



## A STUDY ON THE IMPACT OF GLOBAL CITIZENSHIP EDUCATION IN PREVENTION OF CRIMES AGAINST HUMANITY

*\* Dushyant Nimkar, \*\*Tanush Verma, \*\*\*Debjyoti Biswas & \*\*\*\*Ms. Arline Joseph*

*\* Student Researcher, \*\* Student Researcher, \*\*\* Student Researcher & \*\*\*\* Research Guide,  
B.K. Birla College, Kalyan (Empowered Autonomous)*

### Abstract:

*In the 21st century, survival still continues to be the essence around which humanity revolves. Crimes against humanity are deliberate acts that cause human suffering or death on a large scale. Political motivations and strategies, socio-ethnic conflicts, economic interests, unemployment, and illiteracy are some of the factors that motivate individuals to engage in crimes against humanity. Global Citizenship Education (GCE) involves students' active participation in projects that address global issues of social, political, economic, or cultural understanding and empathy. The research attempts to study the intersection of GCE and its role in the prevention of crimes against humanity. By examining the impact of inclusive educational practices on fostering a sense of global responsibility, the research attempts to highlight the significance of imparting GCE and its impact on the mitigation of conflicts and crimes against humanity. The research focuses on suggesting policies that can be adopted by entities in order to eradicate crimes against humanity. The research is based on primary and secondary data. The study is a testament to the immense potential of education as a catalyst for positive change on a global scale in order to attain the goal of 'One Earth, One Family, One Vision'.*

**Keywords:** *Global Citizenship Education, Crimes against Humanity, Peace, Crimes, Sustainability, Survival.*

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### Introduction

"The only way to bring about the kind of world we all want is to bring up our children in the ways of peace, and the only way to do that is to teach them compassion and respect for others, and the only way to do that is to model those qualities ourselves." These words by the Great Dalai Lama underscore the true essence of the fact that Global Citizenship Education plays a pivotal role in transforming individuals into a 'Global Citizen'. Global Citizenship Education (GCE) is an evolving educational framework that aims to cultivate in individuals the active participation in initiatives that foster global awareness and empathy in areas such as social justice, international politics, financial disparities, and cultural diversity. In the late 20th

century the term 'Global Citizenship Education' was highlighted because of the rise of globalisation and the emergence of pressing global challenges such as climate change, poverty, wars, discrimination, and most importantly, crimes against humanity (CAH). It has been identified that illiteracy can be one of the root causes behind CAH. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has been one of the organisations promoting GCE as a key component of education for sustainable development. In 2015, UNESCO launched the Global Citizenship Education Development (GCED) program, which seeks to empower learners of all ages to assume active roles in their communities and to foster a sense of 'One Earth, One Family, One Vision'.

**Global Citizenship Education :** Unlike citizenship – special rights, privileges, and responsibilities related to ‘belongingness’ to a particular nation/state, the global citizenship concept is based on the idea that we are a global community. By positively contributing to it, we can also influence change on regional, national and local levels. GCE is about teaching and learning to become global citizens, who live together peacefully on one planet. Teaching GCE helps young individuals to develop essential skills and abilities that enable them to actively participate in shaping a more equitable and environmentally sound future which helps to make the world a more sustainable place. It is a form of civic learning that involves students' active participation in projects that tackle and address the worldwide problems related to society, politics, economics, or the environment.

**Crimes Against Humanity:** CAH represents a type of gravest offence against human dignity and international law which threatens the survivability of the human race. For half a century, the UN has acknowledged the necessity of creating an international criminal court to

address offenses like genocide and CAH. Among the UN’s foremost goals lies the pursuit of universal recognition for the fundamental human rights and essential freedoms of people globally. The international criminal court is imperative for ensuring justice for all, eliminating impunity, resolving conflicts, deterring prospective war criminals, and halting CAH. The 1998 Rome Statute establishing the International Criminal Court defines ‘Crimes Against Humanity’ as, acts when committed as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack: murder, reducing people to slavery, widespread destruction, deportation or forcible transfer of population, imprisonment or deprivation of freedom in violation of international law, torture; sexual slavery, rape, enforced prostitution, forced pregnancy, enforced sterilization, or any other form of sexual violence of comparable gravity; discrimination and Other inhumane acts of a similar character intentionally causing great suffering, or serious mental or physical health injury.

