



Global Citizenship Education in ASEAN

Deep Learning Series Philippines
26-27 March 2015
Pasig City, Philippines

Lay Cheng Tan
UNESCO Bangkok



What is global citizenship education?



Peace education

DEFINITIONS

- Peace education prepares and nurtures learners with the knowledge, skills, capacities and attitudes necessary to confront and end violence (war) and injustice and promote a culture of peace.
- It is education that prepares people to think about and plan for alternatives – to change the future from the present.
- It is education both about and for peace.

EMERGENT THINKING

1. Comprehensive in scope
2. Ethically grounded
3. Holistic and interconnected
4. Transformative in nature





Interreligious education

Global Citizenship Education....

aims to equip learners of all ages with those values, knowledge and skills that are based on and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens, engaged in building peaceful, just and sustainable societies.

Interreligious Education....

aims to enable learners to be wise global citizens, with knowledge and understanding of the other, respect for religious and philosophical diversity, and capacity to think critically and independently about the nature of religion and belief and the claims of faith and values.

Source: Chater, M., Culham St Gabriel's Trust, UK





Global education

“Education that seeks to meet the needs of the 21st century must be global in outlook.”

Fernando Reimers, Harvard
Graduate School of Education



Skills needed include:

- A capacity to understand the world and to function globally
- Intercultural competency
- Foreign language skills
- Knowledge of world history
- Knowledge of geography
- An understanding of globalization

A blended program combining face-to-face and online learning, **Think Tank on Global Education**, will be held on 13–15 May 2015 in Harvard University

[Complimentary Webinar: Fostering Global Competency and Leading Change Throughout Education Systems](#), Wednesday, April 1, 2015 | 9-10 a.m. EDT



How GCED is interpreted in Asia and the Pacific



Source: Adapted from U. Chung, Global Citizenship Education in the Asia-Pacific. APCEIU. Presentation at the Technical Consultation on Global Citizenship Education, Seoul, Republic of Korea, September 2013.



GCED OUTCOMES

Knowledge and understanding

- Social justice and equity
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

Skills

- Critical thinking
- Empathy
- Ability to argue effectively
- Ability to challenge injustice and inequality
- Co-operation and conflict resolution

Values and attitudes

- Identity and self-esteem
- Respect for people and things
- Commitment to social justice and equity
- Value diversity
- Commitment to sustainable development
- Belief that people can make a difference



GCED from UNESCO's perspective

- There is no single definition of GCED.
- It stands on many foundations, but takes the agenda further, emphasizing how they inter-connect and support each other
- The focus is on the **role**, **relevance** and **content** of education
- The emphasis is on **non-cognitive** aspect of learning
 - values, attitudes, well-being
 - increasing attention to 'learning to be', 'learning to live together', 'learning to do' and 'learning to know'
 - respect for human rights, social justice, diversity, gender equality and environmental sustainability
- For learners of all ages to be responsible global citizens



GCED core competencies

Cognitive

- Knowledge, understanding and critical thinking about global issues and the interconnectedness/interdependency of countries and different populations

Socio-emotional

- Sense of belonging to a common humanity, sharing values and responsibilities, and holding rights
- Empathy, solidarity and respect for differences and diversity

Behavioral

- Act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world



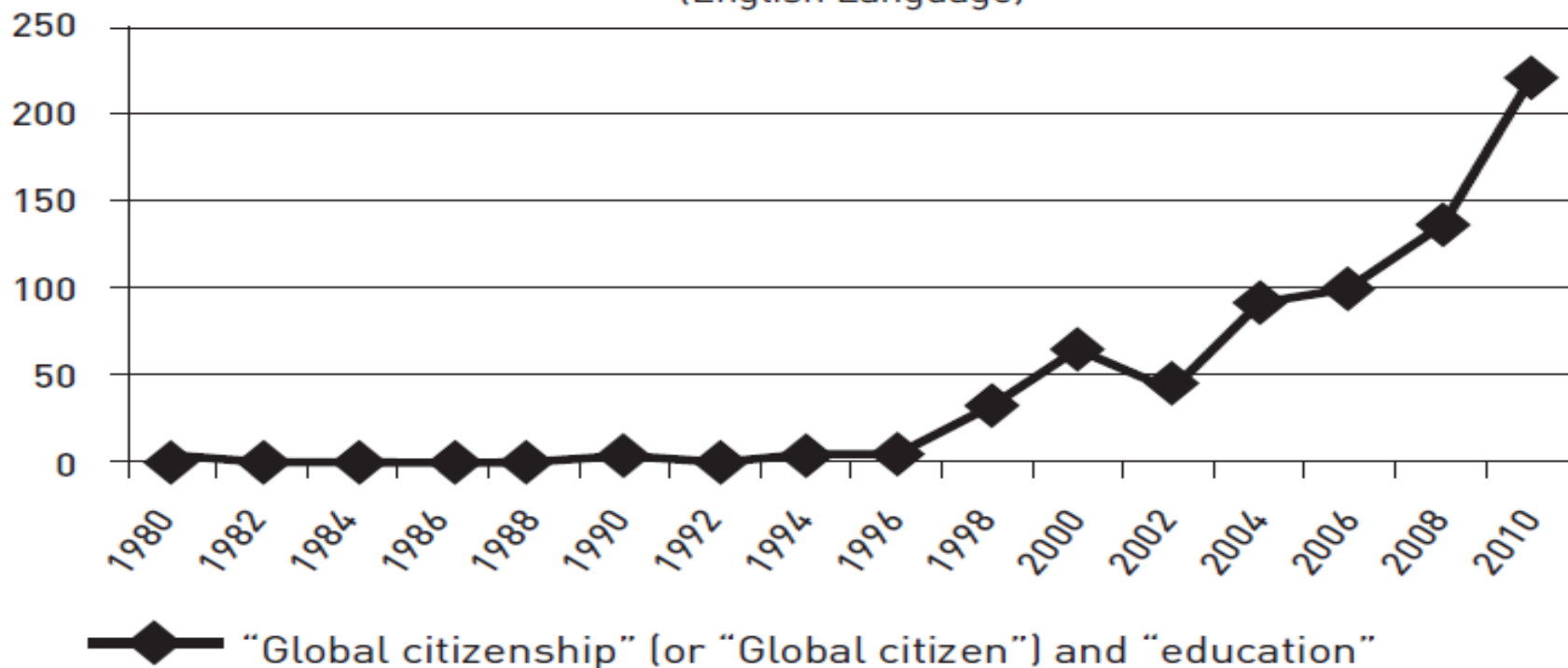
Why global citizenship education now?



Growing interest in GCED

Global citizenship and education in major world newspapers

(English Language)



Source: Dill, 2013. *The Longings and Limits of Global Citizenship Education*. NY, Routledge



Millennium Development Goals (2000-2015)



1 Eradicate extreme poverty and hunger



2 Achieve universal primary education



3 Promote gender equality and empower women



4 Reduce child mortality



5 Improve maternal health



6 Combat HIV/AIDS, malaria and other diseases



7 Ensure environmental sustainability



8 Develop a global partnership for development



Education for All Goals (2000-2015)



Goal 1: Early childhood care and education



Goal 2: Universal primary education



Goal 3: Youth and adult learning needs



Goal 4: Adult literacy



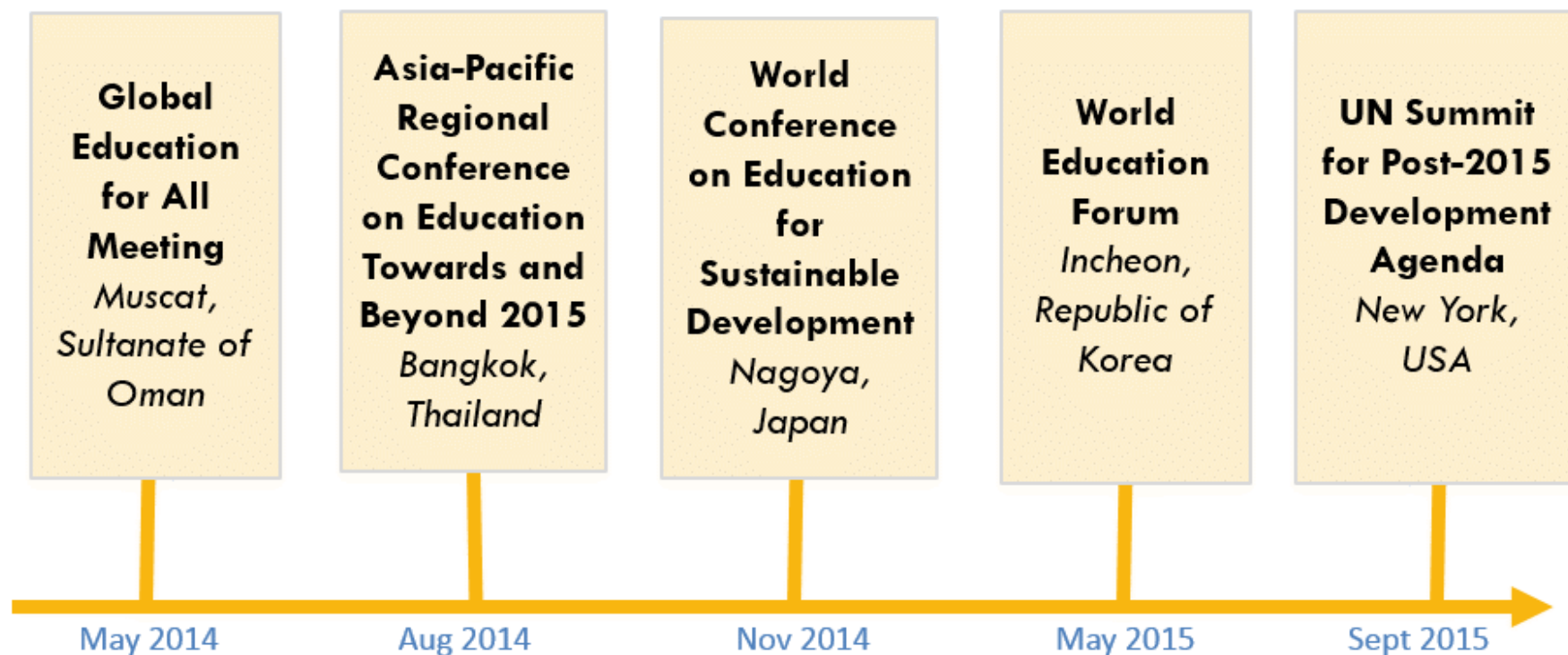
Goal 5: Gender parity and equality



Goal 6: Quality of education



Post-2015 education agenda





Sustainable Development Goals (2016-2030)

