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Anniversary Celebrations

FINAL REPORT

Second UNESCO Forum on Global Citizenship Education: Building Peaceful and Sustainable Societies

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List of Acronyms and Abbreviations

APCEIU	Asia-Pacific Centre of Education for International Understanding
EFA	Education for All
ESD	Education for Sustainable Development
FFA	Framework for Action
GCED	Global Citizenship Education
GEFI	UN Secretary General’s Global Education First Initiative
ICT	Information and Communications Technology
KAICIID	King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue
MDGs	Millennium Development Goals
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
OWG	Open Working Group
PHRE	Peace and Human Rights Education
SDGs	Sustainable Development Goals
SRGBV	School-Related Gender-Based Violence
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency
YAG	Youth Advocacy Group of the UN Secretary General’s Global Education First Initiative

I. Introduction

1. The Second UNESCO Forum on Global Citizenship Education (GCED) was organized in Paris from 28 to 30 January 2015 under the overall theme *'Building peaceful and sustainable societies: preparing for post-2015'*. The Forum was organized in support of the UN Secretary General's Global Education First Initiative (GEFI) and on the occasion of UNESCO's 70th Anniversary.
2. The Forum was organized by the Division for Teaching, Learning and Content, Education Sector, UNESCO, with the support of Austria, the Sultanate of Oman and the Republic of Korea. Other partners also included the United Nations Secretary-General's Global Education First Initiative (GEFI), UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), UNESCO's Asia-Pacific Centre of Education for International Understanding (APCEIU), the King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID) and the Learning Matrix Task Force.
3. Some 250 participants from 61 countries from all regions of the world attended the Forum. These included decision- and policy-makers, practitioners, teachers, development partners, academics, the private sector, civil society representatives (national, regional and international level) as well as learners and youth representatives.
4. The Forum was organized around three plenary sessions and 20 concurrent sessions. Topics under consideration included, among others, GCED in the post-2015 education agenda, measuring GCED learning outcomes, teaching practices, peace and human rights education, respect for diversity and inter-religious education, tackling discrimination and violence, education for sustainable development, youth involvement, the use of ICT and social media, and others. For an overview of the [programme](#), please see Annex I.
5. The Second UNESCO Forum on Global Citizenship Education sought to build on the work accomplished at the Technical Consultation on Global Citizenship Education¹ (Seoul, September 2013) and the first UNESCO Forum on Global Citizenship Education² (Bangkok, December 2013), which significantly helped clarify the conceptual underpinnings of GCED and its various understandings. Working on this basis and the outcomes of the World Conference on Education for Sustainable Development (Aichi-Nagoya, 2014), the Paris Forum provided participants with the opportunity to contribute to the ongoing 'global conversation' concerning the vision for education beyond 2015 as one of the future sustainable development goals to be agreed by the United Nations General Assembly in September 2015.
6. Against this background, discussions around GCED during the Second Forum focused on exploring the linkages between education and peace, seeking answers to questions such as: What are the obstacles to peace and how can GCED help build peaceful societies? What are the most effective strategies to foster global citizenship through education, notably in fragmented societies and contexts of violence? What lessons can be learned from peace and human rights education? How to teach and learn 'soft skills', such as respect, solidarity, collaborative learning, negotiation, and others, that are so fundamental to facilitate sustainable change? How can we and for what purpose should we measure learning outcomes of GCED? Beyond the formal education sector, what is the

1 UNESCO. 2013. Outcome document of the Technical Consultation on Global Citizenship Education. Global Citizenship Education: An Emerging Perspective. Paris, UNESCO. <http://unesdoc.unesco.org/images/0022/002241/224115E.pdf>

2 UNESCO. 2014. Global Citizenship Education: Preparing learners for the challenges of the 21st century. Paris, UNESCO. <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

role of non-formal and in-formal education provided by the media, community-based organisations, faith-based organisations, or the private sector? How can young people be more involved in the GCED process? What are the promising approaches?

7. The present report does not seek to provide a comprehensive synthesis of all the rich and diverse contributions made by participants during the two and a half days of the Forum in response to these questions. It presents a succinct summary of the key issues and proposals discussed. For a more detailed account of the plenary and concurrent sessions, the Power Point Presentations of the Forum Rapporteurs can be found online at www.unesco.org/new/en/education/resources/in-focus-articles/global-citizenship-education/forum-2015/presentations/. The individual Power Point Presentations of speakers are available at: www.unesco.org/new/en/education/resources/in-focus-articles/global-citizenship-education/forum-2015/#.VQGSeTg3NoJ.

GCED is increasingly important in today's world. *"We need new skills for new times – to foster greater respect and understanding between cultures, to give learners tools to make the most of diversity, to develop new values and behaviours of solidarity and responsibility, to harness the energy of young women and men for the benefit of all". "This is the importance of global citizenship education and why this Forum is so important",* said UNESCO's Director-General, Ms Irina Bokova, at the Opening of the Forum.

