WHAT IS GLOBAL CITIZENSHIP EDUCATION?

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Director of APCEIU
OUTLINE

I. Why Global Citizenship Education (GCE) Now?
II. What is GCE?
III. UNESCO & APCEIU’s Work on GCE
IV. GCE in Post-2015
I. WHY GLOBAL CITIZENSHIP EDUCATION NOW?
WHY GLOBAL CITIZENSHIP EDUCATION NOW?

1. Increasing interdependence and interconnectedness of people and places
   - Increased transnational migration and movement of commodities and ideas
   - Increased sub-regional, regional, international governance bodies and structures of all sectors
   - Advanced ICTs and virtual connections through cyberspace
WHY GLOBAL CITIZENSHIP EDUCATION NOW?

2. Ongoing global challenges

POVERTY PEACE & CONFLICT STATUS OF WOMEN URBANIZATION DIGITAL DIVIDE HEALTH & WELL-BEING MIGRATION MARKET CLIMATE CHANGE RICH & POOR GAP FREEDOM OF EXPRESSION POLLUTION CULTURAL DIVERSITY RURAL TRANSFORMATION DISCRIMINATION & EXCLUSION ENERGY NATURAL DISASTER AGEING POPULATION CHILD’S RIGHT EQUALISING EDUCATION NUCLEAR SECURITY SCIENCE TECHNOLOGY BIO-DIVERSITY FOOD SECURITY
3. Shifts in education discourse

- Focus on the role of education > relevance > content
- Emphasis on non-cognitive aspects of learning
  - Values + attitudes, communication skills, well-being of learners
  - Increasing attention to ‘Learning-to-be’ & ‘Learning-to-live together’ pillars, to complement ‘Learning-to-do’ & ‘Learning-to-know’ pillars
- Launching of Global Education First Initiative (GEFI) in 2012 by UN Secretary General

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”
-Ban Ki-moon, United Nations Secretary General
KEY INTERNATIONAL INSTRUMENTS RELATED TO GCE

1974
UNESCO
Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedom

1996
UNESCO
Integrated Framework of Action on Education for Peace, Human Rights and Democracy

2001
UN
International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010)

2005
UN
International Decade of Education for Sustainable Development (2005-2014)

Global Education First Initiative (UN, 2012)
Priority 1: Put every child in school
Priority 2: Improve the quality of learning
Priority 3: Fostering Global Citizenship
II. WHAT IS GLOBAL CITIZENSHIP EDUCATION?
WHAT IS GLOBAL CITIZENSHIP EDUCATION?

<Universal Declaration of Human Rights>

Article 26

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
Global Citizenship is a sense of belonging and of responsibility to global community for peaceful and sustainable world. It is also a way of understanding, acting and relating oneself to other and the environment, based on universal values, through respect for diversity and pluralism.
WHAT IS GLOBAL CITIZENSHIP EDUCATION?

GCE empower learners to:

- Critically analyze real-life issues and identify solutions creatively and innovatively
- Respect differences and diversity
- Take active roles to bring about desired changes
- Involve multiple stakeholders, including those outside the learning environment, in the community and in wider society
### WHAT IS GLOBAL CITIZENSHIP EDUCATION?

#### <GCE Competencies>

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<tr>
<th>Cognitive</th>
<th>Socio-Emotional</th>
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<td>1. Learners have acquired knowledge, understanding and critical thinking about global issues and the interconnectedness/inter-dependency of countries and different populations.</td>
<td>2. Learners have a sense of belonging to a common humanity and sharing values and responsibilities and holding rights</td>
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<td><strong>Behavioral</strong></td>
<td>3. Learners show empathy, solidarity and respect for differences and diversity.</td>
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<td>4. Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.</td>
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*UNESCO Expert Advisory Group (EAG) for GCE
June, 2014*
WHAT IS GLOBAL CITIZENSHIP EDUCATION?

Key Entry Points to GCE

- Peace Education
- Human Rights Education
- Multicultural Education
- Democratic Citizenship Education
- ESD
- EIU
- LTLT
WHAT IS GLOBAL CITIZENSHIP EDUCATION?

What can you do?

Think
- Learn about global issues and consider what you can do about them.

Share
- Talk about your knowledge and ideas with others and encourage them to spread the word.

Act
- Change your practices and habits and help make a more just, peaceful, tolerant and sustainable world.

