would not only reduce costs but also increase buy-in from those who participate in their development (teachers, students, civil society, etc.)

- **How do learners experience assessment?** Tests used for large-scale measurement are not typically designed to be enjoyable for those who take them. Furthermore, they are sometimes inaccurate measures of learning, as they can be confusing to the test-taker and scores can often be improved simply by studying test-taking techniques. There is an opportunity to make assessments more interesting, authentic demonstrations of what the learners know and can do. Group tasks, qualitative methods, “stealth assessment” using simple computer games, and other innovative methods should be developed to improve the test-taking experience and create a more accurate and intuitive assessment of learning.

- **How do we collect and use data?** Traditional methods of data collection using paper-and-pencil tests take extensive time to administer, collect, and input data. Computer-based tests are sometimes used to sidestep these challenges, but they are not feasible in many schools that lack computing facilities or even consistent electricity. A more effective method could be to use mobile technology, which is already being used for some oral assessments, and to harness big data to increase the available options for collecting and using data.

The working group will consider these issues as they highlight alternatives and propose new ways to measure learning related to global citizenship among the end-of-lower-secondary (ISCED 2) age youth, including those who are in and out of school.

**Global Citizenship Working Group**

The Global Citizenship Working Group will build upon the work of the first phase of LMTF convened July 2012 – November 2013. The working group will meet virtually from March 2014-March 2015 to produce a draft “prototype” of recommendations for public consultation by early May 2014, a working paper by November 2014, and a full report outlining their research and recommendations by early 2015. The total level of effort suggested for each working group member is approximately 10 days over 12 months. Specific questions that the working group will address include:

- What is the purpose of the GCE measurement?
- For whom should the measurement framework be designed? (is it a self-evaluation tool for each country? Or is it to rank countries?, etc.)
- What are the key constructs (knowledge, skills, values, behaviors) that a measure of global citizenship should include? How can we reflect the diversity of cultures in a universal measurement? What approaches or methods should be used to measure global citizenship (e.g. formative assessments, paper-pencil tests, computer adaptive tests, mobile phone applications, oral assessments, portfolios, longitudinal studies, measurements of behavior change, etc.)?
- How can results be used to inform policy and increase development of global citizenship competencies?
- What methods can be used to measure learning for children and youth who are out of school?
- What are the unintended consequences of measuring global citizenship competencies? What are the alternatives (i.e., what happens if we don’t measure them?)?
Selection Criteria
The working group will be comprised of individuals from education ministries, universities, think tanks, NGOs, civil society organizations, teachers’ organizations, youth organizations, private sector companies, and other relevant stakeholders. We seek working group members who have:

- Experience in developing, implementing, and/or using data from learning assessments at the national, regional, or global levels.
- Experience in secondary education, youth skills development, or other fields related to adolescents and youth (i.e., young people aged 10-24 years).
- Proven expertise in one or more of the following areas or related disciplines: global citizenship education, education for sustainable development, human rights education, 21st century skills, citizenship education, environmental education, financial literacy, etc.

Responsibilities
Members of the working group will convene virtually to develop a set of recommendations to inform the global dialogue on global citizenship education. To inform this process, working group members will:

- Work virtually to propose a scope and set of competencies to use for public consultation.
- Review literature and map current efforts to measure global citizenship learning.
- Work within a short timeframe to develop prototype recommendations, which will be shared in a public consultation in mid- to late 2014.
- Solicit feedback on prototype recommendations from your colleagues.
- Incorporate input from global consultations into final recommendations.
- Agree to make recommendations in the interest of building consensus on measuring learning at the global level. In some cases, this might require putting aside the priorities of the member’s own institution.

There will be no travel required for participation in the working groups and participation is voluntary—there will be no payment for participation.

The timeline for the Global Citizenship Working Group is as follows:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activities</th>
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<tbody>
<tr>
<td>April 16, 2014</td>
<td>Deadline for applications</td>
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<tr>
<td>April 2014</td>
<td>Working group members selected and notified</td>
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<tr>
<td>April 2014 – June 2014</td>
<td>Prepare prototype recommendations for consultation</td>
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<tr>
<td>June 2014 – November 2014</td>
<td>Conduct consultations and incorporate feedback from global consultations into recommendations to LMTF partners</td>
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<tr>
<td>November 2014</td>
<td>Respond to questions and issues identified by LMTF partners; draft recommendations report</td>
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<tr>
<td>January – March 2015</td>
<td>Finalize report based on LMTF partner deliberations</td>
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Application Procedure

If you meet the above criteria and are interested in applying to the Global Citizenship Working Group, please email a letter of interest and current CV to learningmetrics@brookings.edu with the subject line, “Global Citizenship Working Group Application”. Please include your relevant experience and explain how this project relates to your work. Applications will be accepted on a rolling basis through April 16, 2014, and applicants will be notified of their status by the end of March 2014.