

# Promoting Civic Engagement for a Fairer, Sustainable and Inclusive future through Global Citizenship Education

# EXECUTIVE SUMMARY OF THE JOINT REPORT RELEASED BY THE FRENCH MULTI-STAKEHOLDER ADVISORY GROUP ON GLOBAL CITIZENSHIP EDUCATION



The Multi-Stakeholder Advisory Group on Global Citizenship Education (GCE) was created in 2017 as a forum for sharing ideas and experiences.

The Group is composed of representatives from French institutions and associations, four ministries, Agence Française de Développement (AFD), local authorities and multi-stakeholder regional networks. These organizations reflect various approaches, initiatives and audiences. Most of all, they share a common purpose: promoting individual and collective contribution to a fairer, more inclusive, and sustainable world through Education and GCE.

In November 2020, the Multi-Stakeholder Advisory Group released a joint report detailing the reasons why GCE should be a priority for public policies and play a key role in initiatives led by organizations from public, associative, cultural or private sectors.

*To improve the readability of this executive summary for non-French speaking audiences, the term "Global Citizenship Education" (GCE) used by UNESCO has been chosen over "Education for Citizenship and International Solidarity" which is commonly used by French associations and public authorities.*

## CONVEYING COMMON VALUES

GCE is deeply rooted in the philosophy and practices of popular education and international solidarity.

Interculturality, Participation, Solidarity, Commitment, Human rights, and Citizenship are pivotal values in our efforts to understand, analyze or question today's development models and individual responsibilities. GCE values cultural diversity and encourages everyone to become a conscious citizen.

**This set of common values helps foster individual and collective efforts toward a fair, inclusive, and sustainable society.**

**The approach of GCE is threefold:**

- **EDUCATIONAL:** GCE follows a long-term approach which values dialogue and collective intelligence throughout life.
- **POLITICAL:** GCE supports a vision of international solidarity based on respect for human rights, equality for all, the preservation of our planet and the richness of cultural diversity.
- **EMANCIPATORY:** GCE fosters and supports active citizenship to drive social transformation and reduce inequalities at every level — from local to global scales.



## VALUING COMPLEMENTARY APPROACHES

GCE stakeholders follow specific and complementary approaches to address expectations and local realities in order to:

- **INFORM AND RAISE AWARENESS on various issues**, through large public events, art projects, film projections, conferences, sporting events, reading sessions, etc.
- **UNDERSTAND these issues**, through educational activities, immersion courses, study trips abroad, trainings, partnerships with schools, etc.
- **TAKE ACTION on these issues**, by supporting project leaders, developing international mobility opportunities, and suggesting citizen initiatives and advocacy actions.

GCE offers an educational continuum to reach a wide variety of audiences. Most initiatives focus on youth, especially school pupils, while adults often undertake informal, non-formal educational activities or vocational training.

**Networking, pooling and leveraging resources, as well as monitoring and evaluating actions, are key practices to strengthen all these GCE initiatives.**

## ADDRESSING TODAY'S MAJOR CHALLENGES

Contemporary challenges are numerous, complex, increasingly interconnected and global. Whether social, environmental, economic, cultural, or political, those highly interdependent challenges were further highlighted by the Covid-19 pandemic.

In this context, GCE raises awareness about the importance of a citizen-based approach that promotes solidarity between territories, generations, social groups, and individuals.

**GCE helps citizens identify and implement the changes needed for sustainable development, at all scales:**

➤ **INDIVIDUALLY:** being informed; opening up to others; developing critical thinking; and making our own choices.

➤ **COLLECTIVELY:** committing to international solidarity causes within organizations (such as associations, schools, businesses, social centers); engaging in more informal initiatives; and taking concrete actions within our communities, our territories, or at a global level.

➤ **PUBLICLY:** taking part in democratic fora or promoting their emergence; calling on decision-makers; and contributing to co-build and implement public policies addressing social issues.



## 2030 Agenda & GCE Uniting around an ambitious program

The 2030 Agenda for Sustainable Development and the Paris Climate Agreement both establish a framework to mobilize governments, local authorities, associations, businesses, and citizens.

