



Second UNESCO Forum on Global Citizenship Education Building peaceful and sustainable societies: preparing for post-2015 (28-30 January 2015)

Summaries of Concurrent Sessions

Session No.	Date	Hour	Room	Concurrent Sessions
1	28. Jan	14:00 15:30	III	Measuring learning outcomes of Global Citizenship Education and Education (GCED) for Sustainable Development (double session)
2	28 Jan	16:00 17:30	III	(cont'd)
3	29 Jan	14:30 16:00	XI	GCED in the post 2015 Framework: Taking the agenda forward (double session) Part 1: Overview of the Framework for Action
4	29 Jan	16:30 18:00	XI	Part 2: Group Work
5	28 Jan	14:00 15:30	VII	Driving the GCED agenda forward: Mobilizing the voices of the youth Part 1: Panel discussion Part 2: World Café and Wrap up
6	29 Jan	11:00 12:30	VII	Operationalizing GCED: Mainstreaming and delivery (incl. presentation of UNESCO's Guiding framework for GCED with age-specific topics and learning objectives (double session) Part 1: Mainstreaming GCED in education systems
7	29 Jan	14:30 16:00	VII	Part 2: Operationalizing GCED in various contexts
8	29 Jan	16:30 18:00	IX	Knowledge sharing, networking and cooperation for GCED
9	28 Jan	16:00 17:30	VII	Outcomes of the World Conference on Education for Sustainable Development (Aichi-Nagoya): Implications for future action
11	28 Jan	14:00 15:30	IX	Teachers and GCED (double session) Part 1: Expert panel discussion on teachers and GCED at the 'policy' level
12	28 Jan	16:00 17:30	V	Part 2: Roundtable discussion on teachers and GCED at the 'practice' level
13	29 Jan	16:30 18:00	III	How does language education contribute to global citizenship?
14	28 Jan	16:00 17:30	XI	Respect for Diversity, Commitment to Dialogue: Interreligious Education and GCED
15	29 Jan	11:00 12:30	XI	History teaching and GCED
16	29 Jan	11:00 12:30	V	Global Health and Global Citizenship: Lessons Learned from Epidemic Responses
17	28 Jan	14:00 15:30	V	Tackling discrimination and violence in the educational setting through GCED
18	29 Jan	11:00 12:30	III	Contributions of peace and human rights education to GCED: Current trends, challenges and promising approaches (double session) Part 1- Panel discussion
19	29 Jan	14:30 16:00	III	Part 2 - Learning to dialogue: A core component of global citizenship education programme [skills building session]
20	29 Jan	14:30 16:00	IX	Educating for engagement through social media and information communication technology

SESSION:	Concurrent Sessions 1 and 2
TITLE:	Measuring learning outcomes of Global Citizenship Education and Education for Sustainable Development
DATE:	28 January 2015
TIME:	14:00-15:30 (part 1) and 16:00-17:30 (part 2) (90 min x 2)
ROOM:	III

SUMMARY:

Building on the discussions held in Plenary I, this double session will seek to further the debate on the measurability and measurement of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) and enable technical discussions towards establishing a set of potential indicators for measuring GCED and ESD which are proposed as one of the targets of the education goal in the post-2015 agenda. Drawing on existing and forthcoming global surveys, various approaches to measurement will be explored, with updates on new developments and opportunities for cooperation.

The first part of this session will be dedicated to current approaches to measuring GCED and ESD learning outcomes and data collection processes by UNESCO and other key partners (the Measurement Ad Hoc Team (MAT); the Technical Advisory Group (TAG); the Learning Metrics Task Force (LMTF); the Organization for Economic Co-operation and Development (OECD); the International Association for the Evaluation of Educational Achievement (IEA); the World Values Survey (WVS); and others). The second part will allow for technical discussions and group work, seeking to make recommendations on a potential set of indicators for measuring GCED and ESD, suggest ways to improve relevant surveys in the future explore modalities for improving coordination and expand coverage in the data collection process. The outcomes of the session will be shared with the World Education Forum.

OBJECTIVES:

To give clear directions for future areas of work in the area of measuring GCED and ESD, in view of developing a set of potential indicators for monitoring GCED and ESD at global, regional and national levels in the post-2015 education agenda.

