



United Nations  
Educational, Scientific and  
Cultural Organization

# Global Citizenship Education (GCED)



should be based on **universal principles**, such as **Human Rights** – inclusion, **gender equality**, non-discrimination, participation, empowerment, non-violence and **respect for all**

aims to be **transformative** - of society and the self

needs **action** at the **local level** and should be contextualised

in order to help  
**build peaceful and sustainable societies**

## Which skills does Global Citizenship Education aim to develop?

**Cognitive** - to acquire knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations

**Socio-emotional** - to have a sense of belonging to a common humanity, sharing values and responsibilities, demonstrating empathy, solidarity and respect for differences and diversity

**Behavioural** - to act responsibly at local, national and global levels for a more peaceful and sustainable world

## How can we effectively implement Global Citizenship Education?

- Mainstream GCED in learning systems in general, including pedagogies and learning environments

- Through formal, and more importantly, non-formal and informal education

- Provide platforms for authentic dialogue

- Include learners of all ages – starting at early childhood
- Focus on cognitive, socio-emotional and behavioural skills



## Who are the key players?



**Youth** are critical - as they are drivers of GCED



**Family** as they transmit values to their children



**Educators** from formal and non-formal sectors



**Community Leaders** as role models



**ICT & Media** as tools for constructive social engagement

## What's next?... Live the concept.

Commit to an education that matters – and not only to one that can be measured



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