Addressing global citizenship education (GCED) in adult learning and education (ALE)

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Executive summary

This background paper has been produced to inform UIL and APCEIU in the preparation of a report *Addressing global citizenship education (GCED) in adult learning and education ALE*. Its purpose is to examine the current debate on the role of GCED in ALE from a theoretical perspective.

It can be argued that the areas of GCED and ALE cover a very broad range of themes and concepts. Moreover, while GCED in school curricula has received much attention, in ALE it is still a neglected policy area.

This paper provides a substantial conceptual analysis of the two domains and their commonalities and differences. It begins by unpacking the ambiguous, slippery and contested concepts of GC and GCED and proposes a critical vision on GCED, within a global social justice framework. On this ground a structural link to ALE is found. Then, it explains why it is imperative to address GCED in ALE, and how this can be done. First, GCED and ALE are interlocked at both conceptual and ethical levels. Second, ALE can play an important contribution to fostering GC. Third, both GCED and ALE share the SGDs Agenda as a top priority and find a common goal, particularly in target 4.7. On this ground, rather than seeing GCED as a key topic in ALE, the paper develops an argument to endorse a perspective of ALE *as* GCED, which overcomes the functionalist view considering GCED as a key issue of ALE. This means that ALE and GCED, when interpreted in a particular and non-neutral way (addressing social transformation, equity, social justice in a non-western centred view), share some structural and key elements.

Correspondingly, an original 'four-dimensions approach to ALE *as* GCED' model is advanced to potentially inform policy-makers, practitioners and researchers. It is made of four basic components of ALE as GCED: aims (*what for*), contents (*what*), processes and pedagogies (*how*), actors and learning environments (*who*).

Fittingly, the paper also points out some implications, and makes ten recommendations for policy-makers, practitioners and researchers, while recognising the need for a multi-stakeholder approach to successfully implement ALE *as* GCED.

Dimension *'what for'* has to do with ALE's aims and purpose, or what constitutes the 'educationally desirable' in terms of global social justice.

Implication A. Promote GCED for social justice across ALE's learning environments:

1. *Policy-makers* will engage in inter-ministerial collaborations, encourage multi-stakeholder approaches, but also secure coherence among different levels of governance, and promote national curriculum reforms in public and private schools, and education, training or learning centres for youth and adults.
2. *Practitioners* will actively engage in international partnerships and transnational informal ALE projects, particularly across UNESCO regions.
3. *Researchers* will actively engage in international researcher networks and comparative research that addresses GCED's theoretical insufficiency and conceptual ambiguity. They should also examine education policy developments,

and their impact on ALE practices, and examine what type of GC is promoted and/or hampered by different ALE practices.

Dimension *'who'* refers to the active engagement of various stakeholders to fostering GCED in different ALE's environments.

Implication B. Raise awareness of the benefits of GCED for individual learners and both their immediate and global communities:

4. *Policy-makers* will promote a whole-institution approach (e.g. SDG learning schools, UNESCO Learning cities).
5. *Practitioners* will actively engage themselves and learners in international partnerships and exchange programmes, but also in local collaborative projects such as community-based programmes or service learning.
6. *Researchers* will actively research what type of citizenship (either national or global) is promoted and/or hampered by different ALE practices, but also the benefits of GCED for the well-being of individuals and social groups.

Dimension 'w*hat'* refers to the contents of ALE, namely the cognitive, socio-emotional and behavioural learning domains of GCED that can be transformed in key learning outcomes and skills. Dimension '*how'* has to do with the processes (at political and practical level) that transforms abstract statements of principle and/or ALE recommendations into actual GCED learning activities, pedagogies, and learning methods. These dimensions will be considered together to prevent a functionalist delivering of GCED in ALE.

Implication C. Adopt a UNESCO framework for GCED learning domains (cognitive, emotional and behavioural) in a holistic way across ALE's learning environments (formal, non-formal and informal):

7. *Policy-makers* will identify relevant ministries to coordinate a multi-stakeholder GCED Platform at national and local levels involving all interested parties across ALE's learning environments (formal, non-informal, informal). NGOs and CSO should also be involved, since they are major drivers in promoting GCED.
8. *Practitioners* will learn about, and consider how, the cognitive, emotional and behavioural dimensions of GCED can be adapted for youth and adults, and then promoted through the ALE practices in which they are involved.
9. *Researchers* will actively research in GCED professional education, programme development, and learning assessment at post-compulsory level, and outside the formal education system**.** Qualitative studies investigating teaching and learning processes are particularly needed.

Although not related to the model, a final implication and recommendation are added:

Implication D. Include ALE in the criteria for monitoring progress of SDG 4.7:

10. *Policy-makers, practitioners* and *researchers* will secure that ALE is also taken into account in further developments of SDG 4.7 indicators by the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 (TCG).

List of acronyms

APCEIU   Asia-Pacific Centre of Education for International Understanding
ALE   Adult learning and education
CSO   Civil society organisation
ESD   Education for sustainable development
GCED   Global citizenship education
GEFI   Global Education First Initiative
NGO   Non-governmental organisation
OECD   Organisation for Economic Co-operation and Development
UIL   UNESCO Institute for Lifelong Learning
UN   United Nations
UNESCO   United Nations Education, Scientific and Cultural Organisation
SDGs   Sustainable Development Goals

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1. Introduction

This background paper has been produced to inform UIL and APCEIU in the preparation of a report *Addressing global citizenship education (GCED) in adult learning and education (ALE)*. Its purpose is to examine the current debate on the role of GCED in ALE from a theoretical perspective.

It can be argued that the areas of GCED and ALE cover a very broad range of themes and concepts. Moreover, while GCED in school curricula has received much attention, in ALE it is still a neglected policy area.

Therefore, for the purpose of this paper, we provide a substantial conceptual analysis of the two domains and their commonalities and differences. In particular, the focus will be on identifying:

- key principles and concept definitions of GCED and ALE, in the context of several other related terms and notions (i.e. global learning, education for sustainable development);
- forms and modes of intersections and overlapping between the two concepts;
- a set of arguments that respond to the question why it is imperative to address GCED in ALE;
- some structural and key elements shared by ALE and GCED;
- directions on how to implement ALE *as* GCED in policy and practice;
- recommendations to inform policy-makers, practitioners and researchers.

Based on the analysis, in this paper we argue that instead of considering GCE a topic in ALE, we see ALE *as* GCED and elaborate the consequences of this perspective and how it could inform policy and practice.

The literature for this report is based on looking not only at materials that makes direct reference to ALE and GCED but also broader themes that have a potential bearing on these areas, such as discussions on post-national citizenship, social and educational consequences of globalisation and emerging nationalisms, and a commitment to social justice education. However, we have not attempted to comprehensively review literature related to all of the sub-concepts related to GCED and ALE, as this would have been too big a task and inconsistent with the choice to consider GCED as an umbrella term.

The literature considered covers:

- academic books, book chapters and journal articles;
- research papers and reports issued by supranational institutions, International non-governmental organisations (NGOs), and governmental bodies;

- policy reports and grey literature issued in the five regions of the world (Africa, Arab countries, Asia-Pacific, Europe and North America, and Latin America and the Caribbean);
- particular attention has been paid to UNESCO's reports, guidelines, meeting documents and resolutions and recommendations.

UNESCO has over the past decade produced a range of publications on both GCED and ALE, including a number of authoritative reports and guidelines related to the definition of GCED, which have had a huge impact among policy and scholarly discourses. This paper aims to build on this work and to bring the broader academic discussion on GCED and ALE back to it.

For time and space constraints or because these issues should be covered by other thematic papers, what is not addressed by this paper is a detailed analysis of concrete ways to enhance GCED practice in different ALE contexts (e.g. adult literacy, higher education, popular education) and world regions, the specific role of major players, and how to enhance possible partnerships between them.

Section 2 provides a conceptual background where the notion of GCED is defined in the context of global citizenship (GC). Related issues such as global education or learning, development education and especially education for sustainable development (ESD) are also explored in their relationship with GCED. ALE is then defined as a key component of lifelong learning.

Section 3 explains why it is imperative to address GCED in ALE. ALE is interlocked to GCED and can play an important contribution to fostering GC in the framework of SDG 4.7. The section concludes by arguing a perspective of ALE *as* GCED, rather than seeing GCED as a key topic in ALE. On this basis an original '4-dimensions approach to ALE *as* GCED' model is presented as a framework informing policy-makers, practitioners and researchers.

Based on the previous argument, Section 4 outlines directions and makes concrete recommendations on how ALE *as* GCED can be implemented in policy, practice and research.

A thematic bibliography and a reasoned presentation of key UNESCO documents are provided in Annex 1.

2. Key principles and policy definitions

In this section, we clarify the key principles and policy definitions on which this thematic paper builds. Specifically, we look at how GC connects to education, and the ways GCED is signified in the academic literature and in policy documents produced by UNESCO. In doing so, we also critically review recent scholarly literature on the conceptualisation of GCED.

2.1.   Global citizenship

Global citizenship is a disputed concept within scholarly discourse; despite post-national or multiplex citizenship is widely accepted as a response to globalised societies and global challenges. In fact, scholars agree that the call for GC does not imply the extension of the citizenship's legal status from the national to the global level. However, the sense of belonging to a global sphere, certainly has an ethical and political value and, by implication, a substantial educational significance. It can be regarded as an *ethos* and a *paideia* that provide a sense of belonging to a common humanity, embodying new meaning for education and its role in developing knowledge, values, behaviours for securing tolerance, diversity recognition, inclusion, justice and sustainability across the world (Tarozzi and Torres, 2016).

