



Competency framework for adult educators In teaching GCED

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1. Introduction: Background, scope and structure of the thematic paper

Adult education and lifelong learning are seen to have a vital role in reaching the goals of the 2030 Agenda for Sustainable Development. Global citizenship education (GCED), too, is considered to be a key factor in this context. While GCED in the school sector has received much attention, the same cannot be said of global citizenship education in the context of adult learning and education (ALE).

To promote GCED in the ALE sector, adult educators need to possess or develop certain competencies to be able to implement GCED in their field in a professional and effective way.

This paper focuses specifically on the question of what competences are needed by adult educators teaching GCED, and, on the basis of an extensive literature and document research, seeks to identify some important features of a future competency framework for this professional group.

The paper starts with reminding the reader of some key characteristics and features of the concept of global citizenship education which provide the ground upon which all further considerations regarding a competency framework will have to be built (Section 2).

It then goes on to characterise very briefly the available literature and resources that could be found for the purpose (Section 3).

The main part of the paper (Section 4) approaches the issue of the competency framework from different angles. First, examples of generic ALE teacher competence profiles are analysed in view of their potential contribution. (Section 4.1) Next, important dimensions of GCED-specific competences are discussed in view of how these can be linked to generic ALE teacher competences (Section 4.2). Finally, examples of GCED relevant training curricula and competence frameworks are examined, again in view of their potential contribution to a GCD ALE teacher competence framework (Section 4.3).

The main conclusions from this analysis are summarised and highlighted in the final Section 5

2. The concepts of global citizenship and global citizenship education (GCED)

The concept of global citizenship education (GCED) has met with increasing interest in recent years, especially after the UN and UNESCO started to promote the concept as a key driver in education with a view to building more peaceful, tolerant, inclusive, secure and sustainable societies around the globe. (UNESCO, 2014; UNESCO Bangkok Office, 2018).

UNESCO has identified a number of key principles regarding global citizenship, on which there is widespread consensus. Global citizenship does not involve a legal status, but

refers to a sense of belonging to the global community, a common sense of humanity and thereby a sense of community towards global well-being. It stresses the political, economic, social, cultural and environmental inter-dependency and inter-connectedness between the local, national and global arenas. (UNESCO, 2018, p. 2). It is also a way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism. In this context, each individual's life has implications in day-to-day decisions that connect the global with the local, and vice versa. (UNESCO, 2014, p. 14)

2.1. Global citizenship education

Put in the most general terms, the aim of GCED is to foster global citizenship in learners. Just as with the concept of global citizenship, there is no single shared definition of global citizenship *education*. It is however possible to identify a number of general characteristics, on which there seems to be broad agreement on a global level [cf. UNESCO, 2014; UNESCO, 2015; UNESCO Bangkok Office, 2018].

- GCED is to be seen in a lifelong perspective. It is aimed at people of all ages from early childhood to advanced adulthood;
- GCED is not restricted to formal education but involves a holistic approach, including non-formal and informal learning;
- GCED does not constitute (necessarily) a separate subject or pedagogy. Rather, it represents a framing paradigm which accommodates elements from a number of other fields, including, in particular, human rights education, peace education, education for sustainable development, and education for international understanding.¹ Rather than establishing GCED as a new and separate discipline, it should be viewed as a transversal and transdisciplinary concept. GCED components can be integrated in existing subjects and learning activities of all types, thus enriching their content and bringing a new – global – dimension to them.
- Interpretations and foci of GCED (implementation) may vary considerably across countries and regions, depending on what concerns are felt as most urgent in a given place. For example, while peace education may be most urgent in some countries/ regions, other countries/ regions may focus more on sustainable development issues.
- GCED's holistic approach applies to *what* is learned and *how* it is learned. It addresses cognitive skills as well as non-cognitive, e.g. socio-emotional skills, and behavioural capacities (head-heart-hand approach). While these three dimensions may apply to learning in general, foci may shift according to the type

¹ For a detailed discussion, see Wintersteiner et al., 2015, pp. 36ff

of learning subject. In GCED, there is a very strong focus on non-cognitive learning. It is characterised by ‘a learning process focusing on what students learn but also how they learn – about themselves and others, to learn to do things, and interact socially – encouraging active and participatory roles.’ (UNESCO, 2014, p. 18)

- GCED implies a strong transformational perspective in that it aims for both individual empowerment and social transformation. GCED aims to ‘empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.’ (UNESCO, 2014, p. 15)

All these particularities have to be taken into account when setting up a competency framework for GCED teachers.

3. GCED and ALE teacher competencies – A first look at the literature

3.1. GCED resources and practical guidelines

The question of the practical implications of implementing GCED ‘in the classroom’ has been addressed comprehensively in recent years in a number of publications, mainly of a guideline type, by major international organizations. In addition to UNESCO (UNESCO, 2014; UNESCO, 2015; UNESCO Bangkok Office, 2018; Wintersteiner et al., 2015), the UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU, 2017) also Oxfam (2015a, 2015b) and OECD (Colvin and Edwards, 2018; OECD, 2018), in particular, have developed GCED curricula, competence profiles and related guidelines for teachers and/or school managers and principals. Similar guidance has also been provided by the Brookings Institution (2017) and by McGough and Hunt (2012) from the London Institute of Education (IOE).

Similar practical guidelines have also been provided for closely related topics such as Sustainable Development Goals education (Oxfam, 2019), the teaching of controversial issues (Oxfam, 2018) or citizenship and human rights education (Council of Europe, 2009).