II. Forum objectives

8. The overall objectives of the Forum were to:
 - address critical conditions for building peaceful and sustainable societies and explore potential education responses through GCED;
 - determine programmatic directions with key stakeholders;
 - expand and reinforce partnerships and networking communities.
9. The Forum also sought to contribute to and help sharpen the vision of GCED, especially within the emerging Framework for Action (FFA) for education post-2015, which will be presented and adopted at the World Education Forum in May 2015 (Incheon, Republic of Korea) and ultimately the post-2015 development agenda to be adopted in September 2015 by the UN General Assembly.

III. Global Citizenship Education: building peaceful and sustainable societies

10. The Forum was organized under the overall theme of building peaceful and sustainable societies and enabled important and rich discussions on this topic. Participants, coming together from various personal and professional backgrounds and with diverse experience, discussed the challenges and obstacles to peace, what does not work in peace education programmes and how GCED can help remove these obstacles towards sustainable peace. Some of the potential approaches that were

highlighted included opportunities for authentic dialogue, especially inter- and intra-religious dialogue, combating all forms of discrimination and inequality that breed exclusion, the effective integration of transformative peace education as well as the strategic use of ICT for better and more relevant learning.

11. The Forum provided participants with the opportunities to learn from other sectors, programmes or initiatives, such as for example from the effective integration of transformative Peace and Human Rights Education (PHRE), interreligious education, history teaching, language education, Education for Sustainable Development, health education and the management of epidemic responses, measures to counter School-Related Gender Based Violence (SRGBV) and all forms of discrimination in educational setting, as well as dialogue within diverse social groups.
12. The main conclusions drawn from these multi-disciplinary conversations held during the Forum are summarized below.

Major issues discussed

13. **GCED should strive to be a holistic and transformative experience.** GCED is central to building peaceful and sustainable societies because it empowers learners to transform themselves and their communities in a constructive manner. The transformative power of GCED lies in its ability to develop not only new understandings and knowledge but also skills, such as critical thinking, problem solving, collaborative learning, and teamwork, and values and attitudes such as feelings of empathy, solidarity, respect, responsible and proactive behaviour and practices.
14. **GCED is values- and belief-oriented.** GCED is visionary and aims for a better world for humankind, a world of inclusion and diversity, a world of respect for differences and of collaboration for the better common good. It is idealistic and helps to form a new framework for today's world which requires more mutuality and solidarity than before. GCED crosses borders, not only national borders but also school and curriculum borders.

“Global citizenship must be viewed as a life experience and not just a forum for intellectual debates. There must be occasions for learners of all ages to feel that they belong to a common humanity, to understand that they need to take care of others, both those they know and those who, as has been said, they don’t.” stated Soo-hyang Choi, Director of the Division for Teaching, Learning and Content at UNESCO in her closing remarks.

15. **Addressing and seeking to overcome tensions.** Participants reiterated the importance of overcoming the tensions inherent in GCED, which were already identified at the First UNESCO Forum on Global Citizenship Education (Bangkok, December 2013). These include ‘global solidarity vs global competition’; ‘reconciling local and global identities and interests’; and ‘the role of education in challenging the status quo’. Concern was expressed about the difficulty of preparing learners to live and thrive in a highly competitive and globalized world, including the risks of generating deep cultural misunderstandings, illusions of unity and the growth of exacerbated expressions of identity. In a world that is generating suspicion, violence and competition, GCED has to help learners to engage with other cultures, promoting mutual respect and solidarity.
16. **‘Dialogue’ is placed at the heart of GCED.** ‘Dialogue’ as a particular form of human interaction is helpful in providing, when properly facilitated, an open, mutually respectful, and potentially

transformative way of talking about personal and collective perspectives on any topic, but especially when addressing difficult issues. When a safe space is created through the practice of an inclusive dialogue, it becomes possible to not only expand our understanding of an issue, but also to be more creative as to its potential solutions. Instead of debate, dialogue is a more productive approach that nurtures solidarity for the common good. In addressing any problem or challenge, 'dialogue' is better practiced as a first phase in a longer process that is later followed by a phase to envision potential creative solutions. Only later, a decision-making phase emerges as a result of new trust developed along this dialogical path. GCED needs to include learning about how to 'dialogue' and apply these principles to the various forms of dialogue, be they intra or intercultural, interreligious and/or inter-civilizational.