### 1.1.3 Crimes Against Humanity (CAH):



Table 1.1

Source: - Secondary Data

The term emerged in response to the atrocities of World War II signalling a global acknowledgment of the need to address widespread violations of fundamental

human rights. As shown in the chart above, the global score for criminality is 5.03 and has been increasing rapidly. Furthermore, the problems of CAH are majorly

faced by the developing nations as the literacy rate on an average of all developing nations (UN classification) is 67% which leads to unemployment, intrusive thoughts, and forceful commitment of CAH. At this alarming state of threat to life and security, GCE is a call to action for everyone to learn and take measures in global cooperation to reduce CAH and thus, creating a harmonious and peaceful world.

### Intersection of GCE and CAH:

GCE and the prevention of CAH are intricately intertwined, fostering a sense of responsibility, empathy, and awareness of global citizenship. GCE aims to cultivate individuals who understand the interdependence of the world, recognize the importance of human rights, and actively participate in promoting peace and justice. GCE plays a pivotal role in promoting accountability and preventing future atrocities by educating individuals about the proven circumstances and consequences of CAH. By fostering a culture of responsibility, it empowers people to critically examine the root causes of conflicts, challenge prejudiced beliefs, and advocate for safeguarding of human rights globally. Moreover, GCE actively fosters collaborative efforts to promote compromise, resilience, and understanding among diverse communities, contributing to the prevention of conflicts that may lead to atrocities. GCE promotes the idea of being a 'Global Citizen' which means to remove the borders from nations and to work in collaboration for the betterment and advancement of humanity. This core principle of GCE helps in eradicating root causes that motivate CAH. Overall, GCE serves as a powerful tool for creating a more peaceful and harmonious world by equipping individuals with the necessary knowledge, skills, and values to tackle the complex challenges of our time, including the substitution of CAH.

### Objectives:

- To assess the impact of GCE on cultural

understanding.

- To examine attitudes and awareness towards GCE and CAH.
- To identify challenges and opportunities of GCE implementation in educational settings.
- To evaluate existing GCE programs worldwide and propose recommendations.
- To examine the contribution of GCE in the prevention of CAH.

### Hypotheses:

#### Hypothesis -1

Null Hypothesis (H0): Crimes Against Humanity do not have a negative impact on Global Society.

Alternate Hypothesis (H1): Crimes Against Humanity have a negative impact on Global Society.

#### Hypothesis - 2

Null Hypothesis (H0): Students evolving into global citizens are not affected by the incorporation of GCE in the education system.

Alternate Hypothesis (H1): Students evolving into global citizens are affected by the incorporation of GCE in the education system.

#### Hypothesis - 3

Null Hypothesis (H0): GCE does not play an important role in prevention of Crimes Against Humanity.

Alternate Hypothesis (H1): GCE plays an important role in prevention of Crimes Against Humanity.

### Significance:

The necessity of GCE in today's higher education is rapidly increasing as even in the majority of the developed countries CAH still threatens an overwhelming number of individuals globally. GCE is a programme that helps identify and address the root cause of CAH and thus promoting the agenda of world peace. By combating the ideas of war, terrorism & crime, it fosters a culture of peace and non-violence. GCE exposes individuals to diverse cultures cultivating a deeper connection for each other and thus reinforcing the respect for human rights. GCE promotes an active

and engaged citizenship approach empowering individuals to become active members of their community and advocate for positive and sustainable change. GCE is not just about being a global citizen or preventing CAH, its primary aim has always been to sow the seeds for individuals to bloom into a responsible 'Human Being' first. GCE is committed to creating a more harmonious world. It is a lasting investment in empowering people with peace education, values and global collaboration. With this approach, GCE plays a significant role in prevention of CAH and hence creating a just world.

#### **Research Methodology:**

The research is exploratory in nature. The research is based on primary and secondary data. The research uses qualitative and quantitative approaches. Stratified random sampling method is used to collect samples. With the help of a questionnaire, a total of 71 responses were recorded. The questionnaire consisted of both open-ended and closed-ended questions. All the respondents were 18 years or above and had completed their high school. Additionally, interviews were undertaken to collect primary data. Secondary data was collected from diverse publications of the United Nations, webpages of UNESCO, research papers, articles in newspapers and magazines. The data thus collected was examined and analysed using various data analysis techniques such as Analysis of Variance (ANOVA), Correlation and Regression. Diagrams and charts are used to facilitate explanation wherever necessary.

