



Preparing Teachers for Global Citizenship Education: A Template

(Draft)

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Foreword

Acknowledgements

Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
CSO	Civil society organisation
EIU	Education for International Understanding
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
ICCS	International Civic and Citizenship Study
ICT	information and communication technology
IEA	International Association for the Evaluation of Educational Achievement
LMTF	Learning Metrics Task Force
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
NAME	National Association for Multicultural Education
NGO	Non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
PBL	Project-based Learning
PISA	Program for International Student Assessment
SDGs	Sustainable Development Goals
TIMSS	Trends in Mathematics and Science Study
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

Chapter 1: Introduction

Many children and youth are growing up in a complex world as we approach the third decade of the 21st century. Science and technology have sped up the rate of industrialization, urbanization and globalization, with expanding networks and channels of communication and transportation connecting people across borders and cultures.

We have benefitted from economic, social and technological advances as measured by the Human Development Index (Figure 1). At the same time, persistent hunger, malnutrition, child mortality and lack of basic services still affect a majority of the world's population (Figure 2). Using data from several sources, the 2016 Human Development Report presents a somber picture of the challenges we face to ensure sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all the 7.5 billion people in the world (UNDP, 2016):

- 1 out of 9 people in the world is hungry.
- 1 out of 3 is malnourished.
- 11 children under age 5 die every minute.
- 35 mothers die during childbirth every hour.
- 15 million girls a year marry before age 18.
- One-third of the world's food is wasted every year, but if one-fourth of the food wasted could be recovered, it could feed 870 million people.
- 758 million adults and young people lack basic reading and writing skills.

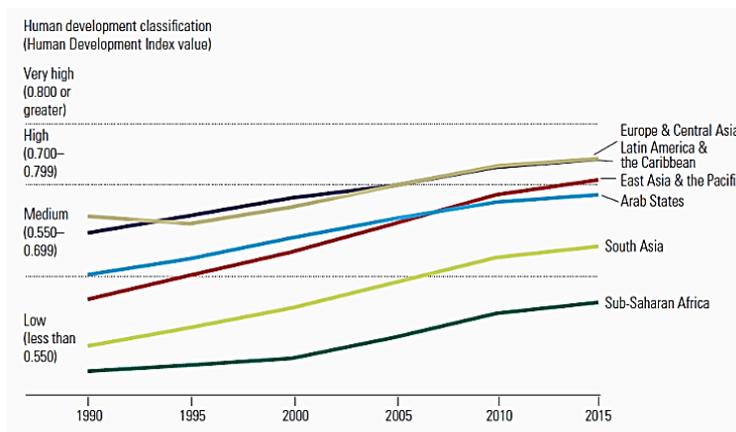


Figure 1: Regional Trends in Human Development Index Values (UNDP, 2016)

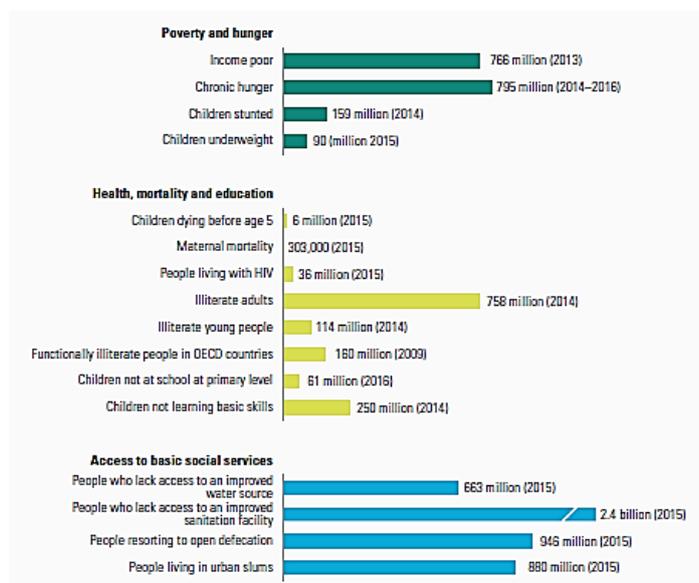


Figure 2: Indicators of Human Well-being (UNDP, 2016)



The resources needed to address these challenges are often diverted to other areas such as the military. Apart from wars and conflicts, domestic violence, child abuse, criminal assault and all forms of bullying are also prevalent in many societies. The violation of human rights is prevalent despite the ratification of international conventions, covenants and declarations. Not least, humanity and our planet are deeply affected by environmental destruction, manifested in climate change with all its dire consequences of global warming, rising sea levels and extreme weather. In addition, the dominant paradigm of economic development based on unlimited growth, use of non-renewable resources and unbridled consumerism has been pursued without

responsible care for the sustainability of our environment. This ecological crisis in turn will accentuate existing social, economic and political inequalities and discords.

The crises, conflicts and natural disasters around the world today have resulted in countless numbers of dead, injured and displaced people. The movement of millions of migrants and refugees from one country or region to another – voluntarily or otherwise – has led to the formation of “multicultural” communities. With more than 244 million people living outside their home countries (United Nations, 2016a), social cohesion, mutual respect and tolerance of differences are critical to overcome prejudices, ethnocentrism, racism, xenophobia, nationalism, discrimination and violence. No less important is the continuing marginalization and displacement of indigenous peoples who are facing their own challenges to preserve their traditions, cultures, religions and practices along the road to economic development.

The 2030 Agenda for Sustainable Development, adopted by 193 United Nations Member States in 2015, sets up an ambitious plan of action for people, planet and prosperity (United Nations, 2015; 2016b). To achieve its vision (Box 1), the 2030 Agenda’s 17 Sustainable Development Goals (SDGs) seeks to eradicate extreme poverty and strengthen universal peace by integrating and balancing the three dimensions of sustainable development – economic, social and environmental – comprehensively.

Box 1: The Vision of 2030 Agenda for Sustainable Development

- A world free of poverty, hunger, disease and want, where all life can thrive.
- A world free of fear and violence.
- A world with universal literacy.
- A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured.
- A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious.
- A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy.
- A world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity.
- A world which invests in its children and in which every child grows up free from violence and exploitation.
- A world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed.
- A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.
- A world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all.
- A world in which consumption and production patterns and use of all natural resources – from air to land, from rivers, lakes and aquifers to oceans and seas – are sustainable.
- A world in which democracy, good governance and the rule of law, as well as an enabling environment at the national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger.
- A world in which development and the application of technology are climate-sensitive, respect biodiversity and are resilient.
- A world in which humanity lives in harmony with nature and in which wildlife and other living species are protected.

United Nations, 2015. *Transforming Our World: The 2030 Agenda for Sustainable Development*



Figure 3: The 17 Sustainable Development Goals

While all the 17 SDGs are important to realize the 2030 Agenda vision, education is the main driver of development. Education is also implicitly linked to the other SDGs based on the principles of human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. SDG4 is the goal for education. With 7 outcome targets and 3 means of implementation, the goal aims to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* (UNESCO, 2015c).

1.1. Global Citizenship Education

The power of education has no boundary. It is not enough that we only learn to read, write and count. Through education, we gain knowledge and skills to enhance our lives and environment. At the same time, we cannot overlook the role of education to inculcate non-cognitive learning such as values, ethics, social responsibility, civic engagement and citizenship. Education can transform the way we think and act to build more just, peaceful, tolerant and inclusive societies.

Against the backdrop of an increasingly globalized and interconnected world, and amidst calls for education to promote peace, well-being, prosperity and sustainability, there is growing interest in Global Citizenship Education (GCED), especially after the launch of the Global Education First Initiative (GEFI) in 2012 (United Nations, n.d). Highlighting the role of education in developing values, soft skills and attitudes for social transformation, GCED strives to foster the following attributes in learners (UNESCO, 2014a):

- an attitude supported by an understanding of multiple levels of identity, and the potential for a ‘collective identity’ which transcends individual cultural, religious, ethnic or other differences;
- a deep knowledge of global issues and universal values such as justice, equality, dignity and respect;
- cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues;
- non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and
- behavioural capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good.

The important role of GCED was reaffirmed in the vision of education for 2015-2030, or Education 2030, declared at the World Education Forum 2015 co-organized by UNESCO, UNICEF, World Bank, UNDP, UN Women and the UNHCR in Incheon, Republic of Korea. The Incheon Declaration on Education 2030, *Towards inclusive and equitable quality education and lifelong learning*, emphasized that while foundational literacy, numeracy and technological skills are essential, they are not sufficient. Education should not be reduced to the production of skilled workers. Rather, quality education must also 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 and global citizenship education, as well as human rights education and training in order to achieve the post-2015 sustainable development agenda (UNESCO, 2015c).

The *ABCs of Global Citizenship Education* (UNESCO, n.d.a) noted that there is no globally agreed definition of global citizenship. Global citizenship has no legal status. Rather, it refers to a sense of belonging to the global community and a common sense of humanity. This means that global citizenship responsibilities apply to everyone – young and old; rich and poor; national, permanent and temporary residents. It stresses the political, economic, social, cultural and environmental inter-dependency and inter-connectedness between the local, national and global arenas. Essentially, GCED addresses three core conceptual dimensions of learning (Figure 4): for education to be transformative, knowledge (cognitive) must touch the heart (socio-emotional) and turn into action to bring about positive change (behavioural). This framework emphasizes an education that fulfils individual and national aspirations, and ensures the well-being of all humanity and the global community.



Figure 4: Core Conceptual Dimensions of Global Citizenship Education
(UNESCO, 2015b)

The significance of GCED is reflected in Target 4.7 of the SDGs (United Nations, 2015):

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 addition, GCED, through its multiple dimensions and themes, plays an essential role in helping to attain other SDGs, such as:

- Goal 1: End poverty in all its forms everywhere
- Goal 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
- Goal 3: Ensure healthy lives and promote well-being for all at all ages
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 10: Reduce inequality within and among countries
- Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12: Ensure sustainable consumption and production patterns
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

1.2. The Role of Teachers in Global Citizenship Education

The GEFI has identified the lack of teacher’s capacity as one of the barriers to GCED. As key actors in ensuring quality education, teachers face a lot of pressure. They are required to deepen their knowledge base and pedagogic skills in response to new demands and changing curriculum. Great teaching needs practice and teachers must be nurtured through high-quality training and continuous learning.

With support from the Korean Funds-in-Trust, the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, Thailand, has a project to enhance the capacity of teachers to transmit appropriate and relevant knowledge and skills about global citizenship to their students. Ultimately, the project seeks to empower learners, through their teachers, to engage and assume active roles in addressing and resolving local and global challenges.