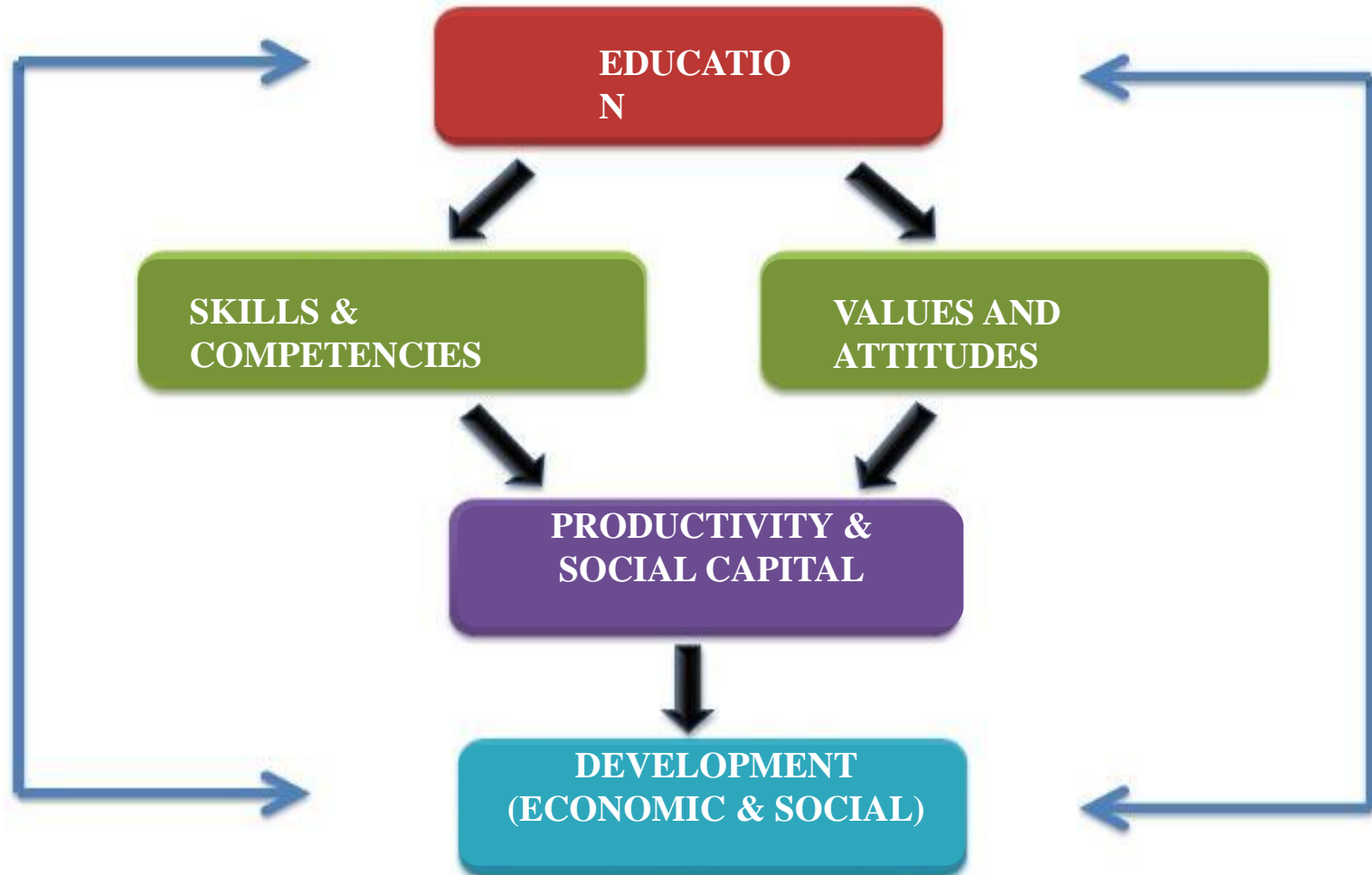
Proposed goals



- | | |
|---------|--|
| 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 4 | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all |
| GOAL 5 | Achieve gender equality and empower all women and girls |
| GOAL 6 | Ensure availability and sustainable management of water and sanitation for all |
| GOAL 7 | Ensure access to affordable, reliable, sustainable and modern energy for all |
| GOAL 8 | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all |
| GOAL 9 | Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation |
| 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 13 | Take urgent action to combat climate change and its impacts* |
| GOAL 14 | Conserve and sustainably use the oceans, seas and marine resources for sustainable development |
| GOAL 15 | Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss |
| 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 |
| GOAL 17 | Strengthen the means of implementation and revitalize the global partnership for sustainable development |



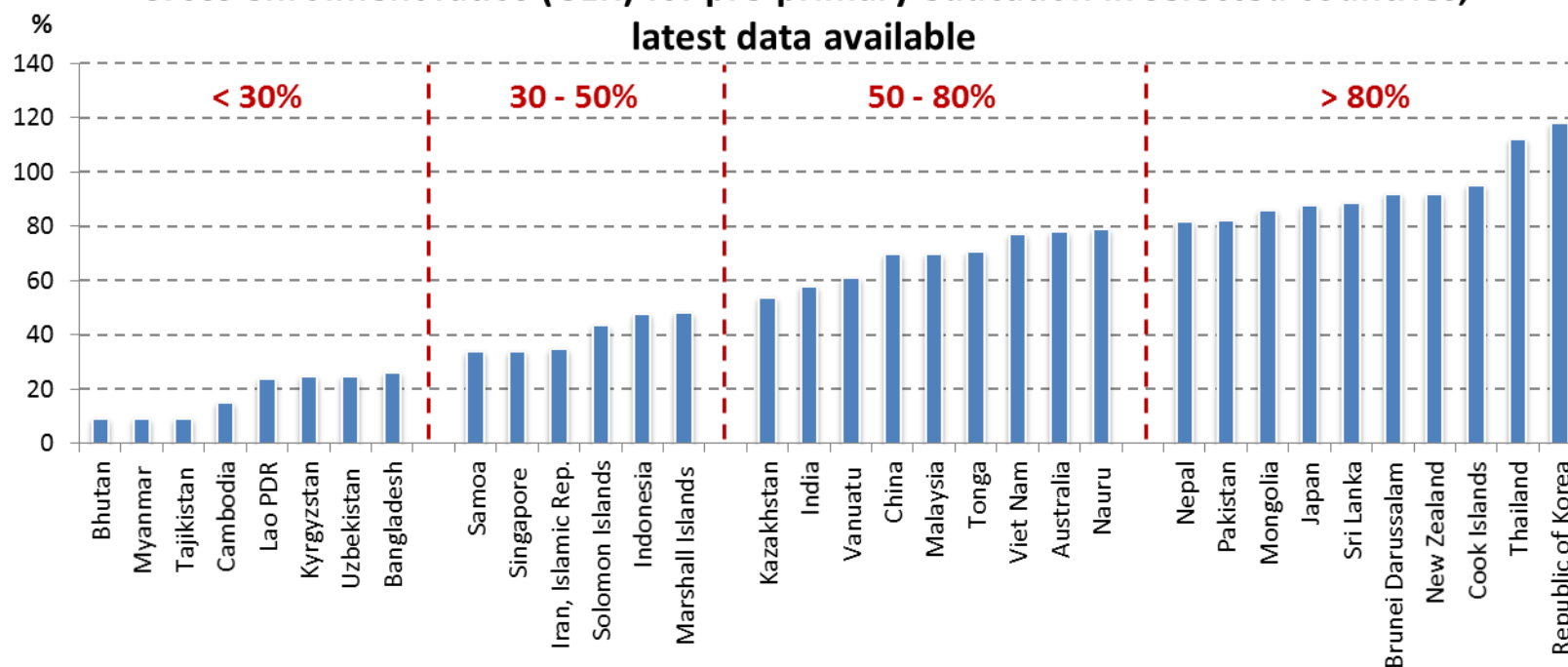
Education – the key for development





Pre-primary education

Gross enrolment ratios (GER) for pre-primary education in selected countries, latest data available

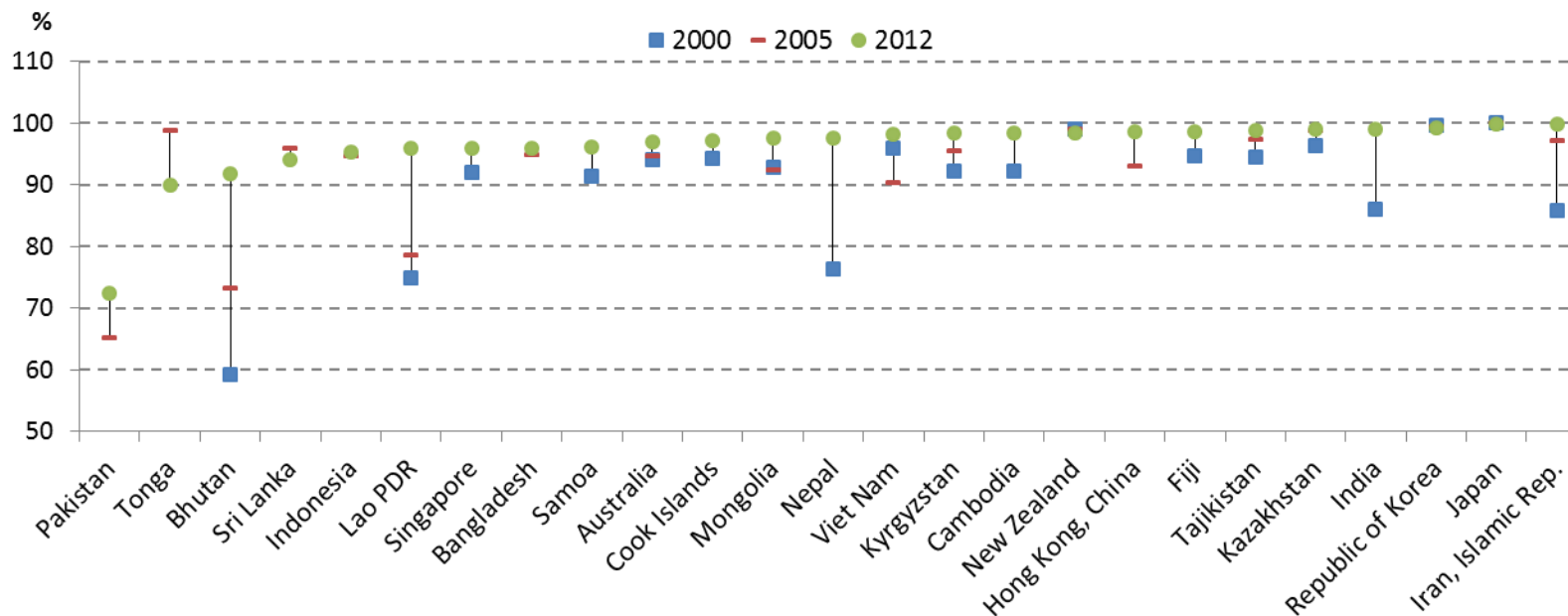


GER in pre-primary	2000	2012	% points increase
South and West Asia	26%	55%	29
East Asia and the Pacific	40%	68%	28
Central Asia	21%	33%	12