17. **GCED as a founding principle of education systems.** Harnessing the transformational potential of GCED to build peaceful and sustainable societies calls for changes in the entire education system, from planning to implementation. It also requires engaging all educational stakeholders, including teachers and the learners themselves, as well as creating stronger links between the school, the family and the community to promote a more democratic environment, which takes a collective commitment to embrace the values that are at the heart of GCED.
18. **GCED requires and supports pedagogical improvements and reform.** Promoting the knowledge, skills, values, attitudes and behaviours entailed in GCED is a life-long process, setting the foundations for learning at early childhood and continuing with lifelong-learning opportunities at all levels of education and throughout adulthood. In this context, traditional teaching methods are not sufficient. Multiple and innovative approaches to delivery must be employed and policies must be promoted to integrate GCED not only in the formal education curriculum, but also in non-formal and informal education. Schools and other learning settings should be supported to develop a democratic environment and provide safety and security to learners. In the search for innovative approaches, teachers have a critical role to play and should be solicited to share their good practices.
19. **Supporting teachers to become change agents.** Teachers are critical in the education process in general and in particular in the delivery of GCED. To be able to effectively deliver GCED, so that it is truly transformational and that it contributes towards building peaceful and sustainable societies, teachers may also need appropriate encouragement, support, training and guidance. However, teachers are often overburdened with responsibilities and are left alone to deal with the challenges of teaching new and difficult topics, such as GCED. During the Forum, it was acknowledged that often there is a gap between teacher policies and practice. This is due to the lack of conceptual clarity in policy formulation, lack of coherence in policy implementation and lack of appropriate support for teachers. GCED is not only learning 'about', but most importantly it is learning to think and act differently. This raises the issue of the transformation of the mind-set of teachers, especially in certain cultural and political settings such as conflict areas. Teachers need to be aware about, and be able to deal with, key or potentially 'tough' issues related to GCED (e.g. national and global identity, community beliefs and universal values, and others). Teacher training should therefore include topics such as multilingual education, intercultural teacher education, history teaching that avoids exclusive and violent narratives, and psycho-social support to teachers, in particular in situation of armed conflict. Teachers are also an integral part of the communities in which they live, their opinion and perspectives are critical and must be taken into consideration.
20. **Building on good practices and like-minded approaches.** Existing policies and work in areas related to GCED, such as PHRE, ESD, Health Education, Civic or Citizenship Education or other, can be used as entry points for introducing and promoting GCED. GCED can be used in combination or as part of

these topics and can benefit from existing successful practices and approaches in these areas which are presented below.

21. **Peace and Human Rights Education (PHRE).** There was consensus during the Forum that GCED and PHRE are mutually reinforcing. GCED supports efforts to promote peace and PHRE provides a foundation for GCED. Successful approaches from the implementation of PHRE were presented which can also be applied in the implementation of GCED. These included, for example, mainstreaming and integrating PHRE in all topics rather than teaching it as a stand-alone subject, using active learning and provoking critical thinking, and teaching PHRE outside schools. Participants underscored the gap between the human rights discourse, values and principles and their actual implementation in different contexts and realities. Critical assessment and understanding of this difference can help respond to this challenge through GCED and help answer the question of how to promote GCED in a non-conducive environment. One way of overcoming this challenge is by adapting GCED approaches to local contexts to ensure its relevance, particularly in conflict affected areas. This should be participatory, involving local populations and leveraging culture, such as local traditions and customs, which help adapt universal values to the needs and realities of local contexts and build local ownership. For example, the United Nations Relief and Works Agency (UNRWA) has been implementing a fully-integrated programme on human rights, conflict resolution and tolerance since 2000 in the Gaza Strip, Jordan, Lebanon, Syria and the West Bank, through a participatory and empowering process and tailoring international practices to the specific context. This included adequately preparing teachers, exposing students to global issues and raising awareness at the community level. During conflict, activities were adapted and psychosocial support was provided. Participants also highlighted that PHRE is most effective when using active teaching and learning methods (for example through arts and meaningful activities) and provoking critical thinking.
22. **Fostering global citizenship through interreligious education.** Interreligious education is important for the promotion and support of GCED. There is an intrinsic connection between the values of democracy, human dignity and awareness of the importance of living together and respecting the beliefs of others. Interreligious education of good quality can promote dialogue and direct contact among diverse people and communities in order to enhance understanding the religions and cultures of 'others' - as they would wish to be understood and represented - offering opportunities for authentic dialogue on religion, including all religious communities and identities, and those who do not have a religion. Interreligious education should also include the practice of analysing difficult, ambiguous or violent passages of certain religious texts, so that they can be openly discussed in the safe environment of the classroom. It is also important that cultural and religious diversity respects legal limits set by the international standards of human rights and fundamental freedoms.
23. **Learning from history teaching.** History teaching, based on common and contested narratives, conveys ways of being, doing and living that forge individual and collective identities. As such, it can give citizens a sense of belonging to a community/society and be a vehicle for imparting universally shared values such as tolerance, dialogue and understanding between different cultural groups if History teaching is not only focusing on historical facts but also teaching compassion, tolerance and forgiveness and guiding students away from senses of hatred, anger and revenge. The challenge is to ensure that in a context of continuously changing memory politics, the content and objectives of History education support global citizenship. on.
24. **Health epidemics, such as HIV and AIDS, and more recently the Ebola Virus Disease represent an example of a 21st century challenge befitting from GCED.** Programmes undertaken in this area have revealed the shortcomings of, and the urgent need for, health promotion in education. Skill-based

