

Concept Note

Regional Orientation and Capacity Building Workshop on Global Citizenship Education for Latin America and the Caribbean (Santiago, Chile, September 2015)

1. Background and rationale

Within the overall context of the implementation of Expected Result 8 of the 37 C/5 Programme and Budget (2014-2017), the UNESCO Education Sector is seeking to enhance the quality, relevance and delivery of education by supporting Member States' efforts to integrate Global Citizenship Education ([GCED](#)) into their education systems.

This involves ensuring that GCED principles and approaches are reflected in national education policies, contents, teaching practices, learning environments and monitoring and evaluation processes and frameworks. This work includes addressing, where relevant and appropriate, peace and human rights education and promoting intercultural and multilingual education.

The rationale for this proposal is also grounded in the growing need expressed by Member States to develop learners' ability to assume active roles, both locally and globally, to face and resolve common challenges and become responsible contributors to a more just, peaceful, inclusive and sustainable world.

In a globalized and interconnected world with increasing manifestations of both solidarity and intolerance, it is becoming indeed critical that education systems equip learners with those values, knowledge and skills that are based on and instil respect for human rights, including gender equality, social justice and diversity, which give learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all.

Furthermore, UNESCO's work in this area seeks to support the UN Secretary-General's Global Education First Initiative ([GEFI](#)) that was launched in 2012 and focuses on "fostering global citizenship" as one of its three priority areas.

Having held several international technical consultations on the conceptual underpinnings of GCED and the measurement of the learning outcomes of GCED, as well as having developed guidance on GCED teaching and learning objectives, specific by age, UNESCO is now organizing a series of regional workshops with the aim to accelerate the implementation of GCED at the country/regional levels. For the Latin American and Caribbean region, the workshop is scheduled to take place from 1 to 3 September 2015 in Santiago, Chile.

2. Regional context

The Latin American and Caribbean region is made up of 41 extremely diverse countries - middle income nations such as Mexico and Chile, and others that are less developed, such as Haiti; small island states, and vast territories such as Brazil and Argentina. In this context, the main challenges for sustainability and global citizenship can vary from one country to the next, but a number of fundamental common points run across the board.

Despite favourable economic development, 28.2% of the population of Latin America was living in poverty in 2012, with 11.3% in extreme poverty or indigence (ECLAC, 2013). Latin America has the highest levels of income disparity in the world, and these inequalities are mirrored in access and quality in areas such as health, education, and basic services such as electricity and drinking water.

Many countries of the region face great challenges related to increasing levels of violence, which result in high human and social costs. The region is registering more than 100,000 homicides per year. Homicide rates are much higher than for other regions and are considered to be at epidemic levels by the World Health Organization.¹

The region is rich in cultural and linguistic diversity, with over 650 indigenous peoples speaking more than 600 languages. This diversity is a source of creativity, growth, and human development, but it can also give rise to overwhelming social tensions, exclusion, and discrimination.

Migratory flows are very dynamic in the region, with about 28.5 million Latin American and Caribbean people living outside the region/countries where they were born (4% of the region's total population), and with an intra-regional immigrant population living in Latin America and the Caribbean estimated at 7.6 million people (ECLAC 2014). This has implications for the protection of the rights of these migrants, as well as their citizenship status and integration into the host countries.

It is essential that education addresses these issues and challenges affecting Latin America and the Caribbean - GCED provides the necessary framework to do so.

This has been recognized by high level decision and policy makers, as can be seen in the 2014 Lima Declaration "Education for All (EFA) in Latin America and the Caribbean: Assessment of progress and post-2015 challenges." This Declaration is the outcome of the regional meeting on Education for All, which brought together Ministers of Education, UN agencies, civil society organizations and development partners on 30-31 October 2014 in Lima, Peru. They declared to "commit to developing programmes in Education for Sustainable Development (ESD) and GCED so that learners a) acquire the knowledge, values and attitudes to promote human rights, gender equality and a culture of peace and non-violence, b) become the beings they want to be and enjoy secure lives, participate responsibly in society, embrace diversity, live and work together harmoniously and c) contribute to sustainable development, the protection of the environment and life on the planet and be able to confront the challenges of climate change."²

3. Advances and challenges for GCED in Latin America and the Caribbean (LAC)

No common or singular definition exists for GCED in the LAC region. However, it is understood that the concept provides a rich context for debate and investigation to define the

¹ <http://www.undp.org/content/dam/rblac/docs/Research%20and%20Publications/IDH/IDH-AL-ExecutiveSummary.pdf>

² <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Lima-Declaration-31-10-2014-ENG.pdf>

conceptual underpinnings of GCED as well as its basic parameters in the specific regional context.

GCED can build on a solid base of experiences in peace and human rights education, civic education, citizenship and democracy education, values and ethics education and philosophy education, amongst others.