This view echoes the definition of GC by the United Nations Educational, Scientific and Cultural Organisation (UNESCO):

> *Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global* (UNESCO, 2015, p.14)

2.2.   Global citizenship education

Contemplating the educational implications of GC, or the global dimension in education, brings to light that a number of concepts are being used such as global education,[1] development education and global learning; each concept has its own connotations and central thematic axis (Concord, 2018; Bourn, 2015). Among these concepts, however, in the last decade GCED seems to have won wide support, and

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[1] The term 'Global Education' has been widely promoted by the Council of Europe, in particular the Council of Europe's North-South Centre whose 2002 definition of 'global education' was clearly stated in the Maastricht Declaration, which still represents a framework for a European strategy on Global Education in Europe (GENE, 2018).

a special emphasis has been placed to the term both in scholarly discourse and the policy agenda. This concept has a precise origin, easily traceable and directly linked to the *Global Education First Initiative* (GEFI), launched by the United Nation's (UN) Secretary Ban Ki-moon in 2012, when the UN Secretary General set 'fostering global citizenship' as one of the three priorities of GEFI.

Despite the increasing political prominence of GCED, widely promoted by supranational political bodies, there are different and sometimes contrasting reasons underpinning this 'global turn' in education (Mannion et al., 2011), and GCED remains a highly contested notion (Hartung, 2017; Jooste and Heleta, 2017; Marshall, 2005).

On the one hand, GCED seems to address a widespread sense of naïf internationalism, aiming at pursuing a vague 'international awareness', which has been criticised as an expression of a masked colonialism (Abdi, Shultz, and Pillay, 2015; Andreotti and de Souza, 2012). On the other hand, a more critical vision of GCED emphasises equality and social justice as fundamental educational goals (Bourn, 2015; Davies, 2006; Jefferess, 2008, Tarozzi and Torres, 2016) or advocates a post-colonial perspective (Abdi, 2015; Andreotti, 2006, 2011, 2015).

Conversely, there is also a growing wave promoted by supranational agencies such as the Organization for Economic Cooperation and Development (OECD), which are endorsing GCED in the framework of a neoliberal economic knowledge discourse. Here an 'entrepreneurial' GCED (Stein, 2015) is intended to promote a new type of entrepreneurial citizen navigating an increasingly interconnected global community (Camicia and Franklin, 2011). In this vein GCED aims to educate people for the 'global free market', with an emphasis on flexibility, 'free market thinking', and a belief in technological progress (Hartung, 2017; Schattle, 2009). As adult education researchers contend, this view reflects the needs of the Global North, while ignoring those of the Global South (Grotlüschen, 2017, 2018).

Hence, while Enns distinguishes between hegemonic and counterhegemonic global education (Enns, 2015), Shultz (2007) compares three contrasting approaches to globalisation: a neoliberal, a radical, and a transformational approach. She concludes that the transformational approach is the most suitable for furthering a social justice agenda. In this vein, Vanessa Andreotti (2006) compares and contrasts soft and critical GC in terms of basic assumptions and implications for citizenship education understanding and acting. She claims that due to the lack of critical analysis of power relations and global inequalities, GCED often results in educational practices that can unintentionally reproduce and reinforce an ethnocentric, ahistorical, paternalistic approach (Andreotti, 2011). Therefore, she advocates a global social justice framework to provide a de-colonial and anticolonial lens on the processes, objectives and aims of GCED.

In sum, such diverse views in framing GCED show that this concept is open to different conceptual, political and educational interpretations (Peters, Britton and Blee, 2008; Gaudelli, 2016; Shultz, 2007; Torres, 2017), hence to address different goals rooted in contrasting visions and political assumptions (Enns, 2015; Grotlüschen, 2017, 2018; Oxley and Morris, 2013; Veuglers, 2011; Stein, 2015).

2.3. UNESCO's approach to global citizenship education

In an attempt to overcome conceptual vagueness, in the last decade UNESCO has made a tireless effort to bring together many distinct streams under a common perspective (Pashby, 2018; Pigozzi, 2006; VanderDussen Toukan, 2018), promoted under the GEFI umbrella and, more recently by promoting a global stance in education in support of target 4.7, under the Sustainable Development Goals (SDGs).

UNESCO expressed the holistic nature of GCED as a framing paradigm in 2014, when it was defined as:

> *a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. (UNESCO, 2014a, p.9)*

Furthermore, in 2015, UNESCO issued comprehensive GCED pedagogical guidance providing key learning outcomes and objectives for GCED in formal education, addressing three interrelated learning dimensions: the cognitive, the socio-emotional and the behavioural. This document also provides a comprehensive definition of GCED, related to the GC idea of belonging to a broader community and common humanity, which emphasises political, economic, social and cultural interdependence and interconnectedness between the local, the national and the global. This document also enhances a holistic approach to GCED:

> *GCED takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation. (UNESCO, 2015, p.15)*

In other words GC responsibilities apply to everyone, of all ages and backgrounds, and invite them 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, 2014a, p.15)*

In the remaining part of this paper we refer to this definition of GCED and endorse its holistic approach that considers GCED a 'framing paradigm', capable of providing new meaning to well-established educational issues and pedagogical approaches.

2.4. Education for sustainable development and the Sustainable Development Goals

From 2005 to 2014 the UN promoted the *Decade of Education for Sustainable Development*. Here, education for sustainable development (ESD) was defined as follows:

> *Education for Sustainable Development (ESD) empowers everyone to make informed decisions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity. (UNESCO 2014b, p.20)*

Accordingly, ESD and GCED can be considered 'complementary approaches' (UNESCO, 2017, p. 8), in fact for UNESCO

> *GCED multifaceted approach employs concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding (UNESCO 2015, p.15).*

Suitably, since 2015, ESD and GCED are included together in SDG Target 4.7:

- By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The introduction of GCED in the 2030 Agenda for Sustainable Development, and particularly its explicit mentioning (together with ESD) in Goal 4.7, has influenced the political agenda of national governments worldwide to integrate these two programmes in education policy and practice. In the same vein, the 2017 *UNESCO Week for Peace and Sustainable Development* represented a further effort to keep ESD and GCED under one banner.[2]

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[2] In 2017 UNESCO merged the two events - ESD week and GCED 3rd International Forum – within the same major event (https://en.unesco.org/esd-gced-week). The Two UNESCO programmes were also combined in the UNESCO 2019 Forum ESD and GCED in Hanoi. It must be observed, however, that in this last Forum the two themes were addressed in separated and parallel sessions (https://en.unesco.org/themes/gced/esd-gced-forum2019).

While the conceptual difference between ESD and GCED has not yet been adequately elaborated, with few exceptions (Gough, 2018), both are holistic and transformational educational approaches and umbrella terms, closely associated, and jointly promoted within SDG 4.7. The three traditional pillars of sustainable development: economic, environmental and social (Harris, 2003) converge in both concepts. More importantly, both concepts combine adjectival educations (i.e. environment education, human rights education, intercultural education, peace education), which are traditionally taken separately, and attempt to relate them within a holistic approach.

Ultimately, in this paper we adopt UNESCO's view that considers ESD and GCED as 'complementary approaches'

> *enabling individuals to contribute to sustainable development by promoting societal, economic and political change as well as by transforming their own behaviour. (UNESCO, 2017, p.8)*

This means that that both ESD and GCED are crucial not only for target 4.7, but as cross-cutting approaches to all 17 SDGs, due to the indivisibility of these goals.

2.5. Lifelong learning and adult learning and education

Across time and space, different epistemic communities have denoted lifelong learning and the conceptions of adult learning and adult education as synonymous, or conceptualised their associations in either comprehensive or restrictive ways. Comprehensive associations tend to assimilate adult learning and adult education within lifelong learning, whereas restrictive associations distinguish between the intentionality of a process (education), its outcomes (learning) and the characteristics of those involved in learning processes (adults), thus adult education, adult learning, and lifelong learning, tend to be seen as entangled, yet different conceptions (Milana, Webb, Holford, Waller and Jarvis, 2018).

Comprehensive conceptualisations emphasise that adults are the subjects involved in educational delivery and other forms of learning, whereas restrictive conceptions stress the potential time span for human development, yet distinguish between subjects (i.e. children, youth, adults) and degree of intentionality embedded in both education delivery and learning processes (cf. Milana and Nesbit, 2015).

It is the comprehensive association, echoed in the 2015 UNESCO *Recommendation on Adult Learning and Education* that we assume in this paper. Accordingly

> *Adult learning and education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes, formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and*

working, both in their own interests and those of their communities, organizations and societies. Adult learning and education involves sustained activities and processes of acquiring, recognizing, exchanging, and adapting capabilities. Given that the boundaries of youth and adulthood are shifting in most cultures, in this text the term 'adult' denotes all those who engage in adult learning and education, even if they have not reached the legal age of maturity. (UIL, 2016, pp. 5-6)

Against this background, which clarifies the key principles and policy definitions of this thematic paper, in the following section we explore commonalities and overlapping areas between GCED and ALE, and explain the reasons why it is imperative to address GCED in ALE.