A key output of the project is this publication – *Preparing Teachers for Global Citizenship Education: A Template*. GCED is not an entirely new concept, and many references and publications are already available. This *Template* seeks to direct teacher educators and teachers to useful GCED-related resources and materials on how they can integrate GCED into the curriculum and teaching practices with examples covering a broad spectrum of issues and pedagogies from existing resources. Users of this *Template* are encouraged to look beyond the contents presented in this *Template* for other exemplars, models and practices that match their respective needs and conditions.

Underscoring the pragmatism of this *Template* is the need for teacher education to embed GCED into pre-service education to lay a strong foundation for future teachers to become global citizens themselves. The 2016 Global Education Monitoring Report highlighted a shortage of information about how teachers are trained in areas related to global citizenship, including empathy, understanding discrimination, cultural sensitivity, tolerance, acceptance and communication skills in 10 countries in Asia and the Pacific (UNESCO, 2017a). Evidently, more has to be done to fill the gap in pre-service teacher education as well as in-service professional development.

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Chapter 2: Conceptual Underpinnings of Global Citizenship Education

How do we transform vision into practice? The answer lies in education.

The vision of GCED to build more just, peaceful, tolerant and inclusive societies requires appropriate visions, policies, strategies, commitment and sustained action. Through a critical education process, the root causes of conflicts and crises are fully understood, followed by the design and implementation of appropriate actions for resolving them. It is through education that the next generation of youth and adults form their values, principles and knowledge of peaceful futures and develop their sense of responsibility and accountability to take personal and social actions for transformation toward a culture of peace. Over the past century, concerned educators and educational agencies have formulated and implemented various fields of transformative education that have contributed a range of often interrelated conceptual ideas and strategies. Some of the major fields are summarized in the following section.

2.1. Transformative Education: Past and Present

- **Education for International Understanding**

Conceptualized between the two World Wars in the 1940s, Education for International Understanding (EIU) sought to overcome stereotypes of other nations, increase mutual understanding and prevent international conflicts. Adopted as the *1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*, EIU emphasizes (UNESCO, 1974):

- An international dimension and a global perspective in education at all levels and in all its forms;
- Understanding and respect for all peoples, their cultures, civilizations, values and ways of life;
- Awareness of the increasing global interdependence between peoples and nations;
- Abilities to communicate with others;
- Awareness of the rights and duties incumbent upon individuals, social groups and nations towards each other;
- Understanding the necessity for international solidarity and cooperation; and
- Readiness of the individual to participate in solving the problems of the community, country and the world at large.

- **Disarmament Education**

In accord with the United Nations' goals of attaining international peace and security, this field of disarmament and non-proliferation education focuses on reducing, controlling and eliminating weapons of all kinds to undermine militarism and prevent armed conflict and armed violence (Reaching Critical Will, n.d.). From the initial focus of the peace movement to ban the production and use of nuclear weapons, Disarmament Education is now equally concerned with the human and other costs associated with conventional weapons used in armed conflicts worldwide. It also seeks to educate peoples and leaders of nations to adopt non-violent means (e.g. diplomacy, mediation, etc.) to resolve conflicts. Other more recent themes covered by this field include overcoming domestic violence, bullying and other forms of school-based violence, and violence in sports and the media.

- **Human Rights Education**

Adopted in December 2011, the United Nations Declaration on Human Rights Education and Training, based on principles of equality, states that human rights education and training include all education, training, information, awareness-raising and learning activities aimed at promoting

universal respect for and observance of human rights and fundamental freedoms (United Nations, 2011). A lifelong process, human rights education increases people's knowledge, skills and understanding, develops their attitudes and behaviour, and empowers them to contribute to the building and promotion of a universal culture of human rights.

- **Development Education**

Most newly independent countries (developing or global South nations) adopted national development policies with the aid of developed or global North countries and various intergovernmental or international agencies. These policies promised economic growth, foreign investments and the alleviation of poverty. However, many international and local non-governmental organisations (NGOs) noted that the outcomes of such development strategies, premised on an unequal world order, tended to increase social and economic injustices within and across nations. The field of Development Education, or Education for Local/Global Justice, hence emerged wherein marginalized peoples in global South contexts critically understand the root causes of their situation and organize for alternative development that meet their rights and needs, while concerned people in global North societies are catalysed to help build a just world.

- **Intercultural Education or Multicultural Education**

Increasing rural-urban and cross-border migration of people from diverse cultures and ethnic groups, speaking different languages, practising different religions and social norms has led to multicultural societies. Interculturality refers to evolving relations between cultural groups, while multiculturality describes the culturally diverse nature of human society. To foster harmonious and respectful relationships among them, Intercultural Education provides learners with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society, and enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations (UNESCO, 2006). Multicultural Education seeks to respect and appreciate cultural diversity, promote the understanding of unique cultural and ethnic heritage and the development of culturally responsible and responsive curricula, facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures, eliminate racism and discrimination in society, achieve social, political, economic, and educational equity (NAME, n.d.). Variations in this field include Anti-racist Education, Indigenous Education, Education for Interfaith Dialogue.

- **Peace Education or Education for a Culture of Peace**

Reflecting a long history of educational thought and practice based on the formation of learners to become adults oriented to peaceful knowledge, values and relationships with other peoples, Peace Education intersects with many other fields of transformative education. It promotes a critical understanding of the root causes of conflicts, violence and peacelessness in the world across the full diversity of issues and problems and from macro to micro levels of life, and simultaneously develop an empowered commitment to values, attitudes and skills for individual and societal action to transform selves, families, communities, institutions, nations and world from a culture of war, violence and peacelessness to a culture of peace and active non-violence (Toh, 1997).

- **Values Education**

Affirming that human beings and their cultures or civilizations are integrally shaped by their values and principles, Values Education was developed as a process of teaching and learning about the ideals that a society deems important. The underlying aim is for students not only to understand the values, but also to reflect them in their attitudes and behaviour, and contribute to society through good citizenship and ethical practice (DeNobile and Hogan, 2014).

- **Citizenship Education**
 Worldwide, national educational systems have sought to promote the goal of developing responsible citizens who will contribute to the well-being of their nations. Citizenship Education has three main objectives: educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation]; learning to exercise one's judgement and critical faculty; and acquiring a sense of individual and community responsibilities. It emphasizes the importance of educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society (UNESCO, 2010). One more specific framework of citizenship education is civic education, which seeks to teach the knowledge, skills and values believed necessary for democratic citizenship (Kahne and Middaugh, 2008).
- **Education for Gender Equality**
 Catalysed by the world conferences on women since the mid-1970s and human rights movements, intergovernmental and international agencies and many governments have pledged to resolve the serious problem of gender inequalities worldwide. Education for Gender Equality seeks to remove gender disparities in access to schooling, address systemic barriers faced by especially girls and women, develop gender-sensitive curriculum and pedagogy, overcome gender-based violence in educational and other social and cultural institutions, and empowers girls and women to fulfil their human rights as equal citizens with boys and men (USAID, 2008; UNESCO, 2016d).
- **Global Education**
 Interrelated with diverse fields of transformative education, notably Peace Education, Multicultural Education, Human Rights Education and Education for Sustainable Development, Global Education enables people to understand the links between their own lives and those of people throughout the world; increases understanding of the economic, cultural, political and environmental influences which shape our lives; develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives; works towards achieving a more just and sustainable world in which power and resources are more equitably shared (Hicks, 2009).
- **Education for Sustainable Development**
 Education for Sustainable Development (ESD) emphasizes the urgent need to educate young and adult citizens to commit themselves to the building of sustainable futures for humanity and the earth. It enables citizens to constructively and creatively address present and future global challenges and create more sustainable and resilient societies; empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity (UNESCO, n.d.b).
- **Education for Preventing Extremist Violence**
 One of the more recent newcomers to transformative education, Education for Preventing Extremist Violence promotes programmes that help build learners' resilience to violent extremism and mitigate the drivers of the phenomena. It seeks to strengthen the capacities of national education systems to appropriately and effectively contribute to national prevention efforts by equipping learners of all ages with the knowledge, values, attitudes and behaviours, which foster responsible global citizenship, critical thinking, empathy and the ability to take action against violent extremism (UNESCO, 2016a).

Furthermore, over the past several decades, many UNESCO and United Nations declarations, conventions, recommendations and/or international decades relevant to these fields of transformative education have been proclaimed or ratified by Member States. Providing helpful visionary and conceptual guidance as well as political support for the work of educators, these documents include the following:

- Recommendations concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 19 November 1974
- Declaration of Principles on Tolerance, 16 November 1995
- United Nations Decade for Human Rights Education and Public Information Activities in the field of Human Rights, 1996-2015
- Third Disarmament Decade 1990s
- Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, 1994
- United Nations Decade for Human Rights Education: Towards a Culture of Peace, 1995-2014
- International Decade for the Rapprochement of Cultures, 2013-2022
- UNESCO Universal Declaration on Cultural Diversity, November 2001
- Second United Nations Decade for the Eradication of Poverty, 2008-2017
- United Nations Decade for Women: Equality, Development and Peace, 1976-1985
- International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010
- United Nations Decade of Education for Sustainable Development, 2005-2014
- Education 2030: Incheon Declaration and Framework for Action, 2015
- Transforming our World: The 2030 Agenda for Sustainable Development

It is clear that substantial efforts have been made to develop and promote diverse transformative education towards a culture of inclusion, equality and peace. While each field has its own focus, there is considerable overlap in the visions, ideas, concepts and pedagogical strategies. The significance of all these fields becomes clear when illustrated by the river metaphor (Figure 5). The numerous tributaries represent the fields of work, declarations, conventions, recommendations and/or international decades, which flow into a vast river of transformative education. In this river, the tributaries mix freely and are able to learn from each other through the recognition of complementarities and synergies. Rather than competition, there needs to be a spirit of solidarity and collaboration.

Essentially, the “wisdom” of each tributary or source enriches the whole, and the river of transformative education enhances the well-being of humanity in all its dimensions – physical, intellectual, material, social, cultural, spiritual – as well as the sustainability of the planet. All these diverse but interrelated and complementary fields in transformative education, including GCED, clearly share common values, principles, knowledge and strategies in support of 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 (UNESCO 2015b).

