Preparing Teachers for Global Citizenship Education

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The vision …
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?
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.
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

- 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
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
Figure 1: National mapping results
**Figure 2:** GCED activities of key partner institutions
Examples of GCED resources

- British Council: An Introduction to Core Skills for Teachers
- Oxfam:
  (i) Education for Global Citizenship: A Guide for Schools
  (ii) Education for Global Citizenship: A Guide for Teachers
  (iii) Building Successful School Partnerships
  (iv) Math and Global Citizenship
  (v) English and Global Citizenship
  (vi) Science and Global Citizenship
- UNICEF:
  (i) Exploring our Roles as Global Citizens: An Educator’s Guide (Grades 3–5)
  (ii) Global Citizenship: A High School Educator’s Guide (Grades 9-12)
Knowledge sharing

Clearinghouse for GCED

http://www.gcedclearinghouse.org/
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**

*Capacity building*
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
School leaders

- To enable the school leaders to have a deeper understanding of EIU/GCED in fostering a Culture of Peace

- To promote the sharing of experiences, best practices and ideas on cross-cultural school exchanges to enhance mutual understanding
### Workplan

#### Expected Result 1: Teacher educators, teachers and school leaders have increased their understanding and knowledge about GCED concepts and principles

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<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>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 and increase knowledge of GCED.</td>
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#### Expected Result 2: Teacher educators and teachers are able to integrate GCED concepts and principles into the curricula and teaching practices

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<tr>
<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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#### Expected Result 3: 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

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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**
| Expected Result 2: Teacher educators and teachers are able to integrate GCED concepts and principles into the curricula and teaching practices | Activity 5: Organize expert meeting to discuss framework for developing GCED modules/manuals with reference to outputs from Expected Result N°1 | Activity 6: Develop draft GCED modules/manuals on selected topics that are relevant to participating countries | Activity 7: Pilot test and finalize GCED modules/manuals | Next steps |
Next steps

Preparation of modules for teachers

Potential options:

(i) generic in nature to provide an overview about GCED;
(ii) topic-based, e.g. media literacy, shared history, prevention of violent extremism; and
(iii) subject-based, e.g., GCED in social studies. However, the final decisions will be made at a later point in consultation with experts and partners.
Learning to Live Together

• Learning to Live Together: Education Policies and Realities in the Asia-Pacific (2014)

• Regional study of 10 countries: Afghanistan, Australia, Indonesia, Malaysia, Myanmar, Nepal, Philippines, Republic of Korea, Sri Lanka and Thailand

• Focus on national policy frameworks, curriculum, teachers, assessment
Happy Schools Project

- 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 and place

In conjunction with the International Day of Happiness, the report was launched on 25 March 2016
Fostering digital citizenship through safe and responsible use of ICT

Promoting Intercultural Dialogue and a Culture of Peace in South-East Asia through Shared Histories

Aim: to develop and promote innovative educational materials on the shared histories of South-East Asia

- Stakeholders are aware of the role quality history teaching can play in the promotion of regional mutual understanding and respect
- Teachers in South-East Asia have the opportunity to promote mutual understanding by using educational materials on South-East Asian Shared Histories
Media Literacy Curriculum for teachers

• A tool that provides teachers with the key competencies on MIL
• 3 key curriculum areas:
  - Knowledge of media and information for democratic discourses and social participation
  - Knowledge of media and information for democratic discourses and social participation
  - Production and use of media and information

Available in Arabic, Chinese, English, French, Greek, Japanese, Mongolian, Portuguese, Russian, and Spanish
Teacher’s guide on Prevention of Violent Extremism

Released in May 2016:
• to help teachers to create a classroom climate that is inclusive, and conducive to respectful dialogue, open discussion and critical thinking
• resources to develop a deeper understanding of violent extremism and responds to frequently asked questions
Thank you

For more information:
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