3. Framing ALE *as* GCED

This section explains the reasons it is imperative to address GCED in ALE and how this can be done. We argue that there are three main reasons for addressing GCED in ALE. First and foremost, GCED and ALE are interlocked at both conceptual and ethical levels. Second, ALE can play an important contribution to fostering GC. Third, both GCED and ALE share the SGDs Agenda as a top priority and find a common goal, particularly, in target 4.7. On this ground, rather than seeing GCED as a key topic in ALE, paraphrasing Schreiber-Barsch and Mauch (2019), we argue for framing ALE *as* GCED.

3.1.   ALE and GCED are interlocked conceptions

Our first claim is that GCED and ALE are conceptually intertwined and share a number of aims, approaches and fields of applications that are values-based (Dorio, 2017).

UNESCO recognises that ALE 'is a core component of lifelong learning' comprising 'all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work' (UIL, 2016, p. 5). At the same time, UNESCO appreciates that '[g]lobal citizenship education applies a lifelong learning perspective […] continuing […] into adulthood', and involving 'both formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation' (UNESCO 2015, p. 15) (see previous section).

Moreover, intelligible from UNESCO's definitions is that GCED interlocks with ALE as they both acknowledge: 1) a lifelong learning perspective, 2) multiple forms, approaches and environments for education and learning, which are values-based,

3) the centrality of people's participation, and 4) a striving towards equality and social justice education. In the succeeding paragraphs we expand on each of these interlocking factors.

3.1.1. ALE and GCED in a lifelong learning perspective

People learn throughout their life. Thus, lifelong learning encompasses the idea that learning is an inseparable aspect of living for girls and boys, women and men of all ages. Moreover, it recognises that learning occurs within the family, at work and in the community as much as in educational institutions, and in response to a wide range of individual needs and social demands.

On the one hand, ALE is an important aspect of lifelong learning as it covers educational and learning opportunities beyond post-compulsory school age, through different modalities (formal, informal, non-formal), hence it represents 'a key component of a holistic and comprehensive system of lifelong learning and education' (UIL, 2009, p. 11). But how, what and why youth and adults engage in learning activities is entangled with the form of learning and its outcomes that is valued by their closest communities. Moreover, it is connected with national and global discourses and agendas across policy sectors (e.g. education, labour, welfare, development, agriculture, health, environment, defence, immigration, economy and finance). Consistent with this, the 2015 UNESCO *Recommendation on Adult Learning and Education* calls for Member States to consider

> according to their specific conditions, governing structures and constitutional provisions, developing effective educational responses, especially to address accessibility, autonomy, equity and inclusion issues (UIL, 2016, p. 11).

On the other hand, GCED as a framing paradigm can only be understood within a lifelong learning perspective:

> GCED is built on a lifelong learning perspective. It is not only for children and youth but also for adults. Holistic approaches to GCED demand formal and informal approaches, curricular and extracurricular interventions and conventional and unconventional pathways to participation. (UNESCO, 2014a, p.16)

Therefore, 'a lifelong learning perspective is crucial for all forms of global citizenship education' (UNESCO, 2014a, p. 25). Both the Incheon Declaration and its Framework for Action (UNESCO, 2016), which reaffirm the states' engagement with *Education for All*, promote lifelong learning as one of the strategic approaches to achieve SDG 4 and its targets, including 4.7 and GCED.

GCED is a multifaceted approach, employing concepts, methodologies and theories from related fields. As transdisciplinary and flexible subject it requires a holistic approach across a number of formal and informal strategies, curricular and extracurricular interventions, and conventional and unconventional pathways to

participation. This adaptability to different educational contexts, visions and pedagogies makes GCED a complementary approach to lifelong learning.

3.1.2. ALE's and GCED's multitude of forms, approaches and environments are values-based

Many different environments support people's learning (i.e. the gaining of knowledge, skills, and capacities for sense making, forming judgments and making informed decisions). Leaving aside incidental learning that occurs through intimate interpersonal communication and personal relationships, at least three environments promote learning and education of youth and adults, each subsuming different forms and approaches: the school, the workplace and the community (Milana, 2018).

The first environment promoting ALE comprises the various types of *public and private schools*, and education, training or learning centres that usually engage adults in basic literacy learning, learning up to secondary school levels, and different kinds of vocationally oriented training. Around the world, schools and other educational institutions have expanded their reach beyond the illiterate population to include different pockets of previously excluded populations, like early school-leavers, youngsters not in education, employment or training, long-term unemployed, migrants, refugees and so forth (Milana, 2017). At the same time higher education institutions have also opened their doors more widely to let in adults through part-time programmes, professional degrees, non-credit courses, and MOOCs (Massive Open Online Courses). So more 'non-traditional' adult students now enrol at higher education institutions (Finnegan, Merrill and Thunborg, 2014), although this trend varies across countries and regions or the world.

The second environment for ALE is the *workplace*, open to youth and adults active in the labour market, but to some extent also to those engaged in hybrid forms that bridge the school and the workplace like. Across the world, apprenticeships for youth and adults, within vocational education and training, can assume different 'models of learning' (Fuller and Unwin, 2009). These models entail both a pedagogical and an occupational dimension, thus intersecting with the employing organisations in which learning takes place and their capacity to enable adults to transit into the labour market (Fuller and Unwin, 2013). So, the inner qualities of concrete experiences can be a more expansive or restrictive learning practice (Fuller and Unwin, 2008), a practice that is not free from possible forms of exploitation (i.e., cheap labour) and one that does not always have a significant effect, for instance, on long-term employment (Weatherall, 2009).

Last but not least, an important environment that stimulates ALE is the immediate *community* in which youth and adults live, which encompasses career guidance by public and private employment agencies and community-based services, and at-distance communities to which youth and adults gain access to, mostly through the use of information and communication technologies. But youth and adults are also active consumers of popular culture and media, which 'operate pedagogically with and for their adult audiences' (Jubas, Taber, and Brown, 2015, p. 2). In fact, it is through such consumption that people make and re-make own meanings of cultural representations (Guy, 2007; Sandlin, Wright, and Clark, 2013).

In sum, independently from the form, approach and environment in which it takes place, ALE does not happen in a social vacuum, nor is it value-free or disconnected from people's commitments and values. This is also the case for GCED, and its adaptability to different educational environments in a lifelong and life-wide perspective. This flexibility is especially due to its ethical underpinnings.

GCED can be seen as a values-based approach. As Tarozzi and Torres (2016) argue, GCED is an *ethos*, an educational *paideia*, a framing paradigm, which embodies new meaning for education and its role in developing knowledge, values, attitudes for securing tolerance, diversity recognition, inclusion, justice and sustainability across the world.

As a values-based approach, GCED's main goal appears to be fostering change in people's attitudes and behaviours. Here, values, beliefs or an *ethos* are important aspects to be developed throughout educational practices. Such an approach is aimed at engaging adults, activating them to embrace values or to promote change in the community. Therefore, GCED as values-based adult education should be highly regarded for its developing of transformative processes and its encouraging of learners to achieve positive agency towards societal change.

3.1.3. *The centrality of people's participation in ALE and GCED*

In recent years we have observed the exacerbation of social and economic crises both within and across nations, independent of the growth model behind a country's development. Under these circumstances, many countries around the world have experienced the long-term evolution of inequalities, a concentration of wealth, the limits of social solidarity, and the fragility of social cohesion. Hence, current disputes call for new ways to reconcile economic growth, equity and social justice.

One way to reconciliation is 'to reclaim the notion, the idea and the concept of citizenship', not least as '[g]lobal challenges care little about national orders' (Larjanko, 2015, p. 1).

Fittingly, adult educators and researchers such as Torres and Dorio claim that:

> *A participatory educational approach focusing on the individual as a decision maker interconnected to a wider local and global community concerning virtues of the environment and cultural diversity is greatly overlooked. (Torres and Dorio, 2015, p.5)*

Unlike global education or global learning, GCED emphasises the idea of citizenship as a form of participation in society. This makes the idea of a global dimension in education not only more concrete but also shows it to be closely related to equity, social justice, human rights and the rule of law, by fostering people's agency for a common good.

Some suggests that in modern times and in post-national societies Marshall's classical conception of national citizenship might be 'obsolete' (Soysal, 1994; Cohen, 1999; Tambini, 2001), because it does not take into account the transnational dimension of today's citizenship. Moreover, participation rights, despite the growth in entitlement to them, are exerted less and less. In addition, separation between politics and power has also weakened the possibilities for citizens' participation in political decision processes, which are relocated to a far off and indefinite supranational space (Sassen, 2002).

Therefore, acknowledging a global perspective on citizenship is crucial to address participation needs and global challenges. We are aware that GCED does not have a legal value, so a GC can be regarded as a contradiction in terms. However, GCED advocates a condition of participation that presupposes individual rights, although not formally recognised. Even if it cannot be seen from a legal point of view, GC has a great educational power; it is an *ethos* that embodies new meanings for education. For this reason, while educating global citizens is crucial for every educational level and age group, it seems especially appropriate and meaningful for adults, who experience in their daily life opportunities and threads of participation in society.

3.1.4. ALE, GCED and social justice education

If citizenship, and citizenship education, can be seen as a way of reconciling economic growth and social justice, then it can be argued that social justice and social justice education can be seen as basic principles and fundamental aims of both ALE and GCED. However, the sustainable development political agenda, combining economic development with equality (as well as environmental sustainability) embraced by ALE and GCED is not a neutral option. On the contrary, it requires, a precise commitment towards social justice and equity, which is not universally accepted – as exemplified by the 'entrepreneurial GCED' model, highly regarded in neoliberal discourse (see Section 2.2).