Primary education

Adjusted net enrolment rates for primary education

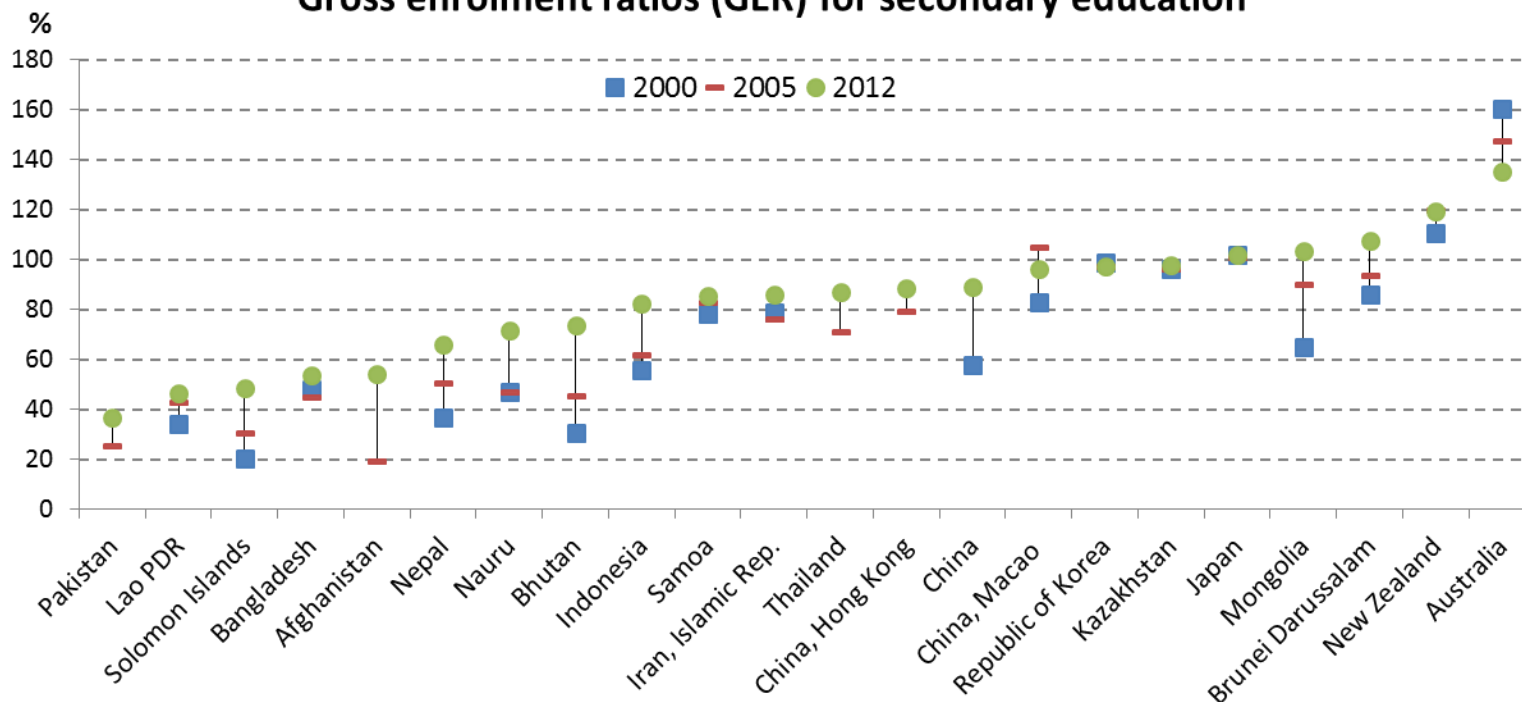


ANER in primary	2000	2012	% points increase
South and West Asia	80%	94%	14
East Asia and the Pacific	95%	96%	1
Central Asia	95%	95%	0



Secondary education

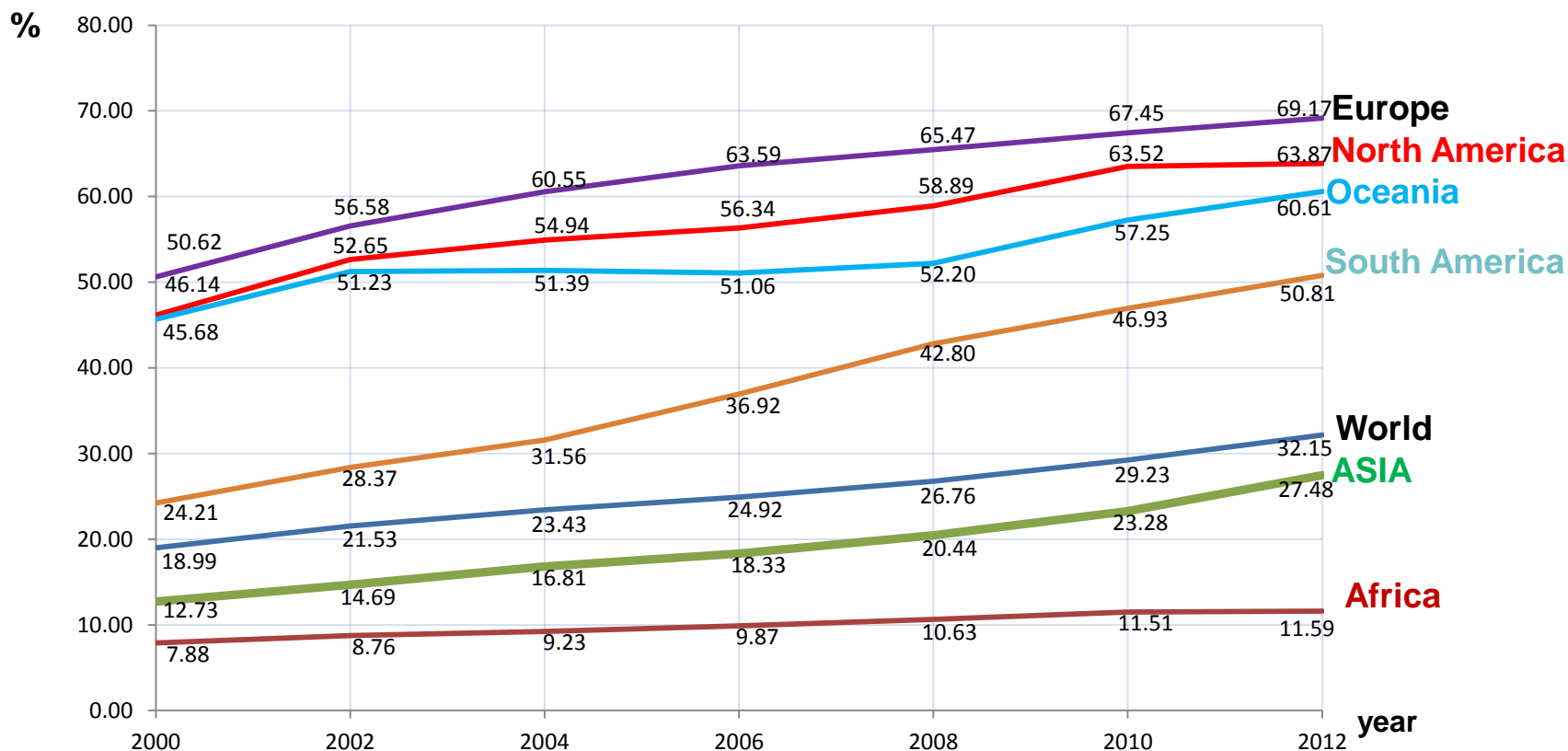
Gross enrolment ratios (GER) for secondary education



GER in secondary	2000	2012	% points increase
East Asia and the Pacific	61%	85%	24
South and West Asia	46%	64%	18
Central Asia	86%	99%	13



Higher education



Source: UNESCO Institute for Statistics website (data.uis.unesco.org), with latest available data

Asia has more than doubled its tertiary GER over time, but still below world average



The issue of quality: Assessment

Competency	TIMSS	PISA	IALS	ALL	CES	PIAAC
Literacy						
Numeracy						
Scientific Literacy						
Problem Solving						
Information Communication tech.						
Working with others						
Tacit knowledge						
Capacity to manage learning						
Attitude to learning						
Responsible organization	IEA	OECD	OECD	consortium	IEA	OECD
No. of countries participated	64 countries (2011)	65 (2009)	9(94), 5(95) 9(98)	7(2002) 5(2006)	28(2001)	25 countries (2011)

IALS: International Adult Literacy-Survey

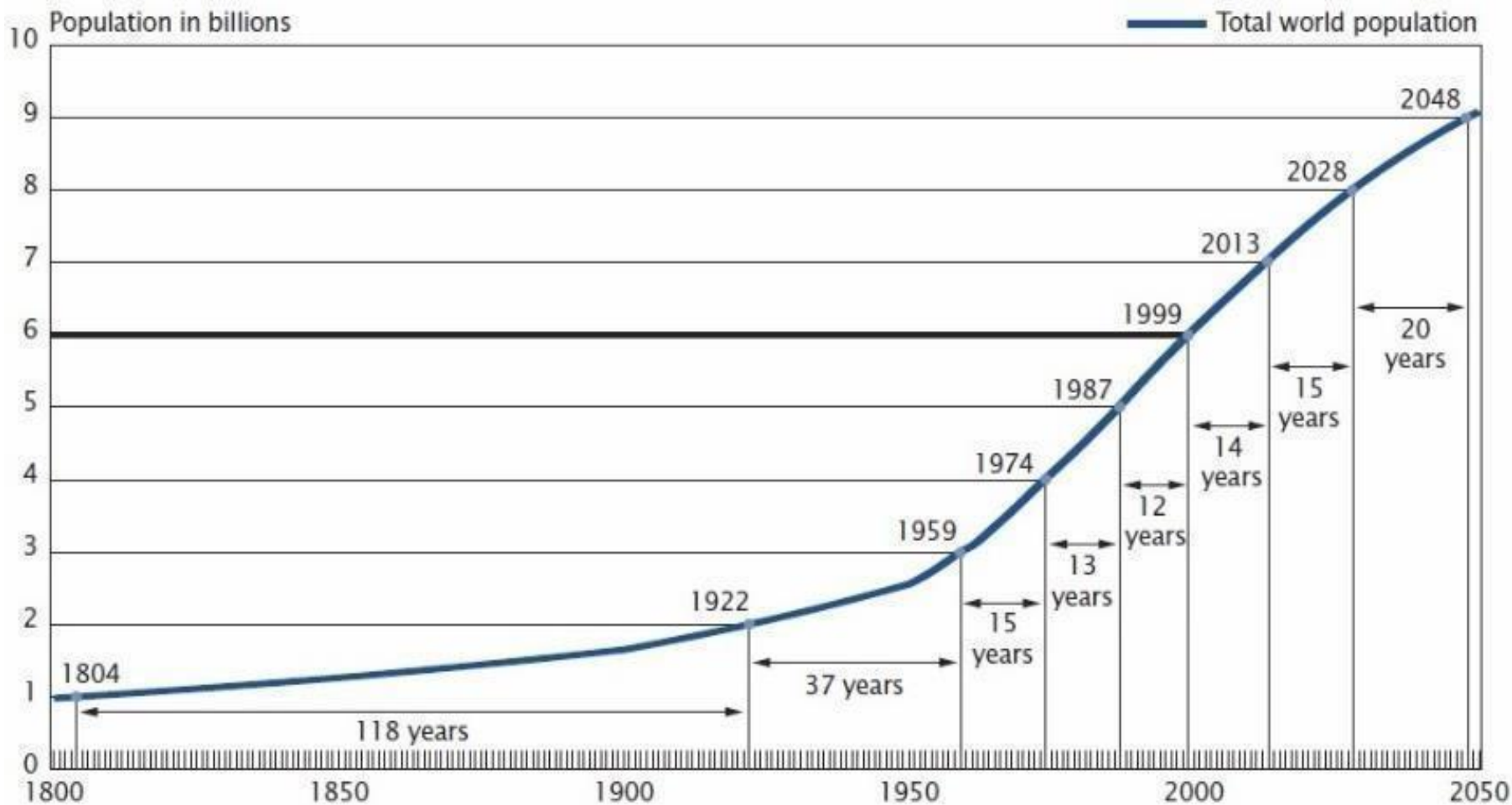
ALL: Adult Literacy and Life-skills Survey

