**65th annual UN DPI/NGO Conference Workshop on**

***Education for Global Citizenship: A return to the founding spirit of the UN as a transformative approach to post-2015***

27 August, 2014

**GROUP DISCUSSION SUMMARY**

**What does education for global citizenship consist of?**

* What's needed is a common understanding of what Global Citizenship is.
* Some starting points might be:
* The ability to perceive reality from another's perspective
* Individuals to become aware of their rights.
* A recognition that all belong to one human family who share the earth's resources.
* Recognizing how we are different (culture, customs, etc.), then finding our common ground.
* Global Citizenship means a sense of belonging which currently is understood person to the state. Need to transfer to the sense of global belonging. National and Global Citizenship should compliment each other.
* Aspects of Global Citizenship are being happy, respected, safe, and non-violent.
* Awareness of relative power positions among groups and individuals which leads to privilege need to be developed as do education models that regard diversity of perspectives and is not based on material or economic advantage and that is also experiential, along with conflict resolution problem solving strategies when needed.
* Thomas Berry’s *New Story*
* Global citizenship is recognizing the sacredness of the human being.
* Triple bottom line: economic, social and environmental
* Worldwide perspective. Multicultural. Shared values.
* It should harness the talent of artists and teachers to explain the essence of kinship, our common humanity.
* Montessori is definitely encouraging global citizenship.
* It must include service. It is not all about what one gets out of this. It is a good orientation to kids. While young, they can cultivate a sense of support and kindness.
* Virtues of global citizenship are: understanding, unity, inter-dependence, collaborative, open-mindedness.
* Whatever the profession, it needs to be infused with global citizenship.
* It should engage vulnerable groups.
* Bring back culture of indigenous peoples. It should teach practical skills.
* It should cultivate attitudes of service for the common good, not just personal accumulation of wealth.
* Focus should not just be on curriculum. Media is a creative classroom and should be used to counter the strategy of fear. Media as an expression to empower the individual.
* By default, we’re all global citizens.  But to truly be a global citizen there must be a mind-shift — in consciousness. And with this identification there is a recognition of responsibility…to do something on behalf of those suffering.  It evokes compassion, empathy.
* Global citizenship supports diversity.  It recognizes the fact of the one humanity and the value of the individual.
* EGC should tap local wisdom and indigenous culture, contrasting high quality of life with that commonly presented through the media.
* It should respect history.
* the participation of all of us is necessary to create the world we want… A world where everyone’s needs are met.  Where we can all live sustainably and in harmony with each other and the planet.  (Stewardship based on righteousness.)
* Once you become aware of the definition of global citizenship, never forget it. It’s about being aware. Key to global citizenship is citizenship as human beings.
* Weakest link is in the millions. Unless we help them lift them up there will be problems.
* Willing to share and willing to talk to others—to motivate them.
* Asking: What do we have in common?
* Introduce people to difference. Help people move out of own world.
* Can work both ways. Both common humanity. All want to be loved.
* We have the opportunity to focus on global citizenship because of our shrinking world. It’s a real opportunity.
* General education must train what is within us. How to treat and respond to what is within us.
* Very important to acknowledge history. How people's history brings them together.
* History of Native Americans is lost. So much going on and good stuff we can share.
* Importance of: Interconnectedness. Global values. Shared values. To provide service.
* Working with students to see where values come from.
* Garry Davis. Model of world citizenship. Interrupted a session of the General Assembly. This then inspired Eleanor Roosevelt to develop the Universal Declaration of Human Rights.
* Adults need to learn about other cultures. Not just emphasis on cultural food exchange.
* Global citizenship includes self-transformation.
* Global citizenship is a mode of behavior: it is about how we treat each other.
* How prone countries are to violence and conflict does not depend on their economic capacity.
* EGC is for everyone, not just the youth. Decision makers need it too.
* Education is more than learning how to read and write. It is for the betterment of the individual.
* How can we decide what should comprise of “global citizenship” in such a diverse world?
* One of the key elements of EGC should be willingness to share and talk to others.
* Global education needs to keep us educated on the inherent differences between culture and experiences to realize sustainable development.
* EGC should develop the whole brain. It nurtures an empathetic human being.
* We need to see education as a uniting factor instead of a divisive factor in building a sustainable global community.
* Global citizenship as part of being aware of others feelings and cultures—going towards a more sustainable world.
* Being a global citizen is creating a thriving culture of peace.
* Being global citizens does not mean we are the same.
* Once you are a global citizen, you can never go back.

**How can education for global citizenship be implemented? And measured?**

* Nations must plan for sustainability through education for global citizenship
* We should measure happiness, not just economic wealth or income.
* We have a common home. Every action impacts each other. We have to care. Sensitize people. Most are numb.
* Look to see what Academic Impact is doing to measure EGC?
* Teach collaboratively not competitively.
* Use our voices in unlikely places. Have the courage to have conversations (like this one) in places of no agreement. We need persistence.
* EGC should be in the curriculum of any education at all levels.
* “Living values education system” by UNESCO gives a good example of EGC.
* Engage people in cultural exchange, talking with one another.
* EGC should tap local wisdom and indigenous culture, contrasting high quality of life with that commonly presented through the media.
* We are one human family – this is the starting point.
* Know what it should be. Not starting with a clean slate. How to instill attitudes? who will decide what this look like? Where is zero and where do we go?
* Begins at the grassroots level. Organic process. People need to be safe.
* Maybe it needs to be local? Begins with each individual. Requires a choice made—a shift of mind.
* It should be fun.
* It should involve the whole brain – right and left; include culture, arts; develop both empathetic qualities as well as intellectual.
* Global citizenship starts with empathy and develops a whole brain through storytelling, art, music, service.
* More funding around education.
* Need to mainstream goals.
* Video works but learning needs to also be in person. It is now clear that children can not learn certain things from video only.
* We need something that honors local culture. Connection to human rights and media.
* War tactics are a great impediment. More countries to oppose warfare. We need to criticize ourselves.
* Emphasis on training. Training and student youth involvement is great.
* Literacy is key.
* Key is exposure to different cultures.
* Skills education is key. Not just theoretical education.
* Goal 4.7 of Open Working Group outcome document calls for knowledge and skills needed to promote global citizenship.
* University of Wisconsin-Madison program promotes awareness on MDGs and connects students with research, volunteer and internship opportunities.
* We should think globally rather than using solely a western vantage point on policy and implementation.
* Another resource for EGC: Declaration and Programme of Action on a Culture of Peace.
* Building awareness happens at the grassroots and local levels in addition to the international space.
* Having children be involved in their own education will facilitate longer term and more sustainable education practices.
* EGC begins at the grassroots level—at the individual level and requires a conscious shift of mind.
* Veterans for Peace has counter-recruiting programs to educate students in school settings.

**What kind of change might you hope for through education for global citizenship?**

* Military is all over to recruit in schools. Often it’s the first introduction to the world—it is through the military. Global citizenship is an alternative to this.
* If we have more global citizens, we would have less wars and conflicts.