None the less, despite the growing economics-driven proposals for ALE put forward by some international organisations, contrasting with the UNESCO's 'utopian and citizenship-oriented version of lifelong learning' (Elfert, 2019, p. 540), we continue to assert that inclusive education and equity are basic principles of ALE.

> *Equipping all individuals to develop their potential contributes significantly to encouraging them to live together in harmony and with dignity. There can be no exclusion arising from age, gender, ethnicity, migrant status, language, religion, disability, rurality, sexual identity or orientation, poverty, displacement or imprisonment. Combating the cumulative effects of multiple disadvantage is of particular importance. Measures should be taken to enhance motivation and access for all. (UIL, 2009, p.8)*

While there are different ideologies and contrasting visions underpinning GCED, some that can be regarded as approaches enhancing global competition for global elites others as a way to challenge global inequality, we endorse a critical vision of GCED. This critical vision, within a global social justice framework, emphasises equality and social justice as fundamental educational goals (Shultz, 2007, 2015; Tarozzi and Torres, 2016). Moreover, GCED should be combined with social justice (Tarozzi and Torres, 2016: 21) or, following Bourn (2015), a pedagogy for 'global social justice'. This agenda is very much in line with ALE's Belém Framework for Action, pushing towards inclusive and equitable access and participation in ALE activities.

3.2.   ALE's contribution to fostering GC

Our second claim is that, despite some understandable structural differences, ALE can play an important contribution to fostering GC.

The aspirations of GCED and ALE differ remarkably, as GCED, being an ethical vision if not an abstract global utopia, seeks to prepare people 'to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world' (UNESCO, 2014a, p. 15), whereas ALE more concretely aspires 'to equip people with the necessary capabilities to exercise and realise their rights and take control of their destinies' (UIL, 2016, p. 8), and this predominantly happens in national and local communities.

On a closer inspection, however, it will be seen that both aspirations can now be exercised more at a global level and through a global educational perspective. Rights do not only depend on national governments (consider international migrations) and destiny is very often a global challenge (conflicts, global warming). As suggested by Edgar Morin in an UNESCO report (Morin, 1999), a further space of belonging and identity recognition can be found at global level, where citizenship also entitles an 'earth identity', or awareness of belonging to a

worldwide 'community of destiny'. We are world citizens, not only because we belong to the human community, but also because we are living in a shrinking and interlocked world and therefore share a condition that, until a few years ago, was a prerogative of the nation-state. Nowadays, a shared belonging to a common destiny at global level is emerging, generated by events and threats that affect humanity in its entirety, such as economic and market interconnections, environmental risks, the global consequences of local conflicts, and the dangers of nuclear war (Milana and Tarozzi, 2013).

Moreover, there are essential convergences between ALE's learning objectives and GCED's aspirations. In actual fact, ALE's objectives encompass the capacity to:

> *fully participate in sustainable development processes and to enhance solidarity among people and communities; […] promote peaceful coexistence and human rights; and […] enhance awareness for the protection of the environment' (UIL, 2016, p.8).*

Complementing these objectives are broader ones like thinking critically, acting autonomously and responsibly, dealing with the economy and the world of work, and fostering resilience in young and older adults (Ibid).

In short, both GCED's and ALE's conceptions point to education and learning as means to foster sustainable development processes and peaceful coexistence. Consequently, Torres and Dorio claim that:

> *A global citizenship education approach to adult education intersects individual development as a participatory process with sustainable development and peace education fostered by a model of global commons. (Torres and Dorio, 2015, p.5)*

3.3.   ALE and SDG 4.7

Our third claim is that both GCED and ALE share the SDGs Agenda as a top priority and find a common goal, particularly, in target 4.7.

The Belém Framework of Action clearly recognised the key characteristics of ALE in equipping adults with knowledge, attitudes, values and competences needed to deal with global challenges in today's interlocked world:

> *The education of young people and adults enables individuals, especially women, to cope with multiple social, economic and political crises, and climate change. Therefore, we recognise the key role of adult learning and education in the achievement of the Millennium Development Goals (MDGs), Education for All (EFA) and the UN agenda for sustainable human, social, economic, cultural and environmental development, including gender equality. (UIL, 2009, p.5)*

Yet, while ALE's contribution to SDG4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') more broadly, and

across SDGs, has been addressed by the scholarly literature (Benavot and Stepanek Lockhart, 2016; Elfert, 2019; Boeren, 2019), ALE's specific contribution to target 4.7 has not yet received adequate attention.[3]

Here, beyond the specific role assigned to ALE in SDGs targets 4.3, 4.4, and 4.6, we stress the importance of both GCED and ALE especially for target 4.7.

Target 4.7 explicitly mentions GCED as one of the educational goals to be achieved by 2030 (see Section 2.4). Beyond this focused target, education as a whole is considered a key instrument and of crucial importance for all 16 other SDGs (UNESCO, 2017). It lies at the heart of the SDGs (Bamberg, 2019) by integrating several diverse goals and approaches: from environmental issues to human rights, from poverty to gender issues. Accordingly, GCED and its complementary ESD approach embody holistic and transformational education across a wide range of institutions and learning environments, including ALE's institutions and learning environments.

3.4.   Tensions and criticisms

To recap, while considering the reasons why it is imperative to address GCED in ALE, we have advanced three claims thus far, namely that GCED and ALE are interlocked, that ALE contributes to GC, and that GCED and ALE share a common goal in target 4.7. However, a number of tensions and criticisms must also be considered.

3.4.1.   GCED and ALE are separate areas of concern

Despite the degree of interconnectedness at definitional and aspirational levels, GCED and ALE are still considered and treated as separate areas of intervention. This is self-evident in international cooperation, when we consider that even UNESCO's (N.D.) standard-setting mechanisms that issue common rules for states differentiate between GCED and ALE. Accordingly, the monitoring of GCED developments in UNESCO member states is done separately to the monitoring of ALE. Similarly, the academic literature tends to focus on either GCED or ALE. Despite a rising literature that addresses ALE in the frame of SDG4 (cf. Benavot and Stepanek Lockhart, 2016; Elfert, 2019; Boeren, 2019), studies that connect ALE to GCED are still sparse (cf. Larjanko, 2015; Dorio, 2017; Schreiber-Barsch, 2018).

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[3] In recent times, for instance, Schreiber-Barsch (2018) argues for the connections between ALE and GCED but makes no reference to the SDG target 4.7.

3.4.2. GCED is a slippery concept with manifold dimensions

Like most policy definitions, GCED is as inclusive as possible so as to encompass different national policies and mobilise international cooperation. While this is helpful in supporting a transformational agenda and the pursuit of global social justice, the lack of clear conceptual boundaries makes GCED an obscure concept, especially for practitioners. Moreover, educators are not always equipped to engage with GCED's many dimensions (cognitive, emotional and behavioural), so they risk, for instance, delivering GCED merely as a new subject in formal learning contexts.

3.4.3. Global vs local

While some economists criticise globalisation as not inevitable or advantageous to all, we also witness emerging nationalism, sovereigntist populism and conservative communitarism in many parts of the word. There is an emerging discourse that tends to contrast globalisation vs identity, globalists vs patriots, global vs local. All of this has raised questions and has posed serious challenges to the global dimension of education (UNESCO, 2018c), emphasising the role of national citizenship, local communities and identities against the educational significance of global-mindedness.

3.4.4. Global education for global elites vs social justice

The relevance of GCED in challenging environments is non-univocal. Some perceive GCED as a luxury, disconnected from the basic needs of learners, a form of human capital that demands a very selective education of the new global elite, privileged people who can benefit from a global economy (Garder-McTaggart, 2016). Others perceive GCED as aiming at 'the development of skills as a means for the emancipation of the oppressed and marginalised and thus […] ensuring a more equitable and just society where everyone has the same educational, social and political opportunities to develop this potential'. (Tarozzi and Torres, 2016, p. 13)

3.4.5. Values-based education vs testing and accountability regimes

A values-based approach to GCED promotes a transformative pedagogy that fosters change in people's attitudes and behaviours. This cannot be achieved when educators are required to set aside personal beliefs and commitments (Ball, 2003) within prevailing regimes of testing and accountability (Biesta, 2016).

3.5. A four-dimensions approach to ALE *as* GCED

Thus far, we have explained the reasons for addressing GCED in ALE and considered a few tensions and critical issues. Consequent to this, instead of regarding GCED as a key topic in ALE or asking what ALE can do for GCED, in this section, paraphrasing Schreiber-Barsch and Mauch (2019), we advance a

perspective of ALE *as* GCED. This means that the two conceptions, when interpreted in a particular and non-neutral way (addressing social transformation, equity and social justice in a non-Western-centred view), share some structural and key elements.

First, global citizenship responsibilities apply to everyone, of all ages and backgrounds. However, in comparison to other age groups, youth and adults are in an advantaged position to actively engage in their immediate communities and globally because they enact multiple roles (e.g., voter, consumer, waste produce, volunteer, spouse, parent, career, worker, employer) which encompass some kind of cultural, social and political representation. Consequently, a constant engagement in GCED is essential for youth and adults to wholly embrace global citizenship responsibilities.