UN Global Education First Initiative - GCE Infographics
III. UNESCO & APCEIU’S WORK ON GCE?
UNESCO & APCEIU’S WORK ON GCE

1. Advocacy & Policy Development

1) Technical Consultation on Global Citizenship Education (2013.9.9-10 | Seoul, Republic of Korea)
   • Discussions on definitional and conceptual issues of GCE and its key issues/trends and practices

2) The 1st UNESCO Forum on Global Citizenship Education (2013.12.2-4 | Bangkok, Thailand)
   • Implications of GCE in the areas of policy, research & practice, outreach and partnership building

   • Discussion on global policy directions, implementation practices, measurement processes and partnerships opportunities
UNESCO & APCEIU’S WORK ON GCE (CONT’D)

2. Development of Curriculum

1) Teaching and Learning Objectives (forthcoming)
   • Age-specific pedagogical framework and guidelines on GCE

2) Learning Metrics Task Force (forthcoming)
   • Consultations and development of measurement indicators on GCE

3. Publication and Dissemination

1) “Global Citizenship Education: Preparing learners for the challenges of the twenty-first century” Publication (Korean version to be published)
   • Document based on two landmark global consultations on GCE

2) “Outcome document of the Technical Consultation on Global Citizenship Education” (Korean version to be published)
   • Basic guiding document on the definition, measurement and implementation of GCE
UNESCO & APCEIU’S WORK ON GCE (CONT’D)

4. GCE Clearinghouse (forthcoming)

- **Target audience**
  - General public
  - Specialized audience including decision- and policy-makers, education ministry officials, curriculum developers, teachers and educators, researchers, development partners, NGOs and others

- **Scope**
  - Resources from Africa, Arab, Asia-Pacific, Europe and North America, Latin America & Caribbean region
  - Documents and audio-visual materials of various nature comprising policy, pedagogy and academic papers and other materials on GCE
APCEIU’S WORK ON GCE

1. Capacity-Building of Educators

1) Training of Educators

• Enhancement of understanding and knowledge of GCE principles & concepts
• Competence building for the implementation of GCE in the local context

2) International Teacher Exchange

• Reorienting teachers for GCE experiential learning and learner-centred teaching
APCEIU’S WORK ON GCE (CONT’D)

2. Information Dissemination

1) Best Practices
   • Identification and dissemination of successful programmes & activities on GCE

2) SangSaeng (Tri-annual English Magazine)
   • Introduction of issues, trends & information on GCE

3. Networking

1) Consultation Meeting of UNESCO Category 2 Centres in Education on GCE
   • Identify cooperative projects on GCE among UNESCO Category 2 Centres in Education
IV. GCE IN POST-2015
EDUCATION IN POST-2015

- **2014.5**
  - Global EFA Meeting
  - Muscat, Oman

- **2014.8**
  - UN SDGs
  - Open Working Group Report

- **2014.9**
  - Education Conferences in Other Regions

- **2014.11**
  - By Early 2015
  - World Conference on Education for Sustainable Development
  - Nagoya, Japan

- **2015.5**
  - UN Summit and adoption of SDGs

- **2015.9**
  - World Education Forum
  - Incheon, Republic of Korea

Other Conferences:
- Asia-Pacific Regional Education Conference
  - Bangkok, Thailand

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UN SDGs: United Nations Sustainable Development Goals.
CURRENT STATUS OF GCE IN THE POST-2015 AGENDA

- Reflected in the proposed post-2015 global development agenda through the Muscat Agreement and the Open Working Group for Sustainable Development Goals.

## Proposed Goals and Targets

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<th><strong>Global EFA Meeting</strong></th>
<th><strong>Open Working Group on the SDGs</strong></th>
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<td>12-14 May 2014 - Muscat, Oman</td>
<td>September 2015 - New York, USA</td>
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<td><strong>Overarching goal:</strong> “Ensure equitable and inclusive quality education and lifelong learning for all by 2030”.</td>
<td><strong>Goal 4:</strong> “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”.</td>
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<td><strong>Target 5:</strong> “By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship and education for sustainable development”.</td>
<td><strong>Target 4.7:</strong> “By 2030 ensure all learners acquire 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”.</td>
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**The Muscat Agreement** May 2014

**The ‘Zero Draft’** July 2014
GCE’S CONTRIBUTION TO POST-2015 EDUCATION & DEVELOPMENT AGENDA

POST-2015 Agenda 2015-2030

GCE

EFA 2000-2015

Aspirational

Transformative

Integrated

Balanced

Relevant

Holistic
THANK YOU

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