

FIRST MEETING OF
UNESCO CHAIRS
RELATING TO
**GLOBAL
CITIZENSHIP
EDUCATION**

FRIDAY, 30 SEPTEMBER 2022

SUMMARY REPORT



APCEIU is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Republic of Korea and UNESCO to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with the UNESCO Member States.

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Edited by: Office of External Relations and Information

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Published in November 2022 by APCEIU
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OT-ERI-2022-008

TABLE OF CONTENTS

4 Concept Note

4 Background

5 Objectives

5 Format

5 Participants

5 Statistics

6 Event Summary

6 Opening Remarks

6 Welcoming Remarks

7 Session 1

9 Discussion

10 Session 2

11 Questions and Answers

12 Closing Remarks

12 Meeting Photo

CONCEPT NOTE

FIRST MEETING OF UNESCO CHAIRS RELATING TO GLOBAL CITIZENSHIP EDUCATION

BACKGROUND

Through the UNITWIN/UNESCO Chairs Programme launched in 1992, higher education institutions worldwide come together to address various pressing issues and contribute to the betterment of societies. In particular, the Chairs from the dedicated higher education institutions have utilized their knowledge and resources to bridge stakeholders at various levels and backgrounds to come together to find solutions to numerous challenges on the ground.

Although the positive contributions made by UNESCO Chairs towards the realization of UNESCO works on education, science, and culture are highly recognized, more efforts are deemed required to enhance the synergy among the Chairs, particularly those who dedicate themselves to similar fields, such as Global Citizenship Education (GCED).

Against this background, UNESCO and APCEIU took the initiative to host the first meeting of the UNESCO Chairs relating to GCED such as human rights education, peace education, education for international understanding, intercultural education, education for respect for cultural diversity, education for a culture of peace, education for sustainable development, climate change education, etc. This first meeting provided an opportunity to discuss a proposal to form a network of UNESCO Chairs related to GCED and explored possible areas of collaboration among the UNESCO Chairs that may contribute to the realization of SDGs and particularly SDG 4.7.

As UNESCO is in the process of revising the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, the meeting also served as a forum for the invited UNESCO Chairs to share their thoughts and suggestions on the revised Recommendation.

OBJECTIVES

- To explore the need for a platform for UNESCO Chairs relating to GCED to share information and facilitate networking.
- To discuss possible areas of collaboration among UNESCO Chairs that may contribute positively to the realization of educational goals within the Education 2030 and Sustainable Development Goals.
- To gather the inputs from participating UNESCO Chairs regarding current UNESCO and UNESCO Member States' initiatives, including the revision of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms;

FORMAT

The meeting was held virtually for one day with English and French as the working languages.

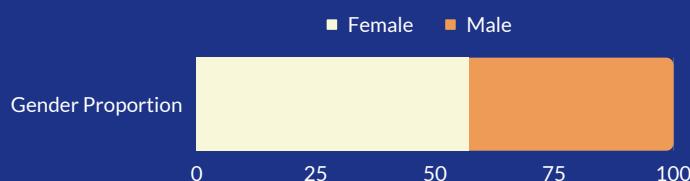
PARTICIPANTS

UNESCO Chairs from GCED-related areas and representatives from UNESCO and APCEIU attended the meeting.

STATISTICS

28 PARTICIPANTS
FROM 18 COUNTRIES

57% IDENTIFIED AS FEMALE



EVENT SUMMARY

OPENING REMARKS

Mr Hyun Mook Lim
Director, APCEIU

In his opening remarks, Director Lim began by thanking all participants for making time to participate in the meeting. He highlighted the urgency to tackle multiple crises the world is currently facing. At the same time, there is a stronger need to transform education which leads to the transformation of learners and eventually the world.

Moreover, cooperation and collaboration are more important than ever to ensure meaningful impacts. Therefore, Director Lim shared the purpose of gathering the UNESCO Chairs in the meeting with the expectation of robust discussion and practical plans on how to move forward with the possible collective activities of the UNESCO Chairs.