Second, people learn throughout their life, in multiple environments that support new learning (i.e. the gaining of knowledge, skills, and capacities for sense making, forming judgements, and making informed decisions). Further, learning does not happen in a social vacuum, and is never value-free or disconnected from people's commitments and values. Consequently, a critical GCED approach is needed for ALE to withstand possible forms of instrumentalization and damaging cultural representations. Conversely, ALE can expand the scope of GCED by stressing its lifelong and life-wide learning dimensions and freeing GCED from the limits of formal education that has been a depressing feature of recent studies and reports. Most have focused on the implementation of GCED as stand-alone subject or a school-wide approach or cross-curricular or integrated within certain subjects (UNESCO, 2015). Moreover, ALE and GCED share a common methodological view and theoretical framework: they are both holistic approaches, and any reductionist attempt to simplify them or confine them in rigid boxes contradicts their essence.

Against this backdrop, we draw inspiration from Schreiber-Barsch and Mauch (2019), who propose a holistic approach to systematising and connecting different views to sustainability in ALE, based on three dimensions: contents, processes and structures. This approach considers learning 'as a phenomenon that addresses contents, processes and structures in a *non-linear, cumulative* and *recursive-way* (Biesta and Lawy, 2006)' (ibid., p. 532, emphasis in original), and echoes the fields of learning, policy devices and appropriate learning environments identified by the *Recommendation on Adult Learning and Education* (UNESCO, 2015).

We suggest that a similar approach could be applied to implement ALE *as* GCED in practice, yet with an important addition that constitutes a key overlapping dimension between ALE and GCED: aims. In fact, beyond the instrumental value of effectiveness, educational systems and institutions should deal with what is 'educationally desirable', or the values underlying the aims and purposes of education (Biesta, 2007, 2016).

Following this way of thinking, we propose four conceptual dimensions that are shared by ALE and GCED and reflect the four basic dimensions of education: *what* (contents); *how* (processes and methods); *who* (structures and various actors); and *what for* (aims and purposes) (see Figure 1).

What refers to the contents of ALE, namely the cognitive, socio-emotional and behavioural learning domains of GCED that can be transformed in key learning outcomes and skills (cf. UNESCO, 2015). This taxonomy of GCED topics and learning objectives for primary and secondary schools should be adapted for ALE in a flexible way.

How has to do with the processes (at political and practical level) that transform abstract statements of principle and/or ALE recommendations into actual GCED learning activities, pedagogies and learning methods. Both in GCED and in ALE transformative pedagogy has been regarded as an appropriate device to 'bring about changes and personal transformations in the process through the experience of action and practice' (UNESCO Bangkok, 2018, p. 7).

Figure 1. A four-dimensions approach to ALE as GCED
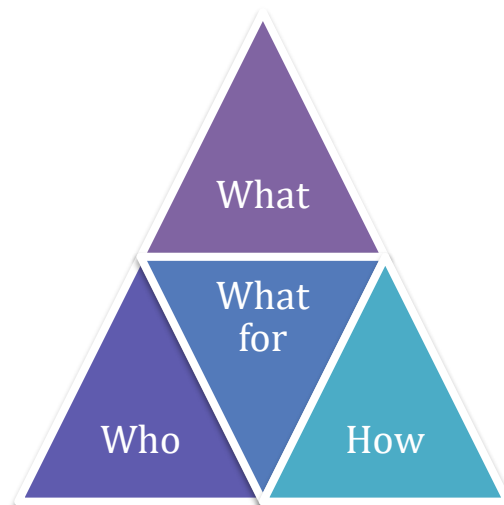
Who refers to the active engagement of various stakeholders to fostering GCED in different ALE environments. Key stakeholders include national and international NGOs and CSOs, local authorities, governmental organisations (Ministry of Education and Ministry of Foreign Affairs), researchers and educators of teachers/educators, funding bodies, teaching unions and higher education institutions. In particular, it has been argued that NGOs and CSOs are major drivers in promoting GCED (Tarozzi, 2019; GENE, 2017; Bourn, 2015).

What for has to do with ALE's aims and purpose, or what constitutes the 'educationally desirable' in terms of global social justice. ALE *as* GCED has a

fundamental aim of empowering youth and adult 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, tolerant, inclusive, secure and sustainable world. This goal makes sense in a social justice education framework.

Yet the question remains how ALE *as* GCED can be addressed beyond statement of principle in UNESCO's member states. This requires policy-makers, researchers and practitioners to recognise without reservation that GCED and ALE are interlocked, and that ALE makes an important contribution to GC. Consequently, in the pursuit of target 4.7 of the 2030 Agenda, ALE must be given reasonable attention in GCED's policy, research and practice, while GCED must be well attended to in ALE policy, research and practice.

4.   Implications and recommendations

Based on the previous argument and conceptualisations, in this final section we address how ALE *as* GCED can be implemented in policy, practice and research. In particular, using the '4-dimensions approach to ALE *as* GCED' model developed in Section 3 as a theoretical framework, we point out in this section some practical implications for policy, practice and research, and make recommendations for each of them. Albeit at times we may address policy-makers, practitioners and researchers separately in our recommendations, a multi-stakeholder approach is needed and policy-makers, practitioners and researchers should be able to cooperate to implement ALE *as* GCED successfully.

4.1.   *What for* – Aims of ALE as GCED

4.1.1.   *Promote GCED for social justice across ALE's learning environments*

Rooted in contrasting visions and political assumptions, different interpretations of GCED coexist that address different goals. Likewise, different motives and preoccupations with ALE co-exist, which do not necessarily redress social injustices, and may even reinforce or create new social injustices (cf. Milana, 2018). GCED for social justice is a framing paradigm that enables new sense to be made of well-established concepts and approaches. It is a new topic, though above all it is a lens through which to look at one's own work and a framework for teachers' and educators' activities, or a perspective that they adopt (Wintersteiner et al., 2015). Supporting GCED for social justice across ALE's learning environments implies advancing a transformational agenda, and the pursuit of global social justice that reconciles local aspirations with global concerns.

1. *Policy-makers* should engage in inter-ministerial collaborations, encourage multi-stakeholder approaches, but also secure coherence among different levels of governance, and promote national curriculum reforms in public and private schools, and in education, training or learning centres for youth and adults.
2. *Practitioners* should actively engage in international partnerships and transnational informal ALE projects, particularly across UNESCO regions.
3. *Researchers* should actively engage in international researcher networks, and carry out comparative research that addresses GCED's theoretical insufficiency and conceptual ambiguity. They should also examine education policy developments, and their impact on ALE practices, and examine what type of GC is promoted and/or hampered by different ALE practices.

4.2. *Who* – actors and Learning environments of ALE ad GCED

4.2.1. *Raise awareness of the benefits of GCED for individual learners and both their immediate and global communities*

Independent of the growth model behind a country's development, religious conflicts, isolationist nationalism, violent extremism and warfare, as well as accelerating climate change have exacerbated social and economic crises at local, national and international levels. As a values-based approach, GCED can foster change in people's attitudes and engage youth and adults in transformative processes and positive agency towards changes in society. Changes in society, though, are rooted in alterations in citizens' everyday practice and in their awareness of, and connections with their immediate as well as their global communities.

Recommendations
4. *Policy-makers* should promote whole-institution approaches (e.g. SDG learning schools, UNESCO learning cities).
5. *Practitioners* should actively engage themselves and learners in international partnerships and exchange programmes, but also in local collaborative projects such as community-based programmes or service learning.
6. *Researchers* should actively research what type of citizenship (either national or global) is promoted and/or hampered by different ALE practices, but also investigate benefits of GCED for the well-being of individuals and social groups.

4.3.   What and how – contents and processes of ALE as GCED

4.3.1.   Adopt the UNESCO framework for GCED learning domains (cognitive, emotional and behavioural) in a holistic way across ALE's learning environments (formal, non-formal and informal)

In this case we deliberately combine the two dimensions of 'What' (content) and 'HOW' (process) to prevent a functionalist delivering of GCED in ALE. In the '4-dimensions approach to ALE *as* GCED' model, content is not separable from the process through which a learner acquires knowledge, skills, abilities and behaviours.

UNESCO and APCIEU have developed useful documents on GCED, for instance *Global citizenship education: Topics and learning objectives* (2015), a pedagogical guide that contains suggestions for translating GCED concepts into practical and age-specific topics and learning objectives. This pedagogical guide can serve as the basis around which policy-makers, youth and adult teachers, trainers, educators, curriculum developers and other education stakeholders can reflect, debate and agree on useful adaptations to local contexts and to youth and adults as target groups. At the same time, teacher education is a key indicator for GCED policy implementation (Tarozzi and Inguaggiato, 2018; Tarozzi and Mallon, 2019), and values-based, transformative education of youth and adult teachers, trainers and educators can be regarded as both a tool to equip them with knowledge, skills and abilities required to improve learning outcomes and a political apparatus to help bring about curriculum change.

Recommendations

7. *Policy-makers* should identify relevant ministries to coordinate a multi-stakeholder GCED platform at national and local levels, involving all interested parties across ALE's learning environments (formal, non-informal, informal).[4] NGOs and CSO should also be involved, since they are major drivers in promoting GCED.
8. *Practitioners* should learn about, and consider how, the cognitive, emotional and behavioural dimensions of GCED can be adapted for youth and adults, and then promoted through the ALE practices in which they are involved.
9. *Researchers* shall actively research in GCED professional education, program development, and learning assessment at post-compulsory level,

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[4] Inspiration could be drawn from the Youth and Adult Education Forums that were launched in Brazil in 1996 by the National Ministry of Education with the support of UNESCO (see Soares, 2004; Milana, 2017).

and outside the formal education system. Qualitative studies investigating teaching- learning processes are particularly needed.

