

GCP-Curriculum

1. Identity and Purpose

1.1 Identity Global Citizenship Programme (GCP) is a globally focused Danish upper secondary education programme that works with the practiced world citizenship as an educational ideal. GCP is included for all students in school as a special perspective on the respective academic executive orders. In addition, all subjects have a number of GCP-courses with a focus on cultural understanding and global education - including the study-visit to the partner country as well the return visit from the partner country.

1.2 Purpose:

Global Citizenship Programme aims to create an awareness among the students about our common responsibility for the challenges of the world. GCP is an educational concept, grown from the Danish education system's democratic educational tradition, but with the added global aim. This educational concept is described as a Global Citizenship.

A Global Citizenship is closely linked to an internationally oriented professionalism. The global citizen has insight into the challenges and opportunities of the globalized world, and is able to commit to the encounter with foreign cultures. The global citizen possesses more than knowledge and skills. The global citizen accepts the responsibility to help solve the planet's common challenges.

The global citizenship concept is inspired by Peter Kemp's description of the same. Global Citizenship Program contributes as an educational perspective to the student being anchored as a global citizen in their own democratic values, while still respecting differences in the tradition, language, religion, habits and way of life of other cultures, and is set on - despite the differences - understanding and taking responsibility for the solutions to global challenges.

The ability of the global citizen to interact with people from other cultures and accept responsibility for common global challenges are inspired by Michael Byram's (2000) definition of intercultural competence, which is a key element of UNESCO's definition of global citizenship.

Here, global citizenship is defined as a "sense of belonging", an experience of affiliation that arises as a result of a cognitive, emotional and behavioral movement (UNESCO, 2015: 14).

Global Citizenship Programme enables students to use the internationally oriented professionalism for a critical, reflexive understanding of oneself, both as individuals and as part of a local, national and worldwide community in a globalized age.

Responsibility and actions

Global Citizenship Programme enables the global citizen to use the reflective skill to be able to engage in discussions about the state of the world, the different societies of the world and their mutual relationships and conflicts. GCP strengthens both students' rational understanding of global contexts as well as the students' empathic understanding of "the other". The global citizenship's focus on global responsibility is made tangible through the Global Citizenship Programme's ongoing involvement of the UN's 17 Sustainable Development Goals in both interdisciplinary and single-disciplinary projects as well as in voluntary projects.

2.3. Academic goals and content:

2.3.1 Academic goals

The academic and educational goals of the Global Citizenship Programme include three different categories:

1. Factual knowledge
2. Analytical competencies
3. Action skills

2.3.2 Factual knowledge

Based on the conditions in Denmark, the students' acquired knowledge are used when taking into perspective the partner country, which their partner school is located in. With this knowledge, their global perspectives are expanded to include larger parts of the world within the themes addressed. This factual knowledge underlies that the students through their education with GCP can interpret and act with an expanded understanding of the consequences their actions have. With this knowledge under the students' belts, GCP frames the cultural encounter Rysensteen Gymnasium's students have with their partner students both in Denmark and in the partner country.

Global Citizenship Programme has the following goals for the students factual knowledge:

- *to be able to account for natural resources, climate, history, politics, economics and social conditions in the partner country and put this knowledge into perspective to the conditions in Denmark*
- *to be able to account for today's major global issues, such as democratic challenges related to economic globalization, the relationship between culture and national state as well as the relationship between economic growth and environmental sustainability*

2.3.3 Analytical competencies

Based on the factual knowledge that the students acquire on the basis of the goals set out below 3.1, Global Citizenship Program sharpens students' methodical processing of data.

Analytical GCP-competencies can be summarized in the following objectives:

- *to be able to analyze the background of today's global problem complexes on the basis of the acquired factual knowledge, which is constituted by democratic problems related to economic globalization, the relationship between culture and the national state, and the relationship between economic growth and environmental sustainability*
- *to interpret other cultures through the linguistic, artistic and aesthetic expressions of these cultures*
- *to develop foreign language skills and, in this connection, to develop the ability to interpret cultures through linguistic structures*
- *to be able to interpret a document, a statement, an action, data or an event produced in another culture or by a member of another culture, to explain it and relate it to documents, statements, actions, data or events from one's own culture or members of one's own culture*
- *to become acquainted with how the notion of citizenship has developed in order to understand how being a global citizen today is different from the citizenship ideas of the past and thereby enable students to assess the obligations that comes with the idea of global citizenship*

2.3.4 Competencies to act

Through GCP, students are empowered to be able and willing to act to help address local, regional and global issues. These actions take place on an academically informed and qualified basis, whereby the first two levels of the GCP-curriculum (factual knowledge and analytical competencies) will be the foundation for how global citizenship is practiced.

GCP's competencies to act can be summarized in the following goals:

- *The ability to act independently and, on the basis of the acquired GCP-competence, to be able to study and acquire new knowledge about a culture and cultural practices*
- *The ability to contribute with one's acquired knowledge of culture and cultural practices as well as one's own attitudes and skills in the encounter with 'the other' and 'the different'*
- *The ability for critical cultural awareness/political education by - on the basis of explicit criteria - assessing one's own and others' cultural and societal conditions*
- *The ability to engage in dialogue across cultural boundaries, e.g. on how national and international cooperation can create solutions to today's global challenges*

- *The ability to combine intercultural competencies with the ability to think and create innovatively - especially scientifically - in order to be able to participate in work processes with people from other countries, who can help solve today's global challenges across borders and cultural boundaries.*

3. The core subjects

The individual teacher has freedom of method in relation to working with the curriculum's various goals, but all students must be taught the following core subjects:

3.1 The UN's 17 Sustainable Development Goals

All subjects are required to include the UN's 17 Sustainable Development Goals in the teaching, just like three interdisciplinary GCP-courses have a special focus on the SDGs. The work with the 17 goals focuses on both the concrete national and international efforts to achieve the goals, and on the political, economic and cultural challenges by which the goals are challenged.