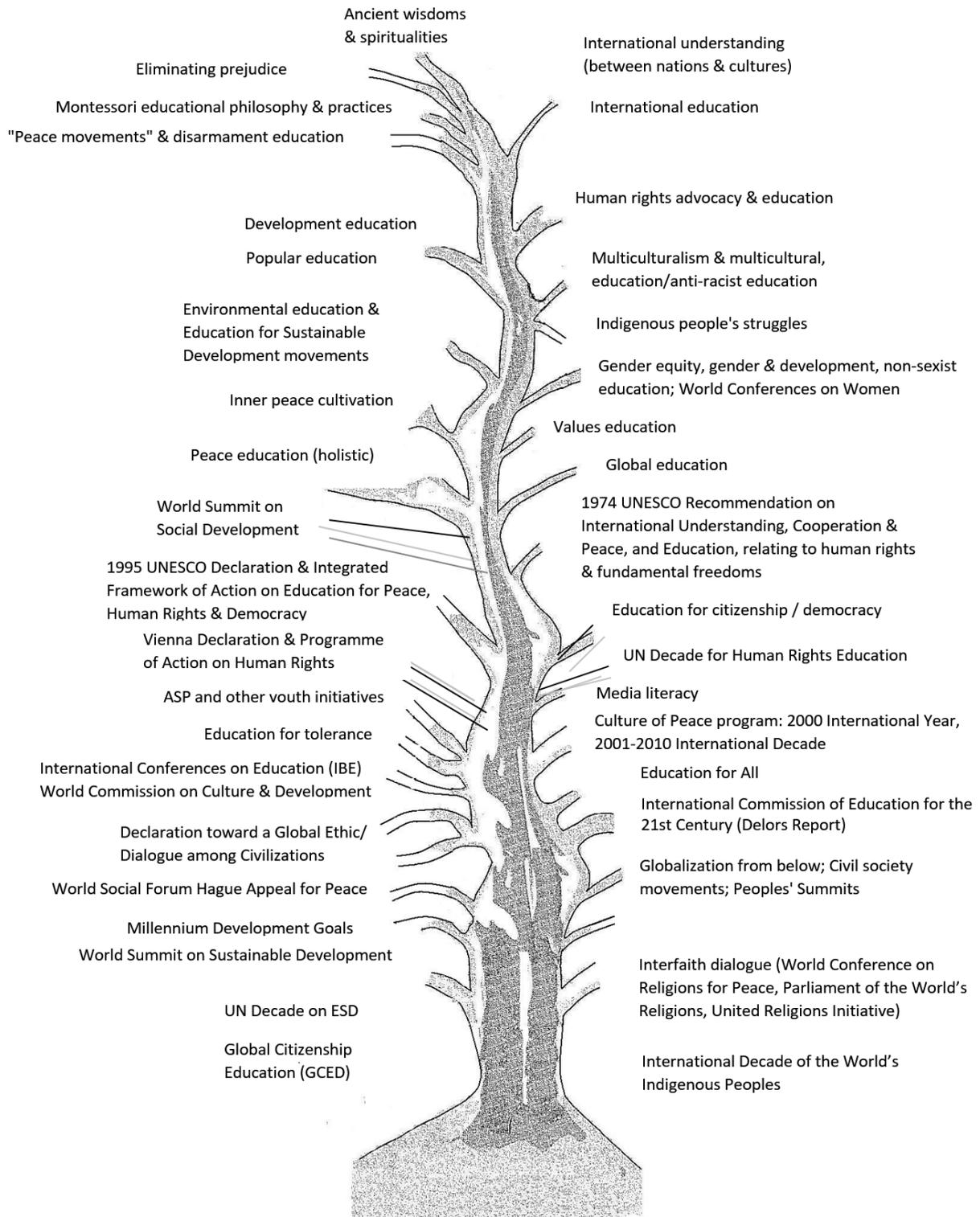


Figure 5: A River Metaphor of Transformative Education
(Toh and Cawagas, 2000)

2.2. The Case for Global Citizenship Education

Many national educational systems have sought to develop responsible citizens who will contribute to their nation's development and goals of identity and unity. According to UNESCO (2010), citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society with three main objectives:

- educating people in citizenship and human rights through an understanding of the principles and institutions [which govern a state or nation];
- learning to exercise one's judgement and critical faculty; and
- acquiring a sense of individual and community responsibilities.

These general principles of citizenship education are quite common across the world, although there are conceptual differences due to diverse political, social and cultural contexts as discussed in many papers (Herbert and Sears, 2008; Council of Europe, 2010; Cox et al., 2014; Faour, 2013; Murithi, 2007; Mhlauli, 2012; Lee, 2009). Citizenship can also be linked to grassroots democracy movements where indigenous people have deep roots with their communities and natural environment, and the state and elites have reciprocal responsibilities to uphold state-citizen relations based on justice, democracy and sustainability (Shiva, 2005).

Since the late 1990s, educational leaders, scholars and practitioners have pointed out the citizenship education's narrow focus on identity only within national and local boundaries. In contrast, Pigozzi (2006) emphasizes a global citizenship education where learners are able to respond to the interdependence of humanity and the necessity of living together. Nations and citizens have to cooperate to solve conflicts and problems of international and global magnitude, including terrorism, armed conflicts, violence, climate change and so on.

The conceptual underpinnings of GCED emphasized in these discourses capture a vision of citizens who possess appropriate values, attitudes and communication skills to bridge the cultural and social diversity in the world. In contrast to citizenship based primarily on a person's nationality, GCED promotes the concept of a citizenship beyond borders and nation-state. Such global citizens are empowered to examine the societal order and policies. They will make informed choices to transform their communities and society towards more peaceful, just and sustainable orders (Ross, 2012; Cleaver and Nelson, 2006). Furthermore, such global citizens will respect their nations' rule of law, human rights for all citizens, non-violent resolution of conflicts, social and economic justice, intercultural respect and integrity.

2.3. Global Citizenship Education: Curriculum and Pedagogy

As a transformative education, GCED seeks to impart a range of 21st century skills capacities, competencies and skills that foster deep learning – not superficial exposure or understanding – and engage the mind to integrate and apply knowledge across disciplines (Reimers, 2013). Indeed, as Reimers concluded, “We will not overcome the evident deficits in global competency by doing more of what has been done in the past, an education with a heavy bias towards contemplation, and too little focus on developing the capacity for engaged and effective global citizenship. We need new approaches, supported by serious design, research, and evaluation. Developing these programs anew is a task of design and invention, not of replication of what has been done in the past.”

Naturally, designing new approaches has implications for curriculum design and as well as the delivery of content matter. While this needs input from policy makers, curriculum designers, instructional designers, researchers, textbook writers and so on, teachers who stand at the frontline of education have to translate the curriculum and content into actual learning.

It is understandable that teachers are reluctant to include a new subject or topic into the already overloaded curriculum. It is understandable that teachers view the adoption of another form of transformative education apprehensively – just look at the examples listed in Figure 5!

To ease teachers' concerns, the optimal approach is to infuse or integrate GCED across existing subject areas at all levels, from early childhood to university, technical or vocational education and training, non-formal education (e.g., extra-curricular activities; experiential or service learning, non-governmental organizations or civil society organization programmes) and informally (e.g., family, media). Furthermore, linkages and synergies can be strengthened between and among these forms of education. For example, formal education can include non-formal activities such as community immersion, service or learning projects, action campaigns. A whole school approach whereby the school culture or community reflect GCED principles, values and processes is also more effective than isolated efforts of individual teachers. Engagement and participation of youth, notably through networks at local, national and international levels, will also be beneficial.

GCED competencies, capacities and skills have been identified as 21st century competencies (Russell, 2016), classified around three domains:

- Interpersonal: communication, collaboration, responsibility, and conflict resolution
- Intrapersonal: flexibility, initiative, appreciation for diversity, and the ability to reflect on one's own learning
- Cognitive: critical thinking, information literacy, reasoning and argumentation, and innovation

Inculcating and nurturing GCED competencies will also require 21st century teaching skills and practices, which are readily available in many guidebooks and manuals. UNESCO's (2015a) pedagogical guidance provides many useful examples of teaching and learning across different school grades. UNICEF Canada (2011) has adapted the "head, heart and hand" pedagogical framework to create a space to model and respect children's rights. Oxfam (2015b) has also published a guide and activity-centred resource manual for teachers containing practical ideas and reflection points to deepen thinking and classroom practice.

To integrate GCED into the curriculum and using appropriate pedagogies, it is useful to understand the traits and qualities that GCED aims to develop in learners. The GCED Topics and Learning Objectives (UNESCO, 2015b, pp. 23-24) identified three learner attributes:

- Informed and critically literate
Knowledge of global governance systems, structures and issues; understanding the interdependence and connections between global and local concerns; knowledge and skills required for civic literacy, such as critical inquiry and analysis, with an emphasis on active engagement in learning.
- Socially connected and respectful of diversity
Understanding of identities, relationships and belonging; understanding of shared values and common humanity; developing an appreciation of, and respect for, difference and diversity; and understanding the complex relationship between diversity and commonality.
- Ethically responsible and engaged
Based on human rights approaches and including attitudes and values of caring for others and the environment; personal and social responsibility and transformation; and developing skills for participating in the community and contributing to a better world through informed, ethical and peaceful action.

Taking a similar approach, Oxfam’s GCED curriculum framework has three categories: (i) knowledge, (ii) skills and (iii) values and attitudes as seen in Figure 6.

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

Figure 6: Key Elements for Developing Active and Responsible Global Citizenship
(Oxfam, 2015a)

2.4. Global Citizenship Education: Alternative Paradigms

In this *Template* to prepare teachers for GCED, the vision and rationale for GCED has so far presented a composite framework of perspectives and ideas drawn from diverse actors. However, it is also crucial to recognize that there can be different and alternative paradigms of GCED underpinned by different assumptions and conceptual analysis, and hence different implications for practice.

One paradigm, so called ‘soft’ GCED (Andreotti, 2006), or in political economic terms as a liberal/neoliberal paradigm (Toh, 2017), is in contrast to a ‘critical’ paradigm. The soft or liberal/neoliberal will affirm contemporary interdependence of nations as a fair sharing and exchange of resources, goods, services, technology and knowledge. Aid can help global South countries to catch up with the global North. The critical paradigm, however, will question the quality of interdependent relationships, since gaps in economic, political, social and cultural power have led to relationships of dependency and inequalities.

Based on the rationale of a globalized world order, the soft or liberal/neoliberal paradigm would see globalization as mutually beneficial to all participating nations that adopt policies of capitalist development, corporate investments, international free trade and aid. However, a critical paradigm would view such corporate-led globalization, unlimited growth and consumerism as disproportionately benefiting global North and global South elites, organizations and states, leading to widening gaps between and within nations and environmental unsustainability.