CES: Civic Education Study

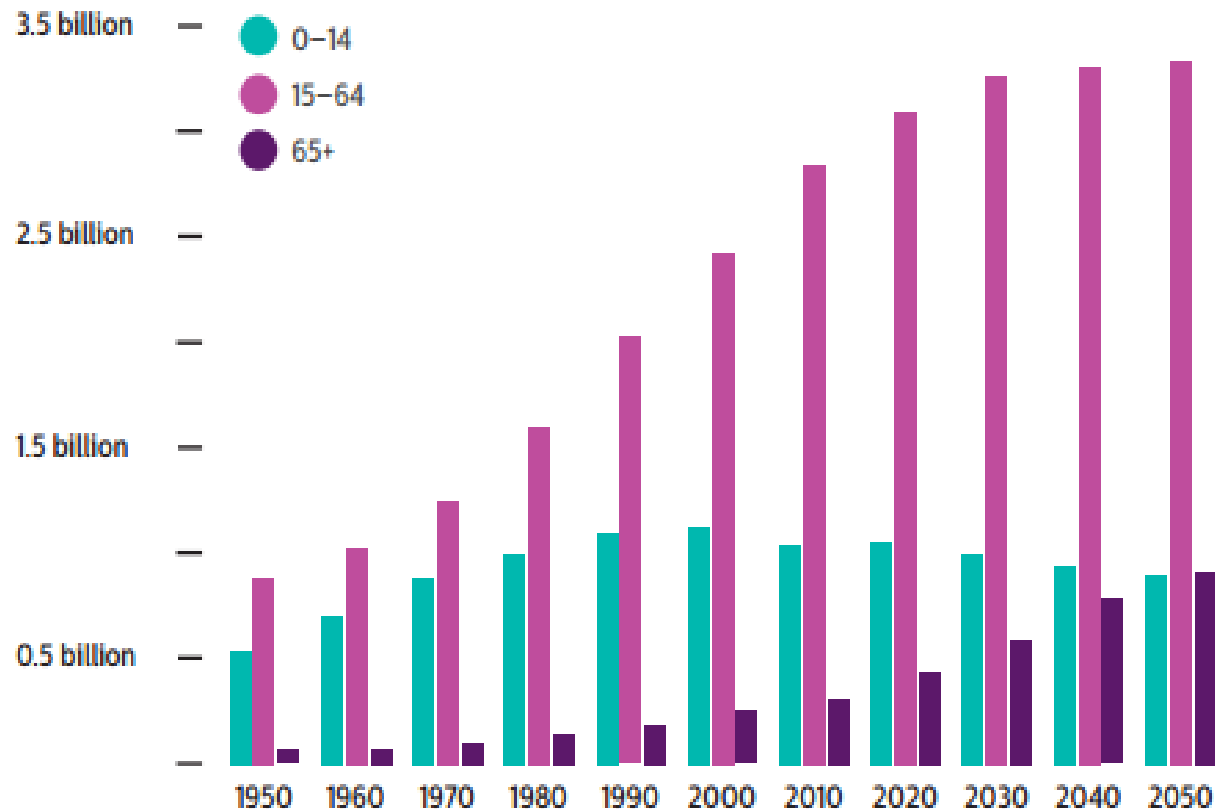
PIAAC: Program for International Assessment of Adult Competencies



Increasing population



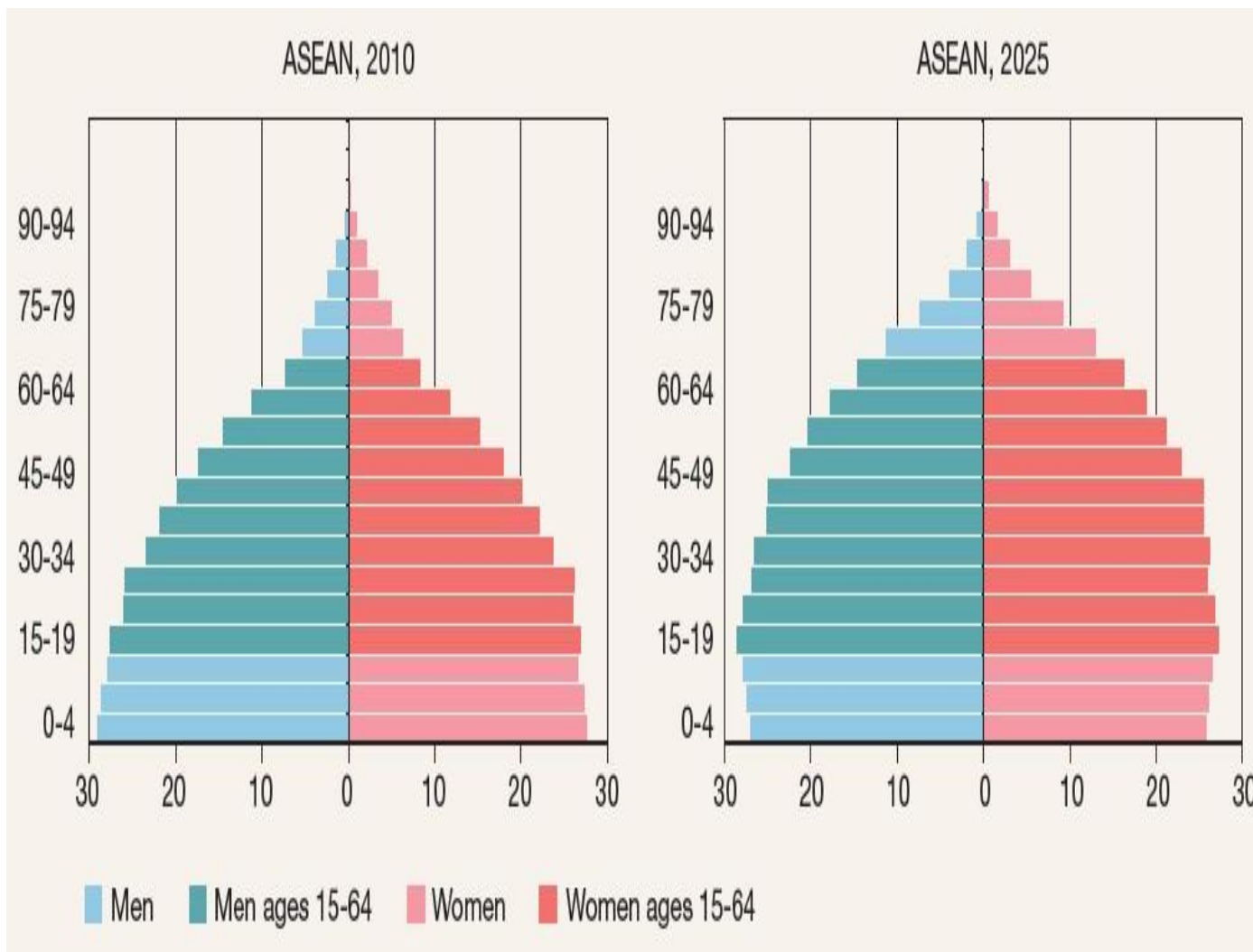
Age structure in Asia-Pacific region, 1950-2050



Source United Nations, Department of Economic and Social Affairs, Population Division (2012).
World Population Prospects: The 2012 Revision, CD-ROM Edition.
 Accessed on 7 October 2013.



Population by sex and age in ASEAN, 2010-2025 (million)





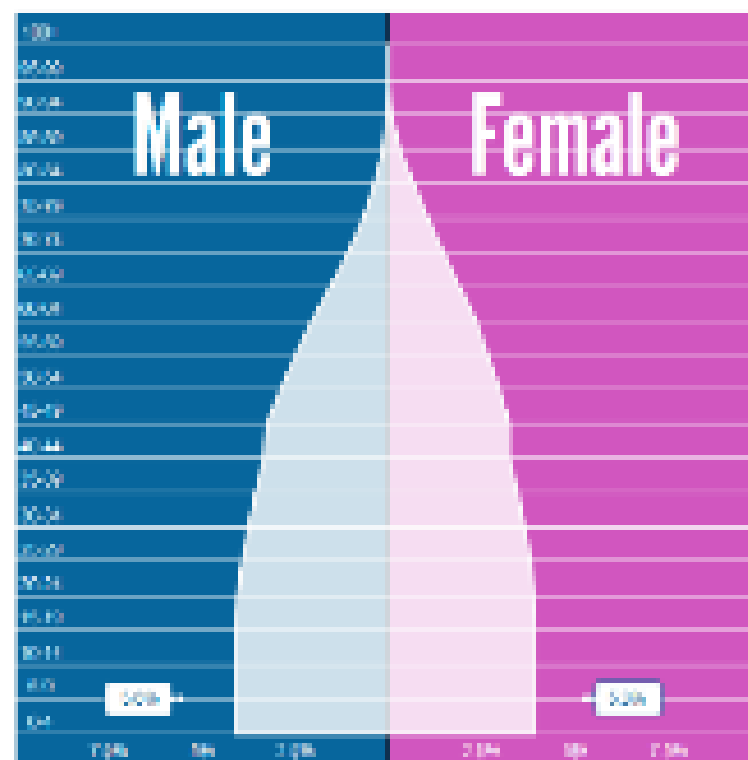
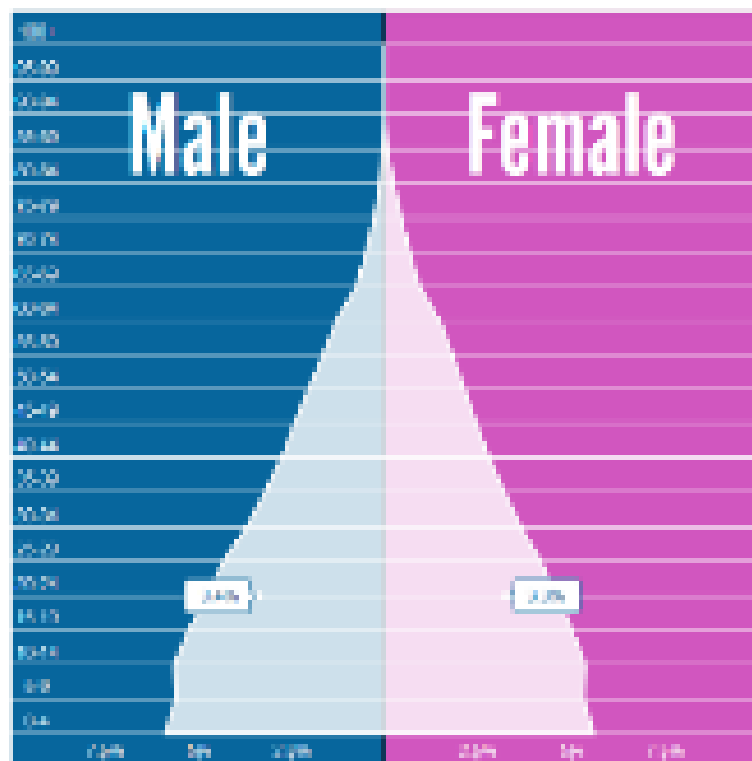
Population changes in the Philippines