health education is underpinned by rights and skills that intersect with GCED. However, curricula are often crowded, teachers are over-burdened and there is a lot of competition for the attention of learners. It is therefore beneficial to look for strategic ways to leverage the commonalities between GCED and skill-based health education. These include working on cognitive skills, such as decision making and social skills, such as communication empathy, co-operation and teamwork that will empower students for health-seeking and pro-social behaviours. Looking at a topical issue such as the current Ebola epidemic, and HIV before it, we can see the spread of the virus is fuelled in part by myths and misconceptions. The ability to make healthy choices is not only dependent on knowledge but is also influenced by the environment in which one lives and other factors such as gender, culture and socio-economic status. This has led to an increasing understanding of the need to see and address the needs of a learner as a whole, and on the importance of the cognitive, communication and emotional skills which are central to health education. Skills-based health education contributes to global citizenship education as it cultivates shared values, and promotes respect and responsibility across genders, cultures, countries and regions. Skills-based health education that uses participatory and learner-centred methodologies, can achieve better health outcomes, progress towards gender equality, economic opportunities and sustainable development, while building on basic skills for empathy, global stewardship, and capacitating learners to ‘answer the big questions of the day’. Furthermore, lessons learned from comprehensive sexuality education (CSE) can improve GCED’s efforts to ensure young people have access to critical and relevant information about their overall health and relationships and sexual health. CSE can be an entry point to tackle violence and discrimination in schools, including SRGBV, and promote peaceful school environments. A number of ways have proven useful in tackling these issues and which can also benefit GCED. These include policy, curriculum review, teacher support, improving engagement between schools and the community and ensuring school safety. Also, advocacy and campaigns around the issue of gender-based violence and discrimination, as well as other related sensitive topics such as homophobic violence and the rights of Lesbian, gay, bisexual, transgender and intersex (LGBTI) people, have helped raise awareness and promote attitude change.

IV. Global citizenship education in the post-2015 agenda

25. GCED, together with ESD, is one of the proposed targets of the post-2015 education goal, both in the Muscat Agreement and the UN Open Working Group proposal (see box below). During the Forum, participants discussed possible ways of implementing GCED. The outcomes of these discussions have informed the Framework for Action (FFA) of the education agenda post-2015 that will be discussed and adopted at the World Education Forum in May 2015, to guide and support the implementation of the education goal, particularly at country level.

GCED in the proposals for the post-2015 development agenda

GCED, together with ESD, is one of the proposed targets of the post-2015 education goal in both the Muscat Agreement as well as the UN Open Working Group Proposal on Sustainable Development Goals.

- The **Muscat Agreement**, adopted by over 250 delegates at the Global Meeting on Education for All held in Muscat, Oman (12-14 May 2014), outlines the overarching goal to “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”, and a set of seven targets for education post-2015. Target 5 explicitly addresses GCED:

***Target 5:** By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.*

- The **UN Open Working Group (OWG) Proposal on Sustainable Development Goals (SDGs)**, which will be submitted for adoption by the UN General Assembly at its 68th session in September 2015, includes reference to global citizenship in one of its targets for education:

***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.*

Major issues discussed

26. **Placing GCED as a central component of quality education within the post-2015 education agenda.** Participants underlined the necessity for the FFA to reaffirm good quality education as a basic human right, and as such, a common public good that must be made available to all and not as a privilege for the few. It was also suggested that the FFA should reinforce the idea that GCED rests on a humanist foundation that acknowledges cultural plurality and different worldviews. Committed to ensuring that education supports all sustainable development goals, GCED is central to the quality of education, and therefore it is necessary to integrate it in the post-2015 development agenda and FFA.
27. **‘Winning the mind space’ for GCED.** Participants critically discussed the draft FFA that was presented during the Forum, stressing the importance for education stakeholders and development partners to build on lessons learned from the implementation of the Dakar Framework for Action which guided the Education for All process, and to go beyond ‘business-as-usual’ in order to ensure the effective implementation of the post-2015 FFA and its relevance to learners, governments as well as national and international education stakeholders. This implies shifting attention to the content of education and how it can help address global challenges, instead of only seeking to set targets with measurable outcomes. It was agreed that to deal with global threats such as armed

conflict, violence, terrorism, intolerance, poverty, inequalities, climate change and others there is an urgency to promote the knowledge, skills, values and attitudes that are at the core of GCED.