Teacher competencies in GCED are often addressed at least to some extent in these publications, although usually no complete frameworks are provided. Rather, the publications include some sentences or paragraphs stating what knowledge, skills, attitudes and so on teachers need to be able to foster global citizenship in their students.

None of these publications focusses specifically on adult learning. On the contrary, most of them focus very explicitly on school education for children and youth, although in some (APCEIU, 2017, Brookings institution, 2017, UNESCO, 2014, 2015, Wintersteiner et al., 2015) adults are at least briefly mentioned in a few places as a potential (additional) target group.

Screening the *CONFINTEA regional mid-term review reports* has brought to light no different results: while the importance of global issues and global citizenship is recognised in most reports, no mention of a specific curriculum or competence framework could be found that combines the subject field GCED with adult learning.

Finally, a search in the valuable resource database of the *UNESCO Clearinghouse on Global Citizenship Education* (<https://www.gcedclearinghouse.org/>) yielded no relevant results.

3.2. Academic papers on GCED

Screening the literature on GCED more extensively does reveal a substantial number of both academic or practice-oriented journal papers and similar types of publications dealing with the theme of GCED, or facets of it. A selection of these is provided in the bibliography. Of these publications, however, only a small part have a focus on adult learning, and those publications which do address explicitly the connection between adult learning and global citizenship (e.g. Mayo, 2011; Klemm, 2012; DVV International, 2015, Mayo, 2011, Ouboumerrad, 2015, Renolder, 2012), rarely put pedagogical issues or specifically teacher competencies at the centre of attention, or, if they do so (e.g. Renolder, 2012), they focus on one specific method or one specific case study rather than on more general conceptualisations.

4. On the way towards a GCED ALE teacher competence framework

4.1. Generic ALE teacher competence frameworks

While no specialised competency framework for ALE teachers in the field of GCED could be found, there is an abundance of publications that deal with the professionalization of ALE teachers in general, and with the question on what professional competencies they need. Besides numerous academic papers dealing with these questions, comprehensive competence frameworks for ALE teachers have been variously proposed – with a national perspective (e.g. Lencer and Strauch, 2016; Bosche and Strauch, 2018; Lifelong Learning UK, 2007; SVEB, n.d.; wba, 2019a/b), with a European perspective (e.g. Bernhardsson and Lattke, 2012; CEDEFOP, 2013; Research voor Beleid, 2010) or with global perspective (e.g. Avramovska et al., 2015). In addition, various competence profiles for specific parts of a general competence profile of adult educators can be found, e.g. for planning and evaluation competence (Lattke, 2018) or media-pedagogical competence (Bolten and Rott, 2018).

All these publications differ in the way, ALE teacher competencies are conceptualised and modelled in detail, but they show also a broad agreement regarding core competences or competence fields that are relevant for ALE professionals.

As a result of analysing existing examples from the literature, common core elements of competences of ALE teachers in general can be identified. These core elements and overlapping approaches will be analysed in more detail with regard to their possible contribution to a competence framework for GCE teachers in the following.

The analysis is mainly based on the literature mentioned above, with a focus on three examples that have been selected for close attention because of their international, cross-country character and their scientifically rigorous development process.

The Curriculum globALE (Avramovska et al., 2015) constitutes one, possibly unique, attempt to define a basic qualification framework for adult educators worldwide. A first version of it was developed in 2012 by DVV International and the German Institute for Adult Education (DIE) based on a literature review and a consultation workshop with ALE stakeholders from all five UNESCO regions participating (ibid., p. 23), and then again updated in 2015.

Responding to the globally perceived key challenge of professionalisation of adult education (UIL, 2010), it proposes a competency-oriented curriculum framework for the training of novice adult educators. The learning outcomes that are described in the curriculum form a kind of standard-setting core which is supposed to be consistent across all contexts, countries and regions. In this sense, the Curriculum globALE can also be considered to represent a kind of competence framework for adult educators: The learning outcomes defined in the curriculum represent exactly those competences which all adult educators should possess, no matter in what geographical, institutional or domain-specific context they work. (Avramovska et al., 2015, p. 5). Due to its global character, the Curriculum globALE limits itself to a smaller number of core competencies that can be considered to be relevant for all types of adult learning contexts – including teaching GCED. The Curriculum globALE provides a generic framework of ALE teacher competencies which is supposed to apply to all teaching contexts and subjects in ALE, hence also to GCED teaching. Its global dimension, which is also apparent in the development process of the curriculum, provides a good basis for setting up a GCED competency framework which equally aspires to be of a global character.

The underlying competence concept adopted by the Curriculum globALE is one that is much referred to at an international level, and while there are certainly hundreds of definitions of competence in the literature, the characteristic combination of cognitive, socio-emotional and behavioural elements is one that is present in most other definitions in one form or another. This concept would therefore provide a good basis for building a *GCED Teacher Competency Framework*.

Since 2013, the Curriculum globALE has been successfully implemented in a growing number of countries in which DVV International is active (DVV International, 2016a, DVV International, 2018; DVV International, 2019). It is available in 10 languages and has proven its potential as a reference framework for adult educators in different world regions.

The philosophy and principles on which the Curriculum globALE builds resonate very much with the principles that are highlighted as essential characteristics of GCED in the literature (empowerment approach, action-orientation etc.), which makes it seem a good starting point for building a GCED Teacher competency framework.

The competency framework proposed by the Curriculum globALE lacks however a detailed elaboration of GCED issues. Subject-specific competence is not part of it and would need to

be elaborated from scratch. GCED-relevant pedagogies are partly mentioned/ included in the Curriculum globALE, but not explicitly focused under that specific perspective, so they would need elaboration as well.