WELCOMING REMARKS

Ms Cecilia Barbieri
Chief Section of Global Citizenship and Peace Education, UNESCO

Following the opening remarks from Director Lim of APCEIU, Ms Cecilia Barbieri also welcomed the participants to the meeting. Ms Barbieri congratulated the participating Chairs for their common endeavours related to GCED. She also shared about UNESCO's works on GCED which gained momentum, particularly in 2012 following the Global Education First Initiative launched by then UN Secretary-General Mr Ban Ki-moon as an effort to address the ongoing aspiration regarding education beyond the national boundaries. In the process, GCED has also been included as part of the Sustainable Development Goals, particularly Target 4.7, to equip learners with the cognitive, behavioural and socio-emotional skills and competencies to promote a more just and equitable world.

Ms Barbieri also extended her appreciation to the Chairs for their ongoing effort in promoting GCED. UNESCO has also relentlessly developed a curriculum with a special emphasis on intercultural, interdisciplinary learning. This effort is also reflected and elaborated in the latest UNESCO Futures of Education report.

Ms Barbieri also highlighted the current UN Secretary-General's, Mr Antonio Gutteres, statement during the Transforming Education Summit held in September 2022 regarding the importance of ensuring the flame of transforming education keeps burning. Therefore, she mentioned that the meeting of UNESCO Chairs relating to GCED is timely as it is important to construct a shared vision on how to intensify the quality of education for the common good and tangible actions to be implemented.

Ms Barbieri also shared about the current revision process of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. The revision of this recommendation is expected to serve as an opportunity to revive the global consensus around the role of education, to prepare learners of all ages and future generations to prepare for future challenges and to shape a healthy, peaceful, sustainable and more just future.

Before concluding her remarks, Ms Barbieri informed the participants about the upcoming UNITWIN/UNESCO Chairs Programme to be implemented in November 2022, and she looks forward to continuing the discussion of today's meeting during the event.

SESSION 1: PROPOSAL FOR MEETINGS OF UNESCO CHAIRS RELATING TO GCED

Ms Maggie Yang
Programme Specialist, APCEIU

Following the opening and welcoming remarks, Ms Maggie Yang from APCEIU briefly introduced APCEIU and proposals for the meeting of UNESCO Chairs relating to GCED.

About APCEIU and Its Relations with UNESCO Chairs

APCEIU is a UNESCO Category II Centre in Education established in 2000 under the agreement between UNESCO and the Government of the Republic of Korea with the mandate to promote the culture of peace through Education for International Understanding (EIU) and Global Citizenship Education (GCED). The Centre has 4 main programmes, including 1) capacity building for educators and youths, 2) research and development, 3) information dissemination and material development and 4) partnership and networking. Under these four main programmes, APCEIU has worked with UNESCO Chairs to implement the sub-programmes and activities, including the invitation of UNESCO Chairs as resource persons in APCEIU meetings, seminars and conferences and contributors/authors of APCEIU's developed materials.

Ms Yang also shared several upcoming projects between APCEIU and UNESCO Chairs. One of the programmes is the 7th International Conference on GCED to be organized in hybrid method on 3-4 November 2022. The theme of the conference is 'GCED in the Face of Digital Transformation that Connects and Divides'.

Another interesting programme APCEIU contributed to is the UNESCO DCMET Symposium 2022 which is an international symposium organized by UNESCO Chair on Democracy, Global Citizenship and Transformative Education based in Université du Québec en Outaouais in Canada. APCEIU will organize an English session under the theme 'UNESCO Chair Roundtable on GCED' on 26 October 2022, where several UNESCO Chairs relating to GCED will be invited to share their perspectives on the current revision process of the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.

Proposal for Meetings of UNESCO Chairs Relating to GCED

Following the brief presentation on APCEIU works and its previous collaborations with UNESCO Chairs, Ms Maggie Yang shared the background of today's meeting. She mentioned that APCEIU recognizes the centrality of UNESCO Chairs to collectively realize the educational objectives within Education 2030 and Sustainable Development Goals. So far, the Centre has strived to collaborate with UNESCO Chairs, yet we realized that more efforts are required to ensure synergy among all stakeholders in our common works on GCED.

In terms of the forms of contributions, APCEIU would like to offer its capacity to facilitate sharing of information and view exchanges on GCED among the UNESCO Chairs. Dialogue and knowledge sharing on GCED could be facilitated through regular meetings and APCEIU regular programmes and activities. Moreover, APCEIU also hopes to be able to contribute positively to joint projects of UNESCO Chairs relating to GCED.

Based on the reasoning, three discussion questions related to the proposal for meetings of UNESCO Chairs relating to GCED as the following were shared:

1. Do you consider it worthwhile to have regular meetings of UNESCO Chairs relating to GCED in the coming years?
2. If so, what collaboration or joint projects would you like to develop and implement through such meetings?
3. How should APCEIU and UNESCO support such collaboration or joint projects to promote GCED?

