United Nations
Educational, Scientific and
Cultural Organization

Global Citizenship Education

A key issue for the 21st Century

L'Education à la citoyenneté mondiale: un enjeu majeur du XXIème siècle

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1.

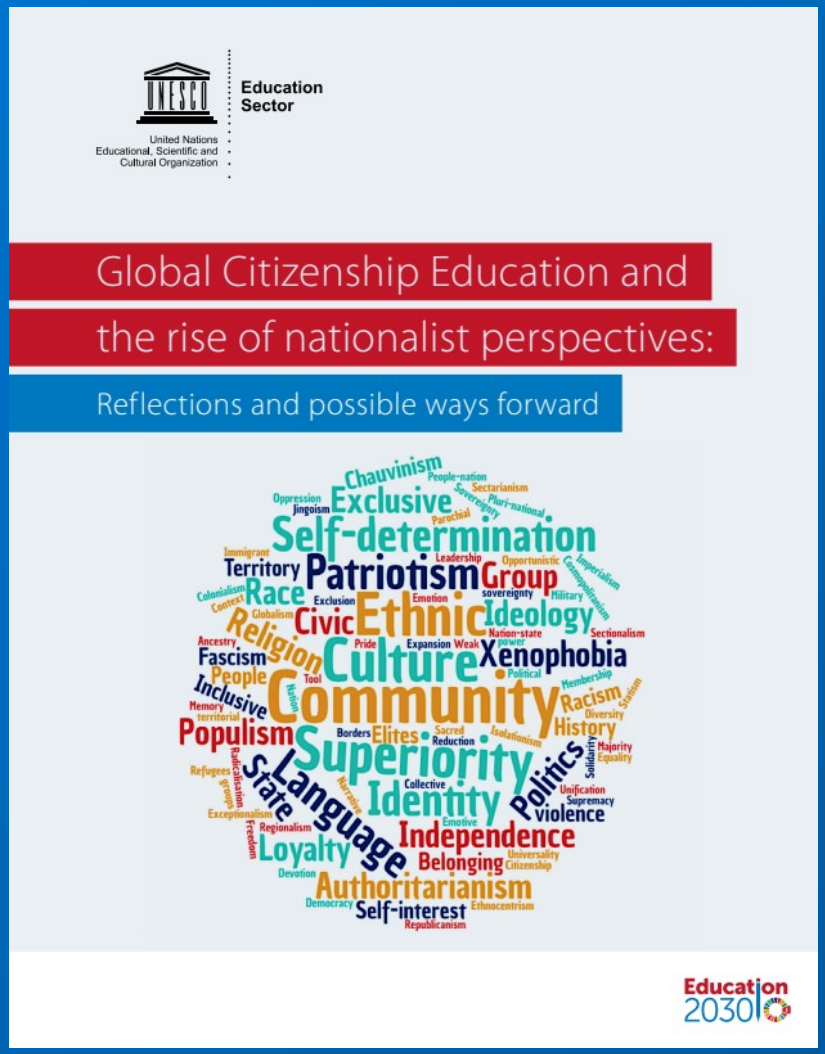
Why Global Citizenship Education?

Pourquoi l'Education à la citoyenneté mondiale?

Why GCED? / *Pourquoi l'ECM ?*

- **Major challenges of our time with no borders and that concern us all**
- **New vision and practices in education**
- **A vision brought by a new generation**
- **A international demand and will**

- ***De grands défis de notre époque qui dépassent nos frontières et nous concernent tous***
- ***Evolution du discours et des pratiques en matière d'éducation***
- ***Une vision portée par une nouvelle génération***
- ***Une demande et une volonté au niveau international***


Education Sector
United Nations Educational, Scientific and Cultural Organization
Global Citizenship Education and the rise of nationalist perspectives:
Reflections and possible ways forward
Chauvinism
Exclusive
Self-determination
Territory
Patriotism
Group
Race
Ethnic
Ideology
Civic
Religion
Culture
Xenophobia
Fascism
People
Community
Racism
Inclusive
Populism
Superiority
History
Politics
State
Language
Identity
violence
Independence
Loyalty
Belonging
Authoritarianism
Self-interest
Education 2030