28. **The FFA needs to be contextualized.** Overall, participants argued that the FFA should be broad, universal and flexible in order to allow Member States and stakeholders to translate and unpack the education-related targets and effectively operationalise them at global, regional and national levels according to the realities and needs of each context. With relation to GCED these constraints might include, for example, lack of resources, including trained educators, lack of enabling conditions, the presence of conflict, violence, emergencies, or other challenges, which require specific tools and pedagogical approaches to ensure that GCED resonates with the learners and their environment.
29. **Mainstreaming GCED in education systems and lifelong learning.** Participants recommended that the FFA should capitalize on the holistic and transformational nature of GCED by recommending the integration of its ideas, values and principles in the entire education system, from policies, plans and curricula to learning contents and outcomes, pedagogy, teacher training, and the learning environment. GCED equips and empowers learners with knowledge, skills, values and attitudes that are necessary for building peaceful and sustainable societies, based on and promoting the universal principles of human rights. It appeals to all learners of all ages and is based on a lifelong learning perspective – starting early (early childhood education) and continuing throughout life and levels of education, including higher education and adult education through formal, non-formal and informal modalities of delivery. GCED must be developed and implemented at all stages in a participatory and inclusive way to be more effective and enhance local ownership. This vision of GCED encouraged participants to request that educational stakeholders “*move away from comfort zones*” to explore multi-sectoral approaches, particularly highlighting the role of the media. Some suggested that national coordination mechanisms could be set up to facilitate the implementation of GCED.
30. **Addressing key challenges.** The discussions also highlighted the need to address the various challenges entailed in GCED through the adoption of appropriate implementation strategies of the FFA, including the following :
- various approaches to and definitions of the kind of education we need for peace, sustainable development and global citizenship. This can be done, for example, by putting less emphasis on the need to ‘label’ and define initiatives - GCED, ESD, PHRE - and more on the commonality of the values and principles they promote;
 - universal goals that might seem incompatible with local realities. This can be addressed by contextualizing the universal agenda and the interrelations of different dimensions of educational challenges at regional and national levels;
 - contested meanings of citizenship. For example, where there are ethnic or religious tensions, or no cohesive notion of national identity, promoting the notion of belonging to a common humanity can help address these tensions;
 - ensuring active and authentic participation and engagement of learners and other stakeholders at all stages of interventions, from planning to implementation. This can only be achieved through ‘authentic’ dialogue and multi-stakeholder engagement, including decision- and policy-makers, teachers, the learners and their parents and families, young people, communities, civil society actors, community leaders, faith-based organizations, academia, the private sector and other relevant stakeholders in each context, and especially the media, as well as the need to respond to the concerns and perspectives of ordinary citizens.
31. **Young people and learners in the driver’s seat.** “*Nothing about us without us*” was the call made by young people during the Forum. Participants stressed the importance of developing youth-led and

youth-centred GCED strategies. Participants noted that, so far, education has widely failed to educate learners for citizenship beyond the nation-state. Implementing measures which foster youth leadership and focus on transforming the self and the society was considered key, by harnessing skills such as critical thinking, cooperation, collaboration, and problem-solving.

32. **Multi-purpose measurement.** In order to measure progress towards the implementation of GCED and ESD, there is a need for a meaningful measurement framework and a set of indicators. This needs to take into account the varying, multi-layered and evolving nature of the concept of GCED. During the Forum, approaches to measurement of GCED at the global, regional, national or school level were presented and discussed. Experts were in favour of a monitoring and evaluation system that is scalable and adjustable, that can help track progress and improve learning. The overall message of the discussions was not to focus only on the measurability but also on the importance of what is measured based on the argument that in order to build peaceful societies we need an education that matters, and not only one that can be measured. Participants felt that it was necessary to achieve broad consensus on measurement indicators, linking and adapting global monitoring surveys to national contexts, for example through national task forces or focal points (e.g. international indicators used in the International Civic and Citizenship Education Study (ICCS) were adjusted to the national level). It was emphasized that such indicators must be concrete, focus on relevant competencies, and based on both qualitative and quantitative data. Participants also advised against 'ranking' based on indicators, and that measurement should serve to enhance the learning process and not just to compare between learners or countries. Perception surveys and classroom observations can also be used to assess the impact of GCED. As stated by one of the participants, *"actors who are evaluated are seldom involved in the definition or re-interpretation of indicators"*, therefore, it is important to consult with learners. The outcomes of the discussions have informed UNESCO's ongoing efforts on the measurement of GCED and ESD learning outcomes.
33. **Monitoring and evaluation.** Robust systems and institutional mechanisms are needed to support monitoring, evaluation and research on GCED. Critical evaluation of and research on policy, curriculum, practice, learning and teaching materials should be carried out, in order to identify gaps and areas of improvement. Analysing gaps should be part of the monitoring process. Involving teachers and learners in the monitoring, evaluation and research can help understand the obstacles and find solutions to address the challenges.
34. **Exploring synergies between GCED and ESD.** Participants highlighted that GCED and ESD are interlinked and mutually reinforcing and that GCED must be implemented in complementarity and synergy with ESD, particularly based on the outcomes of the Second Forum on GCED and the World Conference on ESD (November 2014, Aichi-Nagoya, Japan) respectively.

V. Accelerating implementation

35. During the Forum, a number of promising approaches were identified which can particularly help accelerate the implementation of GCED. These include:
36. **Political engagement and leadership.** GCED, when implemented well, can be transformational and as such it is intended to challenge the status quo. Engaging high-level political leaderships is therefore necessary for introducing GCED and creating an enabling environment for its

implementation at national level. This requires bold and inspiring leaders who can embark on reforms when this is necessary and demonstrate willingness and vision to drive positive change.

