

Competency profile global citizenship education for very young learners (4-6 years old)

Global citizenship competences and very young learners

It is never too early to start teaching global citizenship. It helps children understand that they are part of a larger world. This understanding can lead to a stronger sense of connectedness and responsibility. Global citizenship competences are the knowledge, skills and attitudes needed to participate actively, responsibly and critically in the world, both locally and globally. We do not see global citizenship education as a separate subject. It takes on meaning within other subject areas such as English/Polish (L1), social-emotional development, citizenship, art and culture, and general knowledge of the world.

The competency profile for very young learners (phase 1) works towards a larger end goal (the targets at the end of primary education [as defined by Nuffic](#)) and, with the accompanying curriculum objectives, provides direction for the integration of your global citizenship education with other subjects. For the curriculum objectives, various sources from [SLO](#) were drawn upon.

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Intercultural competences

Knowledge

1. The child is aware that there are different languages (phase 1).

Works towards: A global citizen has knowledge of and about languages.

Curriculum objectives:

- Becoming familiar with the different home languages in the classroom.
- Discovering that people can speak different languages.
- Communicate (digitally) with peers from different linguistic backgrounds.

2. The child knows that there are different ways of communicating (phase 1).

Works towards: A global citizen has general knowledge of different ways of communicating, both verbally and non-verbally.

Curriculum objectives:

- Becoming familiar with and using basic conversation rules (e.g. waiting your turn and listening to each other).
- Becoming familiar with different types of conversation and their associated goals (e.g. telling a story to entertain, discussing how to resolve a conflict or exchanging information about events in a picture book).
- Encountering different conversation partners and becoming aware of colloquial language.

3. The child has knowledge of themselves and others (phase 1).

Works towards: A global citizen has general knowledge of their own and other cultures and customs.

Curriculum objectives:

- Experiences the differences and similarities between themselves and the other children in the group, for example in physical characteristics, character traits, likes/dislikes, background and tradition.
- Identifies their own distinct (physical) characteristics and the similarities or differences with other children.
- Comparing their own environment with cultural aspects (e.g. eating and drinking habits, clothing, family, holidays) and customs of people in another country.
- Becomes familiar with stereotypes and can talk about the differences.

Works towards: A global citizen has knowledge of stereotypes associated with who you are and where you come from.

Skills

1. The child develops as a user of the English language (phase 1).

Works towards: A global citizen can use foreign languages in a meaningful context.

Curriculum objectives:

- Understands the English language input (both DAT/BICS and CAT/CALP) and can pronounce the words and chunks correctly.
- Understands instructions (with visual support) and carries them out.
- Responds to closed and semi-open questions.
- Can hold short English conversations in cooperative structures (with language support).

2. The child can actively listen, observe and collaborate with others.

Works towards:

- *A global citizen can listen, observe and explain something in their own words.*
- *A global citizen can collaborate with children from different (cultural) backgrounds.*

Curriculum objectives:

- Listen actively to others.
- Staying on topic during conversations.
- Point out (with help) when rules for taking turns are broken.
- Give meaning to images by looking at them closely and communicating about them with the teacher's help.
- Look closely at and talk about a story that is presented (e.g. picture book).
- Explaining how to form a relationship.
- Describing how to maintain a relationship.
- Taking the initiative to collaborate.
- Taking others into account.
- Contributing ideas/solutions appropriate to the collaboration.
- Experiencing that people in a group are dependent on each other and need each other.

3. The child can empathise with others (phase 1).

Works towards:

- *A global citizen can empathise with others.*
- *A global citizen can view the world around them from other perspectives.*

Curriculum objectives:

- Recognising and interpreting simple emotions and feelings in others.
- Being aware of their own needs, wishes, qualities, weaknesses and challenges, and those of others.
- Being open to the feelings and wishes of others.
- Empathise with the feelings of others.

