Technical Meeting to Develop a Modality for Teachers to Embed GCED into the Curriculum
27 Feb – 1 March 2017, Bangkok

Preparing Teachers for Global Citizenship Education
The vision ...

SUSTAINABLE DEVELOPMENT GOALS

1. NO POVERTY
2. NO HUNGER
3. GOOD HEALTH
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. RENEWABLE ENERGY
8. GOOD JOBS AND ECONOMIC GROWTH
9. INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE AND JUSTICE
17. PARTNERSHIPS FOR THE GOALS
SDG 4
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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
What is GCED?

• 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
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.

How can global citizenship be taught?

- human rights
- peace
- responsibility
- critical thinking
- empathy
- respect
- What should we teach young people to make them global citizens?
How can global citizenship be taught?

Barriers to global citizenship education

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

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
How can global citizenship be taught?

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
The project: Preparing teachers for GCED

**The objectives**

- 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
The project: Preparing teachers for GCED

The 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
## The 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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</thead>
<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>
<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></td>
<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>
<td>Activity 3: Organize expert meeting to discuss framework for developing GCED modules/manuals with reference to outputs from Expected Result №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>
<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**
Component 1: Knowledge sharing

National mapping results

Bhutan
India
Sri Lanka
Malaysia
Philippines
Thailand
China/Hong Kong
Japan
Rep of Korea

Policy/Curriculum ■ Course at Teacher Institute ■ Project on teacher training ■ Research/Modules
Component 1: Knowledge sharing

GCED activities of key partner institutions

- Policy Development
- Teachers’ Professional Development
- School level
- Knowledge Sharing
- Networking & Partnerships

Pie chart showing the distribution of GCED activities by type:
- Policy Development: 13
- Teachers’ Professional Development: 28
- Knowledge Sharing: 7
- School level: 8
- Networking & Partnerships: 8
## Component 2: Capacity building

<table>
<thead>
<tr>
<th>Activity</th>
<th>Jan-June 2017</th>
<th>June 2017-May 2018</th>
<th>June 2018-May 2019</th>
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<tbody>
<tr>
<td>Organize regional technical consultation meeting in Bangkok to develop framework of teaching module/template and national action plans inviting 9 pilot countries</td>
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<td>Feb</td>
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<td>Develop teacher training module/template, including finalization of module after pilot testing</td>
<td>March-May</td>
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<td>Convene regional workshop to introduce the draft teacher training module to country teams who attended the Feb technical consultation meeting</td>
<td>June</td>
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<tr>
<td>Prepare national plans for introducing module/template to TEIs and schools in 9 countries, including translation into local languages and pilot testing module/template</td>
<td>Mar 2017 – June 2018</td>
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## Component 3: School leadership

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<tr>
<th>Activity</th>
<th>June 2017-May 2018</th>
<th>June 2018-May 2019</th>
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<tr>
<td>Organize seminars to enhance capacity of school leaders, introducing the finalized module/template (in collaboration with APCEIU)</td>
<td>2017 + 2018</td>
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<td>Organize national training workshops to expand use of module/template</td>
<td>Jan-May 2018</td>
<td>June-Dec 2018</td>
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<td>Organize an international conference on teacher training &amp; GCED (in collaboration with APCEIU)</td>
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<td>June-Nov 2018</td>
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<td>Conduct an external evaluation of the project</td>
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<td>Jan-April 2019</td>
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Objectives

- 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, including contents, pedagogies and resources, etc.
- Establish a core group of experts and resource persons to develop the template
- Identify country teams and formulate action plans at the national level, including roles, tasks, timelines, etc.
The technical meeting

Expected outcomes

- Increased understanding of GCED content and pedagogy
- Core group of experts and resource persons established, with clear roles and tasks
- Framework for template developed
- Country teams established with clear roles and tasks
- Action plans and timeframe developed
The technical meeting

Very welcomed outcomes

- An enjoyable and productive meeting
- Strong network established
- Commitment to work together
- Friendship developed
Thank you

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