**Philippines
2015**

Population: **101.802.000**

**Philippines
2050**

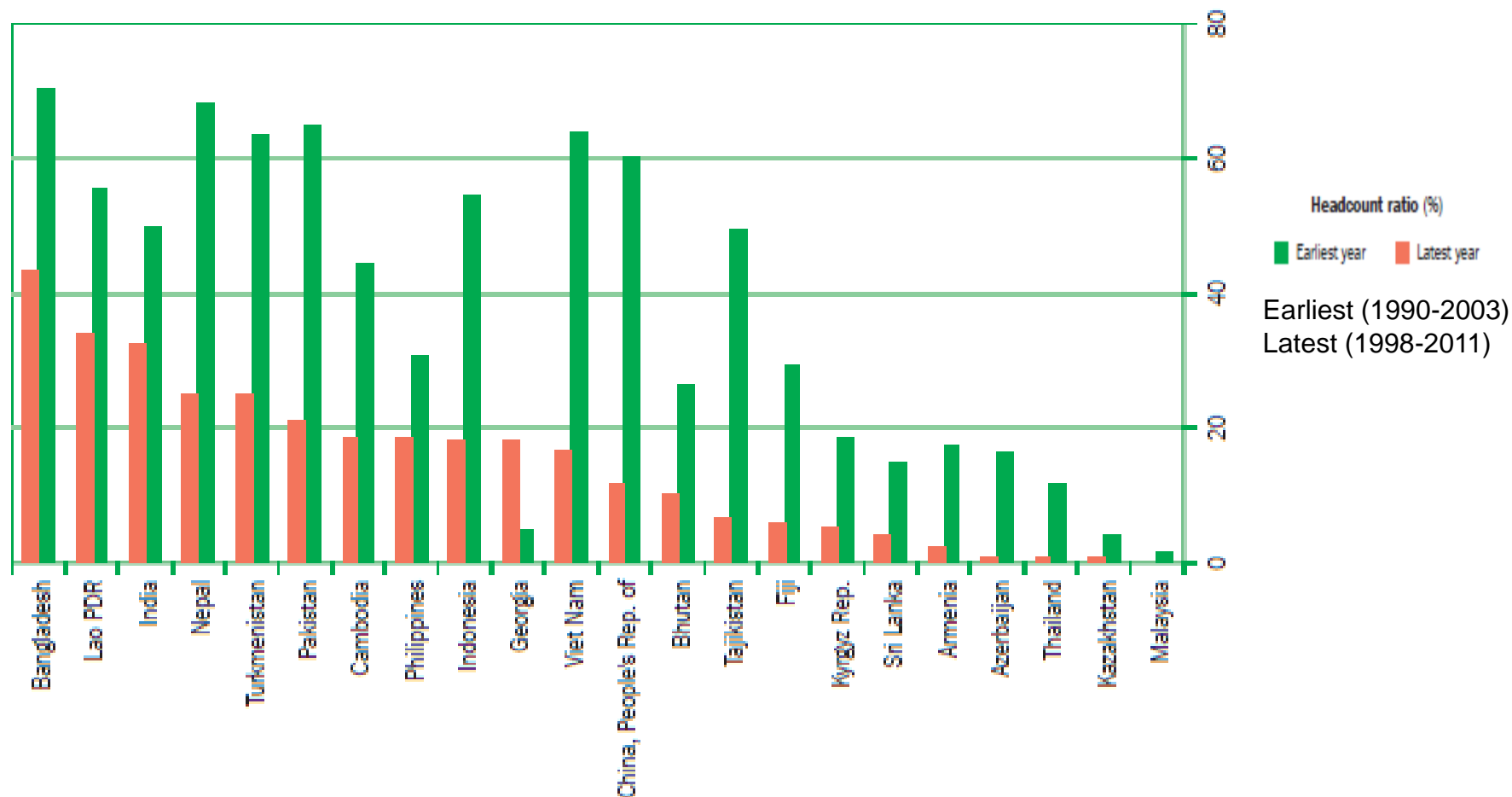
Population: **157.117.000**





Poverty line

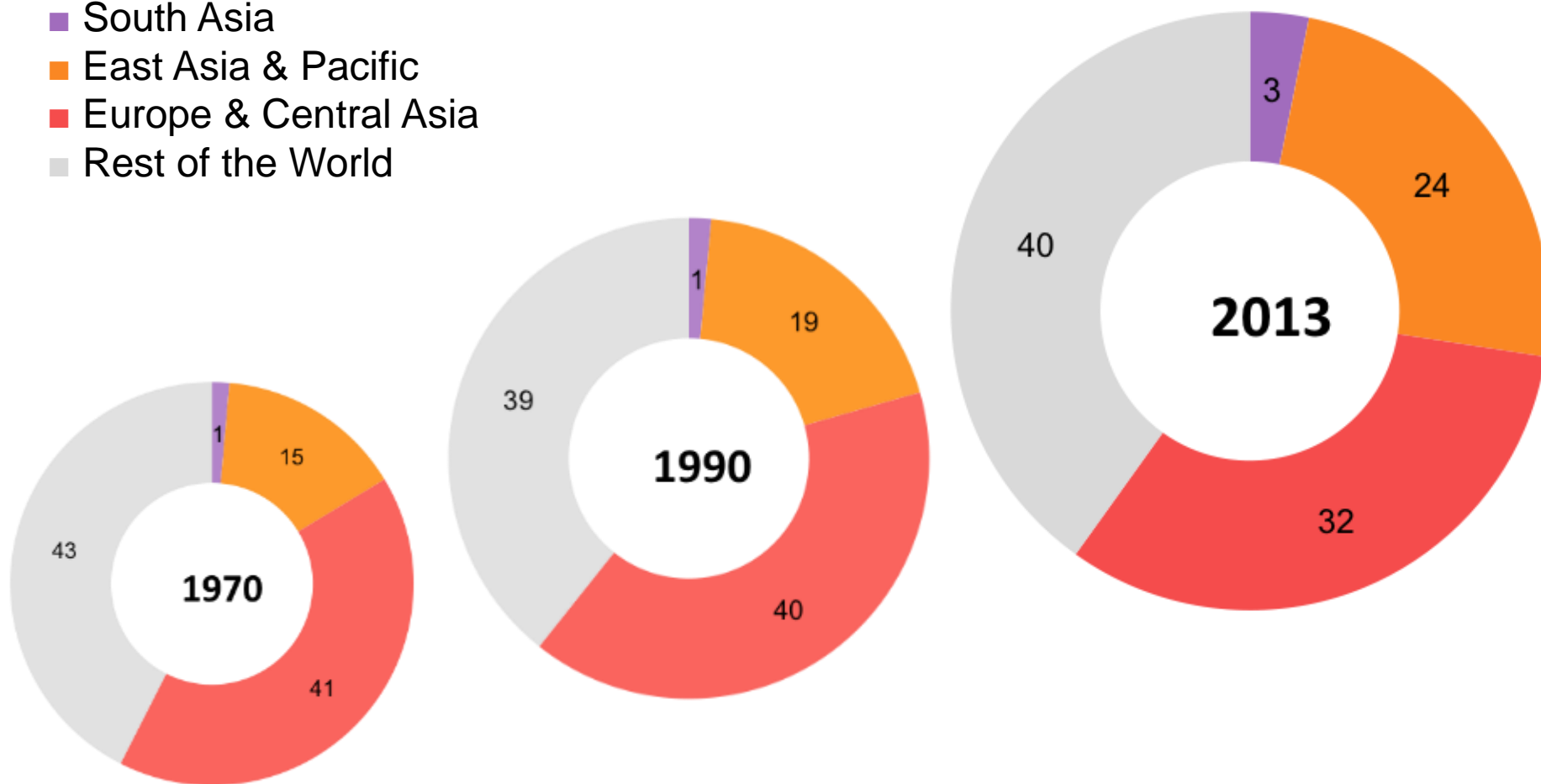
Proportion of population living on less than \$1.25/day