SESSION:	Concurrent Sessions 3 and 4 (double session)
TITLE:	Global Citizenship Education in the post 2015 Framework: Taking the agenda forward
DATE:	29 January 2015
TIME:	14:30-16:00 (part 1) and 16:30-18:00 (part 2) (90 min x 2)
ROOM:	XI

SUMMARY:

This session will be discussing the promotion and implementation of Global Citizenship Education (GCED) in the post-2015 era. The base of this discussion will be the Framework for Action that will be discussed and adopted at the World Education Forum in May 2015 to guide and support the implementation of the future education agenda, particularly at country level.

The conclusions of this “double” concurrent session will be presented during the 3rd plenary session of the Forum - *Moving forward together for the future: Framework for Action for post-2015* by the Director of the Education for All Global Monitoring Report (EFA GMR).

The first part of the session will include (i) a cursory presentation of the ongoing discussions around the post-2015 education agenda and Framework for Action and the components therein that concern GCED (ii) a presentation of possible ways forward for implementing the target related to GCED from three perspectives: INGO, regional, national and learner.

The second part of the session will involve group work on the key components of the Framework for Action as it relates to the GCED and ESD Target (*e.g.* action areas and implementation strategies, global monitoring, national monitoring mechanisms).

During the group discussions, participants will be asked to provide recommendations.

OBJECTIVES:

To provide recommendations on how to implement the GCED-related target of the post-2015 education agenda building on the Framework for Action that will be discussed and adopted at the World Education Forum (May 2015, Republic of Korea).

PART 1: Overview of the Framework for Action (90 min) – Room XI

PART 2: Group Work (90 min) – Room XI

SESSION:	Concurrent Session 5
TITLE:	Driving the Global Citizenship Education agenda forward: Mobilizing the voices of youth
CO-ORGANISER:	United Nations Global Education First Initiative and Mahatma Gandhi Institute of Education for Peace and Sustainable Development
DATE:	28 January 2015
TIME:	14:00-15:30 (90 min)
ROOM:	VII

SUMMARY:

Building on the outcomes of the First UNESCO Forum (Bangkok, December 2013), which sought to clarify the conceptual issues around Global Citizenship Education (GCED), the Second Forum will focus on future policy directions at the global level, country implementation and expanding partnerships in light of the post- 2015 development agenda, which will have sustainable development at the core. It will consider current trends and future needs in the area of GCED and will seek to identify policy priorities and strategies for its operationalization as well as provide inputs to the Framework for Action on Education Post 2015. Young women and men are partners and agents of change in promoting GCED. They are essential players in finding solutions to the problems facing our common humanity. This session will seek to present the voices of young people in order to bring to the fore their perspectives, ideas and priorities on GCED, capitalizing on their energy and enthusiasm to ensure a life of dignity for all present and future generations.

OBJECTIVES:

- To identify key priority areas in GCED by and for young people
- To identify youth-led strategies for operationalizing GCED identified for inclusion in the Framework of Action on Education Post 2015.

PART 1: **Panel discussion (55 min)**

PART 2: **World Café and Wrap up (35 min)**

SESSION:	Concurrent Sessions 6 and 7 (double session)
TITLE:	Operationalizing Global Citizenship Education: Mainstreaming and delivery
DATE:	29 January 2015
TIME:	11:00-12:30 and 14:30-16:00 (90 min x 2)
ROOM:	VII

SUMMARY:

This session will present the new UNESCO publication with age-specific topics and learning objectives (TLOs) on Global Citizenship Education (GCED) and consider other similar tools available to support the implementation of GCED at country level. The session will be organized in two parts.

The draft UNESCO TLOs on GCED will be presented during the first part. The presentation will include information about the background and development process of the document, the content with a focus on conceptual understandings of GCED, core dimensions and domains of learning, considerations for curriculum and instructional planning, challenges and opportunities concerning its implementation, as well as examples of successful practices and useful resources. Drawing on the previous session, the second part will examine current practices and examples of operationalizing GCED in various contexts (formal/informal, class-room level, national, cultural etc.).

OBJECTIVES:

- Present the draft UNESCO TLOs on GCED and explore opportunities for mainstreaming GCED in education systems.
- Explore existing approaches to operationalizing GCED among various constituencies, identify successful practices and potential challenges during implementation and explore synergies.

PART 1: Mainstreaming GCED in education systems (90 min)

PART 2: Operationalizing GCED in various contexts (90 min)

SESSION:	Concurrent Session 8
TITLE:	Knowledge sharing, networking and cooperation for global citizenship
DATE:	29 January 2015
TIME:	16:30-18:00 (90 min)
ROOM:	IX

SUMMARY:

The session will look at the importance of knowledge sharing for cooperation in support of GCED, and draw lessons from other similar initiatives in various regions, looking at both challenges and benefits. During the session, the UNESCO Clearinghouse on Global Citizenship Education (GCED) will be presented. Other platforms of communication and cooperation will be presented, such as traditional and new media, online learning platforms and others.

