

International Manifesto

# EDUCATING FOR GLOBAL CITIZENSHIP





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## International manifesto

This manifesto has been elaborated collectively by organizations and educators from different countries, who are firmly convinced that the construction of a different world is possible, impelled by an education with a capacity to change. For this, we consider that it is urgent to promote *Education for Global Citizenship at School*, within the *life long learning* framework. We understand this to be an education that contributes to the formation of responsible citizens, committed to justice and to the planet's sustainability, that promotes respect and the value of diversity as a source of human enrichment, the defence of the environment and responsible consumption, respect for individual and collective human rights gender equality, the valorisation of dialogue as an instrument for peaceful conflict resolutions, participation, joint responsibility and the commitment to constructing a just and fair common society.

We believe that the school:

- constitutes as essential social and political player,
- represents a privileged space for the formation of critical and participating citizens, able to impel the transformations that we want to promote,
- plays a fundamental role in the answer to the challenges that we face today

We think that the school must have a central role in:

The construction of a new model of development that, questioning the dominant role of the global market and the neo-liberal model, takes advantage of the potential of globalisation in terms of solidarity, participation and common actions, so as to start up strategies of sustainability and eradicating poverty.

The promotion of critically analysing the *media* and the rules that govern the worldwide system of communication, reducing the digital divide and creating forms and channels of information that are more accessible, democratic and plural.

The cooperative and continuous construction of political, economic, social and cultural ethics and practices, which make life in intercultural societies possible and which are a source of inclusion and cohesion.

The reflection on the way of conciliating the investigation and the progress of technology with an ethic that serves people and the planet.

Citizen's awareness of the necessity to change personal and communal lifestyles and to fight against environmental degradation, climate change, the reduction of biodiversity, and to defend the universal right to water, food and health.

The promotion of an increasingly thoughtful and mature civil society, able to denounce and to mobilize itself, conscious of its power and on the way to use it to end wars and promote human rights for everyone.

The promotion of equal gender relations that facilitate equal opportunities, joint responsibility, the overcoming of the patriarchal system and the opposition to androcentric knowledge systems.

The development of more effective forms of democracy, which are direct, participative and representative, at local and global levels. Forms of democracy that favour transparent and healthy relationships with economic powers and that recognize the plurality of opinions and existing actions in our societies, as well as the multilateral dialogue between the diversity of political spaces that are being consolidated throughout the world.

Conscious that the educative processes are bound to increasingly complex social, economic and political processes in the world which we live in, we consider that schools today continue to organise themselves according to an ineffective educational model that does not always manage to respond to the challenges faced today.

We consider it necessary to question the present tendencies in education, that:

- FAVOUR a scholastic organisation that is disciplinary and isolated from a social and cultural context.
- PRIVILEGE the accumulation of fragmented and partial knowledge.
- DO NOT VALUE the social and relational dimensions of learning.
- OVERESTIMATE the use of textbooks, frequently delegating in these the responsibility of the teaching and learning processes.
- UNDERESTIMATE the importance of audio-visual and computer languages.
- OVERESTIMATE the rigid hierarchic relations based on traditional functions of the teacher (who passes on knowledge) and of the student (who receives and demonstrates to have acquired this knowledge).
- INCREASINGLY FAVOUR commercialising education that, instead of being perceived as every individual's right, is starting to be perceived by political and economic powers as a service (of payment) to provide to citizens.

We also want to emphasize that teachers are faced with situations where they are increasingly losing recognition of their moral and social roles, whilst at the same time, witnessing an increase in the responsibilities and needs imposed upon them by society.

We affirm, based on the experience carried out by different educators and institutions, that *Education for Global Citizenship* is a possible answer to promote a transforming education and a school open to the world, that:

Values the human and global dimension of education by promoting values of solidarity, peace, recognition of the other, justice, equality and care for the planet.

Is an ethical and political proposal that conceives human beings from an integral perspective (able to think, to feel and to act), founded on the defence of human dignity, in promoting human rights, the interdependence between the local and global, interculturalism and the commitment towards democracy and dialogue.

Advances towards a critical and dialogue based approach to the learning process that makes school's timetables and spaces more flexible, that promotes reflection and investigation, that establishes more democratic relations in the roles and relations between educators and pupils.

Considers knowledge as a collective construction, valuing the knowledge of all those engaged in educating, in a space that stimulates different ways to include/understand reality.

We invite the educational community as a whole, to share our proposal, and join us.

We hope that different educational actors are mobilized to debate and to modify the present educational system, considering their own contexts.

We want a strong school that:

DEMANDS that the State guarantees the right to education, rejecting the forms – declared or not – of commercialising educational processes.

STIMULATES a democratic, participative and open scholastic management that implies the effective commitment of all members and the community.

PROMOTES participation and space for different educational actors (students, teachers, civil servants, people in charge of education, families, social organizations), who offer effective and concrete possibilities for the total exercise of global citizenship.

INTRODUCES *Education for Global Citizenship*, understood as a process of cross-sectional and cross-curricular training, as much in already existing subjects, as in new cross curricular areas and projects, favouring learning from socially relevant issues.

ENCOURAGES active, interactive, critical, cooperative, participative methods and practices, which favour experimentation and consider socio-emotive perspectives, that reflect the aims of *Education for Global Citizenship*.

PROMOTES the creation of coherent educational materials with the values and principles of *Education for Global Citizenship*.

ENABLES its actors to critically analyse and actively use mass media, which is far from the perspective of simple passive reception and also contributes to alternative means of communication.

INVESTS in initial and continuous training for educators and all educational actors at all the levels of education, enabling them to think and to act, keeping in mind the inherent global and cross-sectional dimensions of *Education for Global Citizenship*.

FAVOURS the construction of a global citizenship and the processes of social transformation, in collaboration with families, civil society organizations and social movements, in a logic of relations that value and recognize different competences and respect the specificity and roles of each part, making the most of creative and mobilizing interactions.

PROMOTES a greater settling in local life, whilst at the same time promoting greater awareness and understanding on a global level.

ENCOURAGES the coherence between values and proposals, objectives and strategies, words and actions, content and form.

CONSIDERS education as a creative activity that, starting from daily realities, prepares for, individual growth freedom and communal well-being, giving space to committed and critical teachers who network together to generate processes of change, who spread and push forward a movement of transforming education, involving the entire educational community from their own schools.

**It is difficult to change, but it is possible, necessary and urgent.  
Our decisions today, build what will be our tomorrow.**