37. **Partnerships.** Building meaningful and accountable multi-stakeholder partnerships is of paramount importance for the promotion and effective implementation of GCED as different perspectives enhance the quality and relevance of policies. Partners include education stakeholders in the formal, non-formal and informal sector, such as learners, young people, teachers, families, communities, government and local authorities, civil society, the academia, private sector, religious leaders, the media and others. Participants at the Forum agreed that a bottom-up approach in which the active and authentic participation and engagement of all stakeholders is placed at the centre of GCED. One major challenge however is the fact that not all stakeholders are adequately informed or prepared to assume this role. The central question is therefore how to inform, engage and enable all these groups to perform this role. Participants also underlined the importance for partnerships not only with Ministries of Education but also with Ministries of Finance, since adequate financial resources are necessary to allow for programme implementation, teacher training, research, or other activities.
38. **Social Media and ICT.** Participants discussed the potential role of social media and ICT as means of promoting and implementing GCED. Social media and ICT can be catalytic in the implementation of GCED in a number of ways as they can help reach out to a big numbers and diverse groups of people; empower people and provide them with opportunities to engage in public debate and enable interaction with decision-makers, also enhancing democratic participation, transparency and state accountability; facilitate communication and dialogue about sensitive or difficult subjects such as injustice, violence, sexuality or other. However, a major risk with ICT is widening the gap between those who have access to them and those that do not. A prerequisite for harnessing the potential of social media and ICT is to enhance access for all, without discrimination, and especially for the most marginalized and people living in poverty. Furthermore, training opportunities on ICT should be provided for both teachers and learners.
39. **Young people and inter-generational dialogue.** As stated by one of the presenters of the forum, *“Young people are not the future generation, they are the present... global citizenship education can help explain how they can be responsible citizens today and now.”* Young people carry enormous potential, energy and innovation to drive the GCED agenda forward. In their joint statement to the Forum, 29 youth delegates argued that while youth engagement has gained increasing recognition within United Nations and UNESCO, more work was needed in mainstreaming youth voices in decision-making, underlining the need to be inclusive and providing opportunities. They also stressed that GCED must be an inter-generational experience, one which acknowledges that adults and young people can learn from each other, allowing generations to work together. Young people who are at school need to be empowered to become active contributors and agents of change within their communities. Furthermore, GCED must be mainstreamed within the school environment in addition to reaching out to marginalised and excluded groups, particularly those children and youth who are not in school.
40. **Learning from cultural practices to support GCED.** Learners and their learning needs can vary significantly and are largely determined by the specific context in which they live. The implementation of GCED needs to occur in a way that is relevant and appropriate to local cultures. Leveraging local traditions and customs can facilitate the link between universal values and local contexts. For example, teachers can link GCED to, and draw from, the cultural values and practices of

the community, and use examples and resources from local practice to exemplify some of the ideas and values promoted through GCED.

VI. Key Messages

1. The vision of Global Citizenship Education is about ...

- the quality and relevance of content, not only access
- learning to be and learning to live together, not only learning to do and learning to know
- collective wellbeing and solidarity, not only individual achievement and competitiveness
- education that matters, not only one that can be measured

2. Global Citizenship Education ...

- includes all three domains of learning: cognitive, socio-emotional and behavioural
- aims to be transformative – for the self and the society
- is based on universal values and principles, such as Human Rights
- is concerned about global and local issues and their interconnectedness
- includes action at local level and thus should be contextualized
- should not be for the privileged few but a component of quality education for all

3. Implementing Global Citizenship Education ...

- through a lifelong learning perspective, engaging all learners of all ages, starting at early childhood and continuing through adulthood
- by placing GCED at the centre of education systems, including policies, plans, contents, pedagogy, teacher training and learning environment, school policies, rules and codes of conduct
- by cutting across formal, non-formal and informal education and providing learning opportunities outside the school
- by focusing on teaching not only cognitive, but also, and more importantly, socio-emotional and behavioural skills
- by providing platforms for authentic dialogue with relevant stakeholders within and outside the education sector
- by building on existing good practices
- by creating a safe and democratic environment for learning
- by daring to be transformative

4. Key partners include ...

- learners, their parents and families
- young people as critical drivers of GCED
- decision/policy-makers
- teachers in both the formal and non-formal sector
- community and community leaders, including faith-based organizations
- civil society
- academia
- private sector

- the media

5. ICTs and media, including social media ...

- encourage public debate and democratic participation
- promote active teaching and learning methods
- involve learners and teachers in the development, implementation, monitoring & evaluation of educational policies and programmes
- should be part of teachers and learners training
- develop a holistic intervention considering all agents - the individual, family, school, society
- enable discussions about contentious issues
- strengthen inclusive interreligious dialogue and intra-religious dialogue
- help schools develop a safe and democratic environment

6. It is now time to 'walk the talk' and accelerate the implementation of GCED throughout our society as we push forward with our vision of a fairer, sustainable and peaceful world.

