Technical Meeting to Develop a Modality for Teachwers to Embed GCED into the Curriculum, UNESCO Asia & the Pacific Regional Bureau of Education, Bangkok, Thailand, 27 Feb – 1 March, 2017

GCED: Conceptual Underpinnings

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Our world today is full of

CONTRADICTIONS & CRISSES

ACCELERATED INDUSTRIALIZATION & URBANIZATION
MASS CONSUMPTION & CONSUMERISM
ADVANCED TECHNOLOGIES
YET DESPITE SUCH MATERIAL AND TECHNOLOGICAL “PROGRESS”

“UNLIMITED” ECONOMIC GROWTH

&

“BOUNDLESS” CONSUMERISM

HUMANITY & PLANET EARTH ARE STILL SUFFERING FROM ......
CYCLES of ARMED CONFLICT, MILITARIZATION AND DIRECT VIOLENCE
PERVASIVE VIOLATIONS OF HUMAN RIGHTS
STOP DRUG-RELATED HUMAN RIGHTS VIOLATIONS!
STOP DRUG-RELATED EXTRA-JUDICIAL KILLINGS!
SUGPUIN ANG ILEGAL NA DROGA, SIGLTAS ANG BIKTIMA! RISE UP

ATTACKS RISE 275% SINCE 2016

ISLAMOPHOBIA IN THE UK UP 275%, WOMEN HARASSSED MOST OFTEN

BASIC HUMAN RIGHTS = WORLD PEACE
DEEPENING POVERTY & INEQUALITIES
ENVIRONMENTAL DESTRUCTION & ECOLOGICAL CRISIS
LOSS OF INNER PEACE

Evolution of global suicide rates 1950-2000
(per 100,000)

- Males
- Females

World Health Organization, 2002
Crises and contradictions reflect the challenges of transforming a culture of violence to a culture of peace.

Peace is multidimensional and complex

No longer just the absence of “wars”
Peace or a culture of peace encompasses the resolution or transcendence of multiple form and dimensions of conflicts, violence and peacelessness in all levels and contexts of life, including:

- Direct or physical violence (wars, armed conflicts, domestic violence, etc.)
- Structural violence or the violence due to economic and social injustices,
- The violation of human rights,
- Cultural violence manifested in intolerances, xenophobia, ethnic discrimination or racism,
- Environmental destruction and increasingly
- A lack of inner peace
dismantling a culture of war
living with justice and compassion
promoting human rights & responsibilities
building intercultural respect, reconciliation & solidarity
living in harmony with the earth
cultivating inner peace
Culture Of Peace

Peace Education: A Holistic Framework
Role of education in building a culture of peace recognized as indispensable

Hence emergence of diverse fields of transformative education, such as:

- Peace education
- Education for a culture of peace
- Disarmament education
- Education for conflict resolution /transformation
- Human rights education
- Education for international understanding
- Development education - Education for Local/Global Justice
• Intercultural or multicultural education
• Values education
• Global Education
• Civic education
• Citizenship education
• Futures education
• ESD (Education for sustainable development/futures)
• Educating for Gross National Happiness
• Educating for 21st century skills
• Education for preventing extremist violence
• Global citizenship education (GCED)

Metaphor of “river” of transformative education
GLOBAL CITIZENSHIP EDUCATION (GCED) most recently advocated field of transformative education.

However, it is conceptually not totally “new”.

Recognize interconnections and complementarities among various fields of transformative education.
Catalyzed by The Global Education First Initiative (GEFI), launched in 2012 by UN Secretary-General Ban Ki-Moon in September 2012 to accelerate progress towards the Education for All goals and the education-related Millennium Development Goals.