As we consider our respective strategic directions in promoting and implementing GCED, it will be constructive and essential to examine the differences between these two paradigms carefully since their underpinning assumptions and perspectives will have different implications for teaching and learning for GCED and yield different outcomes for change or transformation. To promote critical thinking in GCED, learners should be facilitated in understanding both paradigms.

Chapter 3: The Art of Teaching Global Citizenship Education

According to the *ABCs of Global Citizenship Education* (UNESCO, n.d.a), conventional classroom learning and access to other sources of information can address the *cognitive* dimension of GCED easily. However, learners should have actual experiences and opportunities to develop, test and build their own views, values and attitudes, and to learn how to take actions responsibly for the *socio-emotional* and *behavioural* dimensions. Participation in community activities and interactions with people from different backgrounds or having different views are necessary.



This type of learning requires teachers to guide, facilitate and encourage their students on a journey of critical thinking, inquiry and self-discovery about the world around them.

There is a wide range of pedagogical approaches that teachers can explore and incorporate into their teaching practices. The resources included in this *Template* are just examples of the rich volume of work developed by educators and experts to assist teachers in their task of nurturing global citizens.

To demonstrate how creative pedagogies can be practically applied, the following section focuses on three examples: P.E.A.C.E., Design Thinking and Project-based Learning. These pedagogies are not meant to be used in isolation, since there are many overlapping philosophies and similarities. Rather, it is useful to show how different types of teaching methods and tools can be combined to match the learning objectives and outcomes, utilizing Information and Communication Technology (ICT) to optimize the learning experiences where necessary.

3.1. Selected Critical, Creative Pedagogies and Tools

i. P.E.A.C.E.

The P.E.A.C.E. pedagogy, created by Peace Momo in the Republic of Korea, is based on diverse philosophies and educational theories such as feminism and ecofeminism (Butler, 1990; Mies and Shiva, 1993) and critical education (Freire, 1974). It rests on the belief that learning happens between participants and facilitators, and also between participants and other participants, and even between facilitators and other facilitators.

The letters of P.E.A.C.E pedagogy represent essential elements of learning (Figure 7):

- P = participatory learning in which the stories and experiences of the participants' lives are central
- E = exchange of mutual learning beyond dialogues, exchanging what body and mind promptly capture and convey
- A = artistic-cultural creation of step-by-step 'aha' moments through theatrical, musical, drawing, mime and other types of activities that awaken all six senses
- C = creative-critical construction and testing new things and thoughts, acts and interpretations with questions and observation of details
- E = estranging of distance and relationship between the familiar and unfamiliar, raising and responding to deep questions about oneself and the surrounding world

 **P.E.A.C.E. Pedagogy for Peace Education**

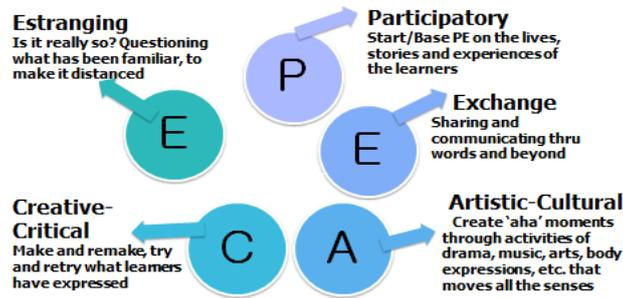


Figure 7: P.E.A.C.E. Pedagogy

Using P.E.A.C.E. pedagogy, teachers become facilitators leading their students to Do → Observe → Exchange → Reflect → Synthesize, ultimately transforming ‘learning’ to ‘becoming’.

ii. Design Thinking

Design Thinking is a human-centred approach to finding and solving problems that can be applied in different contexts. Widely used in business and education settings today, the method revolves around a productive cycle of research, ideation, and prototyping and relies on constant stream of feedback. It operates under the idea that the process of making products and services should be fluid, and must be flexible enough to adapt to real-life situations. It has been used across a wide range of disciplines for years, so there is a rich amount of resources freely available online to frame the users’ conceptual understanding of design thinking as a pedagogical tool to teach GCED (IDEO, 2012; Wyatt, n.d.; Habi Education Lab. n.d.; Institute of Design at Stanford, n.d.).

Design Thinking can be used by teachers to encourage students to be active global citizens focused on solving real-life problems. Each step of the Design Thinking framework – (Empathize – Define – Ideate – Prototype – Test) – has a specific goal, and the users must go through the full cycle to maximize the entire process (Figure 7). Initially, teachers may begin by deconstructing the process and centring their efforts on one or two steps.

Steps of Design Thinking	Students will learn how to...
Empathize	Recognize multiple perspectives (e.g., Interviewing local community members)
Define	Articulate action plans (e.g., Interpreting data to identify specific problems and design opportunities)
Ideate	Brainstorm and incorporate different ideas (e.g., Holding multi-stakeholder meetings to gather ideas)
Prototype	Taking action by actualizing the ideas (e.g., Building rough versions of the top ideas from the brainstorm)
Test	Receive and give evidence-based feedback and analysis (e.g., Showing prototypes to local community members and identifying improvements)

Figure 7: Design Thinking Framework

iii. Project-based Learning

In a forthcoming UNESCO Bangkok publication on innovative pedagogies, Project-based Learning (PBL) is defined as a student-centred approach where students actively engage in a curriculum-based project driven by authentic real-world problems that often require expert-like thinking (Figure 8). In PBL, students typically work in teams to achieve commonly defined and measurable learning goals. Students work on actual products as project outputs that are targeted for a certain audience, thus extending the impact of student learning beyond classrooms. A teacher or a group of teachers facilitates the student learning process and reflection throughout the four steps of PBL activities (Figure 9).

Curriculum-based and contextualized theme	The topic should be closely aligned with school curriculum, enhancing the 21 st century skills learning in the curriculum. This also helps avoid creating “extra” work that often discourages both teachers and students.
Real-world issue	The topic should be authentic and relevant to students’ life and culture so as to engage students in meaningful learning, using real tools and resources.
Expert thinking needed	The topic presents an open-ended problem that requires higher-order thinking from students to investigate diverse paths in solving the problem.
Achievable and measurable results	The project goal/s and expected outputs should be achievable based on students’ prior knowledge and developmental stages. Project design should also consider feasibility against allocated time and resources.
Team work	The topic should entail collaborative learning and promote communication skills as part of 21 st century skills development and application.
Extending learning time, space, and impact beyond classroom boundaries	An authentic learning topic often cannot be fully achieved without reaching out to the real world and real audience. A good PBL allows students to expand their learning beyond the classroom, not only in terms of learning time and space but also in relation to the impact that students can create.

Figure 8: Project-based Learning Framework: CREATE
(UNESCO, forthcoming)

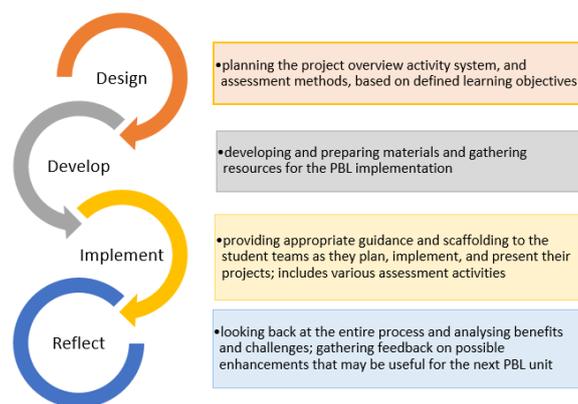


Figure 9: Project-based Learning Process
(UNESCO Bangkok, forthcoming)

Many references and tips about PBL are available on-line (Learning Futures. 2012; Buck Institute for Education; High Tech High, n.d.) including a sample project planner as shown in Figure 10.

Project planner

You can use this to help you to design your project, and to help you to explain the project to your colleagues during the project tuning.

PROJECT NAME:

TEACHER(S):

SUBJECT(S):

1. Project summary

What are your students going to do, and why are they doing it?

2. Essential questions

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

3. Products

What do you want your students to do/write/create/build?

4. Learning goals

What do you want your students to learn?

Identify the curriculum content that students will learn in this project.

Identify key skills students will learn in this project. List only those skills you plan to assess.

5. Timeline/milestones

List the key dates and important milestones for this project.

(eg check-ins, critique sessions, deadlines for drafts and specific project components)

6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support.

7. Exhibition venue

Where will the exhibition take place?

8. Exhibition plan

How will the exhibition be promoted? How will your students exhibit their work? Who will you be inviting?

Figure 10: Sample of a Project Planner
(Learning Futures, 2012)

iv. Information and Communications Technology

Information and Communication Technology is defined as the technologies that enable information access through telecommunication tools such as the internet, mobile, television, computer networks and so on. ICT is not a pedagogy in itself, but it is a tool for 21st century teaching and learning. In our highly connected and rapidly changing world, there is no doubt that the use of ICT is a key aspect of transformative education. At the same time, the proliferation of ICT in every aspect of our lives poses a multitude of social and ethical concerns and issues such as online safety and security (identity theft, scams, hacking, cyber bullying), misuse of information (plagiarism, access to inappropriate contents) and health hazard (game/internet addiction). Young digital citizens need to equip themselves with the knowledge, skills, and attitude to take advantage of the opportunities and be resilient in the face of risks (UNESCO, 2015a). Teachers need to know how to use ICT tools appropriately for the content and for safety and security issues. More information is available on the Internet (e.g., UNESCO's ICT in Education <http://en.unesco.org/themes/ict-education>; Common Sense Media <https://www.commonsensemedia.org>; Product Reviews by EdSurge <https://www.edsurge.com/product-reviews>; and Technology Integration by Edutopia <https://www.edutopia.org/technology-integration>).

Here are two examples of ICT tools, among many, for collaborative learning:

- Padlet, an online virtual board to collaborate in collecting ideas, expressing of thoughts, brainstorming, opinion gathering, content sharing, viewing understandings, displaying information, and more (<https://padlet.com>, <http://www.coolcatteacher.com/how-to-use-padlet-fantastic-tool-teaching/>, <http://ictreichler.wikispaces.com/Padlet>).
- Tricider, a fast and easy web application for groups to make better decisions. Teachers can use it in their classrooms to facilitate better student brainstorming, discussions, and decision-making (<https://www.tricider.com/>).