The Curriculum globALE focuses closely on the core task of 'teaching' (which is to be understood in a participant-oriented, enabling and empowering way, according to the curriculum's philosophy). Planning and evaluation of the 'teaching' activity are included in this core task. The Curriculum globALE does not, however, reach much beyond these activities. Given the characteristics of GCED and its pronounced focus on action-orientation, it seems that in a GCED teacher framework more action fields for teachers would need to be elaborated, in particular regarding interaction and networking with different stakeholders beyond the classroom. GCED teaching seems to explicitly require competencies for such action fields, since only these will enable teachers to design suitable GCE learning activities that reach beyond more traditional teaching methods and formats and fully exploit their potential.

The next example represents an important milestone in the discussion about professional development of adult learning staff within the European area of lifelong learning. As a contribution to the European Commission's policy to promote professional standards in the field of adult learning (European Commission, 2007), the Dutch Institute Research voor Beleid developed a framework: *Key competences for adult learning professionals* (Research voor Beleid, 2010). The framework was based on a literature review as well as interviews and consultations with experts and stakeholders throughout the European Union.

The framework identifies a total of 19 key competences which are grouped in three categories: generic competences, specific competences that are directly linked to supporting the learning process, and specific competences that are supportive to, or indirectly related to supporting learning processes (Research voor Beleid, 2010, p. 13). The competence framework does not refer to individual adult educators but to adult learning provider organizations. The idea is that all these competences need somehow to be covered by the total staff of an adult learning provider in order to assure a professional level of delivery; but competences may be distributed in various ways among the individual team members according to their specific job profiles. Only the so called generic competences should be present in each and every staff member, no matter whether their job duties have more to do with teaching, planning, administrative tasks or other things.

The framework is meant to serve as a reference for many potential uses, such as defining qualification standards at national or regional levels, designing staff training programmes or staff development concepts, designing portfolios for competence assessment or self-assessment etc. The framework aims to provide a comprehensive mapping of *all* professional key competences that are relevant for the field of adult learning. When it comes to using the framework in practice, users will therefore first need to identify which part of the competences are relevant at all for their concrete purposes, and which parts are not. In addition there is obviously a need to contextualise the framework and adapt it to the given

geographical or institutional context. This need is highlighted by the authors of the framework themselves, since in addition to the 19 key competences they provide further contextual factors that need to be taken into account when working with the framework. These include a 'layer of activities', which covers various types of typical professional tasks in adult learning such as learning needs assessment, marketing, counselling and so on, and a 'layer of the context' which includes variables such as target groups, team composition, the provider institute's mission and so on.

The framework provides a very comprehensive mapping of competences that are relevant for the field of adult learning as a whole. It goes beyond the core task of teaching to include other fields of activity as well and has thus a broader scope than the Curriculum globALE. These additional perspectives may therefore provide useful input for a GCED ALE competency framework. The listed competences do show some overlaps, though, so that the structure of the model may not be convincing in every respect.

Being of a generic character, the Research voor Beleid framework claims to be applicable to all subjects and fields of teaching, and it can be safely assumed that the competences and factors listed in the framework prove relevant for the field of GCED as well. The perspective of the framework is, however, linked to the level of a provider organization. As long as GCED is taking place in such an institutional context, the framework seems to provide a good grounding for conceptualising GCED teaching competences as well. Other, more informal or community-based forms of education are not explicitly considered in the framework. These forms are however highly relevant for GCED, especially when seen in a global perspective which has to consider countries with a less developed institutional structure of ALE provision. This dimension would therefore still need to be explicitly included in a GCED framework.

Key competences for adult learning professionals refers explicitly to the European region only (which may be one reason for its pronounced focus on the institutional perspective). The explicit focus in the title is however mainly due to its development context (a commissioned paper for the European Commission). From a content point of view, however, there are no reasons to assume that the generic competences and the competences directly linked to supporting learning processes that are listed in the framework are not equally relevant in a global perspective as well, as they are sufficiently abstract and do not refer to any particular context. Comparing this framework with the Curriculum globALE, a high degree of compatibility can indeed be seen regarding competences that focus specifically on the teaching process. This impression is further supported by the fact that literature from beyond Europe (including OECD and UNESCO publications) has been taken into account in the development of the framework. The transnational character of the framework, although limited to the European region, furthermore makes it an interesting source for any group aiming to develop a globally applicable GCED framework.

The third example to be considered here is the German GRETA Competence Model. Although it is a national model, it has been chosen for examination here because of its high level of elaboration and the scientifically scrupulous way it was developed.

The GRETA model, too, is a generic competency framework for the field of adult learning and aims to be a reference for professional competences of all types of teachers and trainers in adult and continuing education.

The GRETA model defines four broad competence aspects: Professional self-monitoring, Professional values and beliefs, Professional knowledge and skills, and Subject- and field-specific knowledge. These four aspects are again structured in a number of competence areas and these are broken down in a total of 27 competence facets. As this model has a holistic approach it covers many competence fields that are relevant for the field of adult learning as a whole and for GCED ALE in particular. It goes beyond the core task of teaching in methodological and didactical matter and includes competence facets such as educational attitudes, values and professional identity which seem to be especially relevant in GCED contexts. Furthermore, the GRETA model includes aspects which go beyond the key activity of teaching and which are also of interest for a GCED model, for instance networking/ cooperation with stakeholders. It also includes items relating to subject-specific elements, even if these – GRETA is a generic teacher competence model – are not further elaborated for obvious reasons.