DISCUSSION

Mr Hyun Mook Lim opened the floor for participants to respond to the proposed questions.

Regarding the first question, there was a consensus that regular meetings of UNESCO Chairs relating to GCED will be beneficial to support information sharing among UNESCO Chairs and related stakeholders. The proposed time frame is to gather at least once a year to ensure the continuity of information sharing, discussion and possibly joint collaborations through the meetings.

Regarding the second question on collaborations, the participating UNESCO Chairs proposed various ideas as the following:

Professor Paul R. Carr - Université du Québec en Outaouais, Canada

- Joint research on GCED-related issues in the language(s) other than English to ensure the availability of diverse materials across languages and national borders

Professor Hans Karl Peterlini - University of Klagenfurt, Austria

- Participation on UNESCO Chairs in the current project of UNESCO Chair on Global Citizenship – Culture of Diversity and Peace called 'Global Campus Online'. The project aims to bring together dialogue groups from the Global North and South. Through the exchanges, it is expected that participants can learn from each other and GCED can be concretized even more.

Dr James Williams - George Washington University, United States of America

- Development of a communication chain for participating UNESCO Chairs to brainstorm ideas that may lead to collaboration

Dr Sanaa Alsarghali - An-Najah National University, Nablus, Palestine

- Cooperation in the production of learning materials in various languages
- Knowledge exchange between UNESCO Chairs, particularly on the implementation of the Master's programme related to GCED

Professor Massimiliano Tarozzi - University of Bologna, Italy

- Joint research on different conceptualizations of GCED and related issues in different languages and in different areas of the planet
- Mapping of university courses related to GCED
- Joint research on the status of refugee students at the university, including how they are accepted and supported in universities

Dr Edward Vickers - National University Corporation Kyushu University, Japan

- Organization of regional meetings of UNESCO Chairs in order to ensure the engagement of more UNESCO Chairs
- Support to ensure UNESCO Chairs relating to GCED exist in the various UNESCO Member States as an effort to allow the effective realization of educational goals at the local levels

Dr Laura Engel - George Washington University, United States of America

- Knowledge exchange on graduate programmes related to GCED

SESSION 2: CURRENT STATUS OF THE REVISION OF THE 1974 UNESCO RECOMMENDATION

Ms Lydia Ruprecht
Programme Specialist, UNESCO

Ms Lydia Ruprecht, a programme specialist at UNESCO Headquarters in Paris, France, shared the current status of the revision of the 1974 UNESCO Recommendation. She explained that the revision of the document was decided at UNESCO'S General Conference in November last year to deal with the new challenges we are facing today more effectively.

She underlined that the inclusion of diverse stakeholders during the revision process is crucial as it is a legal instrument to address the complicated and interconnected nature of today's challenges. Therefore, stakeholders from different backgrounds and social sectors have been invited to consider various perspectives, concerns, and occasions as well as to make the document applicable to today's context and beyond 2030. Through the dedication of multiple stakeholders, including consultations from the expert groups, the document leaves three more steps to accomplish. Three steps involve, first, receiving written observation and comments from the member states until the end of December. Secondly, carrying out an intergovernmental meeting at the end of May or early June next year to negotiate the context paragraph by paragraph after the draft is submitted to the member states once again for review. Lastly, the presentation of the document to the UNESCO'S General Conference in November 2023 for final adoption.

Ms Ruprecht also explained that though the document is not as legally binding as a convention, it has moral institutional authority, and its implementation will be reviewed on a periodical level basis to enhance its effectiveness and accountability.

Moreover, the title of the document has changed, and its accessibility has been improved. She referred that the revision of the document is to reflect the major developments and changes that have been made during the last 50 years. The revised document extends the definition of learning spaces more inclusively to such as families, museums, parks and indigenous communities. It also aims to cover all the policy blocks of education and fully supports the realization of gender equality which was not present in the prior document. In addition, children's rights, the rights of minorities, the recognition of diverse knowledge systems, and finally, the sustainable development paradigm has been fully mainstreamed.