3.2. Teaching Global Citizenship using P.E.A.C.E., Design Thinking, PBL and ICT

Below are samples of activities that can incorporate P.E.A.C.E., Design Thinking, PBL and ICT tools into the teaching practice to attain GCED learning objectives. Each example contains:

- A current global issue
- Suggested activity
- Tool feature

As teachers familiarize themselves with the tools, they can begin plugging in other topics in GCED. The activities are grouped under the big ideas of CGED:

- Globalization and Interdependence
- Social Justice and Inequality
- Identity and Diversity
- Sustainable Development
- Peace and Conflict

Needless to say, many other critical and creative pedagogies can also be applied to achieve the same objectives.

Remembering that transformative education should reflect the three dimensions: cognitive, socio-emotional and behavioural, selecting the topic and appropriate pedagogy needs careful consideration. It is important to recognize that achieving the desirable learning outcomes for the behavioural

(personal and social action) component will be more challenging than for the cognitive and socio-emotional dimensions. Therefore, support from policy makers, school leaders, parents and communities will be very helpful to encourage teachers in their journey to transform themselves and their students.

Globalization and Interdependence	
Curriculum topic	Community development
Activity description	Learners co-design rules (acting as a mini government) in their classroom. Teacher provides template government types (authoritarian, egalitarian, etc.) and guide students into demonstrating the ideologies in class policies. The class reflects on community dynamics and leadership after the experience.
Tool feature	Design Thinking: Prototype; P.E.A.C.E.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Brexit
Activity description	Learners compile social feeds of two perspectives (e.g., right and left) on one issue, comparing how they see each other's arguments and ideas.
Tool feature	ICT: Connecting/Peer/Social; P.E.A.C.E. Storify (storify.com) is a tool that lets users curate social media entries such as Tweets and Facebook posts into well-crafted stories that feature multiple sources.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Large-scale migration
Activity description	Learners interview a person in the local community who is affected by migration in one way or another. The class compiles and analyses the findings.
Tool feature	Design Thinking: Empathize Qualitative Interviews
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

Social Justice and Inequality

Curriculum topic	Income disparity
Activity description	Learners budget and create meals for their team (acting as a household) based on a given country's diverse income brackets. They plan meals, cook, and eat together. The class reflects on the effect of income inequality, and creates a photo exhibit of their meals.
Tool	PBL
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Democratic process
Activity description	Learners work as a class to design a budget based on a fixed amount set by the teacher. Their goal is to plan how they will spend the (hypothetical) money on purchasing toys and classroom equipment.
Tool feature	Design Thinking: Ideate Class Budget
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Basic human rights
Activity description	Learners watch a Ted-Ed video on human rights at home. Teacher can facilitate small-group discussions next day in class, giving prompts to further deepen their understanding. Sample prompt: How can they encourage/start human rights in the classroom?
Tool feature	ICT: Experiential Learning; P.E.A.C.E. Ted-Ed (ed.ted.com) contains a library of animated videos of educators explaining specific topics, ranging from humanities to science.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

Identity and Diversity

Curriculum topic	Data theft
Activity description	Learners are given case studies of data theft, and then they in turn identify vulnerabilities in their own social media accounts.
Tool feature	ICT: Connecting/Peer/Social Social media accounts
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Indigenous people and culture
Activity description	Learners capture evidence of culture (shared set of practices or traditions by a group or society) in their everyday lives through a scavenger hunt. Given certain prompts ("belief systems", "language", "food", depending on grade level), the class collects as much visuals. Then, learners will use Google Image search to look for photos/videos of the same category/prompt of a different culture or group. Compare and contrast through a discussion.
Tool feature	ICT: Experiential Learning; P.E.A.C.E. Padlet (padlet.com) is an online collaborative board where students can put in their photos and notes as a class. Pinterest (pinterest.com) can also be utilized for this activity.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

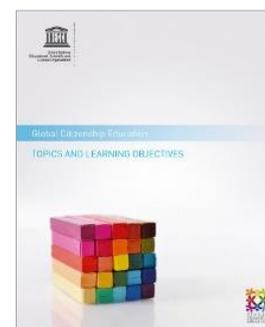
Curriculum topic	Freedom of expression
Activity description	Learners are given different sets of rules on expressing oneself, based on actual countries (country names are withheld from the student). Then, based on the rules they have to abide by, they are going to make different prototype posters based on a list of situations (protesting for equal rights, announcing a party, criticizing a bad policy, etc.).
Tool feature	Design Thinking: Empathize; P.E.A.C.E. Day in the Life
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Cultures of beauty
Activity description	Learners collaborate with other students from different schools/cultures/countries on collecting advertisements that sell "beauty" (hair, makeup, fashion). Together, they analyse the patterns in the visuals across countries, as well as differences between countries. Learners work together to "correct" these ads by making more empowering versions of them, ad remixes.
Tool feature	Design Thinking: Define Visual board, Ad remixes
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	People with disabilities
Activity description	Learners experience living daily lives with a disability (no sight – blindfolded, no hearing – wearing industrial ear muffs, limited mobility, etc.) by limiting their usual senses/abilities. Imagine having them roam the school for an hour with these "disabilities", using doors, toilets, stairs, etc.
Tool feature	Design Thinking: Empathize; P.E.A.C.E. Body Transformation
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Gender roles in TV
Activity description	Learners individually watch a substantial amount of TV and record the main characters' attributes (gender, age, job). The class can decide other things to look out for (e.g., attitude towards school). After the homework, they come back to class to combine the data they gathered, and look at trends of how these characters are portraying gender roles.
Tool feature	ICT: Experiential Learning TV Census
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

Sustainable Development	
Curriculum topic	Entrepreneurship for sustainability
Activity description	Learners brainstorm "green alternatives" for an existing product or service in their community and test the prototypes afterwards.
Tool feature	Design Thinking: Ideate Brainstorming
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Water consumption habits
Activity description	Learners individually log their water use, and class data is presented to display how much water the everyone collectively uses. Aggregate data and graphs can be a reflection point for learners on their water footprint.
Tool feature	ICT: Creating Google Forms and Sheets (sheets.google.com) can be utilized for gathering data and making documentation easier. Graphing and visualization can also be done here.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Place-based natural hazards
Activity description	Learners across different geographic locations are paired together. They make video diaries of natural disasters they encounter locally in a given period. After the given period, they reconnect and share their videos to each other afterwards.
Tool feature	ICT: Creating Video, YouTube, Skype
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Air pollution in ...(select place)
Activity description	Learners explore the different interconnected systems contributing to the pollution (consumers, industries, government) by visualizing the whole system as a flowchart.
Tool feature	Design Thinking: Define
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Local waste management
Activity description	Learners explore issues on waste management in their respective localities. Afterwards, they prototype ideas on how to improve the processes and gather feedback.
Tool feature	Design Thinking: Empathize, Define, Test Field research, Design Challenge Statement, Gallery Walk
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Conserving household energy
Activity description	Learners make "nutrition-facts" type of labels for the common household appliances, by researching on electric use. They can start in school equipment (how much does it cost to use the projector in 1 hour?) as a class, then individually they can make their own versions at home.
Tool feature	PBL
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum topic	Role of animals in the ecosystem
Activity description	Learners engage in an online debate about animal rights. One side takes the "pro" and the other takes the "anti". This creates a dialogue about the role of animals in trade, clothing, food, and biodiversity.
Tool feature	ICT: Connecting/Peer/Social Tricider (tricider.com) is a good free tool to give structure to online arguments and debates, Google Forms + Docs
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

Peace and Conflict	
Curriculum Topic	Civil war in Syria
Activity Description	Learners study the conflicts happening in the Middle East through an immersive experience using virtual reality instruments.
Tool	ICT: Experiential Learning; P.E.A.C.E. Virtual reality
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
Curriculum Topic	Gender-based bullying in the school
Activity Description	Learners craft a school "code of ethics for allies" on using discriminatory insults and slurs. They start by exploring the common words/insults being used in school, recall experiences where they witnessed these bullying examples, and brainstorm ways of helping those receiving those slurs. Main concept: Allies vs. Bystanders.
Tool	PBL; P.E.A.C.E.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

3.3. GCED Topics and Learning Objectives

Offering guidance for integrating GCED into the curriculum, the *Global Citizenship Education: Topics and Learning Objectives* contains useful suggestions for translating GCED concepts into practical and adaptable age-specific topics and learning objectives (UNESCO, 2015b). The topics and learning objectives included in this guidance are not exhaustive, but they are helpful for identifying entry points based on topics and grade levels, or as a checklist or reference in tandem to existing education programmes, combined with critical, creative pedagogies. Figure 11 shows the overall structure of the guidance with Figure 12 providing more details.



Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE

SOCIO-EMOTIONAL

BEHAVIOURAL

KEY LEARNING OUTCOMES

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

- 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

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate

- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

Socially connected and respectful of diversity

- Cultivate and manage identities, relationships and feeling of belongingness
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

Ethically responsible and engaged

- Enact appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures
2. Issues affecting interaction and connectedness of communities at local, national and global levels
3. Underlying assumptions and power dynamics

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/
lower primary
(5-9 years)

Upper primary
(9-12 years)

Lower secondary
(12-15 years)

Upper secondary
(15-18+ years)

Figure 11: Structure of GCED Topics and Learning Objectives (UNESCO, 2015b)

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

Figure 12: Elaborations of GCED Topics and Learning Objectives (UNESCO, 2015b)

3.4. The Whole School Approach

There is no doubt that individual efforts of teachers are critical for implementing GCED. However, having the support of the entire school system is likely to make a more lasting impact. The whole school approach has been used to promote education in many areas: health, human rights, inclusion, tolerance environment, sustainability and so on. A whole school approach “means carrying out work in different spaces across the school – including within the curriculum, extra-curricular activities, teacher training and engaging the community. It also means doing this in a coordinated way that links to an overarching vision or purpose for your global citizenship work. Working holistically in this way will have more impact on young people, increasing the benefits for them as individuals, as learners, and as future citizens. It can also have additional benefits for the school, supporting curriculum development, pupil motivation, and staff” (Oxfam, n.d.d).

Figure 13 illustrating a whole-school approach to climate change includes action in every aspect of school life: school governance, teaching content and methodology, facilities management and with the community partnerships. It involves all school stakeholders: students, teachers, principals, school staff at all levels, families and community members (UNESCO, 2016c).