Adopted by world leaders in 2015, the 17 Sustainable Development Goals (SDGs) apply to all countries and territories, helping them address interconnected issues, all at the same time, from local to global scales. France's Road Map for the 2030 Agenda, adopted by the French Government in September 2019, reveals the key role of GCE as a "comprehensive tool to take ownership of global sustainable development issues and the 2030 Agenda in a tangible and sustainable way".

**While a rapid and systemic change is necessary to achieve these objectives, GCE is a powerful driver to raise awareness about this project and support its implementation.**

## EMPOWERING CITIZENS TO TAKE ACTION

GCE serves as a trigger and catalyst for individual and collective action. It supports citizenship and solidarity initiatives at every level to promote transition policies and new ways of exercising democracy.

It helps develop and disseminate inclusive and sustainable practices between citizens and countries. GCE encourages citizens, organizations, and institutions to take concrete steps on a daily basis and in various spheres of life: at school, or within their companies, their neighborhoods, their cities, or their villages.

**GCE empowers people to take part in public action and support the transition towards a more democratic, inclusive, and sustainable world, aiming to:**

➤ **DEVELOP CRITICAL THINKING**, by providing access to different information sources and perspectives.

- The “*Décryptons l’information !*” exhibition (“Let’s Read the News”) set up by the ritmo network and the “Info Hunter” program from the *Ligue de l’Enseignement* (The French Education League) both aim to teach people how to read the news, determine whether a source is reliable or not, and better understand how news is created.

➤ **PROMOTE MEETINGS AND EXCHANGES**, by creating the right circumstances to meet one another, share skills and knowledge, and pass on experiences.

- The “*Anima Terre Jeunesse*” program, led by the local authorities of Savoy and the *Pays de Savoie solidaires* association, promotes exchanges between peers and youth coordinators from Savoy, Bignona (Senegal) and Dessalines (Haiti) with the aim to develop youth policies in these three areas.
- The #Moveagri platform supports youngsters in their international mobility projects. This platform is a joint initiative between an education and research institution (*SupAgro Florac*) and the GCE Network for Agricultural



Education (RED), which reports to the French Ministry of Agriculture and Food.

➤ **PROMOTE DIVERSITY AND BUILD INCLUSIVE AND PEACEFUL SOCIETIES**. As such, GCE focuses strongly on migration and international mobility issues, aiming to deconstruct prejudices.

- The “10 Myths” Toolbox, created by the Forum of International Solidarity Organizations for Migration (FORIM), or the Survival Handbook from the solidarity network ritmo, are useful resources to deconstruct “common myths” about migration. The Diary of an Exile, co-written by vocational baccalaureate students as the result of a two-and-a-half-year project, tells the story of a young Afghan who was welcomed in an agricultural high school.
- Based on immersive experiences and stories of people from different countries, the educational program “*Réinventer le monde*” (“Reinventing the World”) was designed by AFD to explore different lifestyles, discover the impact of climate change, and think about human interdependence on Earth.

➤ **INVOLVE MARGINALIZED POPULATIONS**, with particular attention to people living in precarious conditions.

- During food distribution, the local federation of the Secours Populaire Français association in the Puy de Dome also holds an exhibition about similar projects carried out in Madagascar, thereby offering beneficiaries a special moment to share their views and building a bridge between local and international community actions.

➤ **EMPOWER PEOPLE TO TAKE INDIVIDUAL AND COLLECTIVE ACTION**, by giving citizens and organizations the means to deal with complex issues.

- The “*Exp’OSE, quel monde pour 2030?*” program (“Exp’Ose: What Will the World Look Like in 2030?”), supported by the Network of International Solidarity Associations in Nouvelle Aquitaine (RADSI), helps students in agricultural high schools and from rural areas to improve their debating skills through public speaking competitions.
- The “*Via le monde*” resource center (“Through the World”) run by Seine-Saint-Denis local authorities assists citizens in carrying out international solidarity projects and promoting global citizenship at local level.