The analysis of generic competency frameworks in ALE point to the core competence areas that ALE teachers of any subject, including GCED, need to possess. In particular, the analysis shows the relevance of professional values and ethics and of key professional skills and knowledge. When modelling a GCED teacher competence framework, it can be concluded that the essential competence elements need to cover at least the fields of:

- subject-specific competence, relating to teaching content and subject;
- didactic-pedagogic competence, relating to the planning, conduction and evaluation of learning activities in the respective subject;
- personal competence, relating to attitudes, professional self-awareness, values and beliefs; and
- context and field competence, relating to (cooperative) activities beyond the classroom.

There is also much agreement on the way the term competence is understood and on the need to conceptualise competence in a holistic way to include cognitive and non-cognitive (socio-emotional) elements as well as practical skills. Competence in this respect is understood as the ability to act in relevant context, in this case the professional context of an adult educator.

‘A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.’ (OECD, 2005).

Following this holistic approach the analyses underline a certain understanding of the roles of adult educator and participant in which the adult educator is seen as a person who should strive to empower participants to take charge of their own interests and to attain their aspirations. Using their methodological knowledge, adult educators should enable participants to take an active role in the learning process and tackle their issues of concern while the adult educator assumes a supportive role. Learning is seen as a joint responsibility of educator and participants, and as an act which essentially needs to be done by the participants themselves, while the adult educator being responsible for the provision of an enabling environment.

Drawing up a GCED ALE teacher competence framework still requires an elaboration of what is specific for the field, and of what are the implications of these particularities for the various generic competence categories or fields. This issue will be addressed in Section 4.2.

4.2. GCED-specific competences

4.2.1 Global citizenship competence

Teaching GCED requires from teachers first to be competent in global citizenship themselves (cf. APCEIU, 2017, p. 18), just as mathematics teachers, for example, need to be competent in mathematics. Being a global citizen can thus be considered as a GCED teacher's 'subject-specific competence'. Due to the character of GCED, this competence is to a large part based on values and attitudes, though there must also be cognitive components and skills for (social) action.

Various competence frameworks for global citizenship have already been developed, amongst others by Oxfam (2015), UNESCO (2015), OECD (Colvin and Edwards, 2018), and an international working group at the Brookings Institution (2017). While all these frameworks focus on the school sector, the competences they specify apply to adults, including teachers, equally.

All these sources provide a quite exhaustive compendium of competence elements – including knowledge as well as skills and values/attitudes – that GCED ALE teachers are called upon to develop in themselves, besides teaching them to others.

The main elements of global citizenship competence which are referred to in some way in all these examples include the following:

Cognitive

- Knowledge, understanding and critical thinking about global themes and issues, structures and processes and understanding their interconnectedness (power and governance, sustainable development, climate change, economic globalisation, fair trade, consumerism, poverty and wealth, social justice and equity, peace and conflict, human rights issues, etc.);
- Critical awareness of and reflection on own values and beliefs and those of others; understanding of how these value (systems) inform social and political action and

decision-making; understanding of difference and diversity; awareness of own identity and how this is situated within multiple relationships;

- Critical information and media literacy (know where to find information, critically analysing and assessing its value; understanding underlying stakeholder interests, critical awareness of language use, etc.);
- Knowledge of opportunities for engagement as citizens at local, regional, national or global level.

Behavioural

- Abilities for responsible and effective action at local, national and global levels for a more peaceful and sustainable world (communication, cooperation, problem solving, conflict resolution skills; active participation in the community, engaging in civic action).

Socio-emotional

- Developing an identity as a global citizen, feeling of belonging to a common humanity, appreciation of and respect for differences and diversity, developing empathy and solidarity with other people;
- Commitment to universally shared values (social justice, equity, human rights, peace, care for the environment/sustainable development etc.), readiness to engage as citizen to actively support and promote these values.

4.2.2 GCED-specific pedagogy

Teachers of all subjects are required to be able to choose and apply appropriate teaching and assessment methods that are consistent with the learning aims and outcomes to be developed. This again requires a sound knowledge of a broad and varied repertoire of different teaching/ learning methods and skills to implement them. While this competence requirement does not fundamentally differ from that for teachers of any other subject, it is clear that GCED is more closely associated with certain types of method than with others. Therefore, GCED teachers will be required to develop their competence in applying these methods to a higher degree than teachers of other subjects.

As a form of transformative education (APCEIU, 2017, p. 16) GCED relies in particular on the use of learner-centred, participatory and activating approaches which support creative, inquiry-based, dialogical and democratic forms of learning that contribute to a behavioural change and empowerment of the learners, and, in a wider perspective, finally to social or societal change.

Furthermore, GCED teaching methods need to be consistent with the values and beliefs associated with global citizenship, which demand, for example, respecting and valuing other people (the learners), their views and their autonomy.

While such a transformative pedagogy may still be somewhat 'new' to the formal school sector, ALE practice and theoretical discourse have a long-standing tradition in dealing with exactly this type of pedagogy. In fact, the concept of transformative education originally goes back to the work of educators in the field of adult learning such as Paulo Freire and Jack Mezirow (APCEIU, 2017, p. 11).

Specific methods and pedagogical approaches that correspond particularly well to the idea of transformative education, and hence to GCED, have been variously developed in connection with adult learning throughout the world. For example, the 'Theatre of the Oppressed' approach developed by the Brazilian theatre practitioner and activist Augusto Boal. This approach combines aesthetic and emotional with political and social learning and encourages learners to engage intensively and in a holistic way with controversial topics and questions without simplifying the complexity of contradictory social realities (Krause and Werner, 2010, p. 346)

Another example is the holistic 'Reflect' approach that was developed by the UK-based NGO Action Aid to promote adult group learning and social change simultaneously: 'Groups of adult learners, are convened to learn literacy, develop maps, calendars and matrices analysing different aspects of their own lives. These become the basis for a process of learning new words, gaining awareness of what causes underlying problems, and identifying action points and taking them forward.'²

Pedagogical methods and approaches of this type, that is methods focused on learners' empowerment and group or community-based approaches, certainly need to have an important place in a GCED ALE teacher's competency profile.

