

Commission: United Nations Educational, Scientific and Cultural Organization (UNESCO)

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Sponsors : Afghanistan, Bangladesh, Canada, Egypt, Ethiopia, France, Germany, Guyana, Malaysia, Nepal, New Zealand, Pakistan, Seychelles

**QUESTION OF: PROMOTING GLOBAL CITIZENSHIP EDUCATION BY FOSTERING TOLERANCE AND UNDERSTANDING IN A DIVIDED WORLD**

The General Assembly,

Recalling the implementation of the Sustainable Development Goals (SDGs) Target 4.7 which ensures that by 2030, all learners acquire the knowledge and skills needed to promote sustainable lifestyles, human rights, gender equality, promotion of a peacekeeping culture, global citizenship and appreciation of cultural diversity as well as cultural contribution to sustainable development,

Aware of UNESCO's mission in advancing Global Citizenship Education (GCED) across subjects and in all spheres of life to provide them with knowledge, skills and attitudes that cultivate tolerance, respect and a shared sense of belonging to one global community, for instance, by introducing Project Based Learning programmes, providing them with opportunities to take part in addressing national and global issues,

Deeply disturbed by a scarce access to potential resources, labour and technology in several countries, resulting in a lack of investment to promote Global Citizenship Education in societies,

Noting further the Global Education First Initiative (GEFI) led by the UN Secretary Ban Ki-Moon, launched in September 2012, gathered initiatives of a broad spectrum of world leaders and advocates to strengthen global citizenship by using the transformative power of education,

Fully alarmed by the increase in nationalism, intolerance, xenophobia and racism due to misinformation, political polarization and social inequality which goes against the basis outlined by the Universal Declaration of Human Rights, particularly article 26 and 27,

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Considering the reluctance of some educators and parents towards shifting the national curriculum in favour of GCED as it may be a distraction from traditional academic subjects,

1. Encourages Member States to invest in educational programs and support initiatives that promote multilingualism in global citizenship education, enhancing cross-cultural communication;
2. Recommends the provision of training and professional development opportunities for teachers to effectively deliver GCED programmes and establish expansive exchange programs;
3. Endorses the establishment of partnerships between governments, civil society organizations, and private sectors to enhance the reach and effectiveness of global citizenship education initiatives;
4. Urges the implementation of community-based education programs that engage parents, community leaders, and local organizations in fostering a culture of tolerance and understanding;
5. Calls for a global, multimedia campaign to raise awareness about the significance of global citizenship education, utilizing social media, traditional media and community outreach to highlight its benefits in fostering a more tolerant world;
6. Deplores the inclusion of peace education programs in conflict affected regions to address historical grievances and promote reconciliation through educational initiations;
7. Demands the inclusion of persons with disabilities in education, ensuring they have equal access to Global Citizenship Education and necessary support;
8. Stresses the importance of educational institutions in creating a learning environment where all students feel respected for their differences and are encouraged to participate in school life where

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their opinions are esteemed, to ensure the success of Global Citizenship Education;

9. Suggests the implementation of Global Citizenship Education curricula across the globe:
  - i) Providing training in media literacy to help students critically evaluate information sources and resist divisive information;
  - ii) Providing indigenous knowledge and perspectives to promote respect for cultural diversity and heritage;
10. Emphasizes the impact of youth empowerment and civic engagement in stimulating intercultural dialogues, social cohesion and the need for policies that promote gender equality and social inclusion;
11. Appeals to Member States to incorporate comprehensive education on LGBTQ+ rights and issues, including the history, contributions and challenges faced by the gay and transgender community, into national curricula by 2025 and to provide mandatory training for educators on creating inclusive and supportive learning environments for LGBTQ+ students;
12. Supports the integration of Artificial Intelligence in GCED to help with implementing online platforms and applications that connect students from different countries for collaborative projects and intercultural exchanges, thereby promoting a sense of belonging and connection between individuals;
13. Congratulates Finland for its comprehensive educational programs that emphasize global perspectives and cultural competence.