➤ **FAVOR NEW PUBLIC POLICIES**. GCE creates openings for dialogue, enabling citizens and civil society organizations to co-build and implement new public policies in an efficient way.

- This is one of the ambitions of ALIMENTERRE, an NGOs/CSOs network acting for food sovereignty and supporting peasant farming, through awareness and advocacy campaigns on global agricultural and food issues as well as North-South interdependencies. This is also the objective of the “*L’Occitanie ouverte sur le monde*” program (“Occitany has Opened up to the World”) led by the local authorities of Occitany, who set up a participatory budget to support local and citizen initiatives in line with GCE values, considerations, and principles.

➤ **SUPPORT EDUCATION STAKEHOLDERS**, by creating and promoting educational tools, and setting up training courses for all stakeholders.

- The Education Partnership for International Solidarity implemented by Solidarité Laïque supports international cooperation projects between future stakeholders in formal and non-formal education, with the aim to improve the quality of education and training.
- The *comprendrepouragir.org* platform launched by KuriOz provides more than 200 educational tools (games, books, videos, and educational kits) offering different educational approaches to sustainable development and international solidarity.



- Teragir has developed the “ *Ici & là-bas*” initiative (“At Home and Abroad”) in order to provide education stakeholders with a methodology to manage projects on SDGs with students and explore various initiatives contributing to the 2030 Agenda around the world.
- The “*Tandems Solidaires*” program (“Solidarity Tandems”), coordinated by several multi-stakeholder regional networks, allows students in primary, middle and high schools to take part in a GCE project with a local association, throughout one school year.

➤ **DEVELOP ALTERNATIVES**, by supporting change and experimenting with other economic systems such as social and solidarity economy, fair trade, local supply.

- The “*Keka Wongan*” project brings together teachers and learners from an agricultural high school (Nantes Terre Atlantique) and the Regional College of Agriculture in Cameroon to create a cocoa transformation plant and help implement a local branch.
- With a more global approach, the “*Quinzaine du Commerce Équitable*” program (“Fair Trade Fortnight”) encourages critical thinking about consumption patterns and promotes fair trade practices.