#### **Limitations:**

The study on the impact of GCE in prevention of CAH is an enormous and complex research. In addition to lack of literature available on public domain, unavailability of comprehensive historical data based on GCE implementation was a challenge. Given the population of India, it is rather difficult to extrapolate the study's results based on the limited sample size.

Structural bottlenecks with respect to collecting data from other countries, especially war affected ones, posed to be another barrier. Time and budget limitations affected the scope of data collection and the implementation of certain experimental procedures. The people who answered the questionnaire were from different caste, gender, class and regionality hence, the answers were too homogenous.

#### **Review of Literature:**

The concept of GCE is complex and contested, with various approaches and challenges. Davies (2006) emphasises the need for a more radical and politicised curriculum, while Shultz (2007) highlights the conflicting agendas and understandings in global education. Banks (2004) underscores the importance of balancing unity and diversity in citizenship education, particularly in multicultural societies. Osler (2002) examines the institutional advocacy for global citizenship education, noting the contradictions students and teachers face in the face of political and media messages.

Titus Pacho (May 2020) in his study, calls for an urgent need of learners who can understand the factors like globalisation, the global economic downturn, the refugee crisis, and climate change challenge traditional boundaries, due of their ripple effects he states how GCE can play a pivotal role to aid learners to appreciate the interconnectedness and cultural diversity of world. His study also helps to prove that sustainable development cannot be attained without peace and security and GCE acts as a key factor in promoting peace and security.

Tina (A.C.) and Michael A. Peters 04 Feb, 2019 study of 'Global Citizenship Education Politics, Problems and Prospects' stressed the need for educating students on the historical context and global significance of various rights movements, such as the Black Civil Rights movement, to foster a comprehensive understanding of GCE. The study derived the

conclusion that use of historical examples can be included in the GCE curriculum for easier understanding of learners. It also delved into core concepts of citizenship and human rights as universal safeguard against societal, legal, and political injustice. Mohsen Farmahini Farahini (Ph.D.) 21 February, 2014 in his study of ‘The role of GCE in World Peace and Security’ tried came to a conclusion that while schools play a crucial role in GCE, it is equally important for citizenship instruction to take place outside of traditional classroom settings and government must

### Data Analysis and Interpretation:

On the basis of primary data collected, the following observations and interpretations have been made.

#### 1.8.1 Factors contributing to CAH.

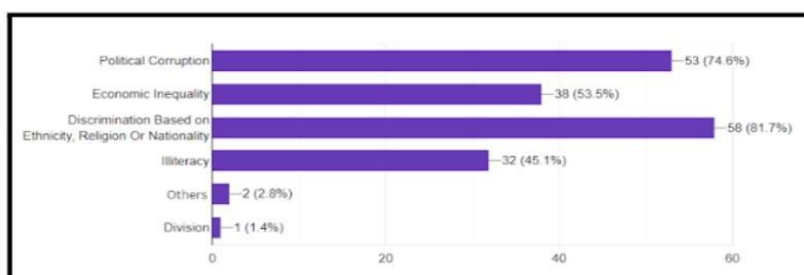


Table 1 - Factors influencing CAH

Source: Primary Data

Interpretation: Individuals who have completed basic education and are aware about global issues believe that discrimination based on ethnicity, religion or nationality is the major factor contributing towards CAH while partition of countries is the least significant factor.