GEFI has 3 Priorities:

• put every child in school

• improve the quality of learning

• foster global citizenship
UNESCO lead agency for promoting GCE – many partners, including APCEIU

Global Citizenship Education: An Emerging Perspective

Technical Consultation on Global Citizenship Education organized by UNESCO and the Republic of Korea (Ministries of Foreign Affairs and of Education, and APCEIU) in Seoul, 9-10 September 2013

UNESCO World Forums on Global Citizenship Education:

Global EFA Meeting, Muscat, Oman (2014)

World Education Forum, Incheon (May 2015) – Incheon Declaration
Several GCED meetings and conferences at local, national & international levels on GCED (e.g. APCEIU conferences, 2016; Gyeongju, Republic of Korea, 30 May - 1 June 2016 - 66th United Nations DPI

Forthcoming meetings (2017):

Technical Meeting to Develop a Modality for teachers to Embed GCED into the Curriculum, Bangkok, Thailand, Feb 27- March 1.

PERSPECTIVES ON GLOBAL CITIZENSHIP

WHY is GCED needed?

From GCED – UNESCO outcome document:

• Education in a globalized world recognizes importance of values and communication skills to complement cognitive knowledge and skills.

• Relevance of education in understanding and resolving social, political, cultural and global issues (peace, human rights, equity, acceptance of diversity, sustainable development)

• Increasing interdependence and interconnectedness of people and places’
• need to think and act globally and locally at the same time;

• increased migration flows;

• need “to learn to live together”

• global context of increased tensions and conflicts requiring global solutions (e.g. climate change, WMDs, migration)
GLOBAL CITIZEN – characteristics

• “citizenship beyond borders”, or “citizenship beyond the nation-state”

• “planetary citizenship’, focusing on the global community’s responsibility to preserve planet Earth.

• not a legal status - a sense of belonging to the global community and common humanity.
shift from passive to active citizenship - Active citizens seek to participate actively and fully in all dimensions (political, economic, social and cultural) of societal life.

active citizens concerned not only with building a society that meet their own rights and well-being, but also the rights and well-being of all other peoples.

generate engagement through civic actions in the public domain to promote a better world and future based on human rights, democracy, justice, non-discrimination, diversity and sustainability.
Global citizenship encompasses also local and national dimensions of active citizenship.

An effective global citizen should simultaneously be an active and effective local and national citizen. (i.e. GLOCAL citizens).

So GCED encompasses not only GLOBAL issues and themes; it also educates citizens to be active in transforming LOCAL and NATIONAL conflicts and problems toward a more peaceful, just and sustainable nation and society.
Apart from the lack of specific political rights (e.g. voting, standing for political office), temporary and permanent residents who have not yet gained legal citizenship of a society also have the responsibilities of a “global citizen”.
GCED in the curriculum:

Premised on principle of lifelong learning

All levels and forms:

formal – from early childhood to university;
non-formal;
informal;
TVET;
adult, community

Linkages among formal, non-formal and informal education
Separate subject or course on GCED feasible

Integration or infusion across all learning areas considered more impactful

Whole school approach – interconnect with parents, families, communities and CSOs and other institutions outside educational system

However, in linking GCED with the Delors “4 Pillars”, avoid reducing GCED to the “Learning to Live Together” (LTLT) pillar- all the other pillars (to know, to do, to be) are equally relevant and interdependent;
Core conceptual dimensions of global citizenship education include:

(1) **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”;

(2) **Socio-emotional**: “to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for difference and diversity”

(3) **Behavioral** capacities to “act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world”.

“Global citizenship education aims to enable learners to:

• develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;

• recognise and appreciate difference and multiple identities ………and our common humanity, and develop skills for living in an increasingly diverse world;
• develop and apply critical skills for civic literacy ........

• recognise and examine beliefs and values and how they influence political and social decision-making, ......and civic engagement;

• develop attitudes of care and empathy for others and the environment and respect for diversity;
• develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;

• participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.”
Pedagogy in GCED

• not only oriented to educating learners to understand content (cognitive knowledge)

• processes of education (pedagogy) needs to be also consistent with vision and goals of GCED or other fields of transformative education;

• limitations of prevailing dominant “banking”, hierarchical and over-competitive model of education
Global citizenship education draws on principles and strategies of critical pedagogies, including:

• **Holism**: a holistic perspective of all conflicts and crises;

• **Dialogue**: dialogical, participatory and creative processes of teaching and learning;

