



**7th Global Forum of the United Nations Alliance of Civilizations  
Baku, Azerbaijan, 25-27 April, 2016**

## **Breakout Session “Fostering Inclusiveness and Integration through Global Education”**

### **Background:**

**What is Global Education? The [Maastricht Declaration](#) of November 2002 offered one way of outlining the content and approach to this kind of education. According to the Declaration, global education is:**

...education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

Global education is therefore very relevant to the 7<sup>th</sup> UNAOC Forum on “Living Together in Inclusive Societies: A Challenge and A Goal.” Global education is important in providing the skills, knowledge, attitudes, and values to individuals to understand interdependence, inequalities, and exclusion in the dynamic world, and commit to transform the world to achieve greater justice, equity, and human rights for all.

### **Session Description:**

This session will offer the opportunity to explore the different kinds of global education that are helpful in fostering inclusiveness and integration with the goal of creating inclusive societies. Global education, in this sense, requires understanding the link between global and local structures, with all its attendant positive and negative effects.

Perhaps an intensive way of understanding this link is the most famous form of intercultural education: international education. Each year, millions of young people immerse themselves into foreign cultures into which they bring their own cultures, through migration for education. The intercultural exchange that accompanies these human movements creates both challenges and opportunities. One challenge, for example, is integrating the foreign student into the educational structure, processes, and day-to-day life of their foreign educational establishment. At the same time, the host establishment’s faculty and students can benefit from alternative perspectives in the classroom.

At the breakout session, university officials from Russia will discuss the role of educational establishments in civilizational dialogue. They will share their experience of integrating foreign students and a vision for better understanding between nations via educational exchanges.

Other speakers will speak on the role of international cooperation in development education, education for sustainability, the potential and challenges of e-education in the promotion of global education, human rights education and education for conflict and peace resolution. All of these approaches to global education offer the promise of leading learners to acquire the knowledge, skills, attitude, and values to foster integration and inclusion.