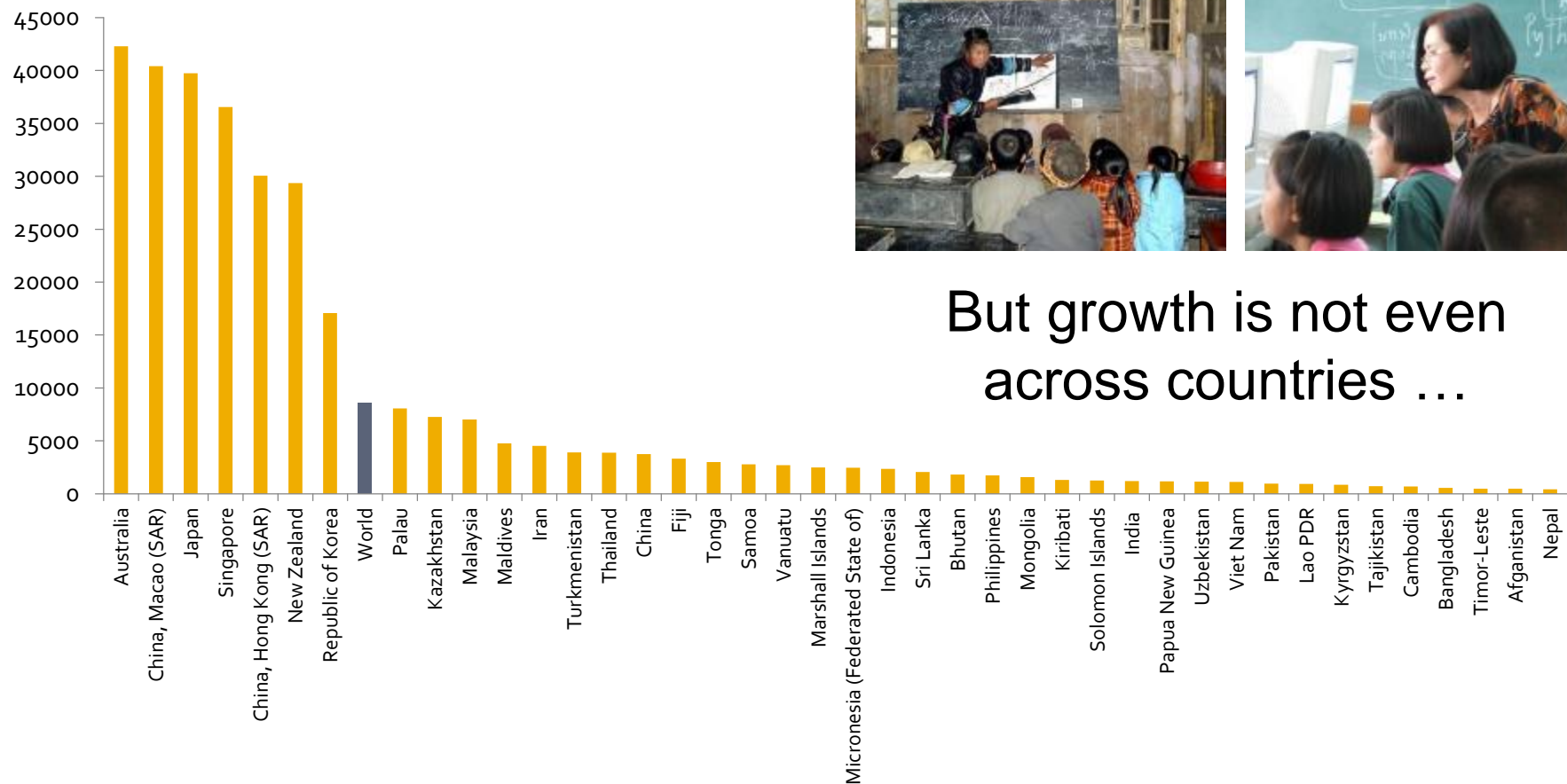
Share of global GDP by sub-region, 1970-2013

- South Asia
- East Asia & Pacific
- Europe & Central Asia
- Rest of the World





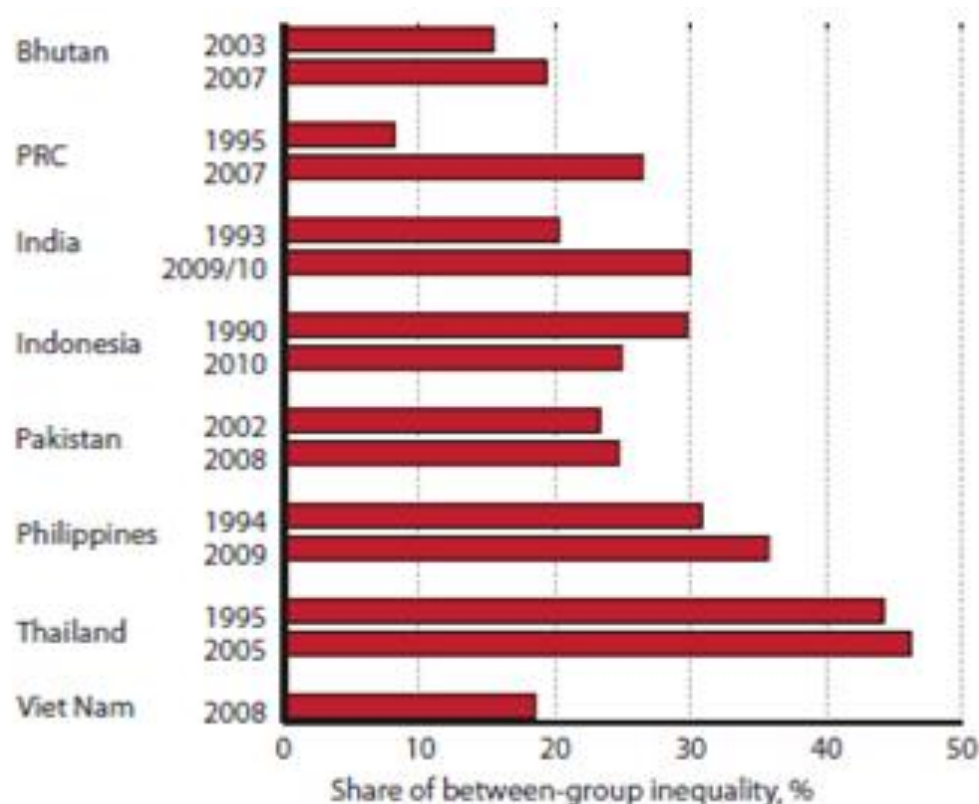
GDP per capita (Current prices, USD) – 2009



Source: World Bank, 2011



Income inequality by educational attainment of household head



PRC = People's Republic of China.

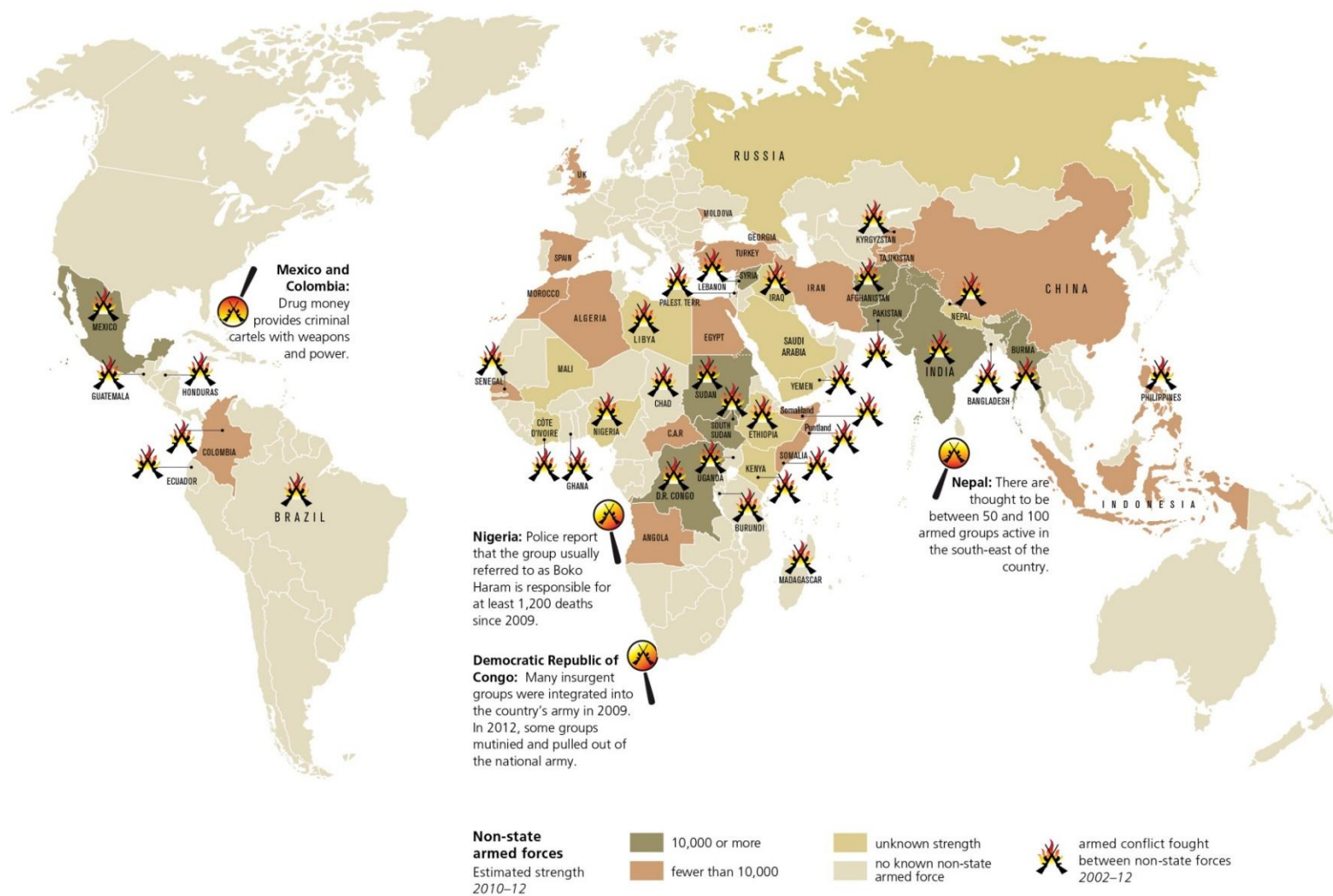
Note: Estimates are based on per capita expenditure in nominal terms, except for the PRC which is based on income. The decomposition is based on GE(0).

Source: ADB estimates using household survey data and data from the Chinese Household Income Project.