#### 1.8.2. Contribution of Global Citizenship to addressing and preventing CAH.

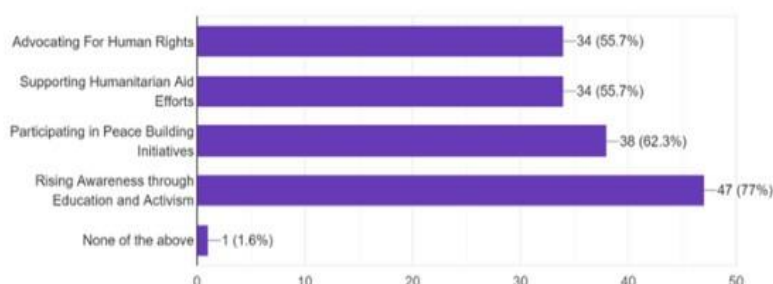
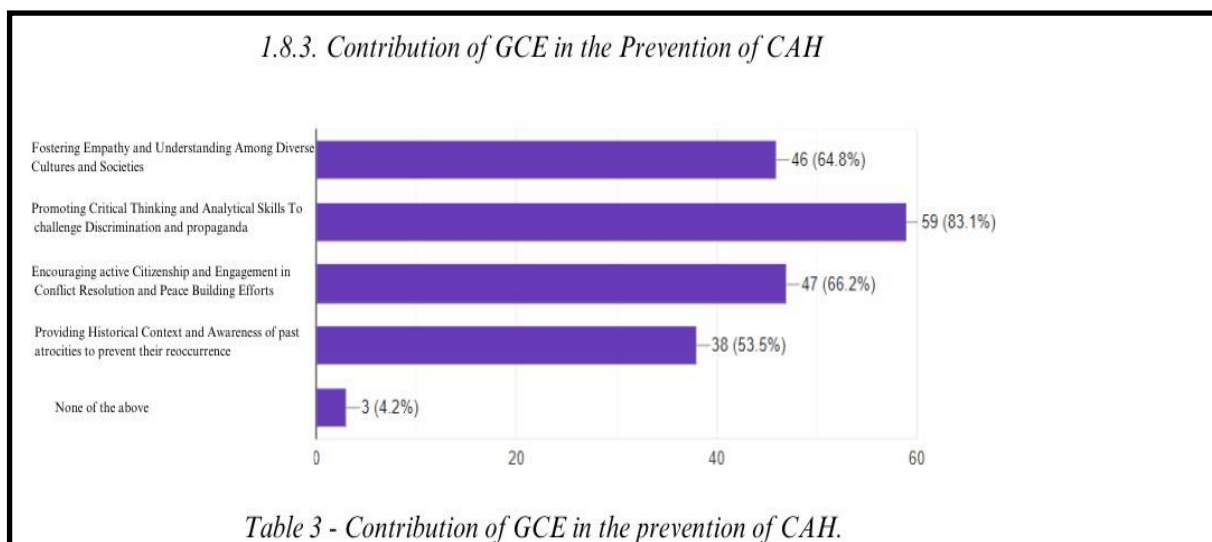


Table 2 - Contribution of Global Citizenship in Prevention of CAH.

Source: Primary Data

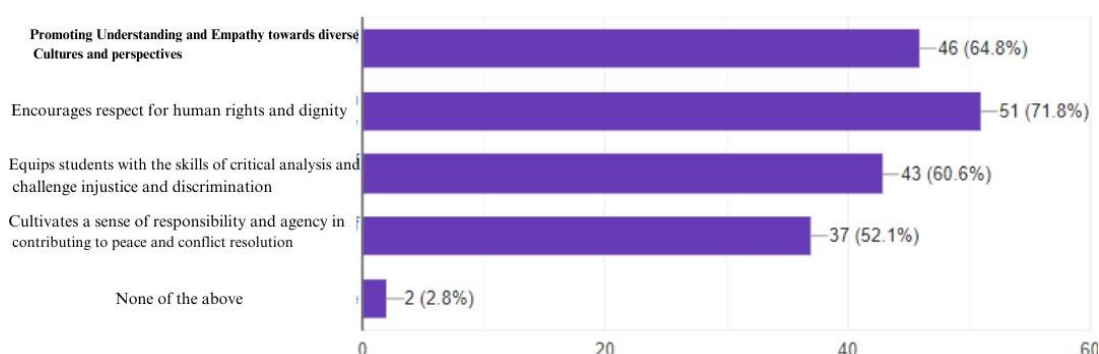
Interpretation: Individuals who have completed basic education and are aware about global issues believe that rising awareness through education and activism is the major factor of global citizenship to address and prevent CAH while none of the above is the least significant factor.



Source: Primary Data

Interpretation: Individuals who have completed basic education and are aware about global issues believe that rising awareness through education and activism is the major factor of global citizenship to address and prevent CAH while none of the above is the least significant factor.

*1.8.4. Teaching GCE in schools and curriculum will positively impact the situation of crimes against humanity.*



*Table 4 - Incorporation of GCE in curriculum*

Source: Primary Data

Source: Primary Data

Interpretation: Individuals who have completed basic education and are aware about global issues believe that promoting critical thinking and analytical skills to challenge discrimination and propaganda is the major factor of GCE in preventing CAH while none of the above is the least significant factor.