QUESTIONS AND ANSWERS

Title of the Revised Recommendation and the Role of Youth

Following Ms Lydia Ruprecht's presentation, UNESCO Chair for Peace Studies at Nanjing University, Professor Liu Chang, commented on the revised title of the 1974 Recommendation that 'Peace' should come prior to 'Global Citizenship'. Dr Sanaa Alsarghali from Palestine also raised a question regarding the consultation process with youth and whether the representation of youth from all regions was taken into consideration.

Ms Lydia Ruprecht answered that they are negotiating with various actors to well reflect the diversity of perspectives considering its consequences. Ms Lydia Ruprecht also explained that they tried to make sure to represent every youth in every region, and since the process was conducted online and open to the public.

The Role of UNESCO National Commissions and Ways for UNESCO Chairs to be Involved in the Revision Process

Professor Tarossi Massimiliano, a UNESCO Chair in Global Citizenship Education in Higher Education, inquired about the consultation process, especially in regard to the role of the UNESCO national commission and how UNESCO chairs can get involved in the process. Also, he commented that the term global citizenship is appropriate and understandable for being an umbrella term for Peace and Human Rights in terms of educational perspective.

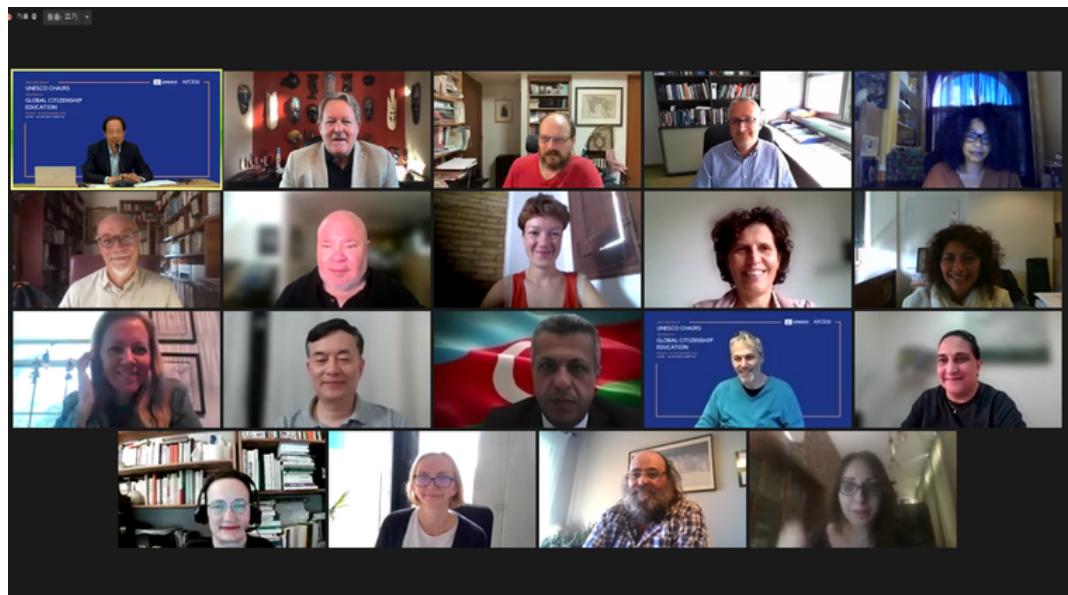
Ms Lydia Ruprecht, while giving details to Professor Tarossi Massimiliano that he requested, also explained that the term Global Citizenship entails action to exercise the mind of Peace and Human Rights to achieve Peace and Human Rights as goals. Therefore, the term Global Citizenship in the new title is to underline the performative nature of the instrument.

CLOSING REMARKS

Dr Hyun Mook Lim, Director of APCEIU, concluded the first meeting of UNESCO Chairs relating to Global Citizenship Education. He appreciated the UNESCO Chairs for their enthusiastic participation and willingness to continue these important conversations. He also held out his hopes of successive annual UNESCO Chairs meetings in the coming years, as well as creating a communication channel for the UNESCO Chairs to continue the conversation and develop concrete projects.

Ms Cecilia Barbieri, a Chief Section of Global Citizenship and Peace Education at UNESCO Headquarters, also conveyed her gratitude to the UNESCO Chairs, colleagues and APCEIU team. She also encouraged the UNESCO Chairs to refocus on global citizenship for the upcoming Future Summit of the UN in 2024, which will be an important year to strongly reflect and reposition the concept of global citizenship.

MEETING PHOTO



Participants of the First Meeting of UNESCO Chairs Relating to GCED



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