OBJECTIVES:

To present new initiatives and good practices in the exchange of information and knowledge on GCED and explore opportunities for networking and cooperation.

SESSION:	Concurrent Session 9
TITLE:	Outcomes of the World Conference on Education for Sustainable Development (Aichi-Nagoya): Implications for future action
DATE:	28 January 2015
TIME:	16:00-17:30 (90 min)
ROOM:	VII

SUMMARY:

The World Conference on Education for Sustainable Development (ESD), which took place on 10-12 November 2014, in Aichi-Nagoya, Japan, concluded the UN Decade of ESD and launched the Global Action Programme (GAP) on ESD as the follow up to the Decade. The GAP intends to generate action in five priority action areas: advancing policy; transforming learning and training environments ('whole-school approaches'); building capacity of educators and trainers, empowering and mobilizing youth; accelerating sustainable solutions at local level.

After providing a short overview of the World Conference and the GAP, this session will discuss implications of the outcomes of the World Conference for action on transformative education in support of global citizenship and sustainable development. This issue is of particular relevance as ESD and Global Citizenship Education (GCED) are currently jointly addressed in one target of the proposed education goal for post-2015.

OBJECTIVES:

To identify in working groups prospects for future action on transformative education in support of global citizenship and sustainable development based on the implications of the outcomes of the World Conference on Education for Sustainable Development.

SESSION:	Concurrent Sessions 11 and 12
TITLE:	Teachers and Global Citizenship Education
DATE:	28 January 2015
TIME:	14:00-15:30 and 16:00-17:30 (90 min x 2)
ROOM:	IX (Session 11) and V (Session 12)

SUMMARY:

This session consists of two parts focusing on the policy and practices of teachers in integrating Global Citizenship Education (GCED) in different regional/ national contexts. More specifically, the sessions will explore how to support teachers to integrate GCED in teaching practices, taking into account cross-cutting thematic issues, *e.g.* gender, early childhood care and education (ECCE), inclusion, intercultural dialogue/ communication, sustainability, peace, human rights etc.

The first part will review the existing policies and strategies regarding teachers and how they address GCED in teaching practice. The second part will showcase experiences by teachers from different regions on how they have been integrating GCED in teaching, and explore the challenges they face and the potentials they see in GCED. The session will also discuss the usage of the *UNESCO Global Citizenship Education: Age-specific topics and learning objectives*.

OBJECTIVES:

To deepen participants' understanding of current issues relating to teachers and GCED;
 To learn from experiences from different regions;
 To promote the usage of the UNESCO Global Citizenship Education: Age-specific topics and learning objectives.

PART 1: **Expert panel discussion on teachers and GCED at the 'policy' level (90 min)**

PART 2: **Roundtable discussion on teachers and GCED at the 'practice' level (90 min)**

SESSION:	Concurrent Session 13
TITLE:	How does language education contribute to global citizenship?
DATE:	29 January 2015
TIME:	16:30-18:00 (90 min)
ROOM:	III

SUMMARY:

Language education is a key component of quality education. The provision of multilingual education -first languages, mainstream languages and foreign languages- for learning supports Global Citizenship Education (GCED), as it enables learners to learn, communicate and interact in at least three languages. Multilingual education (MLE) is also a means to access information, contribute actively to the life of local communities and societies, and address local and global challenges. In a multilingual, globalized world, MLE and GCED imply interpersonal and communicative skills, acceptance of diversity, intercultural understanding, tolerance, and sense of belonging to the global community.

The session will specifically explore how language education can contribute to global citizenship. The session will also examine the role of intercultural education in fostering GCED. The panelists will examine the links between MLE and GCED and share their perspectives and concrete examples of good practices. The panel presentations will be followed by discussions and interactive exchange on the role of MLE in contributing to GCED.

To initiate the debate, the moderators will make a short presentation on the core findings of the China International Conference on Language: Enhancing Language Ability and Language Education for the 21st Century, which was held in Suzhou, China in June 2014 (10 min). The conference recognized languages as the carrier of human civilization and the key to mutual understanding. It also reaffirmed the significant role of language education policies in resolving tensions and promoting social cohesion, and in enhancing effective communication for peaceful co-existence in global society.