3.2 GCP Innovation

GCP Innovation is taught in two interdisciplinary courses, just as i.a. the science subjects have committed to focus on professional work with the 17 world goals in a concrete solution-oriented framework.

3.3 GCP Cultural understanding

Cultural understanding is taught in 5 interdisciplinary courses - i.a. on the study trip - just like both Danish, history and all language subjects are required to include a cultural understanding course. At the center of the education of cultural understanding is the work with respectively the complex and the descriptive cultural concept.

3.4 Notions of citizenship, partner countries' history and national identity

Students are also taught how the perception of the notion of citizenship has developed historically, and all fields of study work in depth with the recent history of their partner countries - i.a. in a framework of a national identity.

3.5 Literature from the partner countries

One or more works or longer essays from the partner countries are read in class. Where possible in the original language, otherwise in English or Danish.

4. Didactic, pedagogical and academic principles

Each teacher combines the academic and educational goals of the GCP-curriculum with the subject's own and incorporates the GCP-goals where they make the best sense in relation to the subjects' academic areas, the class' destination and the focus of the field of study. The fulfillment of the GCP-curriculum takes place through the subjects' total and coordinated

efforts primarily supported by the GCP-Progression Plan. The teaching takes a starting point in the students' level from primary school in the following areas: cultural understanding, understanding of citizenship, the UN's 17 Sustainable Development Goals and intercultural competences. The teaching of GCP is organized so that different aspects of the above areas are highlighted.

The teaching is organized either as a whole GCP-toned course, or as a course that ends with, for example, a GCP-perspective. It is clearly marked for the students when the teaching is GCP-toned by a marking in the study plan and an explicit anchoring in the academic goals for GCP.

4.1 Progression

The teaching is organized in such a way that there is a clear progression in relation to Lars Qvortrup's theories about the order of learning, as well as Louise Trankjær's fieldwork at Rysensteen regarding intercultural competences. The structure reflects Peter Kemp's understanding of global citizenship, where students become aware of cultural and societal differences and from there learn to understand and navigate in these. First students gain factual knowledge about politics, religion, culture, production and environmental challenges globally and in their partner countries. The acquired factual knowledge is then used as scaffolding to process issues at an analytical level using theory and method. These issues can revolve around country-specific issues, but must also address broader global issues such as global citizenship, the UN's 17 Sustainable Development Goals and cultural encounters in a transnational perspective. Students must in the last part of their high school course (primarily in their final year) be able to use their accumulated knowledge and analytical competencies to engage in independent work around solving authentic issues - if possible, in collaboration with students from the partner school.

GCP is globally oriented but nationally rooted. The global education in global citizenship is not just about acquiring knowledge about the world, but being able to understand and navigate in it from the students' own starting points. Thus, many - but not all - GCP-courses must be put into perspective for one Danish context. It can e.g. be a course on inequality and Gini-coefficient in the United States, Canadian integration policy or the absence of democracy in Egypt.

The collaboration with the partner school is based on the global challenges that are independent of geography, societal systems and cultural differences. Students' knowledge and methodological knowledge form the understanding framework for discussions and reflections on differences in the perception of these problems and solutions.

4.2 Forms of work

The teaching is organized through a wide range of forms of work that reflect the progression. The teaching must therefore gradually develop the students' ability to ask questions, seek information and convey solutions to global issues.

Part of the teaching will therefore be organized innovatively. The innovative perspective emphasizes the action perspective in global education, where students use their accumulated knowledge and analytical competencies to act in the world through concrete new solutions on an authentic global problem.

In connection with the students' study trip in their final year, they must live with a family in the partner country for a period of time. During this stay they must use their acquired knowledge of cultural understanding to be included in the cultural encounter with curiosity and empathy as well as learning to navigate between an understanding of the values of others without necessarily compromising one's own values. This is supported by teaching in conversation exercises that are linked to the cultural codes that exist in the current partner country.

On the study trip, a documentary is then produced in which the students, through meetings with people in the partner country, collect empirical data such as interviews and / or analyzes of practices. The film deals with and answers a problem that relates to the partner country, but which at the same time has so much outlook that the work on the destination becomes a case study on an epochal and global key issue.

4.3 Evaluation

Students' benefit from GCP is evaluated as follows:

4.3.1 Evaluation of cultural understanding

After completing the trip to the partner country and completing the mandatory cultural understanding course over their three years of high school, the students come to a group discussion with the teachers who have taught them in cultural understanding. The evaluation takes the form of a short presentation of approx. 8 min. with subsequent conversations for approx. 15 min. between students and teachers, where the starting point is a theory applied to the students self-experienced cultural encounter. After the interview, students are given an oral assessment by the teachers of their reflections.

The discussion is rounded off with the students' self-reflection on their development of understanding of responsibility and ability to act in relation to global issues. This part of the conversation also ends with an oral response from the teachers.

4.3.2 Documentaries on global challenges and the partner countries

The students work, on the basis of a course on documentary film and a course on their partner countries, on a documentary of approx. 5 min. on the GCP journey. The film is about one or more global challenges' impact on the partner country. After returning home, the documentaries are judged by both teachers and experts from the foreign magazine Ræson.

4.3.3

In connection to Associate Professor Louise Trankjær's research project at Rysensteen Gymnasium, we have developed a GCP portfolio, which students write in several times during a GCP-course. The portfolio is a means of self-evaluation of their acquired competencies and reflection on their development as world citizens.