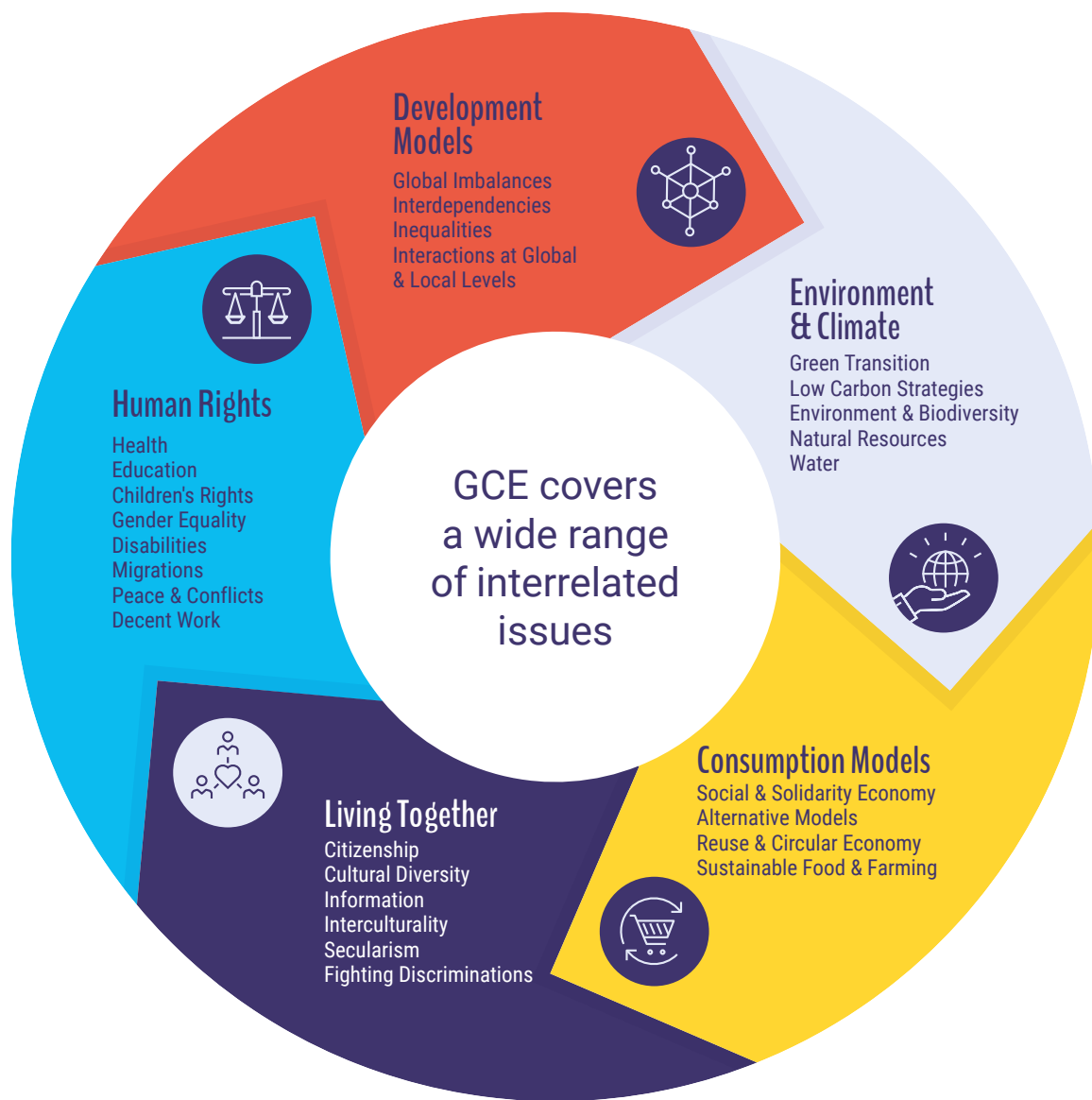


## Acting locally is key for GCE

The local presence of GCE organizations allows them to explore the geographical, historical, or social characteristics of each territory, unite people around common projects, and measure the impact of their actions, while considering the lived reality of the citizens who take part in such projects. Geographical proximity also helps GCE stakeholders involve local organizations working to foster solidarity and build social cohesion within neighborhoods or contributing to strengthen democracy at local levels.

**Local authorities and associations play a key role in addressing citizenship from local to global scales.**

- Each year, as part of the “Festival of Solidarities” program (Festisol), Bourgogne-Franche-Comté’s International Multi-Stakeholder Regional Network coordinates regional events to raise awareness about global citizenship and sustainable development issues. This initiative is supported by local authorities and gathers 17 coalitions, involving various partners from rural areas and neighborhoods.



## The French Multi-Stakeholder Advisory Group on GCE gathers representatives from the following organizations:

ADOS • Agence Française de Développement • AFDI • BFC International • Bridge 47 • CCFD-Terre solidaire • Comité Français pour la Solidarité Internationale • CIRMA • CLONG Volontariat • CNEAP • Commerce Equitable France • Cool'eurs du monde • Coordination SUD • CRID • Ensemble contre la peine de mort • e-graine - Engagé-e-s et Déterminé-e-s • F3E • Fédération Artisans du Monde • Fondation d'Auteuil • FONJEP • FORIM • France Volontaires • Frères des Hommes • Horizons Solidaires • KuriOz • La Ligue de l'Enseignement • Lianes Coopération • French Ministry of Agriculture and Food • French Ministry of National Education, Youth and Sport • French Ministry for Europe and Foreign Affairs • French Ministry for the Ecological Transition • Occitanie Coopération • Pays de la Loire Coopération Internationale • Pays de Savoie Solidaires • RADSI Nouvelle-Aquitaine • Hauts de France Region • Resacoop • ritmo • Secours Populaire Français • So Coopération • Solidarité Laïque • Starting-Block • Teragir • Via le Monde/Council of Seine-Saint-Denis • City of Chambéry • City of Paris

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