EDUCATION FOR GLOBAL CITIZENSHIP
Nurturing 21ˢᵗ Century Skills in Children

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World has become a global village and education has been realized as a potential tool for socializing children through the facilitation of knowledge, skills, values and habits. In this broad perspective, a range of social agents and institutions, such as the family, peers, the media, the workplace, religious and other civil society organizations, as well as formal and non-formal education systems are all involved in a more or less explicit manner in shaping the personality of children. Education in a globalized world is increasingly putting emphasis on the importance of values, attitudes and communication skills as a critical complement to cognitive knowledge and skills. The education community is also paying increasing attention to the relevance of education in understanding and resolving social, political, cultural and global issues. This includes the role of education in supporting peace, human rights, equity, acceptance of diversity, and sustainable development. Phenomenal advances in information and communication technologies (ICTs) have enabled people to connect and interact with others around the globe anywhere, anytime. This has contributed to an intensified perception and reality of being inter-connected and living beyond local perimeters. All these called for Education for Global Citizenship

Global citizenship education aims to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Global citizenship education is transformative, giving learners the opportunity and competencies to realise their rights and obligations to promote a better world and future. It draws upon learning from other transformative education processes including human rights education, education for sustainable development, education for inter-national / intercultural understanding, and education for peace. (UNESCO, 2013).

Education for Sustainable Development is a plan of action for people, planet and prosperity to take the bold and transformative steps which are urgently needed to shift the world onto a sustainable and resilient path. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:

People: Determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet: Determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity: Determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace: Determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership: Determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

Education for Global Citizenship (EGC) is an emerging paradigm of learning that focuses on how students can develop the knowledge, skills, values and attitudes for creating and securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It enables the students' to identify themselves as global citizens and helps them to recognize the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation. Education

for Global Citizenship has a critical role to play in equipping learners with competencies to deal with the dynamic and interdependent world of the twenty-first century.

UNESCO (2013) highlights essential functions of education related to the formation of citizenship in relation with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world.

Education for Global Citizenship inspires action, partnerships, dialogue and cooperation through formal and non-formal education, applies a multifaceted approach, concepts, methodologies and theories from related fields, including human rights education, peace education, education for sustainable development and education for international understanding. It promotes an ethos of curiosity, solidarity and shared responsibility.

Education for Global Citizenship aims at:

- an attitude supported by an understanding of multiple levels of identity, and the potential for a 'collective identity' which transcends individual cultural, religious, ethnic or other differences;
- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- cognitive skills to think critically, systemically and creatively on local and global challenges, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues;
- non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and
- behavioural capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good.

'Education for global citizenship' is clearly a framing concept or paradigm that expresses a collective purpose of education. It highlights an essential function of education related to the formation of citizenship in an increasingly interconnected and interdependent world spurred on by the multiple processes associated with globalization. It is a concern with the relevance of knowledge, skills, and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately, to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world.

The Main Objectives of the Project are:

• **to build global academic networks by strengthening International Relationships for Sustainable Development.**
• **to exchange Local Knowledge and Wisdom**
• **to get to know about the different sectors of economy including major business organizations,**
Universities, Research Institutions etc.,
• **to provide cross cultural learning experiences in arts, music, dance, theatre, Media etc.,**

If you are interested to be the part of this project please contact:

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