It is useful to conclude this list of implications and recommendations with a final one, which is not related to the '4-dimensions approach to ALE as GCED' model. This refers to the need to engage all the relevant stakeholders in the process of researching, agreeing and applying sound and reliable criteria for monitoring and evaluating the achievement of the SDGs that involve education, but specifically target 4.7, whose indicators are particularly difficult to be identified. What is imperative is to ensure that ALE is included in this discussion.

4.5.   Include ALE in the criteria for monitoring progress of SDG 4.7

Indicators are 'qualitative or quantitative data that describe features of a certain phenomenon and communicate an assessment of the phenomenon involved' (Martínez and Dopheide, 2014, p. 2), hence they show what a situation is like by means of values or signals of change, if comparisons along temporal, spatial, and/or socio-demographic dimensions are possible.

> *Within the SDGs, they [indictors] describe the way in which a given unit (pupil, school, country or region) is progressing in relation to a specific target* (UNESCO, 2018a, p. 8)

While a use of quantitative indicators could result in a rigid measurement system reducing the complexity of the processes under analysis, the possibility of identifying criteria for monitoring the progress of SDG4, target 4.7, and ALE is crucial for advancing the priority of GCED in the global policy agenda.

A Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 (TCG)[5] was established in 2016 to develop indicators to monitor progress on the Education 2030 Agenda, in collaboration with the Global Alliance to Monitor Learning (GAML).[6] By February 2018 the list of SDG 4 education indicators comprised a set of 11 global and 32 thematic indicators, for a total of 43 indicators. GCED should be monitored through the indicators developed under SDG Target 4.7, whereas ALE should be monitored through the indicators developed under SDG Target 4.3 (Quality TVET and tertiary education), SDG Target 4.4 (Technical

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[5] The TCG comprises 38 regionally representative members of UNESCO, multilateral agencies, civil society organizations, and the co-chair of the SDG-Education 2030 Steering Committee. Its Secretariat is hosted by the UNESCO Institute for Statistics. The TCG collaborates with the Global Alliance to Monitor Learning (GAML).

[6] The GAML was established by the UNESCO Institute for Statistics, and comprises diverse stakeholders, including donors and civil society organizations, 'to improve learning outcomes by supporting national strategies for learning assessments and developing internationally-comparable indicators and methodological tools to measure progress towards key targets of Sustainable Development Goal 4 (SDG 4)': http://gaml.uis.unesco.org

and vocational skills), and SDG Target 4.6 (Youth and adult literacy and numeracy).[7] It is worth noticing that of all 43 indicators, global indicator 4.7.1 is the only one based on qualitative information (UNESCO, 2018b).

Recommendation

10. *Policy-makers, practitioners and researchers* should ensure that ALE is also taken into account in further developments of SDG 4.7 indicators by the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030 (TCG).

5.   Conclusion

This paper has outlined the current debate on the role of GCED in ALE from a theoretical perspective and posed a number of questions and challenges regarding how best to incorporate GCED within ALE.

It began by unpacking the ambiguous, slippery and contested concepts of GC and GCED and proposed a critical vision of GCED, within a global social justice framework. On this basis a structural link to ALE was found.

As a conceptual analysis the paper has developed an argument which overcame the functionalist view that considers GCED as a key issue of ALE. It did endorse a perspective of ALE *as* GCED. This means that the two, when interpreted in a particular and non-neutral way (addressing social transformation, equity, social justice in a non-Western-centred view) share some structural and key elements.

Founded on this theoretical perspective an original interpretative model has been developed to inform policy, practice and further research. In particular, the paper has illustrated four basic components of ALE *as* GCED: aims (*What for*), contents (*What*), processes and pedagogies (*How*), and actors and learning environments (*Who*). This group provides directions and concrete recommendations on how ALE *as* GCED can be transformed into policy and practice.

Based on an academic exploration of current literature, the paper has illustrated potential courses of action that could inform policy makers and practitioners. However, it is now necessary to draw up a careful working plan for the further development of these preliminary directions and their transformation into appropriate policy strategies and learning activities.

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[7] See Table 1 in 'Technical Cooperation Group on the Indicators for SDG 4', http://tcg.uis.unesco.org/sdg-4-global-and-thematic-indicator-lists/

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ANNEX 1: Thematic bibliography on ALE and GCED (2009–2019)

1.   Key and foundational documents by UNESCO

1.1.   On GCED

Title	Author(s)	Year	summary	Type
Global citizenship education: Preparing learners for the challenges of the 21st century	UNESCO (with APCIEU)	2014	This publication aims to: (i) improve understanding of GCED as an educational approach and its implications for education content and teaching methods; (ii) identify innovative approaches and good practice in GCED; and, (iii) share lessons learned and ways to further promote GCED.	Book
Global citizenship education: Topics and learning objectives	UNESCO (Coordinated by Chris Castle, Lydia Ruprecht and Theophania Chavatz)	2015	This publication is the first pedagogical guidance from UNESCO on GCED. It presents suggestions for translating GCED concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts. It is intended as a resource for educators, curriculum developers, trainers as well as policy-makers, but it will also be useful for other education stakeholders working in non-formal and informal settings	Book
The ABCs of global citizenship education	UNESCO	2017	Short introduction to GCED in form of Q&A	Programme and meeting document

Title	Author(s)	Year	Summary	Type
Education for sustainable development goals. learning objectives	UNESCO (Alexander Leicht and Julia Heiss)	2017	A guide for education professionals on the use of ESD in learning for the SDGs, and consequently to contribute to achieving the SDGs. The guide identifies indicative learning objectives and suggests topics and learning activities for each SDG.	Book
ESD and GCED up close	UNESCO (Aaron Benavot and Marcia McKenzie)	2019 (draft)	This publication summarises the main findings of a study that examined whether, and to what extent, these three learning dimensions are prioritised in commitments to ESD and GCED learning in pre-primary (PPE), primary (PE), lower secondary (LSE) and upper secondary (USE) education in a selection of countries from UNESCO's five regions of the world.	Draft report

1.2. On ALE

Title	Author(s)	Year	Summary	Type
Belém Framework for Action **(BFA)**: Harnessing the power and potential of adult learning and education for a viable future	UIL	2009	Presents a strategic guide (recommendations) for the global development of ALE within the perspective of lifelong learning. Its recommendations covers six transversal areas of action: adult literacy, policy; governance; financing; participation, inclusion and equity; and quality.	Programme and meeting document. Declaration and Recommendations of the International Conference on Adult Education (CONFINTEA)
Recommendation on Adult Learning and Education **(RALE)**	UNESCO	2015	The document takes a comprehensive and systematic approach to ALE, defining three key domains of learning and skills: literacy and basic skills; continuing education and vocational skills; and liberal, popular and community education and citizenship skills.	Programme and meeting document. UNESCO Recommendation
Towards CONFINTEA VII: Adult learning and education and the 2030 Agenda	UIL, (Prepared by John Aitchison)	2019	Looks back to recent major milestones in international policy development in ALE and ahead to CONFINTEA VII – in 2022. Dedicates Chapter 2 to (international) standard setting for ALE, which recalls key RELA definitions (i.e. ALE, literacy, adult and lifelong learning), and the links between ALE and the SDGs.	Book Preparatory document to CONFINTEA VII (2020)

2. Other sources from international organisations

2.1. On GCED

Title	Author(s)	Year	Summary	Type
GCED in Europe: How much do we care?	Concord Europe	2018	The report analyses information and data collected between the years 2011 and 2015 through questionnaires designed for NGDOs' platforms and government institutions in 29 European countries, as well as reports, research and other types of document.	Research report
The state of global education in Europe 2018	GENE	2018	The report analyses cross cutting themes, funding sources, monitoring and evaluation, Spotlight on GE policy, provision and funding in Europe.	Report
Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework AND PISA 2018 Global Competence (**website**)	OECD	2018	This handbook introduces the OECD PISA global competence framework and the tools for measuring and assessing global competence. See also _Measuring Distance to the SDG Targets 2017_	Handbook
Global education digest 2015-2017	ANGEL	2018	Systematic bibliography on academic and research material relevant to the field of GCED issued in 2015-17	Report
Global education digest 2018	ANGEL	2019	Systematic bibliography on GCED. This edition looks at material published in 2018	Report
Global education guidelines. Concepts and methodologies on global education for educators and policy makers (revised version)	North–South Centre of the Council of Europe	2019	The document introduces methodological approaches to support global education measurement and monitoring. It aims to support practitioners in formal and non-formal education settings. It also contributes to education policies at local, regional, national and international level.	Guidelines

