

GLOBAL CITIZENSHIP EDUCATION

In an increasingly interconnected world, global challenges cross national borders and concern us all

Globalization draws us together



The number of worldwide internet users increased from 16% in 2005 to 39% in 2013, while in the same period in Africa, this number jumped from 2% to 16%.



The number of people crossing the globe is increasing. 3.1 billion people used air transport in 2013, with an expected rise to more than 6.4 billion by 2030.



A quarter of the content of world exports has foreign value added—indicating an increasingly inter-connected global trading system.

Ongoing tensions and conflicts tear us apart



By the end of 2012, 45.2 million people across the world were forcibly displaced due to persecution, conflict, generalized violence, or human rights violations.



310,000 people died as a direct result of conflict-related injuries in 2000—the majority of them in the poorer parts of the world.



Between 1995 and 2005, 2 million children were killed in situations of armed conflict, while 6 million children were disabled or injured.


Threats to sustainable development and remaining challenges for health and well-being for all



Global emissions of carbon dioxide have increased by more than 46% since 1990.



From 2005 through 2010 South America and Africa each **lost more than 3 million hectares a year of forest land.**



Despite impressive gains in the number of people living with HIV who are receiving antiretroviral therapy, only 34% of those who need this life-prolonging treatment in low- and middle-income countries are receiving it.

With issues like these threatening human and environmental well-being, we need to re-think the role and relevance of education



Just access to education isn't enough. We need access to an education that facilitates not only academic knowledge and skills but also enables us to reach our full potential as human beings and learn how to live together.



Lessons need to go beyond cognitive knowledge to also instill core values, attitudes and skills that encourage respect for human rights, social justice, diversity, gender equality and environmental sustainability.



Education needs to target learners of all ages both in schools and through non-formal and informal venues.

We need Global Citizenship Education

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

– Ban Ki-moon, United Nations Secretary General

Global Citizenship Education goes beyond standard topics traditionally taught in schools.



It promotes tolerance, peace and respect for diversity by emphasizing our sense of belonging to common humanity.



It empowers learners to engage in action to help resolve global challenges.

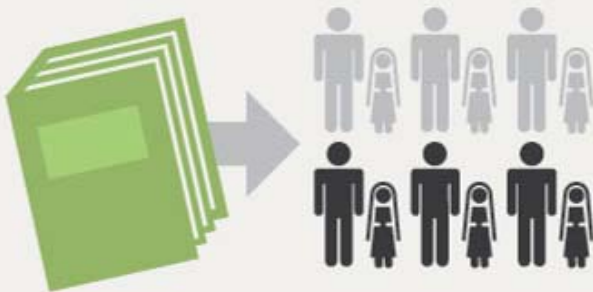


It encourages sustainable development and recognizes the responsibility for those who come after us.

Global Citizenship Education is transformative

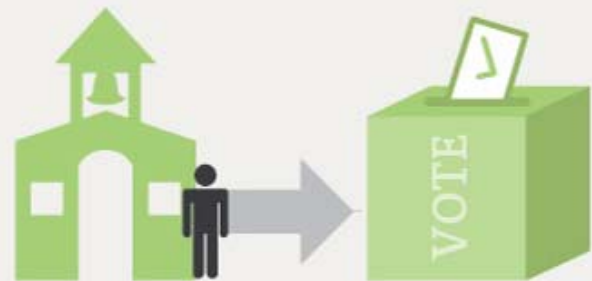
Global Citizenship Education gives learners the chance to realize their rights and promote a better world and future for us all. It encourages learners to critically analyze issues, respect differences and diversity and take actions in our lives and communities responsibly.

Human rights



Nearly 3 million girls are married by the age of 15 in sub-Saharan Africa and South and West Asia. **If all women completed a primary education, the number of child brides in those areas would be reduced by half.**

Democracy



In 18 sub-Saharan African countries, those of voting age with a primary school education are 1.5 times more likely to express support for democracy. The level doubles for those who have a secondary school education.

Tolerance



People with a secondary education are up to 39% more likely to accept people from a different religion in Latin America and up to 34% more likely to accept people who spoke a different language in the Arab states.

Sustainable development



Across 29 developed countries, **people with a higher education are almost twice as likely to express concern for the environment** than those with a primary school education or less.

What are the barriers to this kind of education?

There is too much and even exclusive emphasis on and recognition of academic achievement alone – in schools, communities and the labour market. We need enabling conditions – social, cultural, economic, political, religious – that equally value and promote Global Citizenship Education.



Social



Cultural



Economic



Political



Religious

What needs to change in education?

Education contents



Many schools still do not prepare learners to thrive in an interdependent global community. Learners must be encouraged to **analyze real-life issues, think about solutions and act on them.**

Teacher knowledge and ability



Teachers are key in education delivery. However, many of them lack the training and resources to do this. **Teachers must be properly trained and empowered to facilitate Global Citizenship Education.**

The learning environment



As a microcosm of society, the learning environment should **nurture the values and ethos of global citizenship education.**

What is UNESCO doing?

Brings together experts and professionals to share information and experience



Works to mainstream Global Citizenship Education in countries and education systems, and among governments.



Promotes transformative teaching that supports learners to think critically and engage with local and global communities.



Supports a network of stakeholders to renew interests, reconstruct objectives and shape Global Citizenship Education.

What can you do?

Think



Learn about global issues and consider what you can do about them.

Share



Talk about your knowledge and ideas with others and encourage them to spread the word.

Act



Change your practices and habits and help make a more just, peaceful, tolerant and sustainable world.



United Nations
Educational, Scientific and
Cultural Organization

Sources

International Civil Aviation Organization; International Monetary Fund;
International Telecommunications Union; UNESCO;
United Nations; World Health Organization; World Trade Organization