Annex I. Programme

On the occasion of the 70th Anniversary of UNESCO

Second UNESCO Forum on Global Citizenship Education (GCED) ***Building peaceful and sustainable societies: preparing for post-2015***

(28-30 January 2015, Room XI, UNESCO HQ, Paris)

Organized by the Division of Education for Teaching, Learning and Content, Education Sector, UNESCO, with the support of Austria, the Republic of Korea and the Sultanate of Oman

Programme

Day 1 – Wednesday 28 January 2015

8:00-9:00	<i>Registration (Reception area at the entrance avenue de Suffren)</i>
9:00-10:00	Opening plenary (Room XI) <i>Screening of video</i> Moderator: Soo-hyang Choi, Director of the Division for Teaching, Learning and Content UNESCO Welcome by Irina Bokova, the Director-General of UNESCO “Global citizenship education for building peaceful and sustainable societies” by Amira Yahyaoui, President of Al-Bawsala [<i>The compass</i>] Questions and Answers Overview of the Paris Forum agenda by Chris Castle, Chief of the Section for Health and Global Citizenship Education, UNESCO
10:00-10:30	<i>Coffee break</i> <i>Launching of the UNESCO Clearinghouse on Global Citizenship Education by Ms Soo-hyang Choi, Director of the Division for Teaching, Learning and Content, at UNESCO, and Mr Utak Chung, Director of APCEIU and in the presence of H.E.Mr. Sang-jin Lee, Ambassador Extraordinary and Plenipotentiary, Permanent Delegate of the Republic of Korea to UNESCO</i>
10:30-12:00	Plenary session 1: Global Citizenship Education in the post-2015 education agenda (Room XI) <i>This session will engage experts in a discussion on the relevance of Global Citizenship Education in the context of the post-2015 education agenda and the conditions of its implementation.</i> Moderator: Ann-Thérèse Ndong-Jatta, Director of the UNESCO Office in Dakar <u>Part I -</u>

- Re-visioning of education in today's world, by Peter deSouza, Professor, Centre for the Study of Developing Societies, India
- The importance of education in the fight against extremism, by H.E.Mr. Tarald Osnes Brautaset, Ambassador and Special Envoy for Education, Royal Ministry of Foreign Affairs, Norway
- Open discussion

Part II –

- National education policy promoting transformative learning: how does Global Citizenship Education support quality education, by Under-Secretary of Education, District of Bogota, Gloria Mercedes Carrasco, Colombia
- Keeping track of progress: the measurement of Global Citizenship Education and Education for Sustainable Development in the context of post-2015 negotiations, by Albert Motivans, Representative of the Technical Advisory Group of the EFA Steering Committee
- Open discussion

12:00-14:00

Lunch break

14:00-15:30

Concurrent sessions

Presentations of the Concurrent Sessions are available in a separate document and online

N°1- Measuring learning outcomes of Global Citizenship Education and Education for Sustainable Development (part 1) (Room III³)

N°5- Driving the Global Citizenship Education agenda forward: Mobilizing the voices of the youth (Room VII)

N°11-Teachers and Global Citizenship Education (part 1) (Room IX)

N°17-Tackling discrimination and violence in the educational setting through GCED (Room V)

15:30-16:00

Coffee break

16:00-17:30

Concurrent sessions

Presentations of the Concurrent Sessions are available in a separate document and online

N°2- Measuring learning outcomes of Global Citizenship Education and Education for Sustainable Development (part 2) (Room III)

N°9-Outcomes of the World Conference on Education for Sustainable Development (Aichi-Nagoya): implications for future action (Room VII)

³ Room XI: 265 persons max; Room IX: 96 ; Room VII: 53; Room V: 40; Room III: 50

N°14- Interreligious Education and Global Citizenship Education: respect for diversity, commitment to dialogue (Room XI)

N°12-Teachers and Global Citizenship Education (part2) (Room V)

18.00-

Reception organized with the generous support of the Permanent Delegations of Austria and the Sultanate of Oman – Restaurant, 7th floor Fontenoy building

Day 2 – Thursday 29 January 2015

9:00-10:30

Plenary session 2⁴ : Global Citizenship Education forging peace (Room XI)

This session will seek to identify challenges and obstacles to peace, and discuss to what extent these can be addressed through global citizenship education.

Moderator: Abe Radkin, Director of the Aladin Project

Screening of video

- Overview presentation: Opportunities in achieving peace through GCED, by Carlos Alberto Torres, Chair-holder, UNESCO Chair on Global learning and global citizenship education at UCLA
- Do peace education programmes work? Challenges and issues, by Tony Jenkins, Director, Peace Education Initiative
- Interfaith & intercultural dialogue: issues and promises, by Patrice Brodeur, KAICIID Dialogue Center
- Gender-based discrimination: brewing stereotypes, domination, exclusion and violence, by Aarti Saihjee, United Nations Girls Education Initiative (UNGEI) Secretariat
- Open discussion

10:30-11:00

Coffee break

11:00-12:30

Concurrent sessions

Presentations of the Concurrent Sessions are available in a separate document and online

N°16-Global Health and Global Citizenship: Lessons Learned from Epidemic Responses (Room V)

N°6-Operationalizing Global Citizenship Education (incl. presentation of UNESCO's Guiding framework for Global Citizenship Education with age-specific topics and learning objectives (part 1) (Room VII)

N°15-History teaching and Global Citizenship Education (Room XI)

⁴ The format for this interactive panel is that it begins with an overview presentation, followed by a moderated discussion with the first presenter and panelists who will each have 5 minutes to share opening comments prior to the start of the discussion. The moderator will also open up for questions from the audience.