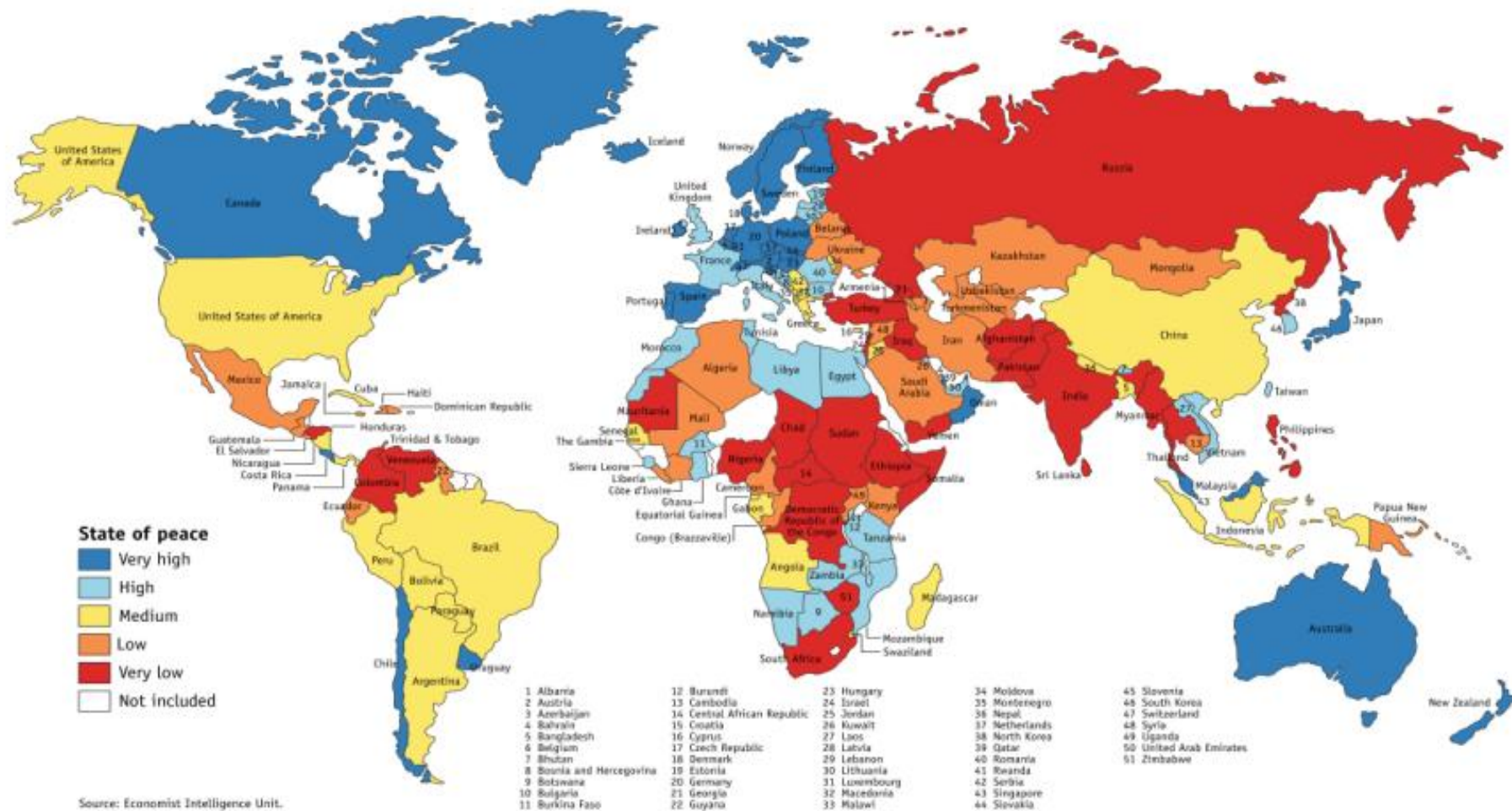


Armed conflicts





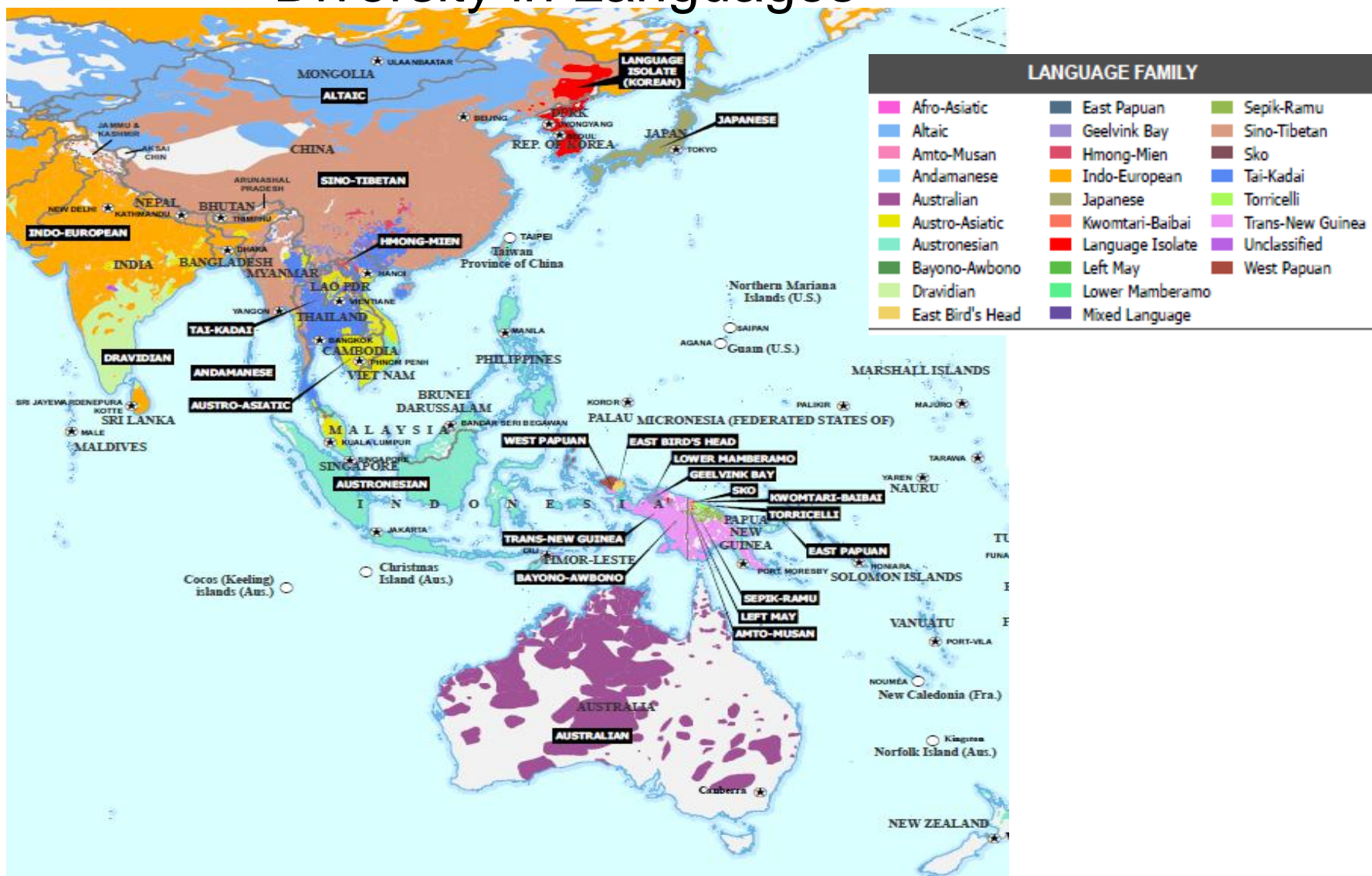
State of peace



Source: Economist Intelligence Unit, 2010

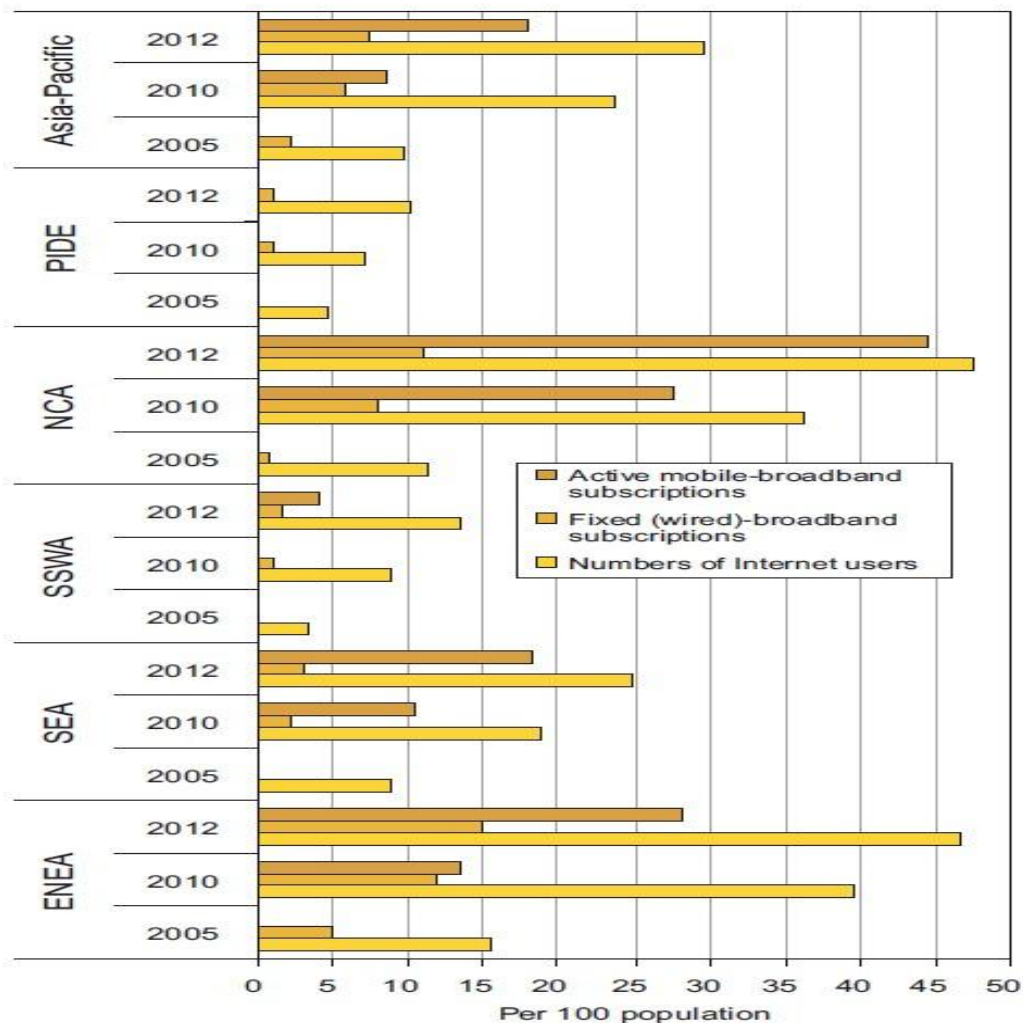


Diversity in Languages





Number of Internet users



2,893,587,260

Internet Users Worldwide

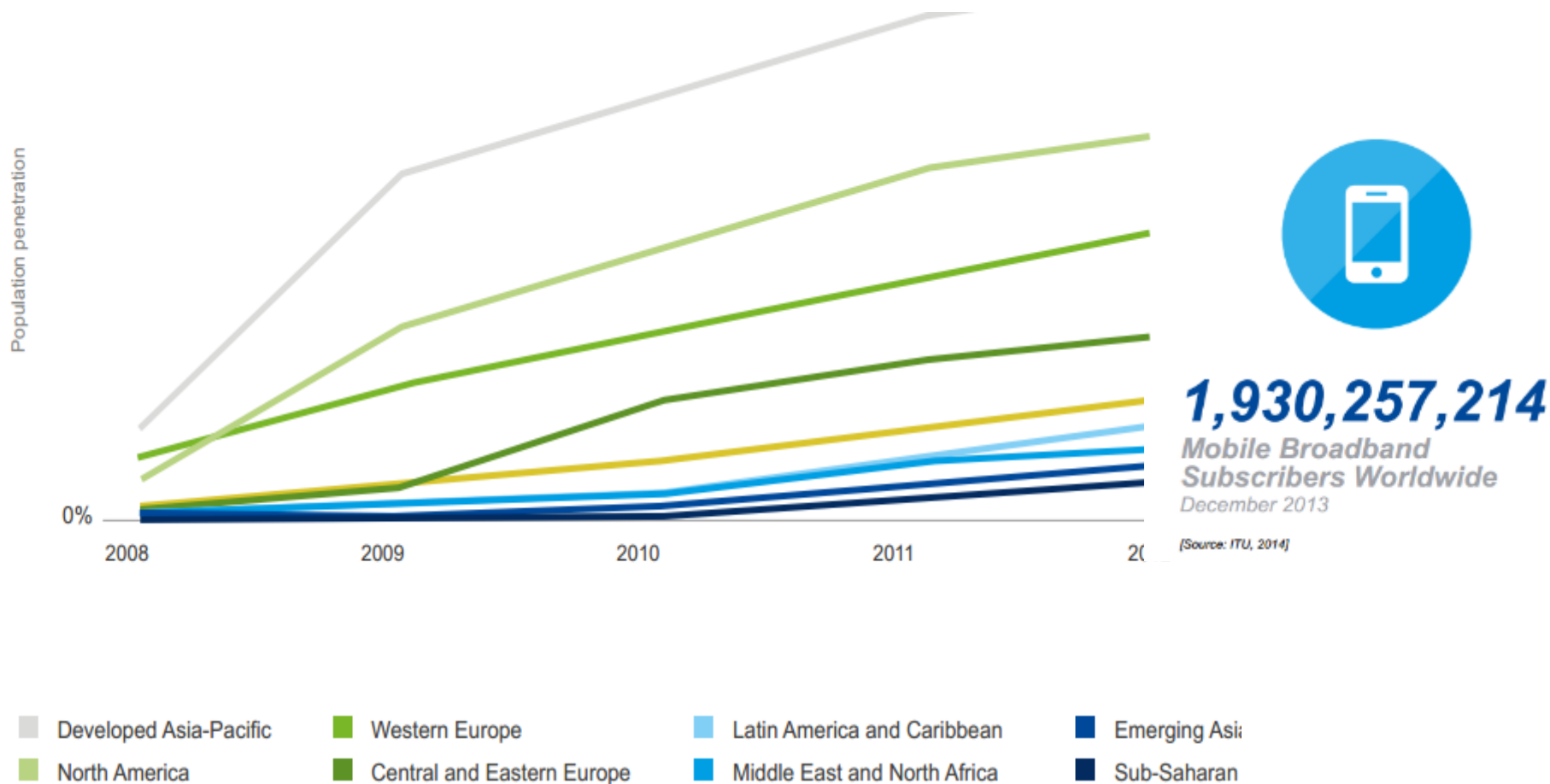
10 May 2014, 8:00 am CET

[Source: internetlivestats.com]





Mobile broadband population penetration





Appropriate skills and approaches needed to tackle global challenges, e.g.

- Persistent poverty and inequality
- Constant economic and structural changes
- Recurring disasters and conflicts
- Climate change and environmental degradation
- Rapid technological development

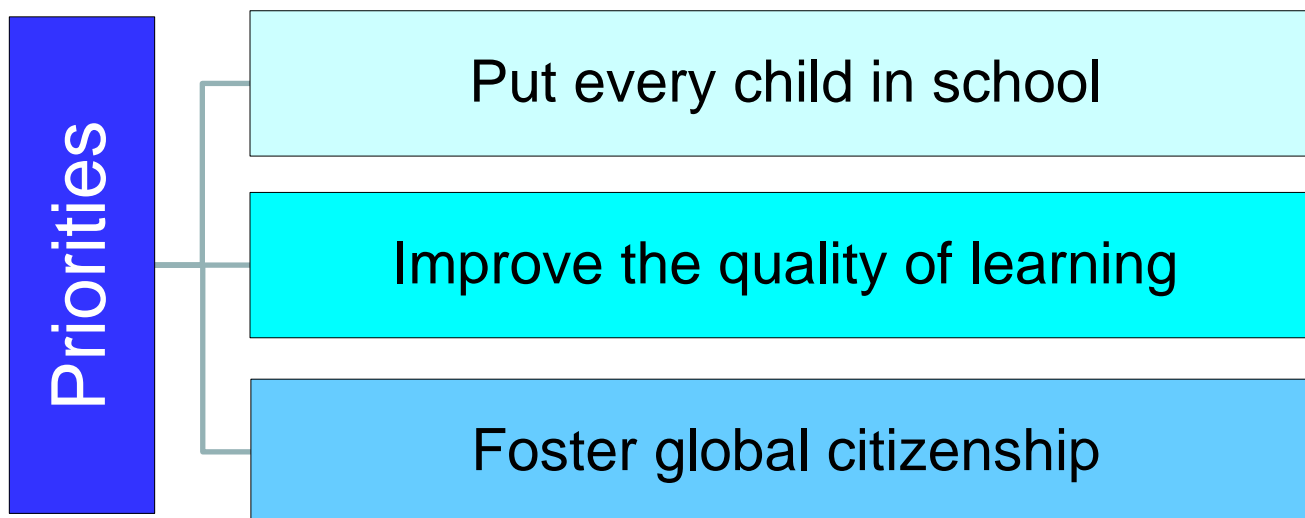




Global Education First Initiative

“Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”

UN Secretary-General Ban Ki-moon

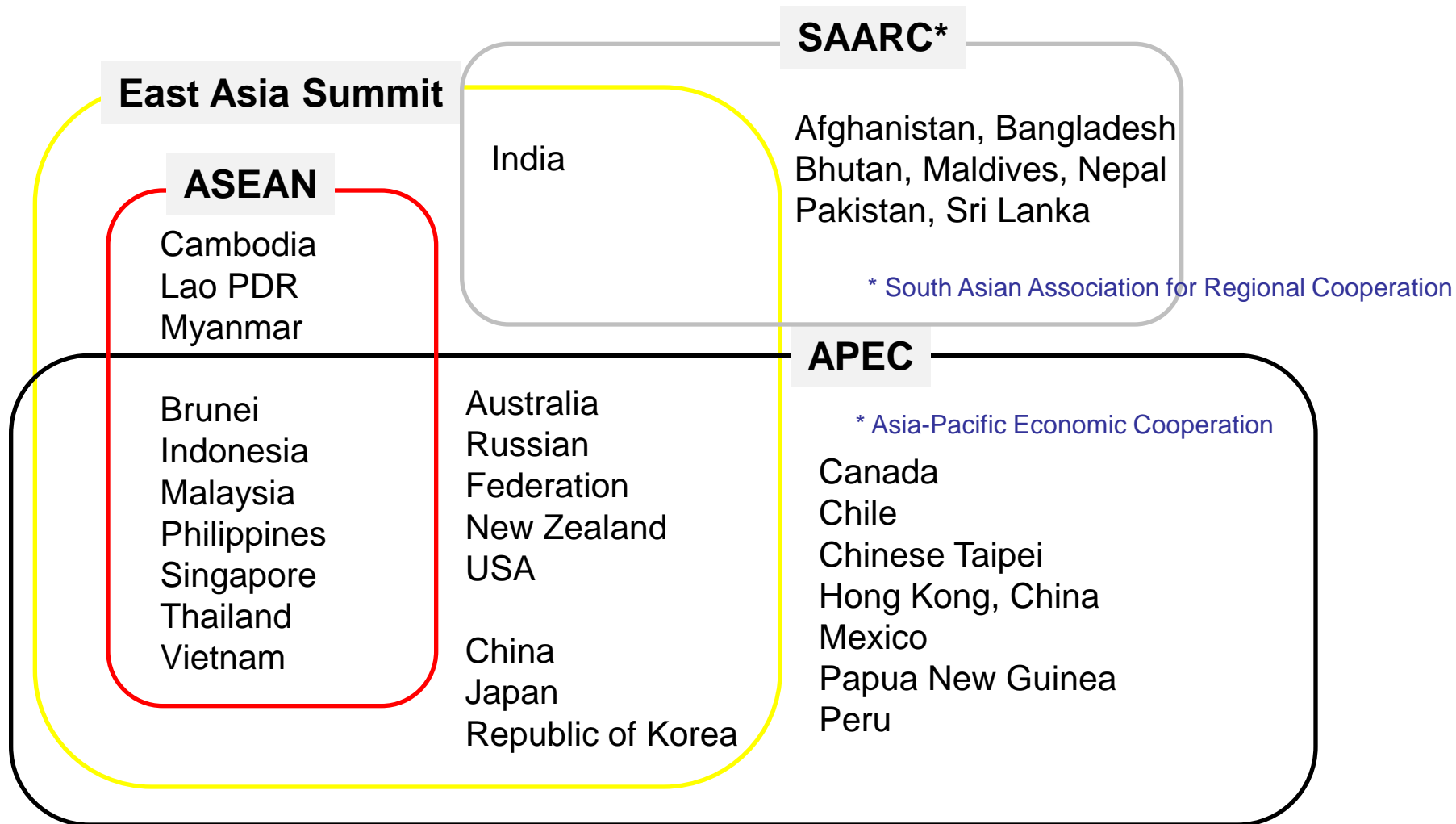




GCED within the ASEAN context