Furthermore, in order to foster collaborative learning – another feature that is paramount for GCED – the new social media offer a broad range of options (cf. Abreu, 2016). Modern ICT applications make it easy for learners to create and share their own content, which fits in well with the paradigm of the autonomous learner who assumes responsibility for her/his own learning process, but who also has expertise of her/his own which s/he can share with others and further develop together with them in an exchange on an equal basis. Hence, ICT competence regarding the use of social media and collaborative learning tools should also be included in such a framework, that is GCED teachers should be aware of different media applications that are available to their learners, and be able to assess their potential (and limitations) in fostering collaborative and social learning processes, They should possess the necessary technical skills in handling and applying these tools in their actual teaching practice and be able to guide their learners in the use of ICT applications, to show them (new) ways of using these applications and to warn them of risks that may be associated with ICT applications.

4.2.3 Professional self-awareness and values

² <https://www.participatorymethods.org/glossary/reflect>

Specific values and attitudes that GCED teachers should hold have already been addressed in Section 4.2.1 as part of the 'subject competence', that is being global citizens themselves, respect for people, valuing of diversity, commitment to participation and inclusion and so on. These values can also be defined in a professional perspective, relating to the understanding of one's own role and identity as a teacher and to the relationship that is established between teacher and learners.

As with the GCED specific-pedagogy (Section 4.2.2), one does not have to go far to find suitable concepts for GCED ALE teachers. In fact, the idea of an autonomous learner who is to be respected as an individual and to be treated on an equal level by the teacher, originates in theorising about adult education and learning, in particular the andragogy approach that was originally coined by the German gymnasium teacher Alexander Kapp in the nineteenth century and then adopted and popularised by the American adult educator Malcolm Knowles (Loeng, 2017, p. 629; Pätzold, 2011, p. 50). The idea that teachers can only be facilitators and supporters in learning processes that are largely self-directed and controlled by the learners is rooted in that discourse. This also affects the understanding of the learning process as such and the teacher's role and self-understanding. Learning is the result of a joint endeavour and a shared responsibility of teacher and learner who collaborate in mutual respect to achieve the best possible result for the learner. In this understanding, the teacher cannot be an authoritarian figure but is rather a guide who provides orientation and support to learners as they find their own way through the learning.

All these concepts are seen as essential for a GCED (school) pedagogy, as recently published resources and guides by UNESCO and other actors show (e.g. UNESCO, 2014; APCEIU, 2017, UNESCO Bangkok Office, 2018). A competency framework for ALE GCED teachers will certainly have to include these, but other than for the school sector this does not really mean a paradigm change; rather, these concepts are present, and have been for a long time, present in ALE teacher training and ALE teacher competence frameworks.

4.2.4 Context and field competence

A last dimension that should be focused upon when considering GCED-specific competences needed by ALE teachers is competences that go beyond the teaching activity in a narrower sense but are nevertheless linked to specific requirements for implementing suitable GCED pedagogies.

As a diversified and transversal or transdisciplinary 'subject', global citizenship education can be linked to all areas of life. Hence, the fostering of learners' understanding of global citizenship can be much enhanced if learning is not confined to the classroom but allows for encounters and experiences in various real-life settings. Also, activating and engaging learners' experience of learning can benefit greatly from such 'external' activities. While this is true for every learning experience and for all subjects to some extent, it applies to GCED to a particularly great degree.

It seems reasonable, therefore, to highlight this aspect appropriately in a GCED competency framework for ALE teachers. Competences for conceptualising and organising encounters and learning experiences in real-life settings outside the classroom, for involving and motivating external actors, for building and maintaining networks with diverse partners, would be some of the specific elements of such a context and field competence.

Interim conclusion

The reflections in the preceding section have shown that the definition of GCED-specific competences for ALE teachers can borrow much from what has already been developed and defined in terms of generic ALE teacher competence. The concepts that have been developed since the nineteenth century with a view of defining a specific pedagogy for adults – an andragogy, as distinct from a pedagogy for children – are very much in line with the concepts and philosophy of transformative education that are currently being promoted as an essential basis for GCED (for children). It is true that not every form of actually existing ALE practice lives up to these high principles, but the conceptual foundations are already there and can be built on during the development of a GCED ALE teacher profile. This applies in particular to the areas of GCED pedagogy and of professional self-awareness and values. By relying on general ALE principles, a GCED-specific ALE teacher competency framework will then only have to highlight selected (types of) methods and the related professional competences particularly suitable for implementing GCED programmes. In addition, like all teachers, GCED teachers will need to have subject competence, which in this case basically means being/becoming self-aware global citizens themselves, with all the competences that this entails.

4.3 Existing relevant GCED teacher competence frameworks and training programmes

Very few examples of specialised competence frameworks or dedicated training programmes for GCED were found in the literature review and internet search, and no example could be found that focuses specifically on teachers of adults.