OBJECTIVES:

- To explore the role of MLE in fostering GCED and discuss key issues involving the links between MLE and GCED;
- To learn from promising practices and concrete examples on language learning and GCED from different regions;
- To discuss the way forward and new directions for designing MLE and GCED programmes.

SESSION:	Concurrent Session 14
TITLE:	Respect for diversity, commitment to dialogue: Interreligious education and Global Citizenship Education
CO-ORGANISERS:	UNESCO and the King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID)
DATE:	28 January 2015
TIME:	16:00-17:30 (90 min)
ROOM:	XI

SUMMARY:

This session will focus on interreligious education and the goals it shares with Global Citizenship Education (GCED) in its efforts to promote international understanding, dialogue among people of different religious traditions, cultures, and convictions and a sense of belonging to a global community of committed citizens. Speakers reflect diversity in gender, region, and are inclusive of secular and faith-based institutions. More specifically the speakers will present the latest approaches, challenges and practices in the field of interreligious education in both formal and non-formal lifelong learning, and discuss how they incorporate dialogue in curriculum development and learning.

State-of-the-art methods will be presented as well as new developments in curriculum design, evaluation and professional development, including online tools for educators.

This session is co-organised by the King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID) and UNESCO.

OBJECTIVES:

To inform participants of ongoing and promising work in these fields and identify new programmatic directions.

SESSION:	Concurrent Session 15
TITLE:	History teaching and Global Citizenship Education
DATE:	29 January 2015
TIME:	11:00 to 12.30 (90 min)
ROOM:	XI

SUMMARY:

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. The challenge is to ensure that in a context of continuously changing memory politics, the content and objectives of History education support global citizenship.

This session will allow participants to examine the dilemmas, problems and achievements of history education in their efforts to support a sense of global citizenship.

OBJECTIVES:

To inform participants of current challenges in this field and exchange experiences in view of identifying promising approaches that can help ensure that history education helps learners become proactive contributors to more just, peaceful and sustainable societies.

SESSION:	Concurrent Session 16
TITLE:	Global health and Global Citizenship: Lessons learned from epidemic responses
DATE:	29 January 2015
TIME:	11:00-12:30 (90 min)
ROOM:	V

SUMMARY:

This session will use the case examples of the Ebola Virus Disease (EVD) and HIV & AIDS to illuminate key concepts and competencies associated with global citizenship education (GCED). Health education, especially in times of epidemic response, features a range of skills germane to global citizenship. These include cognitive skills, such as critical thinking and risk assessment; social skills, such as communication; and, emotional skills, such as empathy. Health education and in particular HIV education, has undergone dramatic change in the last few decades. As HIV/AIDS education became more established and better evaluated, it became widely understood that knowledge about HIV & AIDS alone was not enough to produce healthier behaviours, skills as well as an understanding of the social and physical environment are equally important. Thus, a pedagogy that encourages learners to connect fact and meaning through discussion-based methods and other learner-centred methodologies can help them understand the social as well as the biomedical aspects of health and, critically, foster the ability to translate this to healthy actions. Skills-based approaches are now considered the norm for health education.

Looking at a topical issue like current the EVD, and HIV & AIDS before it, we see the spread of the epidemic 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 central to health education. Good-quality health education contributes to GCED as it cultivates shared values, and promotes respect and responsibility across genders, cultures, countries and regions.

Good-quality 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.

OBJECTIVES:

To illustrate key lessons from the EVD and HIV & AIDS response concerning education; To identify implications for the process of teaching and learning for global citizenship.

SESSION:	Concurrent Session 17
TITLE:	Tackling discrimination and violence in the educational setting through Global Citizenship Education
DATE:	28 January 2015
TIME:	14:00-15:30 (90 min)
ROOM:	V

SUMMARY:

The session will focus on the role of Global Citizenship Education (GCED) in reducing discrimination through the promotion of tolerance and respect within the educational setting, and dissemination of a human rights-based approach to education which aims at assuring every child a quality education that respects his/her right to dignity and optimum development (right of access to education, right to quality education and right to respect within the learning environment).

Short initial presentations will address different forms of discrimination taking place in the society and reflected in school and will present ways to overcome them through appropriate educational interventions and curricula content. The session will focus specifically on the role of Comprehensive Sexuality Education (CSE) in eliminating stigma and discrimination at school, programs aimed at eradicating School Related Gender Based Violence (SRGBV) - included homophobic and transphobic violence - and interventions aimed at removing racism and intolerance toward different national, ethnic or religious identities.

