PREPARING TEACHERS FOR GLOBAL CITIZENSHIP EDUCATION: PULLING IT ALL TOGETHER AND CONCLUSIONS
Country Cases (page 1)

- Australia: Active and informed citizens
- HKSAR, China: Liberal Studies & critical thinking
- Malaysia: Students’ Performance Index
- Philippines: Teaching GCED through theatre activities
- Bhutan: Gross National Happiness Index
Country Cases (page 2)

- Korea: Education for International Understanding (Korea Association EIU & APCEIU)
- Sri Lanka: Efforts and issues
- Thailand: Olympic Values Education
- India: Digital Wellness Curriculum; Learning Labs
- Japan: ASPnet & GiFT’s Diversity Facilitators
Programs & Innovations

MyDev Program

Digital Empowerment

PEACeXCELS
LEADeXCELS
SE AeXCELS

DRRM initiatives

INFOLLUTION

Maker Culture

Crowdsourcing: Global Digital Citizens

UNertia

Learning Metrics
Redefining Curriculum (Crowdsourcing):

People coming together and make a curriculum together, a participatory approach
Redefining Assessment (Learning Metrics):

- Redefining learning outcomes by providing a regional culturally appropriate metrics and towards a more equitable and meaningful education for all children across all regions.

- Assessment for LEARNING: Assessments to ask students’ values and attitudes; teachers’ views about school ethos
Strategic Positioning of GCED

Yoko Mochizuki:

- As an individual discipline
  - weak structure
- As integrated into multidisciplinary subject
  - strong structure
Some Higher Goals to Achieve

- **Lay Cheng**: The road to Education 2030: Towards *inclusive and equitable quality education* and lifelong learning for all.

- **Tim Curtis**: Promoting *inter-cultural dialogue* and a culture of peace.

- **Sir Arthur C Clarke**: “We need to educate our children *for their future*, not our past”.

- **GiFT**: Co-creation to *learn together* for the future.
Sharpening the Focus

- GCED is Citizenship Education *for the future*
- GCED is *student-centred*, cares about students’ voices, and their socio-emotional well being (Happy Schools Project)
- GCED invites *students’ participation* to co-create the curriculum, and co-construct the future
- GCED is a *journey* that keeps refining and redefining itself for a higher goal and better future, grounding itself on universal values such as human rights, equity and inclusiveness; thus

**GCED is transformative education in itself**
GCED is a process
THANK YOU