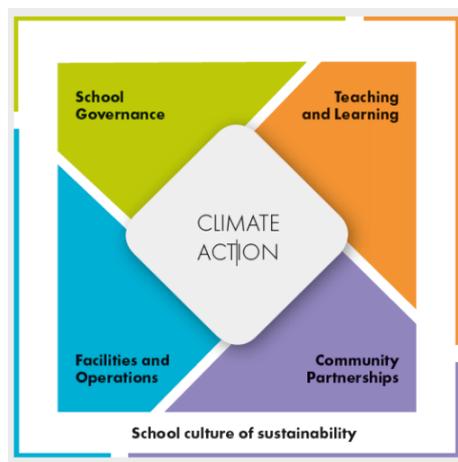


Figure 13: The Whole-School Approach to Climate Change
(UNESCO, 2016c)

Examples of whole school programmes around the world highlight the effective integration of the learning objectives into all parts of school life and beyond include Alberta Education, n.d.; Amnesty International, 2011; Rahaini, 2011; Subba, 2012; Chen, 2013; and Sharma, 2016. Another model of a whole school approach is in the emerging area of anti-bullying education. To prevent and reduce bullying, a combination of broad strategies can include the following (Bullying No Way, n.d.):

- increase awareness of bullying through school assemblies;
- encourage student-planned activities;
- practise effective classroom rules and management;
- promote a positive school environment, relationships and student wellbeing;
- apply effective methods of behaviour management that are non-hostile and non-punitive; and
- provide skill development for all students, and especially bystanders, to respond negatively to bullying behaviour and support students who are bullied.

Given the benefits of a whole school approach and its holistic perspective on educational transformation, it is not surprising a whole school approach for GCED has the support of many advocates.

Chapter 4: Integrating GCED into the Curriculum: Exemplars

To demonstrate how GCED can be integrated into the curriculum and teaching practices, the examples in this chapter will use the GCED Topics and Learning Objectives (UNESCO, 2015b) as a reference, accompanied by activities collected from other resources and suggestions for pedagogies that will enhance students' cognitive, socio-emotional and behavioural learning. A list of key resources at the end of this chapter contains more examples and practical guides.

Example 1

Curriculum topic	Income disparity
Activity description	Learners budget and create meals for their team (acting as a household) based on a given country's diverse income brackets. They plan meals, cook, and eat together. The class reflects on the effect of income inequality, and creates a photo exhibit of their meals.
Tool	PBL
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

OR

Topic: Local, national and global systems and structures

Subject: Math, Social Studies, Food Studies, Finance

Grade: Lower primary (9 years)

Cultural Food Fair

(Global Digital Citizen Foundation, n.d.c., p.7)

- **Define:** In this fun-filled lesson, students learn about different cultures while managing the details of cost and profits as they collaborate on a cultural food fair. The goal is to sell them in an advertised food fair bazaar to raise money for charity.
- **Discover:** Students discuss the ethnic dishes they feel would be best to serve at their food fair. Let them discover as much as they can about the culture they will represent and what its most popular native foods are.
- **Dream:** How will they decorate their kiosks to attract business and describe the culture they are representing? How will they present the foods in an appealing manner? Who will be doing what task during the food fair?
- **Design:** Students begin to create designs for their kiosk and food presentation. They may choose to decorate their stands with traditional adornments in the style of the culture. Then it's time to build, shop, and cook!
- **Deliver:** It is finally time to hold the food fair. Students will prep their dishes and set up their kiosks. They are now "open for business." Students are free to decorate their kiosks and even dress in cultural attire if they wish.
- **Debrief:** This is a time for students to reflect on all the new experiences they have had. Not only have they gained knowledge of other cultures, but also they have learned about business, and about cooking.

B.1 Topic: Local, national and global systems and structures

Pre-primary & lower primary (5-9 years)

Learning objective: Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship

Key themes:

- ▶ The self, family, school, neighbourhood, community, country, the world
- ▶ How the world is organised (groups, communities, villages, cities, countries, regions)
- ▶ Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)
- ▶ Why rules and responsibilities exist and why they may change over time

Example 2

Curriculum Topic	Gender-based bullying in the school
Activity Description	Learners craft a school "code of ethics for allies" on using discriminatory insults and slurs. They start by exploring the common words/insults being used in school, recall experiences where they witnessed these bullying examples, and brainstorm ways of helping those receiving those slurs. Main concept: Allies vs. Bystanders.
Tool	PBL; P.E.A.C.E.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

OR

Topic: Different levels of identity

Subject: Social studies

Grade: Upper primary (9-12 years)

Make your students your partners in preventing violence

(UNESCO, 2011c, pp.16-17)

- Include human rights and peace education in the school curriculum.
- Teach students about their human rights as well as the rights of their peers, teachers, family members and members of their community. You can teach about human and children's rights using stories, debates, role-playing, games and current events, all of which engage students in analysing and applying their knowledge of human rights to the reality of their own school and community setting.
- Use student-friendly versions of the Universal Declaration of Human Rights and the Convention on the Rights of the Child available in printed and electronic formats. Both documents express everyone's right to education and everyone's right to grow and learn in a safe, environment.
- Discuss these documents with your students and try establishing ways that everyone's human rights can be understood, protected and respected in your classroom.
- Enlist your students in setting the rules and responsibilities of the classroom.
- Ask your class to write out a code of conduct with you. What actions are OK, what actions would hurt others or disrupt the class, and what actions are essential so that you can teach and your students can learn in a peaceful environment? Writing a code of conduct together makes everyone's rights and responsibilities clear and furthers student participation.

In-Class Activity

Ask students to discuss with you and one another what is violent and what is not. What specific rights are disrespected in acts of violence? Suggest ways to raise awareness of human rights in school and promote respect and appreciation for differences, for example, through debates, field trips, games, role playing, story-telling, projects.

B.4 Topic: Different levels of identity

Upper primary (9-12 years)

Learning objective: Examine different levels of identity and their implications for managing relationships with others

Key themes:

- ▶ How the individual relates to the community (historically, geographically and economically)
- ▶ How we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)
- ▶ Nation state, international organizations and bodies, multi-national corporations
- ▶ Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying
- ▶ Negotiation, mediation, reconciliation, win-win solutions
- ▶ Regulating and managing strong emotions (positive and negative)
- ▶ Resisting negative peer pressure

Example 3

Curriculum topic	Community development
Activity description	Learners co-design rules (acting as a mini government) in their classroom. Teacher provides template government types (authoritarian, egalitarian, etc.) and guide students into demonstrating the ideologies in class policies. The class reflects on community dynamics and leadership after the experience.
Tool feature	Design Thinking: Prototype; P.E.A.C.E.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

OR

Topic: Actions that can be taken individually and collectively

Subject: Social Studies, Geography, History, Languages

Grade: Upper primary (9-12 years)

The Power of Peace

(Extracted from The World’s Largest Lessons)

Learning activity

- Find a few photographs that demonstrate peaceful and non-peaceful situations, e.g. prayer, friends, people shouting or being aggressive, a large peaceful rally, tanks, a protest with police.
- Images should be chosen sensitively.
- Show the pictures to students, then ask them to write down 1-3 words that they think describe each picture. Ask them to discuss with a partner how each picture makes them feel and then share their ideas with the class.
- Highlight to students the different words used to describe the peaceful vs non-peaceful situations and ask the question: Why do you think the non-peaceful situations or situations involving conflict happened?

Extension activities

The Great Kindness Challenge

- Participate in “The Great Kindness Challenge Week” at school by downloading the Acts of Kindness: http://www.greatkindnesschallenge.org/download/Acts-of-Kindness-Checklist_c.pdf
- Checklist and Toolkit.
- Participate individually: <http://greatkindnesschallenge.org/event.html>.
- Register your school and commit to making your campus a kinder place: <http://greatkindnesschallenge.org/School/event.html>.
- Watch or listen to, then discuss, any of the video or audio resources on peace education: <http://teachunicef.org/explore/topic/peace-education>

For details, go to http://cdn.worldslargestlesson.globalgoals.org/2016/06/8_The_Power_of_Peace.pdf.

B.7 Topic: Actions that can be taken individually and collectively

Upper primary (9-12 years)

Learning objective: Discuss the importance of individual and collective action and engage in community work

Key themes:

- ▶ Connection between personal, local, national and global issues
- ▶ Types of civic engagement for personal and collective action in different cultures and societies (advocacy, community service, media, official governance processes such as voting)
- ▶ Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems
- ▶ Examples of individuals and groups engaged in civic action who have made a difference at local and global levels (Nelson Mandela, Malala Yousafzai, Red Cross/Crescent, Doctors without Borders, the Olympics) and their perspectives, actions and social connectedness
- ▶ Understanding that actions have consequences

Key Resources



A Human Rights Education Pack

Amnesty International, 2015

This education pack contains five activities on human rights for young people to open their minds to global concerns, involving them in actions to have a real impact on people's lives.

<https://www.amnesty.org/en/documents/act30/2621/2015/en/>

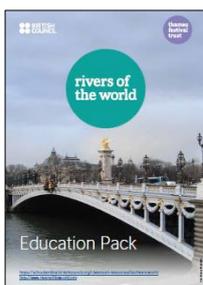


One Voice for All Education Pack

British Council School Online, 2013

This set of resources helps teachers work on the themes of Rights and Responsibilities and Fairness and Equality through an exploration of human rights and street children. Its aims to allow learners to develop understanding of the key concepts of global citizenship, universal rights and justice.

<https://schoolsonline.britishcouncil.org/classroom-resources/list/one-voice-all>

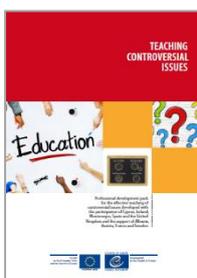


Rivers of the World Education Pack

British Council

This education resource provides cross-curricular activities for pupils aged 7–14. It is designed to help pupils develop core skills and encourage them to explore and reflect on local and global issues.

<https://schoolsonline.britishcouncil.org/classroom-resources/list/rivers-world>;
<http://www.riversoftheworld.org>.

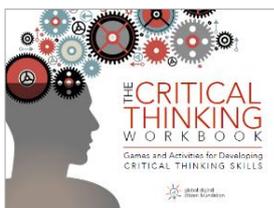


Teaching Controversial Issues: Living with Controversy

Council of Europe, 2014

This guide for teaching controversial issues contains a scoping paper and training activities that promote an open and collaborative approach, with a special emphasis on self-reflection and thoughtful, informed actions.

http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders?p_p_id=2_WAR_kaleodesignerportlet&p_p_lifecycle=0



The Critical Thinking Workbook – Games and Activities for Developing Critical Thinking Skills

Global Digital Citizen Foundation

The workbook is filled with easy and fun activities.