- Considering the feelings and situation of others in one's own behaviour.
- Opening up with all senses to images within a topic from the world of experience, such as people and animals, stories and picture books, buildings, clothing, toys, means of transportation.
- Opening up and becoming acquainted with different types of visual design and art, utensils (e.g. toys), drawings and picture books, photographs and videos, paintings, sculptures, architecture at home and abroad.

4. The child recognises, discusses and resolves conflicts.

Works towards: A global citizen can deal with differences and conflicts and actively seeks solutions and connections.

Curriculum objectives:

- Reflecting on their own behaviour.
- Discovering that the manner of interaction can influence mutual relationships.
- Experiencing similarities and differences in people's views and habits.
- Experiencing that conflicting interests can lead to conflicts that can be resolved together.
- Recognising situations that evoke feelings, emotions and reactions.
- Explaining the causes and consequences (that may arise) of conflict situations.

Attitude

The child...

1. ...is curious about others.
2. ...accepts that there are differences in appearance, thinking and habits.
3. ...respects others.
4. ...is involved with others.

Phase 1 works towards:

- *A global citizen is curious and open to different ways of thinking.*
- *A global citizen accepts others.*
- *A global citizen respects differences.*
- *A global citizen is involved with others.*

Democracy, society and general knowledge of the world

1. The child is introduced to the concept of democracy (phase 1).

Works towards:

- *A global citizen has knowledge of the democratic constitutional state, other political systems, and organisations on a local as well as international level (e.g. EU and UN).*
- *A global citizen has knowledge of democratic values: freedom, equality and solidarity.*
- *A global citizen can describe how power and influence are exercised in a democracy.*
- *A global citizen can identify the forms of participation and decision-making in everyday situations.*
- *A global citizen takes the wishes and voices of minorities into account.*

Curriculum objectives:

- Exploring the rules and agreements at home, on the street and at school.
- Realising the importance of rules and agreements (at home, at school and in society).
- Realising that there are people who are in charge of groups.
- Experiencing the concept of 'majority rule'.
- Experiencing what it means to have a 'say'.
- Taking the wishes of the minority into account.
- Discussing the right to 'freedom of expression'.

2. The child can talk about their own environment and compare it with environments elsewhere, from the perspectives of living, working, prosperity and philosophy of life (phase 1).

Works towards:

- *A global citizen can compare their own environment with environments elsewhere, from the perspectives of children's rights, living, working, governance, prosperity and philosophy of life.*
- *A global citizen can reflect on the relationship between current events in their own country and the world.*

Curriculum objectives:

- Discovering that the world is divided into different countries with different populations.
- Exploring how people live in their own neighbourhood, country and abroad and comparing this with their own situation.
- Discussing different forms of coexistence, how these can change over time and what this means for people.
- Becoming familiar with customs, habits and religious holidays from different cultural backgrounds in one's own environment.
- Becoming familiar with customs and celebrations associated with different beliefs.
- Exploring the role of money in our society.
- Becoming familiar with various facilities in society, such as education, the police and the fire brigade.

- Learning about the professions and activities of adults in the immediate environment and their place of work.

3. The child explores ways to make their own contribution to global issues such as the environment, sustainability, clean water, distribution of wealth, and children's rights (phase 1).

Work towards:

- *A global citizen explores ways to make their own contribution to global issues.*
- *A global citizen has knowledge of the Sustainable Development Goals.*
- *A global citizen can reflect on what justice and responsible behaviour mean for themselves.*
- *A global citizen has knowledge of how the constitution protects diversity in faith and beliefs, political preferences, origin, gender, sexual orientation and disabilities.*

Curriculum objectives:

- Taking care of their own living environment.
- Discussing and experiencing elements that contribute positively to caring for the environment.
- Investigating positive contributions to caring for the environment.
- Realising that humans have an impact on the natural environment.
- Exploring that (familiar) products are manufactured somewhere before they end up in shops (in relation to sustainability).
- Treating plants and animals with care.
- Discussing wealth (rich and poor) and experiencing 'fair sharing'.
- Experiencing that you can make a positive contribution to a fairer distribution.
- Experience that there are rules and agreements about how we interact with each other.