• **Formation of values** reflective of peaceful persons and a peaceful world;

• **Critical empowerment** of citizens to engage in personal and social action to build a peaceful, just, respectful, compassionate, harmonious and sustainable world.
Dialogical creative pedagogies include:

- Brainstorming
- Web charting
- Story-telling
- Role-playing
- Simulation, talk-show, rallies …
- Talking circles
- Drama, popular theatre
- Poetry
- Group analysis
- Dancing
- Games
- Painting, posters, murals
- Field project (PBL)
- Design thinking
- Social media
- Games
- Content analysis
- Dancing
- Appreciative inquiry
- Meditation
- Singing, song composition
- Games
- Field project (PBL)
- Social media
- Talking circles
- Meditation
- Appreciative inquiry
- Singing, song composition

Etc. .......................... ..........................
**UNESCO (2014) GCED Topics and Learning Objectives (pg. 26)**

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<th><strong>DOMAINS OF LEARNING</strong></th>
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<td><strong>COGNITIVE</strong></td>
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<td><strong>KEY LEARNING OUTCOMES</strong></td>
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<td>Leaners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency...........</td>
<td>Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity and respect for differences and diversity</td>
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<td>Leaners develop skills for critical thinking and analysis</td>
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<td><strong>KEY LEARNER ATTRIBUTES</strong></td>
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<td>Informed and critically literate.......</td>
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<td><strong>LEARNING OBJECTIVES BY AGE/LEVEL</strong></td>
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Assessment and evaluation in GCED:

- “What are the core areas of learning to be addressed in a comprehensive assessment and evaluation plan?”

- “How will we know if learners are successfully learning? What indicators can be used?”

- “What will we accept as evidence of learners’ understanding and skill development?”

- What types of assessment will be most useful to collect evidence of learning?”
Assessment and evaluation of GCED include:

**Processes** (e.g. teaching and learning practices, learner engagement)

**Outcomes** (e.g. individual and group knowledge, skills, values and attitudes and achievements)

**Contextual issues** (e.g. curriculum documents, teaching-learning resources, institutional policies, teaching competencies, administrative commitment and support, resources, learning environment, community relationships)
Leadership in GCED:

• Administration based on values and principles consistent with GCED (democratic, participatory, culture of peace, gender sensitive, sustainable, human rights, sustainability) etc

• Whole school approach – engage students and educators with community and society; link with CSOs and other institutions outside educational system;

• Empowering youth to be engaged in building a culture of peace at personal, interpersonal and social levels

• Address challenges facing vulnerable and marginalized groups

• Respect for cultural diversity and overcoming discrimination
Link between GCED and Education 2030

World Education Forum 2015, Incheon, Republic of Korea, 19-22 May, 2015

Organized by UNESCO, UNICEF, World Bank, UNDP, UN Women, UNHCR
to develop a new vision of education for 2015-2030

1600 participants from 160 countries, including:
• Ministers and official delegations
• Multilateral & bilateral organizations
• Civil society representatives
• Teaching profession
• Youth
• Private sector.
Central vision of May 2015 Incheon Declaration on Education 2030: Towards inclusive and equitable quality education and lifelong learning:

“Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and its corresponding targets.”
It is transformative and universal, attends to the ‘unfinished business’ of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability.
Quality education and GCED

• Foundational literacy and numeracy skills and new technological skills in ICT essential but not sufficient.

• Education should not be reduced to narrow aim of producing skilled workers.

• As Education 2030 centrally advocates, quality education also must develop “the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED)” as well as “human rights education and training in order to achieve the post-2015 sustainable development agenda”.
SDGs and GCED

SDG Goal 4  Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

GCED affirmed as a target in SDGs:

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 nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.
In implementing GCED, need to acknowledge where applicable, existing other interrelated fields of education dedicated to transforming prevailing societal realities from local to global levels such as:

• human rights education;
• education for international understanding (EIU)
• peace education or education for a culture of peace,
• education for nonviolence
• education for conflict resolution or transformation,
• development education or education for local and global justice,
• intercultural or multicultural education,
• education for interfaith dialogue
• values education
• global education
• civics education
• citizenship education
• education for gender equality
• Education for preventing extremist violence
• Futures education
• Education for inner peace
• Mindfulness education
• Educating for Gross National Happiness

…………….
All these diverse albeit interrelated and complementary fields in transformative education clearly share common values, principles, knowledge and strategies in promoting the Incheon Declaration’s “humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability.”
Recognize **synergies and complementarities** between GCED and other interrelated fields of transformative education.