Available degree programmes dedicated specifically to GCED include notably the master's programmes 'Global and International Citizenship Education' at York University³ and 'Global Citizenship Education' at the University of Klagenfurt, Austria.⁴ The competences that these programmes aim to develop (follow the hyperlinks in notes 4 and 5 for full programme descriptions) basically confirm the findings highlighted in the previous section. Broadly, the competences from these Master curricula can be structured in the following areas:

- Global citizenship competence of the teacher: knowledge of global issues, ability to analyse global processes and structures; reflection and awareness of own role as (global) citizen;

³ <https://www.york.ac.uk/study/postgraduate-taught/courses/ma-global-international-citizenship-education/>

⁴ <https://www.aau.at/universitaetslehrgaenge/global-citizenship-education/> [in German].

- (Theoretical) understanding of global citizenship education: understanding of the concept and principles of GCED; understanding of the challenges that global developments pose to the field of education (e.g. in terms of supporting inclusivity and diversity in the classroom);
- Practical and didactic skills in planning, implementing, documenting and evaluating learning processes that promote global citizenship competence in the learners;
- Competence to promote GCE beyond the classroom: develop strategies to strengthen GCE in one's own professional field; establish networks, act as multipliers for GCED in their own educational institution and possibly beyond.

All these areas can be considered relevant for GCED teachers of adults as well and will therefore need to be reflected in a competency framework for this professional group.

Finally, a third example is to be mentioned here which is of interest from a different perspective. It is the so-called KOM-BiNE⁵ competence framework (Rauch and Steiner, 2013, as well as in Rauch et al., 2008a/b) that was designed for a related field, namely education for sustainable development (ESD). This example is interesting in that it provides suggestions on how a competence framework can be designed and structured in a field like GCED.

Key characteristics of the KOM-BiNE competency framework are:

- It is conceptualised as a process-oriented, dynamic framework concept and as an alternative to indicator-based quantitative models;
- It relates to teams rather than individuals. This is seen as a necessity due to the complexity of the ESD field which requires interdisciplinary approaches, a broad mix of didactic methods, a complex combination of cognitive learning and action-relevant skills etc.; furthermore ESD is seen as a field where cooperation between different players and joint problem-solving are of fundamental importance (Rauch and Steiner, 2013, p. 16)
- As in previously cited examples, the KOM-BiNE project draws on the holistic competence definition from the OECD DeSeCo project (Rychen and Salganik, 2003) that was based mainly on preparatory work by Franz E. Weinert and which sees cognitive understanding, know-how and skills, feelings and values as inextricably linked;⁶
- Furthermore, the KOM-BiNE competency framework stresses the importance of the context: 'competencies do not exist independently of action and context, but are

⁵ KOM-BiNE stands for Kompetenzen für Bildung für Nachhaltige Entwicklung (Competences for education for sustainable development in teacher education)

⁶ Competences are defined as the 'cognitive abilities and skills which individuals have or can acquire to solve given problems, as well as the related motivational, volitional and social willingness and skills to apply such solution in variable context successfully and responsibly' (Weinert, 2001, 27f); cf. also Section 4.2.1

applied by acting in given contexts. Here is where the link and interaction between individuals and society becomes apparent.’ (Rauch and Steiner, 2013, p. 16) This importance of context is reflected in the structure of the KOM-BINE concept.

The KOM-BiNE framework itself is centred on a number of action fields which are grouped into three layers. These include:

- The action fields of ‘Knowing and Acting’, ‘Valuing’ and ‘Feeling’ as a core area or inner layer which represents the more individual aspects of competence;
- The action fields ‘Communicating’ and ‘Reflecting’ which constitute the middle layer that refers both to individual aspects and to outwardly directed activities, thus constituting a link between the inner and outer layers;
- The action fields ‘Visioning’, ‘Planning and Organising’ and ‘Networking’ which covers more outwardly directed activities;

The distinction is to be understood for analytical purposes only, as all these fields are closely interrelated. Furthermore, all these action fields have to refer to one or more contextual dimensions which in the KOM-BINE model are defined as

- instructional setting,
- institution, and
- society.

Without going more deeply into the details of this model at this time, some features of it will be highlighted which seem to point out an interesting way of development for the GCED ALE teacher competence model:

- First of all, the model relates to a field – education for sustainable development (ESD) – that is closely related to global citizenship education. Sometimes, GCED is seen as part of ESD (e.g. in the above mentioned UNESCO ESD training programme), sometimes the other way round (e.g. Oxfam, 2015), sometimes they are just seen as different forms under the umbrella of transformative education (e.g. APCEIU, 2017). The fact that both ESD and GCED share the characteristics of transformative education suggests that competence frameworks for these fields will have a similar scope and possibly a similar structuring.
- The KOM-BINE model convincingly stresses the complexity of the fields and the importance of the context, which applies especially for action-oriented and transformative forms of learning such as ESD and GCED.
- By explicitly referring to groups and not to individuals, the model also suggests a certain modesty or realism regarding the possibilities of uniting in a single person all competences that are desirable or even indispensable from a theoretical perspective. In view of the structural similarities between ESD and GCED, this consideration should be kept in mind for our field.

Interim conclusion

The programmes and frameworks presented in this section should provide some examples of how GCED teaching competence is or can be conceptualised.

The two Master's programmes propose a complex and multidimensional competence profile, which includes cognitive and reflective competencies, action competence and competence for interaction and networking. The competence dimensions of valuing and feeling that are stressed in the KOM-BINE model are, however, practically absent from the Master's curricula. This fact tells less about the significance of this competence dimension than it does illustrate the difference between a training programme that has been actually implemented and is therefore limited by given framework conditions, and a theoretical model which is supposed to structure a potentially infinite reality, but does not need to mirror come to an accommodation with reality and all its restrictions.