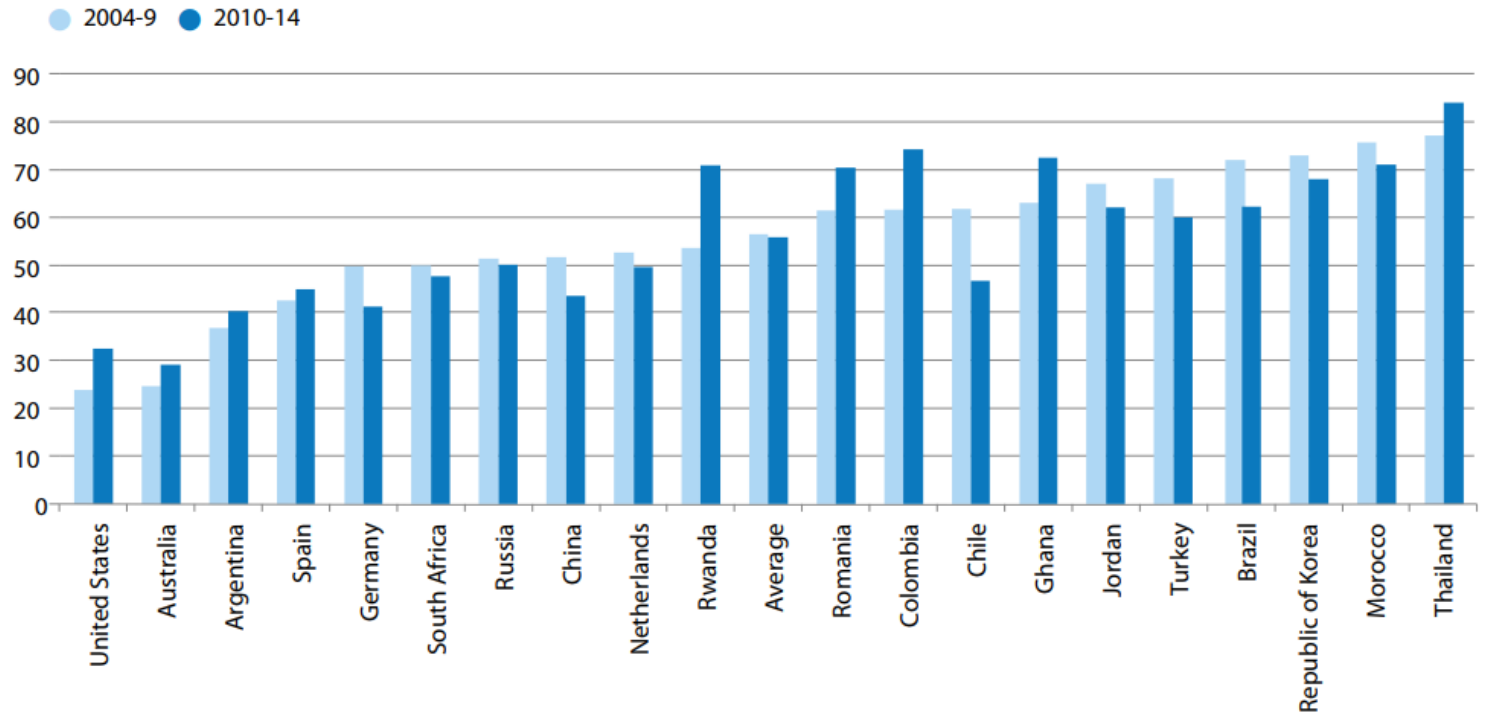
Measuring nationalism / *Mesurer le nationalisme*

