

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

RAPPORTEUR – PARTNERSHIPS AND NETWORKING

Introduction: 1 min

- Multiple stakeholders and partners
- Conference endorsed bottom-up approach
- Identified four key partners:
 - Learners (can also be educators)
 - Educators (can also be learners)
 - States
 - UNESCO

LEARNERS 2 mins

- Rolando Villamero in the concurrent session on the post-2015 framework spoke of the need to place the active and authentic participation and engagement of learners at the centre of GCED
- Young people
 - Partners in developing concepts and strategies for implementing GCED, opportunity at the this conference to flesh out what that really means
 - Youth involvement in the planning, implementation, monitoring and evaluation of GCED
 - Young people at every local, national and global discussion – not just as members of the audience, but as panellists, guest speakers and experts
 - Because for young people to be equal partners, we need to recognise that the youth are already mobilising e.g. Amira Yahyaoui in opening plenary, her organisation Al-Bawsala in Tunisia; Luis Carlos Guedes', in the concurrent session on Mobilising the Voices of Youth, outlined the advocacy toolkit developed by the Youth Advocacy Group (YAG) in Brazil that provides young people with a step-by-step guide to advocacy
 - Inclusion of young people from diverse constituencies including marginalised groups
 - Question was raised in one of the plenaries; how can we talk about inclusion when a person with a hearing impairment would not be able to participate in this very conference?
 - So there is a need to extend partnerships to all learners and for GCED to respond to different learning needs
 - Young people are not the only learners in GCED
- Parents and families
 - GCED should embody lifelong learning and intergenerational learning
 - Amira spoke of how we should educate the adults because they are the ones who dispense education

EDUCATORS 2 mins

- Formal education; role of educational institutions such as schools and universities in embedding GCED into existing curriculums
- Teachers are our key partners in GCED; they are the ones at the grassroots level in our classrooms, directly engaged with learners.
 - But we've heard throughout the conference the importance of teachers working in partnership with each other to share resources and expertise.
 - One practical example of this information sharing was provided in the concurrent session on Interreligious Dialogue which outlined an online platform for teachers to share resources. So a teacher could get online and access teaching resources. But they can also use the online forum to directly partner with other teachers and seek practical support – for example a teacher could ask an expert in Hinduism or Christianity or Islam about the appropriate attire for students to wear when visiting a temple or a church or a mosque.
- But in the second plenary we heard that we must go beyond the classroom to integrate GCED into informal and non-formal education;
 - Here our partner educators are parents, families, communities and NGOs – even the media plays a role in educating global citizens
- Hazar Yildirim from AFS captured the sentiment when he said in the concurrent session on knowledge sharing that 'every AFSer is not only a global citizen but also a facilitator for other global citizens' and we see here how learners can be educators, and educators can also be learners

STATES 2 mins

- GCED intends to challenge the status quo so we need to engage high level leaderships
- States need to create facilitating environment for GCED:
 - Understanding that global citizenship education does not have to be in competition with national citizenship
 - Aarti Saihjee, UN Girls Education Initiative Secretariat spoke of GCE as a continuum from the local to the global, rather than a binary distinction between local and global
 - That's something that Ministers for Education can help promote, and when it comes to mainstreaming GCED, there is value in partnering with senior policy and government officials
- But we've also heard that GCED requires financing – there are teachers' resources to create, research to undertake. And that makes Ministers of Finance equally valuable partners.
- But we can't stop there and as my fellow rapporteurs have already outlined, there is a need for local contextualisation of GCED. This requires partnerships with local authorities to implement GCED at a grassroots level, in a way that is relevant and appropriate to the local context.

UNESCO 2 mins

- Carlos Alberto Torres in the plenary called on UNESCO to build silent revolution of GCED
 - Convene and connect networks
 - Technical assistance, capacity development and resource sharing including best practices (e.g. UNESCO Clearinghouse on GCE launched on Wednesday)
 - Mobilise learners, educators and states including by ensuring the legitimacy of GCED at a ministerial level
 - Engage other UN agencies

Conclusion: 1 min

- Four key partners (learners, educators, states and UNESCO)
- Equal collaborators which means equal ownership over GCED and the future directions it will take