<http://www.schrockguide.net/uploads/3/9/2/2/392267/critical-thinking-workbook.pdf>



Global Digital Citizenship, Quick Start Guide

Global Digital Citizen Foundation

This 15-page easy guide contains a questionnaire on Global Digital Citizenship as well as simple implementation plans for teachers in primary, middle and senior schools.

<http://hub.globaldigitalcitizen.org/download-gdc-quickstart-guide>



Project Based Learning Ideas Guide – K-12 Learners

Global Digital Citizen Foundation

There are 9 projects with choices for primary, middle, and senior grades. The ideas can be customized for all grade levels as cross-curricular studies.

<https://solutionfluency.com/en/downloadables/pbl-ideas-book>



Solution Fluency Quickstart Skills Guide

Global Digital Citizen Foundation

It describes 6Ds of solution fluency: define, discover, dream, design, deliver, debrief.

<https://solutionfluency.com/en/downloadables/sf-quickstart-skills-guide>



Global Citizenship Guides: Teaching Controversial Issues

Oxfam, 2006

This guide explores what controversial issues are, why they should be taught, and includes classroom strategies, existing guidance and practical teaching activities.

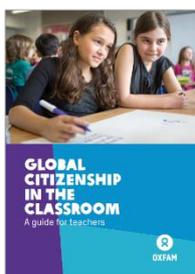
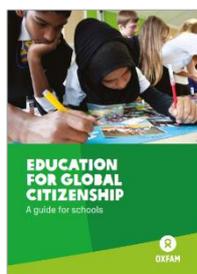
<http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>



Whole School Case Studies

Oxfam, 2013

https://www.oxfam.org.uk/~/_media/Files/Education/Teacher%20Support/Think%20pieces/Ed%202012%20case%20studies.ashx



- **Education for Global Citizenship – A Guide for Schools**
 - **Global Citizenship in the Classroom – A Guide for Teachers**
- Oxfam, 2015

Practical and reflective guides to support the development of global citizenship in all areas of curriculum and school life.

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>



Background: Using photographs in the classroom

Oxfam

<http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/images-and-artefacts>

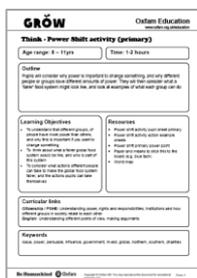


Math, English, Science and Global Citizenship

Oxfam

Simple and clear guides for teachers to integrate GCED in each subject.

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>



- **Think: Power-Shift activity (Primary)**
 - **Think: Power-Shift activity (Secondary)**
- Oxfam

https://www.oxfam.org.uk/-/media/Files/Education/Resources/Food%20for%20thought/Think/Think_power_shift_secondary_teachers_guide.ashx



Work that Matters – the Teacher’s Guide to Project-Based Learning

Paul Hamlyn Foundation, 2012

A teacher’s guide for designing and managing projects for students with a tangible, publicly exhibited product.

<http://www.innovationunit.org/wp-content/uploads/2017/04/Work-That-Matters-Teachers-Guide-to-Project-based-Learning.pdf>



- **The Education We Want - An Advocacy Toolkit**
 - **The Education We Want - Workshop Facilitator Guide**
- Plan International, 2014

It contains a wide range of workshop activities to understand, plan or conduct educational advocacy.

https://plan-international.org/da/file/8657/download?token=hm_inCte



Bringing Data to Life - Statistical Approaches to Real Global Issues

Think Global, 2015

A toolkit to support secondary Math and Geography teachers and students to engage with global issues. It includes session plans, powerpoints and worksheets.

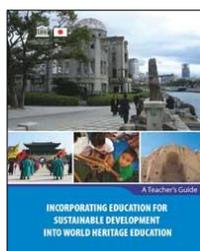
<https://globaldimension.org.uk/resource/bringing-data-to-life/>



Stopping Violence in Schools: A Guide for Teachers
UNESCO, 2009

The guide examines various forms of violence in schools, and offers practical suggestions for teachers on how to prevent them.

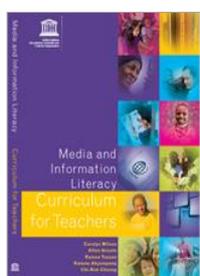
<http://unesdoc.unesco.org/images/0018/001841/184162e.pdf>



Incorporating Education for Sustainable Development into World Heritage Education – A Teacher's Guide
UNESCO, 2011

A reference for teachers to explore world heritage and sustainable development to engage students in critical thinking and problem-solving with interesting activities to bring the world into the classrooms and classrooms to communities.

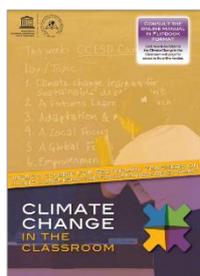
<http://unesdoc.unesco.org/images/0019/001900/190006E.pdf>



Media and Information Literacy Curriculum for Teachers
UNESCO, 2011

This resource provides a framework to construct programmes for teachers to be media and information literate.

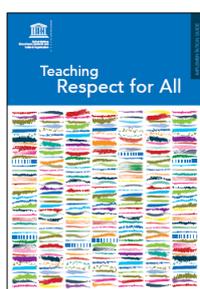
<http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>



Climate Change in the Classroom
UNESCO, 2013

A guide for secondary school teachers on climate change, human rights, disaster risk reduction, including a six-day teacher training course with a time plan, presentation slides, field trip preparation, facilitation guides and handouts.

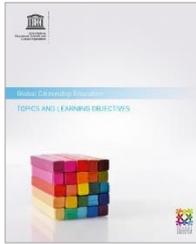
<http://unesdoc.unesco.org/images/0021/002197/219752e.pdf>



Teaching Respect for All
UNESCO, 2014

The publication contains guidelines, questions for self-reflection, ideas and examples of learning activities to integrate Teaching Respect for All into upper primary and lower secondary education.

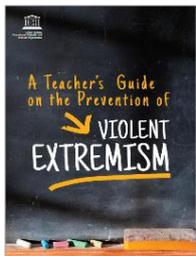
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/resources/projects/teaching-respect-for-all/>



Global Citizenship Education – Topics and Learning Objectives UNESCO, 2015

A pedagogical guidance for educators, curriculum developers, trainers, policy makers and other education stakeholders to integrate GCED in their education systems.

<http://gcedclearinghouse.org/resources/global-citizenship-education-topics-and-learning-objectives>



A Teacher's Guide on the Prevention of Violent Extremism UNESCO, 2016

Teachers in upper primary, lower secondary and upper secondary education will find practical advice on when and how to discuss the issue of violent extremism, helping them to create an inclusive and conducive classroom climate.

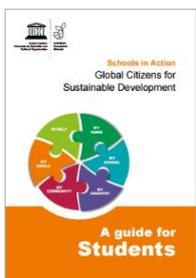
<http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>



Connect with Respect: Preventing Gender-based Violence in Schools UNESCO, 2016

This tool contains a series of guidance notes for teachers and school leaders on concepts and issues related to prevention of school-related gender-based violence, as well as structured programmes for teachers to work with early secondary school students.

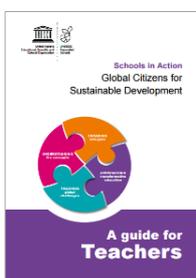
<http://unesdoc.unesco.org/images/0024/002432/243252E.pdf>



Schools in Action, Global Citizens for Sustainable Development – A Guide for Students UNESCO, 2016

This guide introduces secondary school students to Global Citizenship Education and Education for Sustainable Development, providing them with ideas and activities to contribute proactively to a more peaceful and sustainable world.

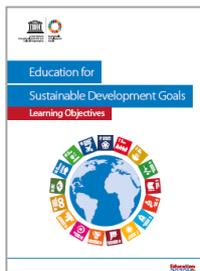
<http://unesdoc.unesco.org/images/0024/002463/246352e.pdf>



Schools in Action, Global Citizens for Sustainable Development – A Guide for Teachers UNESCO, 2016

This guide introduces Global Citizenship Education and Education for Sustainable Development to teachers, incorporating ideas and activities for secondary school teachers to help their students become global citizens and sustainable development actors.

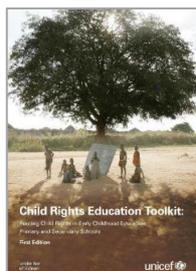
<http://unesdoc.unesco.org/images/0024/002468/246888e.pdf>



Education for Sustainable Development Goals – Learning Objectives UNESCO, 2017

The publication identifies indicative learning objectives and suggests topics and learning activities for each SDG. It also contains implementation methods at different levels from course design to national strategies.

<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>



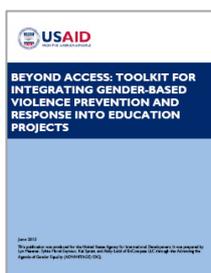
Child Rights Education Toolkit: Rooting Child Rights in Early Childhood Education, Primary and Secondary Schools

- Main toolkit
- Appendices

UNICEF, 2014

https://www.unicef.org/crc/files/UNICEF_CRE_Toolkit_FINAL_web_version170414.pdf

https://www.unicef.org/crc/files/UNICEF_CRE_Toolkit_Appendices_FINAL_web_version170414.pdf



Beyond Access: Toolkit for Integrating Gender-based Violence Prevention and Response into Education Projects

USAID, 2015

This toolkit offers guiding principles, evidence-based approaches and resources to integrate gender-based violence prevention and response.

https://www.usaid.gov/sites/default/files/documents/1865/toolkit_for_integrating_gender-based_violence_prevention.pdf



- World's Largest Lesson – Educators Guide Course
- World's Largest Lesson – Resource page

World's Largest Lesson, 2017

<http://worldslargestlesson.globalgoals.org/teachers-guide/>

<http://worldslargestlesson.globalgoals.org/#the-goals>

Chapter 5: Assessment and Evaluation

The measurement of quality education is invariably associated with the assessment and evaluation of the learning outcomes in formal schooling. Indeed, this focus on educational achievement has intensified through international achievement tests such as the Program for International Student Assessment (PISA) and the Trends in Mathematics and Science Study (TIMSS). While such international tests have attracted considerable attention and increasing support, it is important to note concerns about the potential misalignment of the test items with local curriculum and instructional practices, the bias towards different forms of intelligences and so on. The highly competitive nature of such comparative testing can pressure governments and educators to stress teaching that maximizes test success (USAID, n.d.).

