

# Peace Education for Global Citizenship

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# No Peace without Peace Education

Establishing lasting peace is the work of education; all politics can do is keep us out of war.

- Maria Montessori

# Peace Education or Peace Learning?

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- “Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”
  - Margaret Mead

# Peace Education = emancipatory

Transformative, not only formative

Self-reflective

Conscientisation  
(Paulo Freire)

Participative

Self-efficacy

# Global Citizenship a New Framework of Thinking



Terre-Patrie

# Civilizing the civilization



# Worldwide Challenges



# A New Situation



## THE CHANGING STATE OF THE WORLD

- The world becomes „smaller“ – economic, political, military and cultural connections
- Mobility and communication
- Any politics, any activity has potentially worldwide effects
- The irreversible nuclear threat
- An unjust world order – the law of might is right
- “Institutional suffering has been globalized” (Carolyn Forché)



# „Glocal“:

Local, national, regional, global

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- A global citizenship approach does not deny other identities:
  - **“Our corner in the global village is in Tanzania.”  
Julius Nyerere**
- A global citizenship approach takes the interconnectedness of all levels into account
- A global citizenship approach starts from the „glocal“

# A higher sense for global citizenship in emerging economies

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Are you a global citizen?



Nigeria



China



Peru



India



Spain



Kenya



Ghana



Pakistan



Canada



Brazil



Greece



UK



Indonesia



US



Mexico



Chile



Germany



Russia

# Global Citizenship – a Project of the Global South?

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- BBC Poll “Identity 2016” (more than 20.000 persons in 18 countries):
- „The trend is particularly marked in emerging economies, where people see themselves as outward looking and internationally minded. [...] More than half of those asked (56%) in emerging economies saw themselves first and foremost as global citizens rather than national citizens.”
- <http://www.bbc.com/news/world-36139904>

# Global Citizenship – a grand transformation?

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- **Overcoming „methodological nationalism“**  
(Raffaele Marchetti)
- **„Homeland earth“** (Edgar Morin)
- **„World domestic politics“** (Carl Friedrich von Weizsäcker)
- **Overcoming the „imperial way of life“ in the (Western) world** (Ulrich Brand)

# Overcoming the „Planetary Iron Age“

- “Internationalism aims for the human species to be one people. Globalism wants it to be one state. **What matters is to turn the human species into humanity and the planet Earth into a common home for human diversity.** A planetary society/ community would truly achieve human unity/ diversity.”
  - ▣ Edgar Morin: Homeland Earth

# Global Citizenship Education



# Ban Ki-Moon, 2012

- The initiative focuses on three priorities:
- Third, fostering *global citizenship*. Education is much more than an entry to the job market. It has the power to shape a sustainable future and better world. Education policies should promote peace, mutual respect and environmental care.“
- Statement by UNO General-Secretary Ban Ki-moon, September 2012, Global Education First Initiative (GEFI)

# A tentative definition I

GCED is an educational approach to prepare learners to behave as „global citizens“:

- personally responsible
- critically thinking
- understanding the root causes of the unjust world order and its history
- working to change mindsets *and* structures
- inventing and exploring what does not yet really exist: „global citizenship“

# A tentative definition II

GCED is an educational theory that

- makes use of all achievements of critical pedagogies
- criticises educational concepts which subordinate education to the market order („social capital“)
- is a project of decolonizing citizenship education
- is a criticism of economical, political and cultural injustices from an educational viewpoint

# Sustainable Development Goals 2015

- UN General Assembly, September 2015, Target 4.7 (Education):
- “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship** and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
- UN Resolution A/RES/70/1: [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/RES/70/1&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E)

# GCED Standards and Endorsments

- Council of Europe N-S Centre: Maastricht declaration (2002)
- Ban Ki-Moon's message for the International Day of Peace, 21 September, 2012
- UNESCO: Incheon Declaration 2015
- UN: Sustainable Development Goals, 2015
- Sub-Saharan Africa Statement on Education Post-2015 (Kigali Statement) (2015)
- APCEIU Documents (2013 –)

# GOINGLOBAL

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Globalization

# The cosmopolitan dimension first?

- Should students be taught that they are, above all, citizens of their country, or should they instead be taught that they are, above all, citizens of a world of human beings, and that, while they happen to be situated in this or that country, they have to share this world with the citizens of other countries?

▣ Cf. Martha Nussbaum

(Patriotism and Cosmopolitanism)



# The refugee example

**MORALITY:** „They“ are victims! Up to us how much we „help“ them



**JUSTICE:** We are all „co-citizens“ of the world, we are allies

# GCED to decolonize citizenship education

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- A critique of Western centric national approaches to global issues
- A basic precondition for a global dialogue at an equal level
- A criticism of these two concepts of N-S relations:



# Three (interconnected) Western burdens

The premier demand upon all education is that  
Auschwitz not happen again.

(Theodor W. Adorno)



AUSCHWITZ



HIROSHIMA



COLONIALISM

This age will be the last. This is  
because its differentia specifica -  
the possibility of our self-  
extermination – can never end,  
unless it be through this end itself.

(Günther Anders)

First we must study how colonization works to  
*decivilize* the colonizer (Aimé Césaire)

# A (not only European) learning process

## LESSON 1:

### Democratic Convivialism

- We are all mixed, transcultural societies
- Not culture divides people, but injustice
- Democracy means dealing with differences
- Migration is natural, and a chance
- Convivialism as the way

# A (not only European) learning process

## LESSON 2

### There is only one planet

- We have to share our wealth in order to continue to have a decent life
- We cannot continue the unjust, „fossilist-capitalist“ system of production and „imperial way of life“
- We have to defend democracy, not markets

# A (not only European) learning process

## LESSON 3

### Non-violent conflict transformation

- Societies are conflict driven
- The problem is not conflict, but violence
- We have to develop a culture of peace
- Conflict transformation as standard for internal and international relations
- International regimes, an enhanced and stronger UN-system, collective security

# A (not only European) learning process

## LESSON 4

### Decolonizing Education

- Colonialism was also a de-citizenizing project
- Neo-colonial structures continue the colonial project
- Patronizing and similar mindsets also in some „progressive“ pedagogies

# Five Basic

Educa-  
tion for  
Social  
Justice

The  
Global is  
here

„|“  
respon-  
sible for  
the  
Other

GCED  
concrete  
utopia

Structural  
cultural  
injustice

Points of **GCED**

# Three Dimensions of Citizenship

(according to Osler/Starkey)

- Rights, limited to a territory
- EU-citizenship – a first step to trans-national law?

Status



- Activism
- Struggle for rights (own rights, rights of the others)

Practice



- Belonging
- local
- (peer) group ...

Feeling

