Republic of Korea-UNESCO Collaboration on Quality Education in Asia and the Pacific
UNESCO Bangkok 27-29 July 2015
Holiday Inn, Bangkok, Thailand

Preparing Teachers for Global Citizenship Education
What is Global Citizenship Education?
Global education

“Education that seeks to meet the needs of the 21st century must be global in outlook.”
Fernando Reimers
Harvard Graduate School of Education

Inter-religious education

aims to enable learners to be wise global citizens, with knowledge and understanding of the other, respect for religious and philosophical diversity, and capacity to think critically and independently about the nature of religion and belief and the claims of faith and values.

Chater, M., Culham St Gabriel’s Trust, UK

Peace education

• Peace education prepares and nurtures learners with the knowledge, skills, capacities and attitudes necessary to confront and end violence (war) and injustice and promote a culture of peace.

• It is education that prepares people to think about and plan for alternatives – to change the future from the present.

• It is education both about and for peace.

Jenkins, T., Peace Education Initiative, The University of Toledo
It stands on many foundations, with an emphasis on how they inter-connect and support each other:

*universal principles*: human rights, inclusions, gender equality, non-discrimination, participation, empowerment, non-violence and respect for all

*transformative*, needs *action at the local level* and should be *contextualized* to help build peaceful and sustainable societies

Focus on the *role, relevance and content* of education
What is GCED?

- 3 core GCED conceptual dimensions

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Socio-emotional</th>
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<tbody>
<tr>
<td>• Knowledge, understanding and critical thinking about global issues and</td>
<td>• Sense of belonging to a common humanity, sharing values and responsibilities,</td>
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<td>the interconnectedness/interdependency of countries and different</td>
<td>and holding rights</td>
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<td>populations</td>
<td>• Empathy, solidarity and respect for differences and diversity</td>
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Behavioral

- Act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world

Why now?
Growing interest in GCED

Global citizenship and education in major world newspapers

September 2012
UN Secretary-General Mr. Ban Ki-moon launched the Global Education First Initiative

Why now?
Transnational challenges

- Globalization and regional economic integration
- Increased competition
- Population and demographic dynamics
- Sociocultural diversity
- Technological advances
- Conflict and natural disasters
- Internationalization of education

Why now?
Increasing population

Unresolved disparity

Proportion of population living on less than $1.25/day

Source: ADB, 2013. Key Indicators for Asia and the Pacific 2013
Ongoing armed conflicts

Global Peace Index – Asia-Pacific region

2008

2015

Source: Vision of Humanity website, Institute for Economic and Peace, July 2015
Increasing mobility and migration

Diversity in languages

Source: UN Office for the Coordination of Humanitarian Affairs
Mobile broadband and internet subscriptions

15 years of ICT growth: what has been achieved?

Appropriate skills and approaches needed to tackle global challenges
The road to Education 2030
Towards inclusive and equitable quality education and lifelong learning for all

1990: World Conference on EFA (Jomtien, Thailand)

2000: World Education Forum – EFA/MDG (Dakar, Senegal)

May 2012: Global Education for All Meeting (Muscat, Oman)

Aug 2014: Asia-Pacific Regional Education Conference (Bangkok, Thailand)

Nov 2014: World Conference on ESD (Nagoya, Japan)

May 2015: World Education Forum (Incheon, Republic of Korea)

September 2015: UN Summit for the Adoption of the Education 2030 Development Agenda (New York, USA)

Why now?
How can global citizenship be taught?
VALUES AND ATTITUDES

SKILLS & COMPETENCIES

EDUCATION

PRODUCTIVITY & SOCIAL CAPITAL

DEVELOPMENT (ECONOMIC & SOCIAL)

How?
Standardization? … but we are not all the same
The issue of quality: Assessment

Source: OECD Programme for International Student Assessment 2014 Database
Barriers to global citizenship

- Legacy of the current education system
- Outmoded curricula and learning materials
- Lack of teacher capacity
- Inadequate focus on values
- Lack of GCED leadership
How?

4. Global Citizenship Education must be a part of the school curriculum, and schools should engage in community projects, for example with learning groups based on students’ interests through which they can integrate theoretical contents to their realities. We also recommend the collaboration between schools from different parts of the world on specific local projects – working together to create change.