The KOM-BINE authors themselves see their competence model as only applicable to teams of individuals, not to single persons alone. This seems to be an important point to remember – if not necessarily to imitate – for the development of a GCED ALE teacher competency framework, as the field of GCED shares many characteristics with that of the KOM-BINE model.

5. Features of a competency framework for adult educators in teaching GCED

Building on the findings from the literature review, this final section will seek to propose some of the key features of a competency framework for adult educators in teaching GCED. First of all, it highlights the most important aspects that have emerged from the literature and document analyses. Then, the various central competence elements that have resulted from the analyses for a future framework are summarised in tabular form to give a quick overview of the most important elements.

5.1. Holistic competence concept

There are countless conceptualisations of 'competence' available in the literature, with varying definitions of sub-dimension or sub-categories of the concept (e.g. the very commonly distinction between knowledge, skills and attitudes, or the distinction common in German-speaking countries between professional competence, methodological competence, personal competence, and social competence. All these structuring attempts, however, have their problems regarding the selectivity of the sub-categories (cf. Rauch et al., 2008a, p. 146). They rather contribute to concealing the fact that competence is both developed and enacted only in an integral way, where all competence elements are closely interlinked, as is highlighted in the well-known definition by Weinert:

[competence is] cognitive abilities and skills available – as well as associated motivational, volitional and social readiness and abilities to be able to use the problem solution successfully and responsibly in variable situations (Weinert, 2001, p. 27)

A competency framework for adult educators in teaching GCED should highlight this integral and holistic character of competence, drawing attention to the fact that competence includes (at least) different types of knowledge, cognitive skills, including reflective skills, technical/manual application skills, as well as social and emotional abilities and attitudes. It may however be neither necessary nor helpful to further distinguish these sub-dimensions analytically in the model in one way or another, as overlaps will almost certainly occur. Instead it may be sufficient to define a number of areas by content or type of professional task, and describe for each of these areas the needed competences in an integral way. If one substructuring approach to the concept of competence is chosen, nevertheless, then the model should be very clear in the accompanying text that all sub-dimensions or facets of competence are in reality closely interrelated and hardly separable.

5.2. Key fields in a competency framework

A competency framework may be structured in many ways, and there is no one, or one best, solution to this task. The screening of the literature and the analysis of the examples does suggest, however, that at least the following fields need to be covered in a competency framework for GCED ALE teachers, no matter what precise wording or labels for them may be chosen in the end:

- subject-specific competence, relating to the teaching content and subject;
- didactic-pedagogic competence, relating to the planning, conduction and evaluation of learning activities in the respective subject;
- personal competence, relating to attitudes, professional self-awareness, values and beliefs; and
- context and field competence, relating to (cooperative) activities beyond the classroom.

5.3. Drawing on existing frameworks!

Attempting to set up a GCED ALE teacher competence framework one can draw on a number of fully developed frameworks for ALE teachers in general, and, for GCED teacher competences, at least on scattered hints and information in the literature or on (the few) GCED training programme curricula.

When drawing on these sources, the question arises to what extent their content is relevant and might be adapted for the specific professional profile of adult educators teaching GCED teachers as well. Analysis of the literature has shown that this is indeed the case to a very great extent. Generic ALE teacher competence models can claim applicability to all fields of teaching ALE. Statements on competences of GCED (school)teachers, on the other hand, are heavily influenced by andragogical discourses and theories, especially drawing on the paradigm of transformative education. Many of these concepts and ideas that have already been proposed for school GCED teachers can therefore be easily adapted for an adult educator profile as well. Conversely, existing generic ALE teacher competence models can

also easily be adopted and adapted by elaborating and enriching the generic competence descriptions with concrete examples and specifications from the GCED field.

5.4. Subject competence ‘Global citizenship’

All teachers, including GCED ALE teachers, need to be competent in their teaching subject. In this case, GCED ALE teachers themselves need to have the characteristics of a global citizen that they aim to foster in their learners. This means that they need to possess the competences and attributes that have been attributed to global citizens.

5.5. Flexibility of the competency framework concept

A GCED competence framework for adult educators needs to take into account the transversal nature of the ‘subject’ of GCED, e.g. in defining the knowledge needed for subject competence. It is not realistic to expect every adult educator teaching GCED issues to be an expert in all the content areas and fields that can be grouped together under the umbrella of GCED. The framework should allow for defining individual priorities. The same applies to a GCED-specific pedagogy. In a general way, all GCED ALE teachers must be able to identify, consciously choose and implement teaching, learning and assessment activities that are suitable to achieve the aims of the course. A GCED competency framework may specify, by way of an example, certain types of methods that are particularly relevant to GCED, but every teacher may not need to be competent in each of these methods.

5.6. Transformative pedagogy as a focus

GCED being a form of transformative education, the related transformative pedagogies and didactical approaches may be specifically highlighted in a GCED ALE teacher competency framework. These include in particular action-oriented, enquiry-based, problem-based, project-based and collaborative forms of learning, methods for the evaluation of future concepts such as future workshops, analyses of complex systems through participatory research projects, critical and reflective thinking through, for example, fish bowl discussions (Rieckmann, 2019, p. 88), forms of social learning, or theatre-based methods like Boal’s Theatre of the Oppressed. Community-based approaches, too, are highly relevant to GCED although, again, this may not be within the reach of every single teacher, depending on what context or setting they are working in.

5.6. Harnessing ICT and social media for GCED education

Social media and web-based applications have great potential for the organising of collaborative and social learning activities, including across country borders, which are highly relevant for GCED. Competence in using social media for GCED teaching and learning should therefore be part of the competency framework, but, again, it has to be noted that not all teachers (and learners) around the world may have access to these media. Therefore, GCED teachers will always need to be able to draw on alternatives. And in cases where ICT and social media are available, teachers need to be able to critically appraise their potential but also their limits and potential risks.