GCED is framed as one field of transformative education rather than as the “central box” or “overarching” concept into which are “fitted” all other interrelated fields.

**River and tributaries metaphor**

Mutual sharing of ideas, experiences, resources, achievements, best practices and challenges
Interconnections between GCED and these other fields need to be clarified while highlighting that GCED, in terms of vision, goals and objectives, is not a totally “new” concept within educational systems.

In promoting GCED, constructive to draw on lessons learnt from other transformative fields of education and available resources.

Acknowledge that in specific contexts (local, national), the latter may continue to have priority. Likewise, other fields can similarly be enriched by GCED.
In sum, **Global citizenship education** seeks to:

- develop citizens who have the values, attitudes, knowledge, capacities and skills to actively and responsibly participate in all dimensions of societal development at local, national and global levels;

- promote a critical consciousness and understanding by citizens of the root causes of multiple conflicts in local, national and global levels of life, including the interconnection of global relationships and structures with local and national realities; and

- empower such active citizens to engage in personal and social action to build a peaceful, just, compassionate, loving, respectful and sustainable world
SIGNS OF HOPE of ACTIVE CITIZENSHIP

Citizens building Zones of Peace amidst armed conflict and war

Peace talks and peace agreements to end wars and armed violence
Teachers, parents and students advocating conflict resolution, violence prevention, anti-bullying and mediation in schools.
Grassroots urban and rural poor communities promoting equitable and sustainable development

Fair Trade campaigns
Women organizing for gender-equity, women's human rights and freedom from violence.
NGOs and individuals working courageously to defend human rights and freedoms (e.g., refugees, child labourers, political detainees, women migrant workers, Indigenous peoples, and others)
Global/local citizens taking action against discriminations and racism
Promoting interfaith dialogue for a culture of peace
Struggles of Indigenous peoples for rights to self-determination and cultural survival.
Movements and individuals challenging environmental destruction and promoting sustainable development and lifestyles.
Citizens cultivating inner peace

"Never be in a hurry; do everything quietly and in a calm spirit. Do not lose your inner peace for anything whatsoever, even if your whole world seems upset." — St. Francis de Sales

"Your task is not to seek for love, but merely to seek and find all the barriers within yourself that you have built against it."

— RUMI

GLOBAL COMPASSION
SUMMIT 2016
Mindfulness & Compassion In Daily Life
If we are to have peace on earth... our loyalties must transcend our race, our tribe, our class, and our nation; and this means we must develop a world perspective.

— Martin Luther King, Jr.
Democracy is not the right to go and buy what you want, it is the responsibility to be accountable to everyone around you. Democracy begins with freedom from hunger, freedom from unemployment, freedom from fear, and freedom from hatred. To me, those are the real freedoms on the basis of which good human societies are based.

VANDANA SHIVA
"My humanity is bound up in yours, for we can only be human together."

Desmond Tutu
Peace does not mean just to stop wars, but also to stop oppression and injustice.

— Tawakhol Karman
We are not myths of the past, ruins in the jungle, or zoos. We are people and we want to be respected, not to be victims of intolerance and racism.

-Rigoberta Menchú Tum
1992 Nobel Peace Prize Winner
“It's the little things citizens do. That's what will make the difference. My little thing is planting trees.”
-Wangari Maathai, Kenyan environmentalist & 2004 Nobel Peace Prize Winner

2013 Earth Week Heroes from Renewable Choice
Walk and touch peace every moment.
Walk and touch happiness every moment.
Each step brings a fresh breeze.
Each step makes a flower bloom.

- Thich Nhat Hanh