### 1.8.5. Importance of teaching students about GCE and preventing CAH at a young age



Table 5 - Importance of teaching of GCE to students.

Source: Primary Data

Interpretation: Individuals who have completed basic education and are aware about global issues believe that encouraging understanding and respect for human rights and dignity is the major factor of having GCE incorporated in school curriculum positively impacting the situation of crimes of CAH while none of the above is the least significant factor.

Interpretation: Individuals who have completed basic education and are aware about global issues believe that helping in shaping attitudes and behaviour before bias and prejudice become deeply engraved is the major factor of importance of teaching GCE and prevention of CAH from a young age while none of the above is the least significant factor.

## 1. Interviews

Based on the interviews conducted, Global Citizenship Education (GCE), Crimes Against Humanity (CAH), Glocalization, Incorporation of GCE as a subject in curriculum, barriers faced in implementation of GCE themes were identified.

### 1. Global Citizenship Education (GCE):

“I certainly believe that inculcating GCE in syllabus will help in bridging some of the gaps in preventing CAH but just including it in syllabus will not do the job it's also about taking Action oriented approach considering policies into practice like conducting seminars and asking students to conduct street plays of what will be the effect of not evolving as a Global Citizen, that will give a lasting impact”. These words by Mr. Hrishikesh Garud (CM Fellow, Govt. Of Maharashtra), These lines highlight the various strategies required to harness the power of GCE in stopping CAH. They stress the importance of not only weaving GCE into our school programs, but also partnering it with real-world experiences and proactive measures. This combo can encourage significant changes on individual, institutional, and societal levels. They align with the thoughts of Squ. Ldr. Ms. Nitu Thapliyal (RETD.) (Admin. & Security, B. K. Birla College) where she said, “It harbours the feeling of brotherhood amongst all and it is already there in our customs (Indian Culture) i.e. ‘Vasudhaiva Kutumbakam’. Similarly GCE focuses on that motto as its core”. Through these words it was identified that Global Citizenship is taught to us in many ways whether it be through education or not and it's a key pillar envisioning us to ‘One Earth, One Family, One Vision’. These thoughts further on Global Citizenship Education (GCE) aligns with the UN's goal of fostering respect for all individuals, promoting a sense of shared humanity, and empowering

learners to become proactive and responsible global citizens. Through GCE, young people acquire essential skills that enable them to engage meaningfully with the world and contribute to creating a fairer and more sustainable society.

## 2. Incorporation of GCE in Schools Curriculum:

“Global Citizenship should be inculcated in the minds of the children from a very young age. It's not about being local or global, there's one more term which is 'Glocalization'. It's not localization or globalisation it is a hybrid of both which is called Glocalization. This education must be interdisciplinary for the upcoming generations. I don't think there are specific efforts being mounted at a very individual and community scale in India per say or for that matter in the education sector in India we know of. However it is very important that it should be incorporated” These words by Mr. Hrishikesh Garud, While the statement advocates starting Global Citizenship Education (GCE) early in a child's academic journey, emphasising the idea of "Glocalization" where local issues are seen in a global context and interdisciplinary methods are utilised, it notes India currently lacks focused endeavours in this area. However, incorporating GCE into the educational system is crucial to equip young people with the tools needed for global citizenship. A globally minded curriculum can help students understand worldwide connections and how individual actions may impact lives across borders, while also cultivating local awareness and diversity appreciation. With an intermediate depth of analysis comparing domestic and international angles, the statement underscores preparing youth for engaged global participation through educational initiatives promoting global partnership, cultural respect, and sustainable problem solving. These opinions were found to have a strong complement to the words “Global Citizenship Education is an excellent concept and most of the time in our education process we forget to teach all these values to our people. If only the students are made aware of their responsibilities this teaching would go a long way” which were stated by Ms. Nitu Thapliyal She insisted that all educational institutions must adopt GCE in their school curriculums as it will do nothing but benefit the students turning into Global Citizens.

## 3. Barriers faced in Incorporation of GCE in School Curriculums:

“It is a lot of theory and little practical if there's some field work associated with such programme or if there's practical internship which helps us get more information, where we actually work on it then just learning it and Rotaract/Rotary as an organisation has Global Peace Fellowships Masters and certificate programmes which are in synch with GCE. These are the words of Rtn. Rtr. Sushmita Valecha Bhatia (District Rotaract Representative RID 3142). Rotaract is a youth organisation working towards betterment of community, by training youth to actively participate in their communities, develop personally, while constantly working towards maintaining peace and harmony in the community. The conversation was a testimony to the ingenious integration of GCE into the curriculum which is facilitated through the norms of the National Education Policy, 2020.