There is no significant change in individual attitudes

Il n'y a pas de changement significatif dans les attitudes personnelles

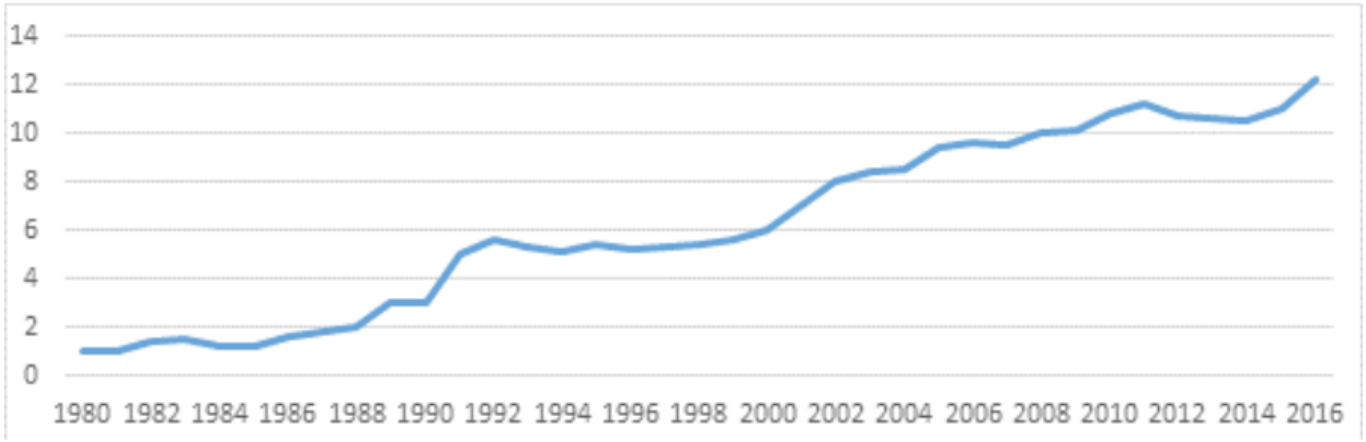
Graph 2: Levels of trust in people of another nationality

Source: World Values Survey Waves 5 and 6

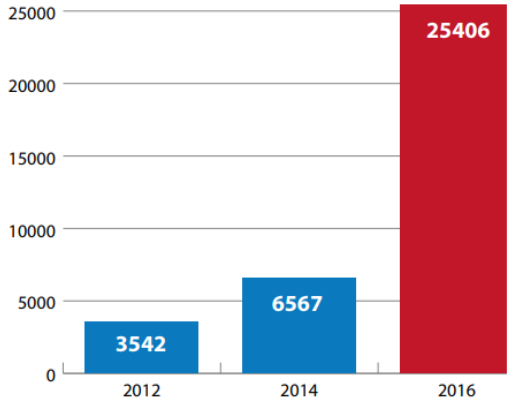


Measuring nationalism / *Mesurer le nationalisme*

Graph 3: Rise of populist radical right wing parties in Western Europe (1980-2016)
Source: Milačić & Vuković (2017)



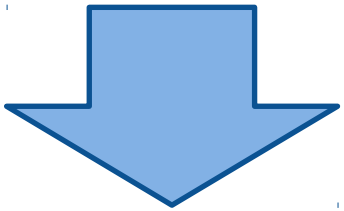
Graph 1: Growth in the followers of major white nationalist movements and organizations' Twitter accounts located mostly in the US
Source: J. M. Berger (2016)



Rise of… / Augmentation de…

Nationalist policies / *Politiques nationalistes*

Hate crimes / *Crimes de haine*



Risk of escalation /
Risque d'escalade

Root causes and facilitating factors / Causes et facteurs facilitateurs

- Real and perceivd economic inequality and loss in living
  Sentiment d'inégalité économique et perte de qualité de vie
- Economic globalization and changing world of work
  Globalisation économique et changements dans le monde du travail
- Cultural anxiety
  Anxiété culturelle
- Mistrust in politics and institutions, general sense of powerless
  Méfiance des politiques et des institutions, sensation d'impuissance
- Digital revolution
  Révolution numérique

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2.

Global Citizenship Education

L'Education à la citoyenneté mondiale

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“ *« …Global Citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global…. »*

« …la citoyenneté mondiale est un sentiment d'appartenance à une grande communauté et à une humanité commune… elle met l'accent sur l'interdépendance politique, économique, sociale et culturelle et sur l'interconnexion entre le local, le national et le mondial… »

