Preparing Teachers for Global Citizenship Education

Technical Meeting to Develop a Modality for Teachers to Embed GCED into the Curriculum

27 February – 1 March 2017, Bangkok, Thailand

Organized by UNESCO Asia and the Pacific Regional Bureau for Education, Thailand

Concept Note

Background

UNESCO Bangkok is implementing a project, Preparing Teachers for Global Citizenship Education, with support from the Korean Funds-in-Trust, to build the capacity of teachers so that they can enable their students to understand, engage and assume active roles in addressing and resolving local and global challenges.

Global citizenship education (GCED) is an education that

(i) encourages learners to analyse real-life issues critically and identify possible solutions creatively and innovatively;
(ii) supports learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups systematically under-represented or marginalized;
(iii) respects differences and diversity;
(iv) focuses on engagement to bring about desired changes; and
(v) involves multiple stakeholders, including those outside the learning environment in the community and in the larger circle of the society.

In line with UNESCO’s efforts to support Member States in integrating GCED into their education systems, this project aims to:

- increase knowledge and understanding of GCED among teacher educators, teachers and school leaders;
- enhance capacity of teacher educators and teachers to deliver quality GCED contents using innovative and appropriate pedagogies and technologies; and
- strengthen the capacity of school leaders in supporting and implementing GCED in their institutions.

Nine countries in Asia (listed below) were selected to participate in the project, representing the rich and diverse social, economic, political and cultural landscapes of the region, while sharing several similarities and values:

- South Asia (Bhutan, India, Sri Lanka)
- Southeast Asia (Malaysia, Philippines, Thailand)
- East Asia (China, Japan, Republic of Korea)

One component of the project was a mapping exercise to provide an overview of GCED-related policies, curricular contents, modules, practices and pedagogies in the region. Key institutions/organisations actively working on GCED were also identified to facilitate
partnerships and collaboration whenever possible. The results of this activity helped to pinpoint gaps and entry points for interventions for another component of the project, which is to enhance the capacity of teacher educators, teachers and school leaders to integrate GCED into the curriculum and teaching practices. To plan and implement this second component, a meeting with a group of experts was held in October 2016 in Bangkok, Thailand. The experts proposed the development of template(s) that can be easily adapted and used by teacher educators and teachers to meet their respective needs and conditions.

Based on these outcomes, UNESCO Bangkok is organizing a technical meeting on 27 February-1 March 2017 in Bangkok, Thailand, to finalize the modality for helping teachers embed GCED into the curriculum and teaching practices. The primary focus will be the development of a framework for the template(s), including the contents, pedagogies, delivery formats, resources needed and action plans. This framework will guide a core group of resource persons with expertise in GCED-related contents and pedagogies as well as e-learning developers to produce the template(s) and complementary materials (e.g., sample lesson plans for specific themes and topics, short video clips of innovative pedagogies, etc.)

To ensure that the template(s) and materials developed will address the concerns and match the requirements of the target groups, participants from the nine countries are invited to attend the meeting and contribute to the discussion and planning exercise in consultation with experts and key partners.

Objectives of the meeting

The specific objectives of the meeting are to:

- Provide an overview and key milestones of the project
- Identify and discuss the key issues facing teacher educators, teachers and school leaders in embedding and integrating GCED into their curriculum and teaching practices
- Develop the scope and framework for the template(s), including contents, pedagogies and resources, etc.
- Establish a core group of experts and resource persons to develop the template(s)
- Identify country teams and formulate action plans at the national level, including roles, tasks, timelines, etc.

Expected outcomes

- Core group of experts and resource persons established, with clear roles and tasks
- Framework for template(s) developed
- Country teams established with clear roles and tasks
- Action plans and timeframe developed
Participants

The meeting will involve about 70 participants as follows:

- Experts and resource persons
- 6 representatives per country (2 policy makers, 2 teacher educators, 2 school leaders)
- Partner institutions (e.g., APCEIU, British Council, e-learning developers)
- UNESCO staff

Dates

27 February – 1 March 2017

Venue

Bangkok, Thailand

Tentative programme

Day 1, 27 February 2017

- Welcome and introduction of participants
- Overview of project and key milestones
- Overview of GCED concept and resources available
- Introduction of core group of experts and resource persons, their roles and expected tasks
- Interactive sessions on innovative and transformative pedagogies
- Welcome dinner

Day 2, 28 February

- Group work to identify key issues, constraints and challenges for integrating GCED into teacher education and school curriculum in the respective countries, reflecting on presentations and activities from Day 1 – what will work and what will not
- Development of scope and framework for the template(s) – outline, key elements, contents, pedagogies, resources needed, timeframe

Day 3, 1 March 2017

- Identify country teams, focal points, roles and tasks
- Formulate action plans to prepare pilot testing of template(s) in each country
- Next steps and timeframe

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