N°18-Contributions of peace and human rights education to Global Citizenship Education: current trends, challenges and promising approaches (Room III)

12:30-14:30

Lunch break

14:30-16:00

Concurrent sessions

Presentations of the Concurrent Sessions are available in a separate document and online

N°3-Framework for Action post 2015: opportunities for supporting Global Citizenship Education (part 1) (Room XI)

N°7-Operationalizing Global Citizenship Education (part 2) (Room VII)

N°20- Educating for engagement through social media and information communication technology (ICT) (Room IX)

N°19-Can “dialogue” be a tool for building peaceful societies? [Skills building session on dialogue] (Room III)

16:00-16:30

Coffee break

16:30-18:00

Concurrent sessions

Presentations of the Concurrent Sessions are available in a separate document and online

N°4-Framework for Action post 2015: opportunities for supporting Global Citizenship Education, continued (part 2) (Room XI)

N°8- Knowledge sharing, networking and cooperation for Global Citizenship Education (Room IX)

N°13- How does language education contribute to global citizenship? (Room III)

Day 3 – Friday 30 January 2015

9:00-10:30

Plenary session 3⁵ : Moving forward together: GCED in the Framework for Action for post-2015 (Room XI)

Building on the proposals made in the emerging Framework of Action that will be discussed and endorsed at the World Education Forum (May 2015, Republic of Korea), this session will consider the implementation of global citizenship education in the post-2015 era.

Moderator: Jorge Sequiera, Director of the UNESCO Santiago Office

Moderator will present the emerging action plan to achieve the post-2015 education goals related specifically to global citizenship education,

⁵ Same format as described in footnote 2.

- Country perspective, by Choong-hee Hahn, Deputy Permanent Representative of the Republic of Korea to the United Nations
- Teachers' perspective, by Susan Hopgood, President of Education International representative
- Learners' perspective, by Rostom Haouchine, Jeunesse+
- Feedback from the concurrent session "Framework for Action for post-2015 & GCED" and concluding remarks by Aaron Benavot, Director of the UNESCO EFA Global Monitoring Report
- Open discussion

10:30-11:00

Coffee break

11:00-12:00

Final closing plenary (Room XI)

Moderator: Chris Castle,
Chief of the Section for Health and Global Citizenship
Education, UNESCO

- Reports from the Rapporteurs :
 - Laura John, Australia Youth Representative to the UN 2014
 - Stephanie Knox Cubbon , Teachers Without Borders
 - Wing On Lee, Vice President of the Open University of Hong Kong
- Road to Incheon - World Education Forum 2015, by Heeseung Yuh, Director of External Relations, on behalf of the Secretary-General of the World Education forum, Host Committee Secretariat, Seoul
- Questions and Answers
- Conclusion and way forward by Soo-hyang Choi, Director of the Division for Teaching, Learning and Content, on behalf of the Assistant Director-General for Education of UNESCO

12:30

End of the meeting

Annex II. Staying connected

Staying connected

In follow-up to the Forum, and to sustain the momentum gained during the forum, several initiatives have been launched or are under way:

- The UNESCO Clearinghouse on GCED, hosted by APCEIU is accessible at the following address: www.gcedclearinghouse.org
- Youth representatives have already joined a linked-in group
- UNESCO is establishing a network of education professionals working on or interested in GCED, based on the participants list. New members are welcome.
- A periodic UNESCO GCED newsletter will be launched and shared through the network. The UNESCO Clearinghouse on GCED hosted by APCEIU was launched during the Forum. It includes relevant resources on GCED from all over the world and in any language available. These include policy documents, teaching and learning material, academic papers, and other relevant resources. Participants are invited to suggest materials on GCED and share information on relevant events to be included in the calendar.

Annex III. Feedback from participants

☺ Feedback, received from 22% of the participants of the Forum, indicates that participants thought the Forum was successful, rich in topics and themes. Overall, participants said they found the Forum relevant for their work, and that they obtained a greater understanding of GCED, including about current trends and emerging topics. The opening and the closing sessions of the Forum received the biggest interest. Out of the 20 concurrent sessions organized participants had the chance to participate in about three to four concurrent sessions on average. The involvement of young people in the Forum was greatly appreciated, both by young people and participants not considering themselves to belong in this age group.

☹ Participants would have preferred to have more interaction and opportunities to express their views, especially during the plenary sessions.