2.2. On ALE

Title	Author(s)	Year	Summary	Type
Council conclusions of 22 May 2008	Council of the	2008	This document welcomes the 2006 Commission communication and the 2007 Commission Action Plan on Adult Learning.	Council conclusions

on adult learning Council resolution on a renewed European agenda for adult learning	European Union European Union	2011	It sets common priorities to be addressed in the adult-learning sector. This EU resolution calls for the adoption of a renewed European Agenda for Adult Learning which will continue, complement and consolidate work in the field of adult learning under the four strategic objectives identified by the Council in the 'ET2020' strategic framework. It also sets new priorities for 2012–14.	Resolution of the Council of the European Union
An in-depth analysis of adult learning policies and their effectiveness in Europe	EC (DG Employment) & ICF Consulting Services Limited	2015	Presents the result of a study aimed at evaluating the performance of European countries in the field of adult education and training based on available statistical data; and identifying a set of success factors of effective development and implementation of relevant policies based on an analysis of well-performing countries.	EC-commissioned study
First results from the Survey of Adult Skills (OECD Skills Outlook 2013)	OECD	2013	Reports the results of the first round of the Survey of Adult Skills, a product of the Programme for the International Assessment of Adult Competencies (PIAAC). The survey provides a rich source of data on adults' proficiency in a number of skills.	Report
Skills matter: Further Results from the Survey of Adult Skills (OECD Skills Studies)	OECD	2016	Expands on the data and analysis examined in the OECD Skills Outlook 2013 by including data from nine additional countries that conducted the survey in 2014–15.	Report
Getting Skills Right: Future-ready adult learning systems	OECD	2019	The OECD has undertaken a programme of work on the functioning, effectiveness and resilience of adult learning systems across countries. This includes the creation of the Priorities for Adult Learning (PAL) Dashboard for comparing the readiness of each country's adult learning system to address future skill challenges. Seven dimensions are distinguished, namely: i) urgency, ii) coverage, iii) inclusiveness, iv) flexibility and guidance, v) alignment with skill needs, vi) perceived training impact, and vii) financing of adult learning. This report presents the results from the dashboard and identifies those areas for each country where action is needed to improve the future-readiness of its adult learning system.	Report

Teaching for global competence in a rapidly changing world	OECD	2018	This new publication sets forward the PISA framework for global competence developed by the OECD, which aligns closely with the definition developed by the Center for Global Education at Asia Society.	Publication

3.   GCED – Regional documents by UNESCO [8]

Title	Author(s)	Year	Scope	Type
Report of the sub-Saharan Africa regional GCED network meeting	UNESCO Harare-APCEIU	2017	Sub-Saharan Africa	Programme and meeting document
Asia-Pacific Regional GCED network meeting. Final report	UNESCO Bangkok-APCEIU	2018	Asia-Pacific	Programme and meeting document
Arab States Regional GCED network meeting. Final Report	UNESCO Beirut - APCEIU	2017	Arab states	Programme and meeting document
Europe and North America Regional GCED network meeting. Final report	GENE-APCEIU	2018	Europe and North America	Programme and meeting document
Global citizenship education in Latin America and the Caribbean: Towards a world without walls: Global citizenship education in the SDG 4 – E2030 Agenda	UNESCO Santiago - APCEIU	2018	Latin America and Caribbean	Programme and meeting document
Global citizenship concepts in the curricula of four countries	IBE-UNESCO and APCEIU	2017	Comparative study: Cambodia, Colombia, Mongolia and Uganda	Report
Rethinking schooling for the 21st century. The state of education for peace, sustainable development and global citizenship in Asia	UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development	2017	Asia. Comparative study in 22 Asian countries	Research report

4.   ALE – Global monitoring documents by UIL

Title	Author(s)	Year	Summary	Type
Global report on adult learning and education (GRALE)	UIL	2009	Monitors progress in ALE in UNESCO's member states.	Monitoring report

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[8] This list is not comprehensive, and the documents reported here are selected as recent and representative of the different regions of the world. As such, they constitute a starting point for further investigation.

See also: **_Executive summary Second Global report on adult learning and education (GRALE): Rethinking literacy_**	UIL	2013		Monitors progress in ALE in UNESCO's member states. Puts particular emphasis on literacy	Monitoring report
See also: **_Summary and recommendations Third Global report on adult learning and education (GRALE): The impact of adult learning and education on health and well-being; employment and the labour market; and social, civic and community life_**	UIL	2016		Monitors progress in ALE in UNESCO's member states. It shows how ALE can be part of broader, holistic efforts to respond to global challenges and achieve the Sustainable Development Goals.	Monitoring report

5.   ALE – Regional monitoring documents by UIL

Title	Author(s)	Year	Scope	Summary	Type
Global Report on Adult Learning and Education (GRALE) - National reports	UNESCO Member States	2009, 2012, 2015	All UNESCO Member States	UIL monitors global progress and trends in ALE, through the GRALE, which draws on reports and data submitted by UNESCO Member States in response to UIL surveys.	Member States' responses to UIL surveys
CONFINTEA VI Mid-Term Review 2017 – Progress, challenges, and opportunities: The status of adult learning and education – Summary of the regional reports	UIL in cooperation with the International Council of Adult Education (ICAE)	2017	All regions	Five regional reports for the Mid-Term Review of CONFINTEA VI. Each report examines progress in the particular region, exploring the contribution of key policy agreements and frameworks and offering recommendations in advance of CONFINTEA VII in 2021.	Preparatory document to CONFINTEA VI Mid Term Review
CONFINTEA VI Mid-Term Review 2017 – The status of adult learning and education in the Arab States – regional report	UIL, prepared by Sami Nassar	2017	Arab States	Reports on ALE's situation for each of the five BFA areas of action: policy; governance; financing; participation, inclusion and equity; and quality.	Preparatory document to CONFINTEA VI Mid Term Review

				Considered the impact of ALE on a number of areas (section 6), of which some are relevant for GCED (e.g. social, civic and community life; Active citizenship and community participation).	
CONFINTEA VI Mid-Term Review 2017 – The status of adult learning and education in Asia and the Pacific – regional report	UIL, prepared by Rangachar Govinda	2017	Asia and the Pacific	Reports on ALE's situation. The structure of the report broadly corresponds to sections in RALE and the contents of the chapter on monitoring and evaluation in GRALE III.	Preparatory document to CONFINTEA VI Mid Term Review
CONFINTEA VI Mid-Term Review 2017 – The status of adult learning and education in Europe and North America – regional report	UIL, prepared by Aleksandra Kozyra, Ricarda Motschilnig and Gina Ebner	2017	Europe and North America	Reports on ALE's situation. The structure of the report broadly corresponds to sections in RALE and the contents of the chapter on monitoring and evaluation in GRALE III. Section 2 (international cooperation) dedicates a subheading to the 2030 Agenda for Sustainable development.	Preparatory document to CONFINTEA VI Mid Term Review
CONFINTEA VI Mid-Term Review 2017 – The status of adult learning and education in Latin America and the Caribbean – regional report	UIL, prepared by the Advocacy Group on Education Policy of the Council of Popular Education of Latin America and the Caribbean (CEAAL), coordinated by Nélida Elcira Céspedes Rossel	2017	Latin America and the Caribbean	Reports on YALE's (youth and adult learning and education) situation for each of the five BFA areas of action: policy; governance; financing; participation, inclusion and equity; and quality.	Preparatory document to CONFINTEA VI Mid Term Review
CONFINTEA VI Mid-Term Review 2017 – The status of	UIL, prepared by John Aitchison	2017	sub-Saharan Africa	Reports on ALE's situation for each of the five BFA areas of action: policy;	Preparatory document to CONFINTEA

adult learning and education in sub-Saharan Africa – regional report	governance; financing; participation, inclusion and equity; and quality.	VI Mid Term Review	

6.   GCED – Sectorial analysis

title	Topic	author	year	type
Global citizenship education: Taking it local	Local concepts for GCED	UNESCO (Deardorff, Darla K. Kiwan, Dina Pak, Soon-Yong)	2018	Programme and meeting document
Preparing teachers for global citizenship education: A template	Teacher education	UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific	2018	Book
UNESCO strategy education for health and well-being: Contributing to the sustainable development goals	Sport and wellbeing	UNESCO	2016	Programme and meeting document
Preventing violent extremism through education: A guide for policy-makers AND	Preventing violent extremism		2017	Book
A teacher's guide on the prevention of violent extremism			2016	Programme and meeting document
Strengthening the rule of law through education: A guide for policymakers	Strengthen the rule of law through GCED	UNESCO – UN Office on drugs and crime	2019	Book
Global citizenship education and the rise of nationalist perspectives: Reflections and possible ways forward	Against emerging nationalism	UNESCO education sector in collaboration with APCEIU	2018	Programme and meeting document

7.   Specialised literature on ALE and GCED

Article	Abstract
Quiroz-Niño, C.; Murga-Menoyo, M.Á. **Social and solidarity economy, Sustainable Development Goals, and**	A utopia of sustainable development is becoming established on the international stage. To get there, varied and complementary strategies must come into play—among them education. This trend is

community development: The mission of adult education and training.

Sustainability (2017), Vol. 9(12), 2164.

turning to the 'Social and Solidarity Economy' (SSE), especially since the approval by the UN of the 2030 Agenda; the fulfilment of which demands adult education strategies and programs in line with the principles and values of sustainability. This article offers a response to that demand. It aims to carry out a reflective analysis that reveals the similarities between the principles and values of the SSE and those guiding the UN's 2030 Agenda, with its 17 SDGs. Based on the results of this analysis, we will argue that training in the competencies for sustainability, essential in achieving the SDGs, is among the main functions of education within the SSE framework. Further, in order to make educational programs more sustainable, such training must be included in their operating objectives. The work uses a hermeneutic methodology based on the existing literature and gives particular attention to UNESCO's directives on training in key competencies for sustainability. The significant contribution the results make is to show: (a) the emphases of each approach and their similarities; (b) how the two are complementary; and (c) the potential, and need, for creating synergies based on their respective strengths. A further original contribution is a proposed basic guide for the design of training activities geared towards gaining the normative competency that UNESCO has identified as key to sustainability. This innovative proposal will be useful for improving the quality of adult training programs, thereby contributing to the achievement of the SDGs in communities.