### Hypothesis Testing:

Research techniques validate the hypotheses of the study. The data collected was examined and analysed using ANOVA.

#### 1. Education Level vs Impact Of CAH on Global Society

Null Hypothesis (H<sub>0</sub>): Crimes Against Humanity does not have a negative impact on Global Society.

Alternate Hypothesis (H<sub>1</sub>): Crimes Against Humanity has a negative impact on Global Society.



Table 6 - ANOVA test for hypothesis - 1

SUMMARY						
Groups	Sum	Average	Variance	F	P-value	F crit
Education Level	125	1.76056338	0.470423	14.59009	0.0002	3.908741
Impact of CAH on Global society	95	1.338028169	0.39839			

**Source: Primary Data**

To ascertain if there were any significant differences between the aspects of education level and people being aware about impact of CAH on global society a ANOVA was applied. The results are shown in the table above.

The calculated F value (14.59009) is greater than the F critical value (3.908741). The P value is less than 0.05 (5%) significance level. Hence, the null hypothesis (H<sub>0</sub>) is rejected at 5% significance level.

Therefore, the alternate hypothesis (H<sub>1</sub>): Crimes Against Humanity has a negative impact on Global Society.

Educational Level vs Incorporation Of GCE in educational institutions and its Positive impact on students evolving into a Global Citizen.

Null Hypothesis (H<sub>0</sub>): Incorporation Of GCE in educational institutions does not have an impact on students evolving into a Global Citizen.

Alternate Hypothesis (H<sub>1</sub>): Incorporation Of GCE in Educational institutions has an impact on students evolving into a Global Citizen.

Table 7 - ANOVA test for hypothesis - 2

SUMMARY						
Groups	Sum	Average	Variance	F	P-value	F crit
Education level	125	1.760563	0.470423	6.294964	0.013248	3.908741
Incorporation of GCE in schools	105	1.478873	0.424547			

**Source: Primary Data**

To ascertain if there were any significant differences between the aspects of education level and people wanting incorporation of GCE in school curriculum a ANOVA was applied. The results are shown in the table above.

The calculated F value (6.294964029) is greater than the F critical value (3.908741291). The P value is less than 0.05 (5%) significance level. Hence, the null hypothesis (H<sub>0</sub>) is rejected at 5% significance level.

Therefore, Incorporation Of GCE in Educational institutions has an impact on students evolving into a Global Citizen.

**2. Education Level vs Role and Impact of GCE in Prevention of CAH.**

Null Hypothesis (H<sub>0</sub>): GCE does not play an important role in prevention of Crimes Against Humanity.

Alternate Hypothesis (H<sub>1</sub>): GCE plays an important role in prevention of Crimes Against Humanity.

Table 8 - ANOVA test for hypothesis - 3 Source: Primary Data

SUMMARY						
Groups	Sum	Average	Variance	F	P-value	F crit
Educational Level	125	1.760563	0.470423	5.649718	0.018811	3.908741
Role of GCE in prevention of CAH	145	2.042254	0.526761			

To ascertain if there were any significant differences between the aspects of education level and people wanting incorporation of GCE in school curriculum a ANOVA was applied. The results are shown in the table above.

The calculated F value (5.649717514) is greater than the F critical value (3.908741291). The P value is less than 0.05 (5%) significance level. Hence, the null hypothesis (H<sub>0</sub>) is rejected at 5% significance level. Therefore, GCE plays an important role in prevention of CAH.

### Summary of Findings:

1. CAH has a negative impact on Global Society. It threatens the safety and well being of individuals and the survivability of the human race.
2. GCE plays a pivotal role in prevention of CAH. It helps individuals learn about empathy, upholding the dignity and rights of individuals, finding peaceful solutions to conflicts, global cooperation and peace building methods which helps eradicate the mindset to commit or favour CAH.
3. Incorporation of GCE in school curriculum effects on students evolving into a global citizen. Inculcation of GCE from such a young age will help students to explore their views and opinions on global citizenship and will also give them sufficient time to experience the gravity of gruesomeness of CAH.
4. GCE can also be implemented and carried out through clubs, committees and NGOs. By doing projects that foster a sense of global responsibility and borderless collaboration, standing for each other united and emerging through it as a global citizen, the research has proven that GCE can also be implemented through these bodies aside from the education system.
5. Multiple clubs and committees like Rotaract, Rotary, National Social Service (NSS) are already working towards evolving youth into global citizens and help inculcate learnings of GCE in practical ways and with active on field projects and activities.

