



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and ninety-sixth session

# 196 EX/32

PARIS, 19 March 2015  
Original: English

Item 32 of the provisional agenda

## **UNESCO'S ROLE AND RESPONSIBILITIES IN IMPLEMENTING GLOBAL CITIZENSHIP EDUCATION AND PROMOTING PEACE AND HUMAN RIGHTS EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT**

### **SUMMARY**

This item has been included in the provisional agenda of the 196th session of the Executive Board at the request of Austria and Italy.

The corresponding explanatory note is attached.

## EXPLANATORY NOTE

1. Globalization connects markets, media and populations in an increasingly intensive way. It makes the world more complex and conflictual and societies more heterogenic and fragmented. Education needs to equip and empower learners to deal with these changes and to respond in an appropriate and informed way. “Global Citizenship Education” has the potential to become an overarching concept for educational approaches attempting to shift the role and purpose of education to that of forging more just, peaceful, tolerant and inclusive societies.

2. The term “Global Citizenship Education” (GCED) has gained significant momentum since the launch of the UN Secretary-General’s “Global Education First Initiative” in 2012, which identified “fostering global citizenship” as one of its three priority areas of work for education. Ever since, UNESCO has undertaken foundational work in order to further develop the meaning of GCED and provide technical support for its implementation. The First UNESCO Forum on GCED, held in Bangkok in December 2013, sought conceptual clarity of Global Citizenship and the role of education for its promotion. The Second UNESCO Forum on GCED, held in Paris in January 2015, focused on providing policy priorities and strategies for the operationalization of GCED, as well as inputs to the Framework for Action on Education post-2015. More specifically, UNESCO is working to develop age-specific topics and learning objectives to facilitate the integration of GCED in national education systems, and is contributing to the discussion on the measurement of GCED and Education for Sustainable Development and the development of potential indicators. Furthermore, at the second UNESCO-Forum on GCED, the “UNESCO Clearinghouse on Global Citizenship Education” was launched.

3. As shown by a recent UNESCO report<sup>1</sup>, today GCED is increasingly being implemented in many countries. It has become highly topical in the face of rising concerns over intra- and international conflict, social unrest and violence linked to radicalism and extremism. It is therefore crucial that the post-2015 education agenda focuses on strengthening the ways in which education contributes to fostering human rights, sustainable development, a culture of peace and non-violence, gender equality, health, respect for cultural diversity and intercultural dialogue.

4. The United Nations Open Working Group Proposal for Sustainable Development Goals refers to Global Citizenship Education in target 4.7.: “By 2030, ensure that all learners acquire the 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.” This proposal reflects the variety of concepts and educational approaches that aim to equip learners with those knowledge, skills, values, and attitudes required by citizens to realize their rights and obligations, to promote a better future for all and assume active roles both locally and globally in facing and resolving global challenges.

5. As culture plays a key role in achieving sustainability, education should take local conditions into account. GCED can be operationalized in various ways, depending on the learners’ needs and contexts. Nonetheless, in order to effectively implement the post-2015 target on Global Citizenship Education and Education for Sustainable Development, it will be paramount to further develop all stakeholders’ understanding of the different dimensions entailed in these concepts as well as their interrelations. More discussions will be necessary in order to find a common understanding on the essential behaviours and the type of education and pedagogy that lead to desired outcomes. UNESCO has a key role to play in leading this international process by giving impetus to Member States’ reflections on and encouraging policies promoting Global Citizenship Education. Due to the trans-boundary nature and amplifying character of the Internet, the promotion of a “global digital citizenship” constitutes an emerging challenge that needs to be taken into account.

---

<sup>1</sup> UNESCO: Global Citizenship Education. Preparing learners for the challenges of the 21st century, Paris 2014.

6. Global Citizenship Education as well as Education for Sustainable Development must be human rights-based. Human rights education and training is particularly relevant to the concept of Global Citizenship Education as universal human rights are essential foundations for a more peaceful, equitable and sustainable world. The recent establishment at UNESCO of the Platform for Human Rights Education and Training, on the initiative of a cross-regional grouping of Member States (Costa Rica, Italy, Morocco, the Philippines, Senegal, Slovenia and Switzerland), could further emphasize this fundamental contribution within the GCED process.



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and ninety-sixth session

# 196 EX/32

## Add.

PARIS, 13 April 2015  
Original: English

Item 32 of the provisional agenda

## UNESCO'S ROLE AND RESPONSIBILITIES IN IMPLEMENTING GLOBAL CITIZENSHIP EDUCATION AND PROMOTING PEACE AND HUMAN RIGHTS EDUCATION AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

### ADDENDUM

#### SUMMARY

The following document is an addendum to document 196 EX/32. This item was included in the provisional agenda of the 196th session of the Executive Board at the request of Austria and Italy.

Action expected of the Executive Board is in the proposed draft decision which is submitted by: Albania, Austria, Brazil, Czech Republic, Dominican Republic, El Salvador, Estonia, Ethiopia, France, Gambia, Italy, Morocco, Nigeria, Republic of Korea, Spain, Togo, Tunisia, United Arab Emirates, and United States of America.