Ellen Boeren

Understanding Sustainable Development Goal (SDG) 4 on 'quality education' from micro, meso and macro perspectives

International Review of Education (2019), Vol. 65, pp. 277–294.

This article explores the specific targets within the fourth United Nations Sustainable Development Goal (SDG 4) on 'quality education' (WEF 2016) from micro-, meso- and macro-level perspectives. Its aim is to explore the complexity of raising educational quality around the world, suggesting the need for multiple actors to cooperate closely. The article draws on *structure and agency* approaches to offer deeper insight into the roles that individuals, education and training institutions, stakeholders and regulating governments may play in achieving the specified education targets by 2030.

The article opens with a brief overview of the SDGS, followed by a discussion of the current global education policy climate, which is strongly oriented towards various benchmarks, indicators and targets. A separate section focuses on structure and agency approaches, underlining their contribution to educational change. Building further on this line of thought, the ten specific

SDG 4 targets on 'quality education' are broken down and approached from micro-, meso- and macro-level perspectives, mapping insights from structure and agency approaches onto each of the ten targets. The article concludes with some critical notes and suggestions for further discussion, both for policy, practice and future research.

Maren Elfert

Lifelong learning in Sustainable Development Goal 4: What does it mean for UNESCO's rights-based approach to adult learning and education?

International Review of Education
2019, Vol. 65(4), pp. 537–556.

This article, which draws on a review of primary and secondary literature, examines the role of a human rights-based approach to adult learning and education (ALE) in the context of the global Education 2030 agenda, which is aligned with the SDGs launched in 2015 by the UN. Whereas the MDGs focused on primary education, the SDGs, through SDG 4 which is devoted to education, call on Member States to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The inclusion of lifelong learning has awakened hopes for a stronger role of ALE in global education agendas and policies. In principle, the ten targets of SDG 4 open up clear possibilities for ALE. However, the author cautions that there is cause for scepticism that ALE, in particular human rights-based ALE, will receive more attention under the SDGs than it did under the MDGs. The article is structured into three sections. The first section traces the emergence of a rights-based approach to adult education as an international paradigm, with particular attention given to the role of UNESCO. The second section discusses how the rights-based approach to adult education has been contested by other actors in the field of education for development. In the final section, the author draws on recent empirical data to reflect on the role of ALE in the age of the SDGs.

Akinsooto, Tajudeen Ade and Akpomuje, Paul Young

Achieving Sustainable Development Goals through adult informal learning.

Australian Journal of Adult Learning,
2018, Vol. 58(3), p. 426(23).

This study identified informal economic activities in Hausa community in Ile-Ife, Nigeria. It examined how people acquire knowledge and skills about the identified informal economic activities and provided explanation on why people prefer informal economic activities to other types of economic activities to making a living in Hausa community in Ile-Ife, Nigeria. All these were with a view to providing information on how adult informal learning is being used as a means of achieving sustainable livelihood, and, consequently, the United Nations Sustainable Development Goal of ending poverty in all its forms everywhere. The study concluded that despite the fact that majority of the respondents do not possess the competencies required to participate in today's knowledge and technological driven labour markets, they are still able to use the knowledge and skills they acquired through informal means to

Duke, Chris

Achieving LLL with the Sustainable Development Goals: What is needed to get things done?

Australian Journal of Adult Learning, 2018, Vol. 58(3), pp. 503(18).

take care of themselves and their families. In this way, informal learning becomes a means of livelihood, thereby contributing to eradicating poverty, one of the seventeen SDGs.

The need for individual, community and institutional lifelong learning grows and changes with turbulent social, political and economic change. The NGO Adult Learning Australia, can influence the course of policy-making and ultimately the national culture through diverse activities within or started through #YOLL2018.

Neary, Joanne

University engagement in achieving Sustainable Development Goals: A synthesis of case studies from the SUEUAA study

Australian Journal of Adult Learning, 2018, Vol. 58(3), pp. 336(29).

While initial discussions of the third mission of universities focussed on market-orientated behaviours of universities, more recently it has been connected to activities that focus on social justice and promoting sustainability. It has been suggested that the third mission of universities in the Global South may be particularly significant in addressing acutely felt issues of climate change, economic inequalities, food insecurity and urban sprawl. The paper explores this and asks whether the quadruple helix is visible in their engagement activities.

Using a synthesis of case studies developed as part of the 'Strengthening Urban Engagement of Universities in Africa and Asia' (SUEUAA) project, a collaborative research project spanning seven cities (Glasgow; Harare; Dar-es-Salaam; Johannesburg; Duhok; Sanandaj; and Manila), we explore ongoing engagement activities where universities respond to city demand. We frame this in terms of SDGs. Results indicate while universities were seen to address city demands, they often reacted without a network of other influential actors (i.e. industry, local government or NGO partners). This suggests that currently, the quadruple helix is underdeveloped in these cities, and more work should be done in creating closer links.

Silke Schreiber-Barsch, Werner Mauch

Adult learning and education as a response to global challenges: Fostering agents of social transformation and sustainability

International Review of Education, 2019, Vol. 65(4), pp. 515–536.

This article explores the potential of adult learning and education, its pivotal role in addressing social transformation and promoting global-local partnerships, and its relationship to the issue of sustainability. The authors' conceptual setting helps to reveal the closely connected yet contested and always power-related perspectives of adult learners, adult education practitioners, academic researchers and intergovernmental organisations under the auspices of a required 'great transformation'. The article provides a critique of indicators, monitoring exercises and needs-assessment procedures while exploring accountability and the mandate of adult learning and education in not only raising, but also hearing, voices as part of a partnership dialogue on equal

terms. The authors suggest a framework for systematising and connecting conceptual approaches to sustainability. They then propose transferring this framework to the domain of education policy tools (e.g. the United Nations Sustainable Development Goals) and applying it to ALE as a contributing factor to sustainability. Two examples, one from Finland and one from Ghana, serve to illustrate the components of the suggested framework.

Danny Wildemeersch and Andreas Fejes

Citizenship and the crisis of democracy: What role can adult education play in matters of public concern?

Special issue *European Journal for Research on the Education and Learning of Adults – RELA*
2018, Vol. 9(2), pp. 133-210.

Thematic Papers:

Tetyana Kloubert, *Propaganda as a (new) challenge of civic education*

Bernd Käpplinger, *Addressing refugees and non-refugees in adult education programs: A longitudinal analysis on shifting public concerns l*

Silke Schreiber-Barsch, *Who counts? Disruptions to adult education's idyll and its topography of lifelong learning: Interlinking Rancière's political philosophy with adult education*

Danny Wildemeersch and Joana Pestana Lages, *The right to the city: The struggle for survival of Cova da Moura*

Carlos Alberto Torres, Jason Nunzio Dorio, *The do's and don'ts of Global Citizenship Education*

Elmer Romero, *The migrant community building active citizenship in no man's land*.

Michel Foaleng, *Education for Global Citizenship in a postcolony: lessons from Cameroon*

Phil Smith, Anne Thomas, *Globalisation and the indigenous minority communities of north-eastern Cambodia*

Özge Sönmez, *How to become an Earth citizen*

AED – Adult Education and Development
Special Issue: 'Global citizenship education'

2015, Vol. 82, pp. 4-115

Rog Amon, Ryan Damaso, Marah Sayaman, *From vulnerable to empowered – disaster risk education that matters*

Hideki Maruyama, *How networking can help build global citizenship in Japan*

Biljana Mojsovska, *Keeping the peace in multiethnic Macedonia*

Akemi Yonemura, *Global citizenship in Sub-Saharan Africa*

Amy Skinner, *Mission impossible? Creating a monitoring framework for Education for Global Citizenship*

Utak Chung, *Clearinghouse on Global Citizenship Education*

Oscar Bravo C., *The participation of senior citizens through volunteering*

Astrid von Kotze, Janice McMillan, *Global citizenship for social justice: educating higher education students in the global South*

Selvino Heck, *The world my father built – and what happened next*

Maria Alzira Pimenta, Sônia de Almeida Pimenta, José Furtado, Mabel Petrucci, *How to empower citizens through virtual learning environments*

Timothy Ireland, *Virtual Seminar 2015: understanding communities*

Dorio, J.

Adult learning and global citizenship education.

In C.A. Torres. 2017. *Theoretical and Empirical Foundations of Critical Global Citizenship Education* (pp. 98-103). New York, London, Routledge.

This chapter briefly introduces a global multicultural democratic citizenship theory of GCE and highlights the implications of GCE for adult education. A global citizenship education approach to adult education intersects individual development as a participatory process with sustainable development and peace education fostered by model of global commons. Global citizenship as being marked by a combination of an understanding of global ties, relations and connections, with various forms of participation driven by commitment to a global collective good. The chapter presents GCE for adult education that is grounded and contextualised in localities but combines multiple knowledges and multi-civic virtues that transcend borders for actions that endeavour to defend humanity and global commons. Ubuntu is an African collective ethos of universal bond between people based upon the sharing and collectivity of all humanity, which can be the foundation for GCE programs not only in relevant communities but might have possibility of resonating with others around the world.

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.
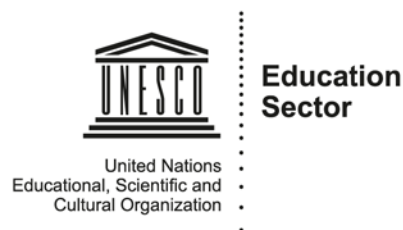
The Global Education 2030 Agenda

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.

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