

Some bibliographical resources on the world's current issues

On the persistence and increase in inequality and lack of access to human rights

- A. ATKINSON, *Inequality*, Harvard University Press, 2015.
- UNDP, *Report on human development*, 2015.
- CETRI, *L'aggravation des inégalités*, Vol. XXII, n°3, CETRI-Syllepse, 2015.
- OXFAM SOLIDARITY, *Insatiable wealth, always more for those who already have everything*, 2015.
- OXFAM SOLIDARITY, *An end to extreme inequality: political power and economic inequality*, 2014.
- B. MILANOVIC, *Global inequality: A New Approach for the Age of Globalization*, Harvard University Press, 2016.
- B. MILANOVIC, *Global inequality of opportunity: how much of our income is determined by where we live*, in *Review of Economics and Statistics*, 97(2), 2015, pp. 452-460.
- T. PIKETTY, *Capital in the 21st Century*, Paris, Seuil, 2013.
- A. ZACHARIE, *Mondialisation: qui gagne et qui perd. Essai sur l'économie politique du développement*, LBDE/La Muette, 2013.

On the over exploitation of natural resources

- WWF, *Report Living Planet*, 2014.
- R. Hopkins, O. De Schutter, *Ils changent le monde! 1001 initiatives de transition écologique*, éd. Anthropocène, 2014.
- E. Adam, O. De Schutter, *Droit international de l'agriculture: sécuriser le commerce des produits agricoles*, ed. LGDJ, 2012.
- O. De Schutter, *Accounting for Hunger: The Right to Food in the Era of Globalisation*, ed. Hart Publishing, 2011.

On the persistence and complexity of armed conflicts

- P. BONIFACE (ss dir.), *L'Année stratégique 2016. Analyse des enjeux internationaux*, Paris, ed. IRIS/Armand Colin, 2016.
- *Global Report Burden of Armed Violence 2015: Every Body Counts*, Geneva Declaration on Armed Violence and Development, Geneva, 2015.
- P. BONIFACE, H. VEDRINE, *Atlas des crises et des conflits*, Paris, ed. Armand Colin Fayard, 2013.
- ICRC, *International Humanitarian Law and the Challenges of Contemporary Armed Conflicts Report*, Geneva, 2011.
- IIHL - The International Institute of Humanitarian Law, *New conflicts and the Challenge of the Protection of the Civilian Population*, 2010, p.3.

On criminalisation of social protest

- Amnesty International, *Annual reports*.

On Identitarian closures

- F. BALLE, *Le choc des incultures*, Paris, Archipel, 2016.
- S. BESSIS, *La double impasse. L'universel à l'épreuve des Fondamentalismes religieux et marchands*, Paris, La Découverte, 2014.
- A.-C. LARROQUE, *Géopolitique des islamismes*, Paris, University Press France, 2014.

This document is a frame of reference for ACODEV, the French-speaking Federation of development NGOs, involved in Global Citizenship Education (GCE) known more commonly in Belgium as 'Éducation à la citoyenneté mondiale et solidaire' (Education for Global and Inclusive Citizenship), which was developed collectively within the Federation.

The Federation brings together actors with contrasting positions and visions who have participated in this mission statement according to their respective specialisations.

ACodev

Fédération francophone et germanophone
des associations de coopération au développement asbl

Boulevard Léopold II 184D
1080 Bruxelles
Tél. : 02/219.88.55
Mail : info@acodev.be
www.acodev.be

Global Citizenship Education

*Education, mobilisation
and advocacy actions*

ACodev

Fédération francophone et germanophone
des associations de coopération au développement asbl

Some of the world's current issues

In a globalised world in which issues and regions are interdependent, populations here and elsewhere are at varying levels confronted in particular with:

- persistent and increasing social, political, economic and gender inequalities whether between individuals or groups, and increasing injustice and exploitation;
- a lack of access to, and the violation of, human rights (civil, political, economic, social and cultural);
- the overexploitation of natural resources and the environment abuse in a world where resources are limited;
- persistent and ever more complex armed conflicts;
- the criminalisation of social protest and the disappearance of spaces for protest;
- the globalisation, escalation and growing interdependence of crises (financial, climatic, food, political, migratory, etc.);
- tensions over identity and the resurgence of sectarianism/communitarianism.