Can such achievement testing based on certain criteria or indicators fully assess the quality of education?

Questions over standardized achievement testing – at both the international and national levels – have been taken into account in efforts to monitor and evaluate achievements in the field of GCED. These initiatives include the Learning Metrics Task Force (LMTF), a multi-stakeholder group of 30 organizations, proposed recommendations for universal learning. The LMTF emphasized the necessity for youth to form values and gain 21st century skills beyond literacy and numeracy that would help them to succeed as citizens of the world, within a framework of seven learning domains:

1. Physical well-being
2. Science & technology
3. Numeracy & mathematics
4. Social & emotional
5. Culture & the arts
6. Literacy & communication
7. Learning approaches & cognition

However, more work is needed to agree on the indicators of learning to measure the demonstration of values and skills necessary for learners' success in communities, countries and the world (UNESCO-UIS and Brookings Institution, 2013). The Organisation for Economic Co-operation and Development (OECD) has proposed the inclusion of global competency in PISA 2018 to evaluate students' capacity to apply their knowledge, perspective-taking, and analytical and evaluation skills to tasks referring to relevant intercultural and global issues (OECD, 2016). The development of indicators to measure global competence can also draw on the IEA Studies on Civic Education (Torney-Purta et al., 1999) and the International Civic and Citizenship Study (Schulz et al., 2016).

Among the proposed measurement tools or instruments for global citizenship indicators is the Global Citizenship Scale (Morais and Ogden, 2011) in which global citizenship consists of the following:

- a) social responsibility: the perceived level of interdependence and social concern to others, society, and to environment);
- b) global competence: having an open mind while actively seeking to understand others' cultural norms and expectations and leveraging this knowledge to interact, communicate, and work effectively outside one's environment; and
- c) global civic engagement: demonstrating action and/or predisposition toward recognizing local, state, national, and global community issues and responding through actions such as volunteerism, political activism, and community participation.

Reysen and Katzarska-Miller (2013) also proposed a model which includes global awareness, global citizenship identification, intergroup empathy, valuing diversity, social justice, environmental

sustainability, intergroup helping, responsibility to act for the betterment of the world. Nonetheless, these instruments seem to lack several dimensions of GCED, such as learner outcomes in non-violent conflict resolution, human rights and critical political literacy, and so on. A more holistic conception of global citizenship would enhance the relevance and quality of these instruments. For the purpose of this *Template* to help teachers implement GCED, the task of assessment and evaluation should be contextualized within the daily work of teacher educators and teachers in their classrooms, school community and educational systems.

To begin with, ‘assessment’ and ‘evaluation’ have been used interchangeably, but they are not the same. Assessment refers to the ways in which educators determine how well the outcomes of learning have been achieved or attained during their teaching of a topic or subject matter. Evaluation implies a broader view of assessing the outcomes of a GCED programme that includes all other dimensions of an educational community.

Similarly, the concept of ‘learning’ with respect to GCED and other fields of transformative education extends beyond passive transmission and absorption of knowledge. Cheng (2014) proposed a re-interpretation of learning as follows:

- Learning is meaning making by human beings of the world external to them;
- Learning is the active construction of knowledge by the learner;
- Learning is effective at understanding, and understanding is valid in application of the knowledge thus constructed;
- Learning is a matter of experience and takes place during doing and using;
- Learning is most effective in groups; collaborative learning is the most effective method of learning; and
- Different people learn differently.

This shift has implications for the assessment of learning outcomes: “a broader range of assessment tools is needed to capture important learning goals and processes and to more directly connect assessment to ongoing instruction. The most obvious reform has been to devise more open-ended performance tasks to ensure that students are able to reason critically, to solve complex problems, and to apply their knowledge in real-world contexts. In addition, if instructional goals include developing students’ metacognitive abilities, fostering important dispositions, and socializing students into the discourse and practices of academic disciplines, then it is essential that classroom routines and corresponding assessments reflect these goals as well. This means expanding the armamentarium for data gathering to include observations, clinical interviews, reflective journals, projects, demonstrations, collections of student work, and students’ self-evaluations, and it means that teachers must engage in systematic analysis of the available evidence” (Shepard, 2000, p. 8).

Assessment can either be summative and formative. Summative assessment, or assessment of learning, refers to the collection of information or data used to judge the learner’s level of competence or achievement (Chappius, 2000). Formative assessment aims to contribute directly to the learning process through providing feedback, guiding future efforts and giving encouragement to learners (Broadfoot, 2007). Given its philosophical constructivist assumptions, formative assessment is clearly a relevant and consistent assessment model for GCED. Moreover, the gradual interest in the Asia-Pacific region to implement school-based assessment to replace traditional external assessment tests or examinations (Mansor et al., 2013; Ghazali, 2016) is a promising development that can facilitate the role of formative assessment in GCED. This is not to imply, however, that summative evaluation of GCED is not valid. The challenge is to balance the assessment culture so that learning outcomes are not solely assessed by one final test or examination.

Butler and McMunn (2006) have identified a wide range of assessment tools or methods to assess desired learning outcomes (Figure 14).

Products:

Essays; Logs; Journals; Posters/Murals

Constructed Responses:

Graphs; Matrices; Webs; Portfolios; Projects; Flowcharts; Maps; Media analysis; Interviews; Research reports; Projects; Petitions; Letters

Performances:

Oral presentations; Group output; Role playing; Simulations; Demonstrations; Drama/popular theatre; Rally; Debates; Panel discussions; Oral recitation; Story telling; Artwork; Poetry writing; Musical Compositions/recitals; Film & audio productions, Social media; Dialogue; Games; Sports

Intercultural, Local, International & Global Immersion:

Field visits; School twinning/exchange; Study abroad; Service learning

Figure 14: Assessment Tools
(Butler and McMunn, 2006)

Furthermore, the assessment of these various pedagogical strategies can draw on the range of techniques used in educational programmes worldwide, including selected response tests (e.g. true-false, matching, fill-in-the-blank items and multiple choice), extended or essay response tests, document-based questions, performance assessment, authentic assessment and structured observation (Myers, 2004).

In addition to the assessment of GCED learning outcomes in the classrooms, it is also essential to evaluate the integration of a GCED programme at the institutional level. A holistic approach to assessment and evaluation of GCED should include the dimensions below (UNESCO, 2015b):

- 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

Likewise, to guide a holistic evaluation of GCED programmes in schools, a checklist of indicators of key components of a whole school system may be useful (Table 1).

In conclusion, the dimensions of assessment and evaluation in the integration of GCED in teacher education programmes and in school communities calls on multiple stakeholders in the educational system, including policy-makers, teacher educators, administrators, teachers, learners, elders and other community members, NGOs, civil society and the private sector to contribute their ideas, visions, perspectives and experiences. At this stage of institutional development and mainstreaming of GCED, there is still considerable work to be done to establish clearer and more detailed guidelines and strategies for assessment and evaluation consistent with the vision, goals, values and principles of GCED to build a peaceful, just, compassionate and sustainable world for our common humanity and our planet.

Table 1: Checklist of Indicators for Evaluating a GCED Programme in the Whole School

Components of a whole school	Indicators
I. Educational system	<ul style="list-style-type: none"> • Policies promoting the integration of GCED in schools and other educational institutions • Recruitment and training of teachers emphasize inclusion of GCED in pre-service and in-service professional formation/development programmes of teacher • Assessment and evaluation policies recognize key role of GCED indicators, supportive environment for teachers to implement GCED • Policies supporting synergies and complementarities between GCED and other fields of transformative education • Policies supporting active global and local citizenship in learning outcomes for GCED, especially opportunities for learners to undertake personal and social action for transformation culture of violence to a culture of peace • Guidelines for official textbooks to foster integration of GCED visions, goals and perspectives • Encourage partnerships with UNESCO and other international agencies to promote GCED
II. School administration and organization	<ul style="list-style-type: none"> • Regular orientation and in-service professional development of teachers in GCED curriculum and pedagogy • Teaching-learning activities reflecting GCED in curriculum and pedagogy • Supportive administrator, teacher and student relationships consistent with GCED values and principles (democracy, human rights, non-violence, participatory, gender sensitive, non-discrimination, etc.) • Student leadership structures, activities and programmes based on GCED values and principles • Democratic code of conduct rules and culture of human rights, social justice, sustainability and gender equality for whole school community • Conflict resolution strategies embedded in administration and organisation • Community participation in school, including in promoting GCED • Transformed school building and facilities (reduced energy consumption; clean environment; gender sensitive, etc.)
III. Curriculum and pedagogy	<ul style="list-style-type: none"> • Mapping of all learning areas in curriculum to ascertain level and scope of GCED integration in terms of content and knowledge, especially issues and themes related to multiple dimensions of a culture of peace (disarmament, conflict resolution, structural violence, local/global justice, human rights, intercultural understanding, environmental sustainability, inner peace, etc.) • Integration of GCED content in all learning areas • Inclusion of dialogical, creative, participatory and gender sensitive critical pedagogies • Strengthened assessment and evaluation frameworks and strategies that are consistent with GCED values and principles; include more formative and school-based assessment • Equal emphasis on cognitive, socio-emotional and behavioural (action) capacities in learning outcomes • Active co-curriculum or extra-curriculum activities also integrate GCED values and principles (students clubs and associations, sports, school newsletters/magazines, media literacy, etc.) • Hidden curriculum manifested in relationships among students, teachers and administrators and school or classroom culture/climate reflect GCED values and principles (gender equality, intercultural respect, nonviolence, social justice, etc.) • School textbooks and other learning resources (audiovisuals, library, posters, etc.) analysed, revised and enhanced with GCED vision, goals, concepts and themes • Critical media and digital citizenship/literacy
IV. School-community relationships	<ul style="list-style-type: none"> • Members of community (e.g. parents, elders, other citizens, NGOs, CSOs, media, private sector) encouraged to contribute to and participate in GCED integration in whole school • Learners facilitated in engaging in GCED-related community and society-based projects (social and cultural immersion, service learning, exchanges, twinning, etc.) • Teachers and administrators help parents, families and communities to foster peaceful conflict resolution, gender sensitive and sustainable environments • School community advocate in support of marginalized and vulnerable sectors and communities in society to attain peace, justice, human security, human rights and cultural respect and understanding • Teachers, learners and administrators express solidarity with communities and engage collaboratively in social action projects to build culture of peace in community and society • Schools invite contributions of indigenous knowledge and traditional wisdom to GCED curriculum and pedagogy

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