**Suggestions:** throughout the research many qualitative and quantitative data was examined and interpreted based on which multiple suggestions can be given to policymakers to take a step ahead in bringing

global peace.

1. **Integration Of GCE as an exclusive subject in curriculum:** Developing and integrating a comprehensive GCE curriculum will help individuals learn about conflict resolution, Global responsibility and borderless collaboration. According to the primary data collected 59.2% of respondents think that GCE should be mandatorily implemented in schools. Respondents also suggested inclusion of topics such as student exchange, model united nations, seminars, empathy building, Systematic oppression and the history behind the world's current issues, Understanding culture, Acceptance of Certain past historical situation, Individual proactive Contribution towards peace and Prosperity, Role play and movies display having such topics, On ground Projects which can Help students to actually understand the current issue in the GCE curriculum.
2. **Inclusion of GCE through clubs, committees and NGO's:** It is not mandatory that GCE can only be taught through education, the value and principles of Global Citizenship can also be taught through activity and experiential learning by involving clubs, committees and NGO's. These bodies focus on developing youth into a responsible global citizen by giving them exposure to the impact of CAH and on ground experience of collaboration at international stage. Inclusion of GCE in such groups will not only provide assistance but also help the individuals learn about GCE and will also give them a chance to evaluate its impact first hand.
3. **Funding and Extensive In depth Research:** Government bodies should plan a funding scheme

to promote the awareness and impact of GCE as well as help in its incorporation in all corners of the world. In depth research should be conducted with adequate resources to further study the intersection of GCE and CAH and how effectively or creatively can GCE be used as a tool to create a more just and peaceful world.

4. **Government Involvement:** Incorporation of GCE and promotion of global citizenship at large scale will only be possible if government involvement is increased in its promotion and awareness. Government should come up with new initiatives or new education policies to smoothly incorporate GCE as part of the curriculum. They also play an important role and have a significant responsibility to demonstrate the values of international cooperation and unity.

**Conclusion:** The challenges brought by Globalisation and CAH and the pressing global demand for sustainability emphasises the significance of Global Citizenship Education (GCE) in the 21st century. Through a detailed examination of attitudes and awareness, cultural awareness, gravity of CAH, intersection of GCE with prevention of CAH, this research has determined that GCE strongly impacts the prevention of CAH.

This research also revealed certain important insights and findings. The research found that CAH has a very negative impact on global society as it directly threatens the survivability of the human race. The global crime rate index is rapidly increasing daily threatening the life and security of every individual without any discrimination. However, the research revealed the immense potential of GCE in tackling these challenges. By integrating GCE into the curriculum, students can cultivate empathy, a sense of

global responsibility and a deep respect for human rights. This will empower them to actively engage as global citizens. Moreover, the findings confirm the notion that implementing GCE in the school curriculum effectively influences students' growth as global citizens. By immersing themselves in diverse perspectives, practising critical thinking, and tackling real-world issues, students can deepen their appreciation for the richness of diverse cultures and comprehend the importance of global cooperation and unity. Furthermore, based on extensive research, it is evident that GCE serves as a significant solution against inhumane acts and it need not only be just implemented through curriculum but it can also be implemented through various associations and NGOs that aim to evolve youth into a responsible global citizen. By promoting ideals such as tolerance, respect, and social justice, through these bodies, GCE empowers people to actively contribute to ending tragedies.

The findings of this research underscore the essential role that GCE can play in fostering a society that upholds principles of equity, peace, and respect for all individuals. GCE has the potential to serve as a powerful tool in preventing CAH and building a more empathetic and inclusive future for generations to come. By empowering individuals to become informed and active global citizens, GCE significantly prevents atrocities and promotes human rights on a global scale. In order to fully leverage its potential, it is crucial to address and overcome the challenges associated with implementing GCE, while continuously evaluating, improving, and fine-tuning existing programs.

GCE is the blueprint to achieving the vision of being a global family.

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