The complex and diverse mechanisms at the root of these problems are notably:

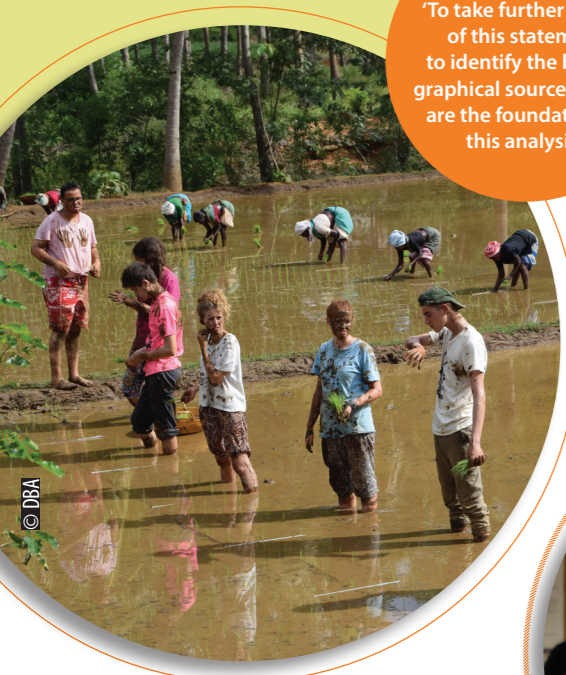
- the persistence of socio-economic and cultural power relations (in particular patriarchy, racism, etc.);
- the globalisation of a system which leads to the exploitation of both humans and the planet and which reinforces concentration of power and the control of resources;
- the spread/homogenisation of a model of consumption and competition.

These problematic mechanisms are not inevitable:

- they are constructed as a result of conscious political choices;
- people organise themselves collectively and individually (they resist and/or create alternatives) working towards a social transformation which aims for a just and sustainable world.

Every one of us is affected and shares mutual responsibility in an interdependent world.

See the section 'To take further action' of this statement to identify the bibliographical sources which are the foundation of this analysis.



Global Citizenship Education

GCE

Aims/general objectives

GCE wishes to contribute to the construction of just, sustainable, inclusive and supportive societies by engaging and reinforcing individual and collective action by citizens conscious of global issues for which they consider themselves mutually responsible.

It is founded on principles and values, in particular those of justice, inclusivity, equality, openness, respect for the environment, diversity, responsibility and participation.

Missions

The aims of GCE here and elsewhere can be classified into **3 missions**.

- **Education of a global and inclusive citizenship:** reinforcing a change in values, attitudes and behaviour.
- **Engagement of citizens:** strengthening individual and collective action.
- **Advocacy:** to influence political decisions in order to change legislation.

In this way, GCE contributes, in particular, to the emancipation of people and the transformation of society; it is, in that, a political act.

Strategies

The strategies used within GCE are diverse and vary according to the missions, the audience specificities, and the context.

These strategies fall within the scope of very different activities such as training, events, educational support, cultural exchange programmes, campaigns, etc.

Favoured educational strategies

- Deploying a global educational approach which strengthens understanding and which initiates and accompanies, in an integrated manner, a change in values, attitudes and behaviour.
- Fomenting an education system focused on the learner.
- Promoting active, participatory and emancipated education (adapted to the audience and contexts).
- Ensuring that the public can freely express their opinion.
- Developing a critical spirit and creativity.
- Promoting a systemic reading of global issues.
- Presenting and develop a range of initiatives and alternatives for the public to put into action.
- Promoting multicultural communication and democratic debate.

Favoured strategies for the mobilisation of citizens

- Raising awareness by, and through, the instigation of individual and collective citizens' actions
- Reinforcing mutual responsibility and the participation of citizens in public decisions.
- Co-building and making alternatives happen.
- Building alliances/networks.
- Denouncing injustice and/or formulating constructive proposals.

Favoured advocacy strategies

- Denouncing injustice and/or formulating constructive proposals.
- Constructing alliances/networks to create effective power relations.
- Directly influencing and feeding into political decisions.
- Informing, raising awareness, training decision-makers.

Favoured cross-cutting strategies

- Building partnerships and alliances with other actors and sectors here and elsewhere.
- At an organisational level, striving for consistency between actions and visions.
- Strengthening, in a continuous way, the quality of its approaches and the expertise of actors.
- Capitalising on, and sharing experiences, and evaluating them.
- Producing research on content and methods.
- Taking power relations into account.
- Integrating gender, environment and human rights issues into its actions.

Links between development cooperation, education and social field

One of the distinct features of GCE is that it simultaneously falls within the scope of development cooperation, education and social welfare. The actors within GCE collaborate with other actors in these fields, respecting each other specialities.

In the field of development cooperation

Because it contributes to the construction of just, sustainable, inclusive and supportive societies, GCE falls within the scope of development cooperation. Its speciality is to stimulate and strengthen individual and collective action of citizens aware of global issues for which they feel mutually responsible.

In the field of education

GCE falls within the scope of both formal and informal education.

Formal education

When GCE is mobilised within schools, it operates within the specific context of formal education where it reinforces the acquisition of knowledge, life skills and know-how linked to its aims.

Informal education

GCE, along with others, leads to a global systemic reading of society's issues and reinforces active, critical and inclusive citizenship.

In the social field

GCE falls within the scope of social field. By generating outcry and endorsing dissent over certain issues, GCE encourages citizens' engagement in social movements and in other forms of social participation.

Within and/or with social movements, it facilitates the articulation of local and global issues.