Understanding GCED in Asia-Pacific: A How-to Guide for ‘GCED Taking It Local’

Asia-Pacific Regional Global Citizenship Education (GCED) Network
GCED “Taking It Local” Online Workshop for Master Trainers
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I. What is Global Citizenship Education?
II. UNESCO’s actions for GCED Taking It Local
III. Understanding GCED in Asia-Pacific: A How-to Guide for ‘GCED Taking It Local’
I. What is Global Citizenship Education?

**SDG Target 4.7**

“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.”

**Global indicator for SDG target 4.7**

“The extent to which ... **global citizenship education** ... [is] mainstreamed at all levels ...”
I. What is Global Citizenship Education?

Global Citizenship Education (GCED) - part of UNESCO’s vision of “Quality Education”

• To develop Education systems that are fit-for-purpose, relevant and adapted to face shared global challenges such as climate change, deepening inequalities, human rights abuses and increases in discrimination and intolerance;

• To bolster learners’ critical thinking, empathy, respect and appreciation of diversity, and enable them to take active roles in building a more peaceful, inclusive and secure world;

• To nurture a positive sense of identity that contributes to collective wellbeing, prevent the spread of violent extremist ideologies, combat hate speech and uphold the principle of the rule of law.
II. UNESCO’s actions for GCED Taking It Local

GCED Contextualization: linking conceptions of GCED to different world views—> Global citizenship education: taking it local (2018)

GCED Contextualization: linking conceptions of GCED to different regional views GCED: Taking It Local in Asia-Pacific (2019)
Purpose of the Guidebook

• The guidebook aims to utilize the findings from GCED: Taking It Local in Asia-Pacific (UNESCO Bangkok, 2019) to guide stakeholders to design and carry out workshops on GCED at local levels.

• The Guidebook targets both policymakers and teachers/educators with suggested approaches and activities.

Underlying Assumptions that inform the methodologies of the guidebook

• The deeper the understanding of policy makers and teachers/educators on GCED, the better integration of GCED into policies and classrooms.

• Local values/stories are created and popularized by its people, and if the connection of GCED notions and local values/stories can be made, the popularization of GCED also becomes easier.

• Local contexts are critical for teachers, learners and community members to understand GCED
Expected Results of Utilizing the Guidebook

- The guidebook is expected to promote knowledge of GCED and how to embed global competencies in local contexts, particularly the three notions of: respect for diversity, solidarity, and a shared sense of humanity.

- Understanding the abstract concept of GCED through the lens of local values/stories can enable stakeholders to embrace a seemingly “new” concept in the local communities.

- The three core GCED notions (respect for diversity, solidarity, and a shared sense of humanity) are evident in the local values/stories across the Asia-Pacific countries, therefore finding the connections within the local context would be a natural continuum.
Thank you!

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