Youth are critical - as they are drivers of GCED

Family as they transmit values to their children

Educators from formal and non-formal sectors

Community Leaders as role models

ICT & Media as tools for constructive social engagement
The project: Preparing teachers for GCED

- Increase knowledge of GCED among teacher educators, teachers and school leaders
- Enhance capacity of teacher educators and teachers to deliver GCED contents
- Strengthen school leaders’ capacity in supporting and implementing GCED in their institutions

South Asia: Bhutan, India, Sri Lanka
Southeast Asia: Malaysia, Philippines, Thailand
East Asia: China, Japan, Republic of Korea
### Workplan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year-Quarters</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td><strong>Expected Result 1:</strong> Teacher educators, teachers and school leaders have increased their understanding and knowledge about GCED concepts and principles</td>
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<td>Activity 1: Map existence of GCED elements in the region, with reference to policies, curricular contents, modules, practices, pedagogies as well as key institutions/organizations active in promoting and supporting GCED</td>
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<td>Activity 2: Consolidate results of mapping exercise to align with UNESCO GCED curriculum framework</td>
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<td>Activity 3: Conduct a regional forum for teacher educators, teachers and school leaders to share key findings of mapping exercise and UNESCO GCED curriculum framework</td>
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<td>Activity 4: Create an on-line forum for teacher educators, teachers and school leaders to facilitate exchange of information to increase knowledge of GCED</td>
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<td><strong>Expected Result 2:</strong> Teacher educators and teachers are able to integrate GCED concepts and principles into the curricula and teaching practices</td>
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<td>Activity 5: Organize expert meeting to discuss framework for developing GCED modules/manuals with reference to outputs from Expected Result No.1</td>
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<td>Activity 6: Develop draft GCED modules/manuals on selected topics that are relevant to participating countries</td>
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<td>Activity 7: Pilot test and finalize GCED modules/manuals</td>
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<td><strong>Expected Result 3:</strong> School leaders are willing to support the integration of GCED into the education systems in their respective countries, results are disseminated and educational institutions, and project is evaluated</td>
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<td>Activity 8: Organize a seminar to enhance capacity of school leaders for integrating GCED into the curricula</td>
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<td>Activity 9: Conduct national training of trainers workshops to integrate GCED into the curriculum based on the modules/manuals developed</td>
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<td>Activity 10: Organize an international conference to share good practices and lessons learned</td>
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<td>Activity 11: Conduct evaluation of project and prepare project report</td>
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**Submission of Final Report**
Strategies

Increase knowledge of GCED among teacher educators, teachers and school leaders
• Map GCED elements
• Online portal and forum

Enhance capacity of teacher educators and teachers to deliver GCED contents
• Develop modules/manuals for teacher education and training
• Pilot test modules/manuals
• Training of trainers

Strengthen school leaders’ capacity in supporting and implementing GCED in their institutions
• Increase awareness and capacity of school leadership
GCED is about **what** students learn just as much as **how** they learn

Enhance capacity of teachers to transmit appropriate and relevant knowledge and skills about global citizenship

Students can be equipped to actively and collectively address and resolve issues and challenges within and beyond their own environment
Teacher education curriculum and innovative pedagogy

Examples of learning activities:
• stories that engage students’ empathy and introduce concepts, skills, values, and problem-solving supportive of citizenship and peace-building behaviour
• game-like structured activities and role play/skits that help students to develop fundamental concepts, skills and values for behavior change and values development
A pedagogical guidance on global citizenship education

Global Citizenship Education: Age-specific Topics and Learning Objectives

• provides suggestions for translating GCED concepts into age-specific topics and learning objectives that allows for adaptation to local contexts

• features examples of approaches to GCED in different settings, considerations in the teaching and learning process and environment, and evaluation of GCED
ICT-supported collaborative learning

**KFIT International School Project (KISP)**

**JFIT Telecollaborative projects on reorienting teacher education towards EFA and ESD**

How?
Fostering digital citizenship through safe and responsible use of ICT

Mapping of existing initiatives

Advocacy Campaigns

Regional research

Regional Guide for Teachers

Policy Recommendation

Clearinghouse for GCED

In Focus

Global Citizenship Education for a just, peaceful, inclusive and sustainable world: a conceptual framework and its application in the field

The Seminar held at UN HQs entitled, "Global Citizenship Education for a Just, Peaceful, Inclusive, and Sustainable world: A Conceptual Framework and its Application in the Field" was co-organized by the Permanent Missions of France, Nigeria, Qatar and the Republic of Korea, the United States Mission and the United Nations Educational, Scientific and Cultural

Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all

The "Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all" was signed and adopted at the end of the World Education Forum 2015 (WEF 2015) by over 130 Education Ministers and more than 1500 participants. The Declaration marks an important step in the development of international education policy.

Global citizenship education: topics and learning objectives

This publication, titled Global Citizenship Education: Topics and learning objectives, is the first pedagogical guidance from UNESCO on global citizenship education. It is the result of an extensive research and consultation process with experts from different parts of the world. This guidance draws on the UNESCO publication Global Citizenship Education: Preparing

http://www.gcedclearinghouse.org/
Stakeholders

Member States entities, e.g.;
Policy makers, academia, teacher educators, teachers, students, local communities, families, etc.

International organizations and NGOs, e.g.:
UNESCO institutes and centres

Private sector, e.g.:
Intel, Microsoft, Foundations, Banks, etc.

Networks, e.g.:
ASPNet Schools, youth networks, etc.
Thank you

For more information:
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