OBJECTIVES:

To enable a dialogue amongst participants about prevailing forms of discrimination at school and about programs aimed at eliminating them and identify good practices of tackling discrimination and violence in the educational setting through GCED.

SESSION:	Concurrent Sessions 18 and 19
TITLE:	Contributions of peace and human rights education to GCED: Current trends, challenges and promising approaches
DATE:	29 January 2015
TIME:	11:00-12:30 (session 18) and 14:30-16:00 (session 19), (90 min x 2)
ROOM:	III

This double session will follow the plenary session 2 on “Global Citizenship Education forging Peace”¹ and allow participants to discuss in greater depth the achievements and challenges of peace and human rights education as a core dimension of Global Citizenship Education (GCED).

PART 1 - Concurrent Session 18: Contributions of peace and human rights education to GCED in multiple contexts: Lessons learned and the way forward (Panel discussion 90 min)

SUMMARY:

Peace and human rights constitute two of the three pillars of the United Nations. UNESCO itself was built out of an imperative to build peace in the minds of men and women. Likewise, human rights and human rights education (HRE) are enshrined in numerous legal instruments at national, regional and international levels, and should guide actions undertaken towards development, peace and security.

However, as there is no ‘one size fits all’ model for implementation, it is important to take stock of current trends in the field of peace and human rights education in multiple settings, to determine to what extent these practices can inform GCED and be effectively replicated in similar contexts. The session will take place in two parts. The first one will take a critical look at the implementation of peace and HRE in various contexts, including conflict, post-conflict, fragile contexts and communities affected by structural violence. Drawing from lessons learned, the speakers and participants will discuss expectations and parameters to be taken into account, as well as promising approaches that could be devised, to develop policy priorities and strategies for GCED, that effectively contribute to building peaceful and sustainable societies.

¹ **NB** – the plenary session will not be focused on “peace education” *per se* but on “GCED and Peace”. Peace education will be one of the areas presented and reviewed along with anti-discrimination education/Human rights education, interreligious education, gender responsive education, the role of the media and journalists.

OBJECTIVES:

To inform participants of current developments in peace and human rights education and identify promising areas of work for GCED based on a critical review of lessons learned from peace education programmes and policies undertaken in various contexts.

PART 2 - Concurrent Session 19: Learning to dialogue : a core component of global citizenship education programme (skills building session - 90 min)

SUMMARY:

Can “dialogue” be an effective tool for building peaceful societies and should it be a component of a comprehensive global citizenship education programme? The facilitator of this skills building session will ask participants to select a contentious issue which will be the subject of a simulated dialogue, or “generative dialogue” technique as developed by David Bohm and authors like William Isaacs and Daniel Yankelovich.

This technique – or art – gives participants the opportunity to go beyond their pre-conceptions and to generate new thinking that would not have emerged through a discussion, a debate, a negotiation or even a deliberation. Finally, the group will reflect on whether dialogue can be an effective tool to enhance cross-cultural understanding, and whether it should be a component of any comprehensive GCED programme.

OBJECTIVES:

- To allow participants to experience first-hand the challenges and rewards of the “generative dialogue” technique;
- To discuss to what extent it may be an effective tool to enhance cross-cultural understanding, and contribute to building peaceful societies; To determine whether it should be a component of any comprehensive GCED programme with the view to building peaceful societies.

SESSION:	Concurrent Session 20
TITLE:	Educating for engagement through social media and information communication technology
DATE:	29 January 2015
TIME:	14:30-16:00 (90 min)
ROOM:	IX

SUMMARY:

While the provision of education in formal settings such as schools is crucial to acquire a range of skills that support global citizenship, non-formal education is of equal importance in particular as it helps develop among learners the behavioral skills they need to contribute to the development of peaceful and sustainable societies. In today's interconnected and globalized world, citizens, especially young people, increasingly educate themselves through the use of social media and information communication technology (ICT), which therefore present tremendous potentials to teach people global citizenship and how to act to become engaged global citizens.

This session will touch upon the pitfalls and opportunities related to the use of social media and ICT for Global Citizenship Education. The examples and lessons learned drawn from the research and online community will lay the ground for an interactive discussion on how social media and ICT could be used to teach or acquire behavioral skills and values that are conducive to global citizenship and sustainable peace.

OBJECTIVES:

To raise awareness about and identify the pitfalls and opportunities to teach and acquire behavioural skills for social mobilization through the use of social media and ICT.