Elements related to GCED can already be found in the curricula of several countries in the region, although perhaps with a different label. There is also increased availability of non-formal programmes related to GCED, offered by NGOs and CSOs. This offering complements the formal offering in that it provides more flexible and open learning opportunities.

Despite these advances, many barriers still exist for putting GCED and related concepts into practice; however, there is an important window of opportunity for GCED as policy and decision makers in the region increasingly realize that changes are needed in the current education systems in order to respond to the needs of the present and future generations. This is reflected, for example, in the outcome document of the 3rd Board Meeting of Ministers of Education of the Regional Education Project (PRELAC), held in 2013, which states that “Education should promote active and effective citizenship both locally and globally as well as contribute to strengthening democracy, fostering dialogue and conflict resolution, thus mitigating all forms of extremism and violence.”³

4. Main objective of the Workshop

The overall objective of the workshop is to orient key stakeholders - including UNESCO field staff - on GCED. This includes ensuring their familiarity with core issues and challenges and identifying opportunities for further designing/re-designing and implementing GCED initiatives at the country level.

5. Specific objectives

The objectives of the regional orientation workshop, to be jointly implemented by OREALC/UNESCO Santiago and the HQ’s GCED Team are as follows:

- **“Unpack” the concept** of GCED for participants and familiarize them with existing tools and documents developed by UNESCO for GCED implementation (a separate session, prior to the main workshop, will be organized for UNESCO field office staff)
- **Introduce the concept** of GCED and how it intersects with other related fields such as peace and human rights education, education for a culture of peace, education for sustainable development, etc.
- **Identify regional issues, needs, gaps and relevant entry points** to mainstream GCED in education systems (curricula, teacher training and teaching materials, school policies, learning environments, etc.)
- **Exchange good policies and practices** - identify and share examples of good policies and practices in terms of policy frameworks, interventions and practical tools to integrate GCED into education systems and the monitoring of learning outcomes, in particular sharing new resource tools recently developed by UNESCO on GCED
- **Agree on a regional cooperation agenda** (e.g. regional initiatives, national activities, scaling up of existing practices)

³ http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/publicacion-agenda-ingles_01.pdf

- **Enhance knowledge and skills in GCED of participants** - UNESCO staff/national and regional education stakeholders (formal, non-formal and informal)
- **Strengthen networking and create cooperation opportunities among relevant actors**

6. Preparation of the workshop

In preparation for the workshop, a short questionnaire will be developed and circulated to the Ministries of Education and other key stakeholders of the region with the aim of collecting initial information on existing GCED policies and practices, needs and challenges in the LAC region.

7. Expected outputs and outcomes

7.1 Expected outputs of the regional workshop

A regional workshop report, including:

1. A summary of the most significant issues to be considered and needs to be addressed in the region (relevance of GCED); relevant entry points; recognized good policies and practices; key partners and programmes; opportunities for collaboration and joint action at country level; monitoring needs and priorities. (This report will build on the responses received from the questionnaire.)
2. A regional agenda for cooperation to further support countries' efforts to mainstream GCED (38 C/5 activity projections), with clear division of labour between UNESCO HQ, the Regional Bureau, field offices, Ministries of Education and other national and regional actors.

7.2 Expected outcomes

- Increased understanding and awareness of GCED among field office staff and regional education stakeholders
- Increased capacity of field office staff to advocate for the integration of GCED in education systems (as appropriate and relevant) and address country requests for assistance
- Increased ability of education stakeholders to seek and find relevant information and technical support on GCED through appropriate channels, including, where appropriate, drawing from new GCED implementation support tools and references
- Activities initiated on the basis of agreed working arrangements and division of labour with relevant UNESCO field offices (including 38 C/5 projections.)

8. Participants

Participants attending the workshop could include representatives from among the following institutions/organizations/constituencies:

- Ministries of Education (MOE – those responsible for the area of GCED within the Ministry) including government officials working on policy and planning, curriculum development, teacher training, school health; and teachers; and, where appropriate, the

ministries and governmental bodies working, for example, on gender equality, human rights, migration, discrimination and social inclusion, etc.

- Civil society organizations (notably young people/learners): NGOs with a strong record in working with the education sector and young people on peace and conflict prevention, inter-cultural understanding, inter-religious/cultural dialogue, human rights, discrimination; relevant faith-based organizations, parent associations, etc.
- National teacher and student unions
- Universities working on GCED related areas
- UN agencies and multilateral organizations present in the region: e.g. OAS, OECD, UNICEF, OEI
- Potential donors particularly active in the field: e.g. Republic of Korea, Ford Foundation, Fundación Friedrich Ebert, etc.
- UNESCO staff

The total number of participants attending the regional education stakeholder meetings will be approximately 40 (between 2-3 participants from each country).

Countries that do not participate in this workshop will have the opportunity to be involved in future events.