5.7. The role of values

Adult educators teaching GCED are called upon to subscribe to certain humanistic values and ideas of mankind that will affect the way they approach and interact with their students: in short they must have an attitude of respect for the learner's autonomy. This is a regular component of generic ALE teacher competence profiles, but in addition GCED itself, as a subject field, is also to a great extent value-based. Quite often it is characterised by normative ideas (cf. the paradigms of 'soft' vs. 'critical' GCED, Andreotti, 2006), and almost always it is dealing with controversial issues. So, teachers will need a highly developed competence in treating controversial issues, in respecting – if not accepting – different opinions, and in fostering awareness, critical analysis and reflection in students without forcing them into a given direction.

5.8. Outside the classroom – the contextual dimension

Competencies that are related to the wider institutional or social context of the teaching are also part of most ALE teacher competence profiles (e.g. the field reference in the GRETA model). This includes, for example, knowledge of the target groups, the institutional or curricular framework conditions and so on. In the case of GCED, this context competence deserves particular elaboration within a teacher competency framework. The KOM-BINE model, in particular, draws attention to the importance of collaborating and networking with stakeholders in a field that is multidisciplinary in its content and at the same time heavily reliant on collaborative, social, and possibly community-based, forms of learning.

The KOM-BINE model goes as far as to define the entire competency profile as relating to teams and not to individual teachers. This adds an interesting conceptual dimension to the model, but it only shifts the necessary decision about what competences an individual teacher should possess to a later stage, e.g. when it comes to drawing up training curricula. In the case of context-related competence, individual teachers in a team may well help and support each other, and young or novice teachers may not be able to develop this competence to a significant degree from early on; but for experienced GCED adult educators this type of competence seems indispensable and should therefore be highlighted in a competency framework.

5.9. Levelling of the model

The preceding remarks point to a final issue to be considered. Competency frameworks may be limited to defining different structural dimensions or they may, in addition, distinguish different levels of competence (Schrader, 2018). At the start, it may be enough to draw up a model that points out the competence fields and areas of an adult educator teaching GCED. As soon as the model is intended to be used for assessment, validation or certification purposes, however, it will become necessary to define different levels of competence attainment, including related criteria and descriptors.

Subject-specific competence (global citizenship competence)

- Knowledge, understanding and critical thinking about global themes and issues, structures and processes, and understanding their interconnectedness.
- Critical awareness and reflection of own values and beliefs and those of others; understanding of how these value (systems) inform social and political action and decision making.
- Critical information and media literacy.
- Abilities for responsible and effective action at local, national and global levels for a more peaceful and sustainable world.
- Developing an identity as a global citizen; feeling of belonging to a common humanity; appreciation of and respect for differences and diversity; developing empathy and solidarity with other people.
- Commitment to universally shared values; readiness to engage as citizen to actively support and promote these values; knowledge of opportunities for engagement as citizens at local, regional, national or global level.

Didactic-pedagogic competence

- Theoretical understanding of the concept and principles of GCED; understanding of the challenges that global developments pose to the field of education (e.g. in terms of supporting inclusivity and diversity in the classroom).
- Practical ability to plan, conduct and evaluate learning activities in the field of GCED, including in particular:
 - knowledge of a sufficient repertoire of different teaching and learning methods (with a special focus on methods associated with transformative learning and empowerment of learners, for example methods promoting experiential learning, enquiry-based learning, project-based learning, social learning etc.); ability to assess the potential and limitations of each method for various teaching/learning purposes;
 - knowledge of a sufficient repertoire of assessment methods (with a special focus on learner-centred methods); ability to assess the potential and limitations of each method for various assessment purposes;
 - knowledge of didactic materials and documents; ability to select suitable materials for a given teaching or learning purpose or to create own materials;
 - knowledge of suitable (social) media and ICT applications and competence in applying them for teaching and learning purposes in the field of GCED.

Professional self-awareness, values and beliefs

- Knowledge of and embracing of andragogical principles regarding the role of teachers and learners.
- Regard learners as equals and respect their autonomy and expertise.
- Understand own role as that of a facilitator who supports and guides learning processes but who, equally, learns from the students.

Context and field competence

- Ability to promote/ embed global citizenship and global citizenship education in own institutional or social context and among own colleagues.
- Sound knowledge of different external (e.g. institutional) contexts that are relevant for own GCED-related subject.
- Networking and cooperation – ability to establish cooperative relationships with stakeholders from these contexts.
- Ability to design learning activities and learning experiences in different contexts outside the classroom (including in in cooperation with external stakeholders).

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Web resources

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<https://www.gcedclearinghouse.org/> [Accessed 14 August 2019].
- New Pedagogies for Deep Learning:
<https://www.npdl.global/> [Accessed 14 August 2019].

Institute of Development Studies: Participatory Methods:
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Training Programmes

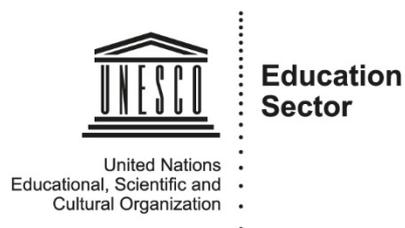
Master's Programme 'Global Citizenship Education', Alpen-Adria-Universität Klagenfurt
URL: <https://www.aau.at/universitaetslehrgaenge/global-citizenship-education/>
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UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