UNESCO

Global Citizenship/ *La citoyenneté mondiale*

Human community
Communauté humaine

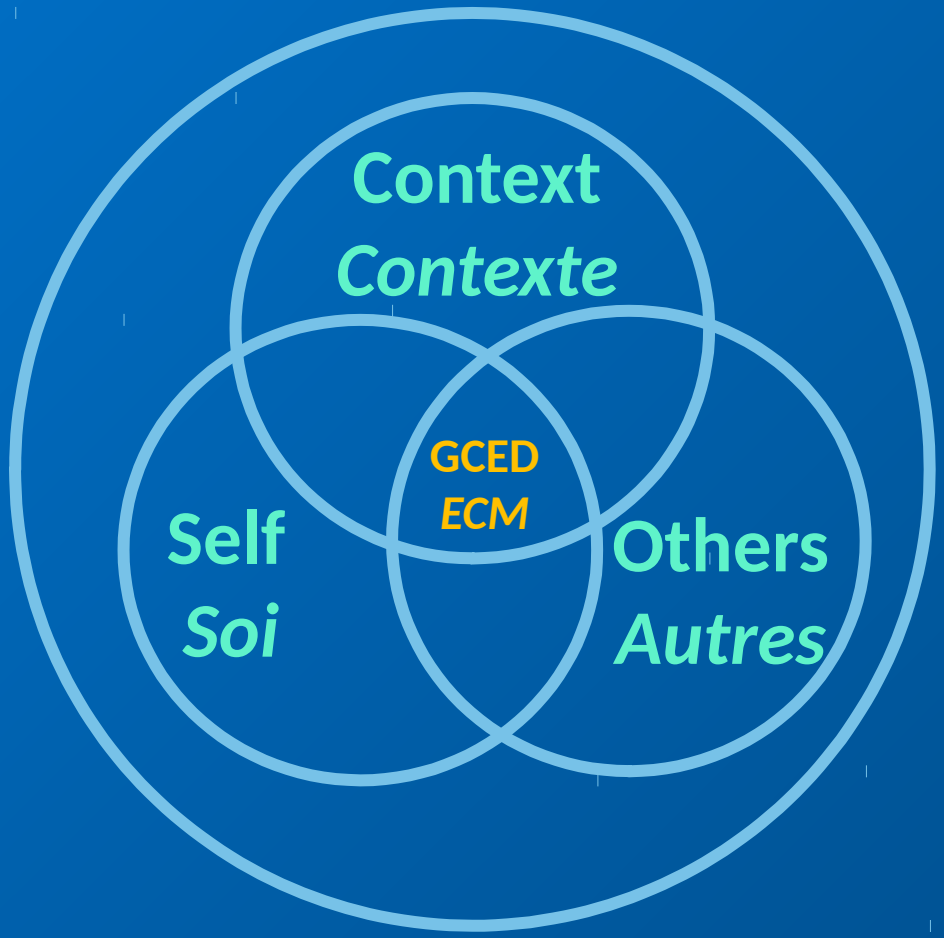
United by values
Unie par des valeurs

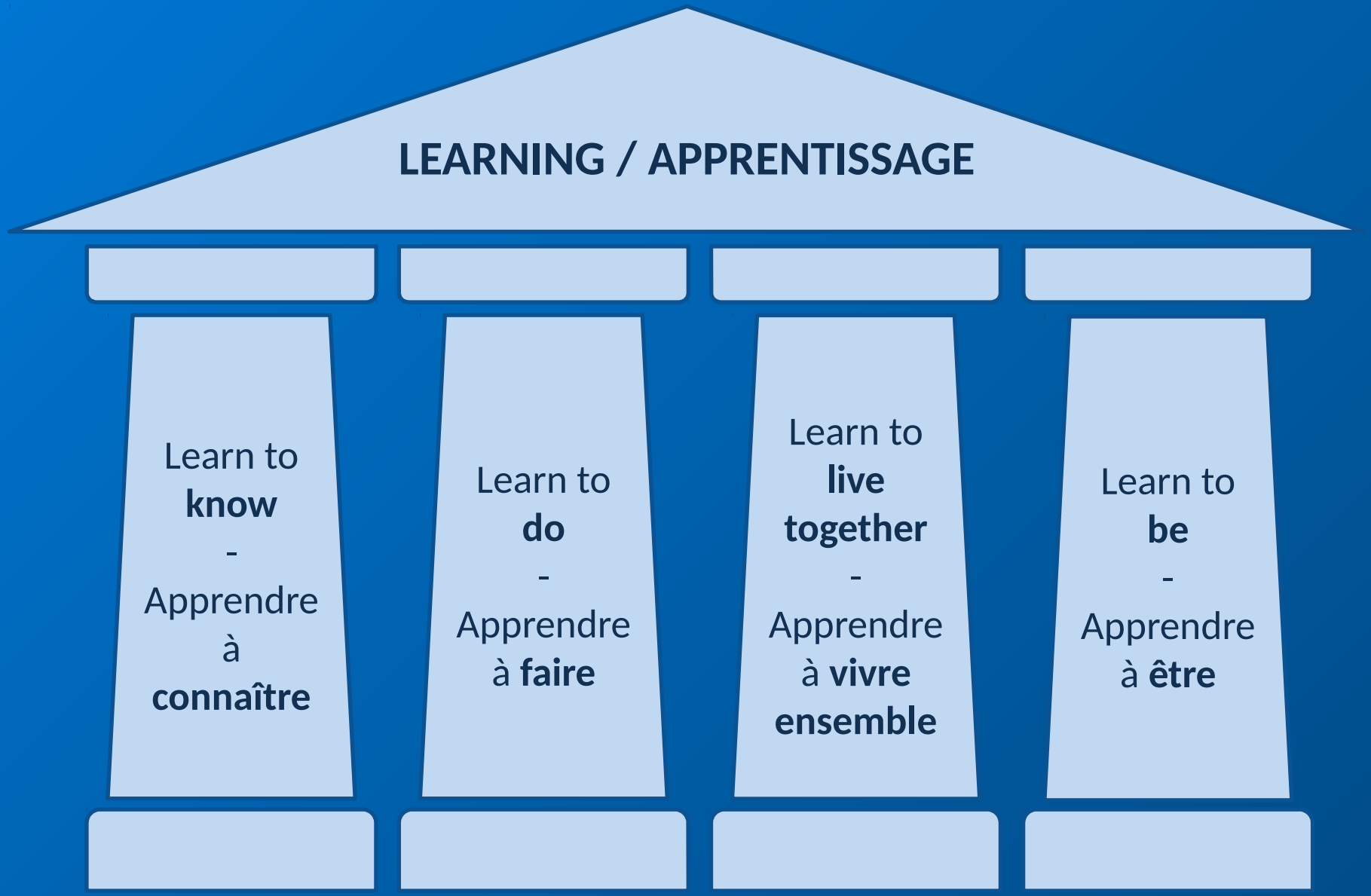
Self-proclaimed
Autoproclamée

Sense of duty
Sens de responsabilité

…an aspiration
…une aspiration

Globalisation




LEARNING / APPRENTISSAGE
Learn to **know** - Apprendre à **connaître**
Learn to **do** - Apprendre à **faire**
Learn to **live together** - Apprendre à **vivre ensemble**
Learn to **be** - Apprendre à **être**

Target 4.7 / *Cible 4.7*

VALUES
VALEURS

ATTITUDES

Global Citizenship Education - aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

Education à la citoyenneté mondiale

Permettre aux apprenants de jouer un rôle actif dans la société pour faire face aux défis mondiaux et œuvrer à l'émergence d'un monde plus juste, plus pacifique, plus tolérant, plus inclusif, plus sûr et plus durable.

