Global Citizenship Education (GCED) in the Asia-Pacific: 

*Overview of UNESCO work*

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“Preparing Teachers for Global Citizenship Education”
27-29 July 2015, Holiday Inn, Bangkok
1. What is GCED?

2. What is UNESCO Bangkok doing on GCED at the regional level?

3. What are the linkages with global work on GCED?
What is GCED?

- There is no single definition...

- It stands on many foundations, but takes the agenda further, emphasizing how they inter-connect and support each other.

- The focus is on the *role, content* and *relevance* of education.

- Emphasis on the *non-cognitive* aspect of learning:
  - Values, attitudes, well-being
  - Increasing attention to ‘learning to be’, ‘learning to live together’, ‘learning to do’ and ‘learning to know’
  - Respect for human rights, social justice, diversity, gender equality and environmental sustainability
What is GCED? (cont’d)

Box 1: Core conceptual dimensions of global citizenship education

**Cognitive:**
To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

**Socio-emotional:**
To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

**Behavioural:**
To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

GCED at the regional level: UNESCO
Bangkok’s work – An overview

- Educating for Sustainable Futures project (instilling relevant values into both formal and informal curricula and community trainings) – Cambodia, Lao PDR, Malaysia, Philippines

- ERI-Net Phase III study on teacher preparation for globalization and regionalization

- Work on school-related gender based violence (SRGBV) and bullying on the basis of sexual orientation and gender identity expression (regional consultations, advocacy campaigns, research)

- Fostering Digital Citizenship through Safe and Responsible Use of ICT (regional policy review, national reviews, workshop planned for September 2015)

- UNertia – youth campaign focused on environmental awareness
GCED at the regional level: UNESCO
Bangkok’s work: Learning to Live Together

  
- Regional study focused on 10 countries: Afghanistan, Australia, Indonesia, Malaysia, Myanmar, Nepal, Philippines, Republic of Korea, Sri Lanka & Thailand

- **Focus on national policy frameworks, curriculum, teachers, assessment**
Launched in June 2014 as a follow-up to the learning to live together study, with an aim of promoting learner wellbeing and holistic development

**Activities:** desk study, survey, seminar

**Aim:** to promote happiness in schools and document best practices to develop a Happy Schools Framework

**Initial findings show three broad categories for a Happy School:** *people, process & place*
Global and regional fora:
- First International Forum on GCED: December 2013, Bangkok: focus on clarification of the conceptual issues around GCED
- Second International Forum on GCED: January 2015, Paris: focus on implementation, future policy directions, partnerships
- Central Asia Sub-Regional Workshop: 15-16 October, Almaty (Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan)

Measurement work: GCED & ESD measurement ad-hoc team, Learning Metrics Task Force, relationship with IEA

Development of teacher’s guide on managing classroom learning in relation to countering violent extremism and radicalization
What are the linkages with global work on GCED?: *GCED Topics and Learning Objectives* publication (UNESCO HQ + APCEIU)

- A resource for educators, curriculum developers, trainers, policymakers, etc.

- Identifies key topics and breaks down how these can be translated into learning objectives for different school levels/age groups

- Designed for flexibility, adaptation, contextualization and can be used to build on existing work in related areas (e.g. civic education, human rights education, ESD, peace education, etc.)

- Topics and learning objectives are not exhaustive, nor closed to the integration of new issues
B.1 Topic: Local, national and global systems and structures

Pre-primary & lower primary (5-7 years)

Learning objective: Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship

Key themes:
- The self, family, school, neighbourhood, community, country, the world
- How the world is organized (groups, communities, villages, cities, countries, regions)
- Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)
- Why rules and responsibilities exist and why they may change over time

Upper primary (9-12 years)

Learning objective: Identify governance structures and decision-making processes and dimensions of citizenship

Key themes:
- Basic local, national and global governance structures and systems and how these are interconnected and interdependent (trade, migration, environment, media, international organizations, political and economic alliances, public and private sectors, civil society)
- Similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold them (including looking at history, geography, culture)
- Similarities and differences in how citizenship is defined
- Good governance, rule of law, democratic processes, transparency

Lower secondary (12-15 years)

Learning objective: Discuss how global governance structures interact with national and local structures and explore global citizenship

Key themes:
- National context and its history, relationship, connection and interdependence with other nations, global organisations and the wider global context (cultural, economic, environmental, political)
- Global governance structures and processes (rules and laws, justice systems and their interconnections with national and local governance systems)
- How global decisions affect individuals, communities and countries
- Rights and responsibilities of citizenship in relation to global frameworks and how these are applied
- Examples of global citizens

Upper secondary (15-18+ years)

Learning objective: Critically analyse global governance systems, structures and processes and assess implications for global citizenship

Key themes:
- Global governance systems, structures and processes, and the way that regulations, politics and decisions are made and applied at different levels
- How individuals, groups, including the public and private sectors, engage in global governance structures and processes
- Critical reflection so what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)
- Inequalities between nation states and their implications for exercising rights and obligations in global governance
Thank you!!!