## Proposed decision

The Executive Board,

1. Having examined document 196 EX/32,
2. Recognizing UNESCO's commitment to promoting Global Citizenship through education as one of the three priorities of the Global Education First Initiative, which was launched by the United Nations Secretary-General in 2012, and as part of Objective 2 of the UNESCO Education Strategy 2014-2021, "empowering learners to be creative and responsible global citizens",
3. Recalling States' and appropriate authorities' applicable obligations and commitments to provide education aimed at strengthening respect for human rights and fundamental freedoms, as outlined, *inter alia*, in the Universal Declaration of Human Rights, Article 26(2) and the International Covenant on Economic Social and Cultural Rights, Article 13(1),
4. Recalling 37 C/Resolution 1, VII, 37 C/Resolution 12, 191 EX/Decision 6, 192 EX/Decision 8 and 194 EX/Decision 14,
5. Recalling the unanimous adoption of the United Nations General Assembly resolution 67/18, entitled "Education for Democracy", the United Nations General Assembly resolution 53/25 entitled "International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)" and resolution 53/243 entitled "Declaration and Program of Action on a Culture of Peace",
6. Recalling the unanimous adoption of the United Nations General Assembly resolution 69/211, entitled "Follow-up to the United Nations Decade of Education for Sustainable Development (2005-2014): Global Action Programme on Education for Sustainable Development,
7. Recalling the Nagoya Declaration on Education for Sustainable Development, which stresses a balanced and integrated approach regarding the economic, social and environmental dimensions of sustainable development,
8. Recalling that Article 1 of the United Nations Declaration on Human Rights Education and Training states that "everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training",
9. Welcoming the establishment of the Platform for Human Rights Education and Training in UNESCO, originally established in 2007 in the United Nations Human Rights Council in Geneva as a cross-regional grouping of United Nations Member States, currently composed of the permanent delegations of Costa Rica, Italy, Morocco, the Philippines, Senegal, Slovenia and Switzerland,
10. Noting with satisfaction the report on the Second UNESCO Forum on Global Citizenship Education, held in Paris from 28 to 30 January 2015, contained in 196 EX/32.INF,
11. Affirms the growing importance of Global Citizenship Education as a means for eradicating the root-causes of conflicts, for combatting all forms of intolerance and for preventing violent extremism, genocide and atrocities;
12. Also affirms that the non-cognitive dimensions of education expressed in the concept of Global Citizenship Education are important for sustainable development;

13. Welcomes and supports that Global Citizenship Education and Education for Sustainable Development are proposed as one of the targets for the post-2015 education agenda in both the Muscat Agreement and the United Nations Open Working Group Proposal on the Sustainable Development Goals;
14. Encourages Member States and all relevant stakeholders to further engage in supporting the role of Global Citizenship Education in the implementation of the post-2015 education agenda and its framework for action, it being understood as a multifaceted, human-rights based approach that can be delivered in various ways depending on local needs and contexts;
15. Calls for Member States or appropriate authorities to help ensure that all learners acquire the knowledge, skills, values and attitudes necessary 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;
16. Encourages UNESCO to develop relevant targets and indicators that are robust to inter-cultural and linguistic diversities to measure progress at the international and national levels;
17. Encourages Member States and UNESCO to further involve youth, teachers, educators, school staff, families and parents' associations in the conceptualization and the implementation of programmes and policies concerning Global Citizenship Education and all related aspects;
18. Invites the Director-General, as per UNESCO's core mandate, to:
  - (a) continue guiding Member States' understandings of, and approaches to, Global Citizenship Education by presenting specific elements for defining the concept of Global Citizenship Education and its relationship with Education for Sustainable Development and Human Rights Education;
  - (b) enhance UNESCO's capacity to strengthen Global Citizenship Education programmes that will contribute to the prevention of violent extremism, genocide, and atrocities, and counter all forms of discrimination, as well as the destructive manifestations of racism, xenophobia, religious intolerance, and hatred;
  - (c) lead global debates on Global Citizenship Education and reinforce networks of policy-makers, experts, and practitioners;
  - (d) facilitate the sharing of good practices among others through the UNESCO Clearinghouse on Global Citizenship Education;
  - (e) facilitate various efforts for the capacity-building of key stakeholders, especially educators, policy-makers, civil society and youth, in the area of Global Citizenship Education;
  - (f) develop relevant guiding tools, curricula and pedagogical strategies to facilitate its mainstreaming and implementation in formal and non-formal education systems;
  - (g) further develop pedagogical approaches for the implementation of Global Citizenship Education;

- (h) take appropriate steps to encourage the participation of various research institutes in further developing the theoretical approach and empirical grounds necessary for advocacy, policy, and implementation of Global Citizenship Education, and to strengthen links between theory and practice;
  - (i) fully utilize the existing network of UNESCO institutes, Associate Schools and National Commissions to systematically disseminate and strengthen the above mentioned efforts on developing Global Citizenship Education;
  - (j) enhance cooperation with international institutions and the United Nations Initiatives related to Global Citizenship Education.
19. Requests the Director-General to report at the 197th session of the Executive Board, within her report on education in the post-2015 agenda, on UNESCO's work on Global Citizenship Education.