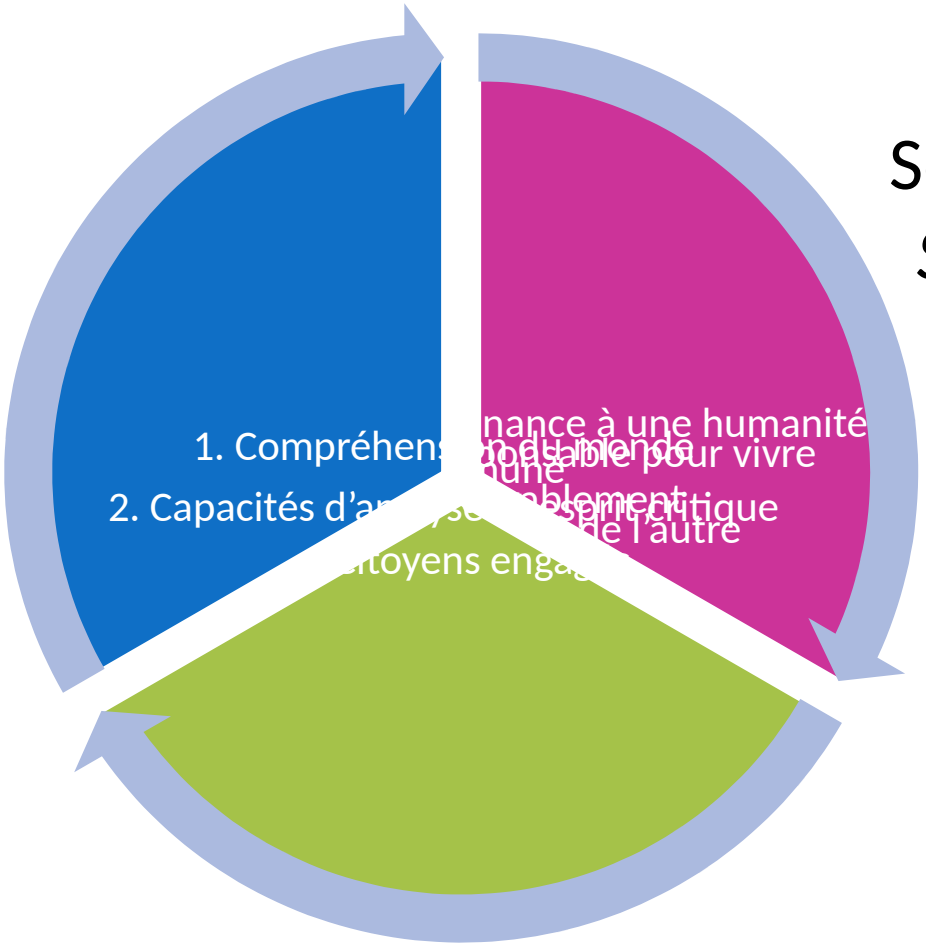
BEHAVIOURS
PORTEMENTS

KNOWLEDGE
CONNAISSANCE

Conceptual dimensions / *Dimensions conceptuelles*

Cognitive
Cognitives

Socio-emotional
Socio-affectives



Behavioural
Comportementales

Learning objectives

Objectifs d'apprentissage

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5–9 years)	Upper primary (9–12 years)	Lower secondary (12–15 years)	Upper secondary (15–18+ years)
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality

UNESCO's action / *L'action de l'UNESCO*

Political dialogue

Dialogue politique

Knowledge & experience sharing

Echange de connaissances et de pratiques

Technical assistance at country level

Soutien technique au niveau pays

UNESCO
Global Citizenship Education

United Nations
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3.

Taking GCED forward

Faire avancer l'ECM

Other regions, other expressions

D’autres régions, d’autres expressions

https://youtu.be/bV_AikD2rGg

GCED core notions and local variations /
Concepts fondamentaux de l'ECM et variations locales

1. **Focus on common values**
   Se concentrer sur les valeurs partagées

2. **Include local concepts of GCED**
   Inclure les approches locales de l'ECM

3. **'Interconnectedness between the local and the global'**
   « Interconnexion entre le mondial et le local »

4. **Encourage implementation of common values within the community and beyond for shared sense of humanity**
   Promouvoir le valeurs communes dans la communauté et au-delà pour sens d'humanité partagée

The rise of nationalist perspectives / *Montée des perspectives nationalistes*

Recommendations

Vision

- 'Learning to live together' at the core
- Build on the local

Skills

- Responsible transformative engagement
- Self-awareness and emotional intelligence
- Critical inquiry
- Skills for digital citizenship

Approaches

- Marginalised populations
- Target those who can decide
- Redesign teacher development
- Partnerships

Recommandations

Vision

- "Apprendre à vivre ensemble" au coeur
- S'appuyer sur le local

Compétences

- Engagement transformatif responsable
- Conscience de soi et intelligence émotionnelle
- Questionnement critique
- Compétences pour la citoyenneté numérique

Approches

- Populations marginalisées
- Cibler les décideurs
- Redéfinir la formation des enseignants
- Partenariats

Resources
Ressources

https://en.unesco.org/themes/gced

www.gcedclearinghouse.org

Thank you / *Merci*

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