

- At the same time, there are variations in the way these core notions are put into practice.
 - For example, several concepts underline, in different ways, the importance of nurturing *peaceful social relationships*, which is not as explicit in common understandings of GCED. The concept of *Sumak kawsay* focuses on reciprocal, complementary and cooperative relations, while the concept of *Gross National Happiness (GNH)* and *Buen Vivir* underline the importance of valuing both community and individual relationships.
 - Another noteworthy variation is the relative importance given to equitable socioeconomic development as a key principle, such as in the cases of *the Charter of Manden* and the concept of GNH.
- Other variations are found in the emphasis on the idea of *hospitality* and *generosity*, *harmony with the natural environment*, *food security* and *integrity of the motherland*
- This study also highlights several GCED notions that do not seem to emerge explicitly in these local concepts, including the notions of “international understanding” and “non-discrimination”.
- The variations, commonalities and gaps identified above raise a question about the extent to which local concepts may be useful as entry points to promote the full range of values, attitudes, skills and behaviours that are at the core of GCED. To be considered as vehicles for GCED, local concepts should echo at least one, and at best all three, of the core GCED notions. At the very least, to be considered, a local concept should not negate one or more of the three GCED notions.
- Overall, this study provides evidence that the core notions of GCED are shared among a wide range of countries, with different contextual specificities that are reflections of how each society has strived to ensure peaceful co-existence throughout history in complex and diverse environments.
- All of this strengthens the call for greater national and local ownership of GCED, regardless of what name it is given. This is important for two reasons: (1) as a means to anchor education in local and national values and traditions that uphold the principles of respect for diversity, solidarity and a shared sense of humanity, and to (2) ensure deeper local and national relevance of GCED notions.

4. Looking forward

On this basis, four recommendations may be considered for the further implementation and contextualization of GCED across the world:

Focus on the common values found in many local concepts as core entry points for GCED, including solidarity, respect for diversity, and a sense of shared humanity.



Widen the angle of GCED to explicitly include local concepts that emphasize peaceful social relationships and communities, as well as the environment.

Focus on the notion of “interconnectedness between the local and the global” when possible, rather than on the idea of “global”, which is often viewed as not relevant at the local level.



Encourage implementation of the common values within the community, as well as beyond local and national contexts in order to demonstrate a shared sense of humanity.

About the document

Selection criteria for examples - Relevant concepts were identified in 2-4 countries in each UNESCO region, based on the following criteria. First, these concepts should espouse notions that echo those in GCED. Second, such concepts should be embedded in discourse at national level and expressed in national policy frameworks, constitutions and/or other national sources. Lastly, the concepts should be manifested in some way in the educational system and policies.

Working definitions of GCED – These concepts were selected for their strong links to the notions that make up the concept of global citizenship education as developed by UNESCO. These include cultural diversity and tolerance, inclusion, peace and non-violence, as well as human rights and fundamental

freedoms. On this basis, three notions at the heart of GCED that distinguish it from other educational approaches were retained – (i) respect for diversity, (ii) solidarity, and (iii) a shared sense of humanity.

Limitations of study – The selection of examples is not exhaustive. In addition, the focus fell on local concepts with a clear foundation in constitutions, national anthems and/or policy frameworks, at the risk of leaving aside relevant concepts that may not find a place in discourse at national level. Furthermore, we are aware that some of the concepts are associated with several countries in a region. The attribution of the concept to a single country does not imply a recognition of primacy by that country over a concept that may find expression in multiple countries and societies.

Acknowledgements

This document was developed on the basis of contributions provided over the course of two months by three researchers, based in the Republic of Korea, the United States and the United Kingdom – namely Darla K. Deardorff, Dina Kiwan, and Soon-Yong Pak. The work was conducted primarily through desk reviews of materials via the internet and in journal articles and books. When possible, informant interviews were conducted to gain in depth insights on the concepts. UNESCO staff working in Field Offices and technical personnel working in UNESCO National Commissions were also consulted for clarifications.



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Global Citizenship Education: Taking it local

UNESCO is leading global efforts on Global Citizenship Education (GCED), which is at the core of Target 4.7 of Sustainable Development Goal 4 on Education. To address the perception that the concept of GCED is concerned mainly with global matters and maybe dissociated from local needs and realities, UNESCO has identified local/national/traditional precepts and concepts that are similar to the UNESCO understanding of global citizenship. As culturally relevant expressions of GCED and to contribute to building peace through the implementation of GCED, the concepts identified here can serve as entry-points to teach and learn about GCED in more locally relevant ways.

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