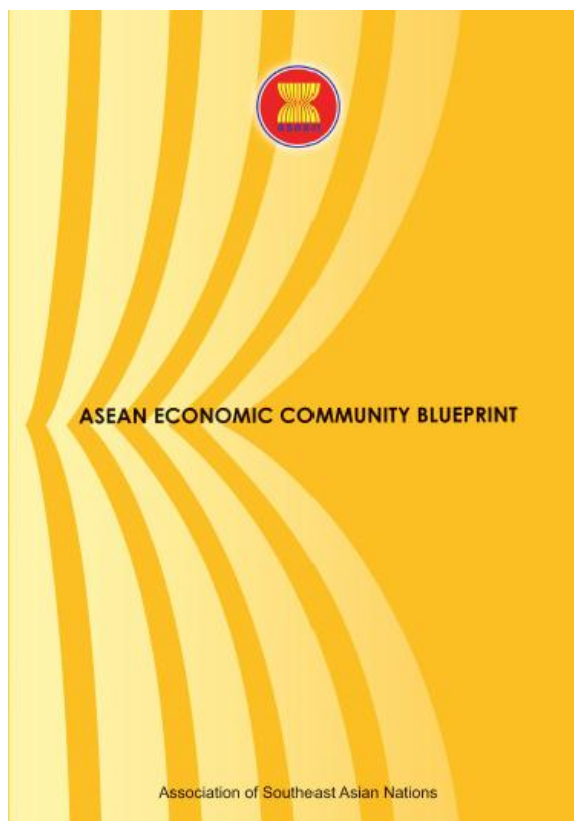


Regional integration





ASEAN Economic Community



THINKING GLOBALLY, PROSPERING REGIONALLY ASEAN Economic Community 2015

- ❖ **AEC Blueprint:** Signed in 2007
- ❖ **Defined:** The AEC will “establish ASEAN as a single market and production base with the goal of making ASEAN more dynamic and competitive.”
- ❖ **Four Pillars of AEC**
 - Single Market and Production Base
 - Competitive Economic Region
 - Equitable Economic Development
 - Integration into the Global Economy





UNESCO Bangkok: Preparing teachers for GCED

- Increase knowledge of GCE among teacher educators, teachers and school leaders
- Enhance capacity of teacher educators and teachers to deliver GCE contents
- Strengthen school leaders' capacity in supporting and implementing GCE in their institutions



South Asia:

Southeast Asia:

East Asia:

Bhutan, India, Sri Lanka

Malaysia, Philippines, Thailand

China, Japan, Republic of Korea

Supported by Korean Funds-in-Trust

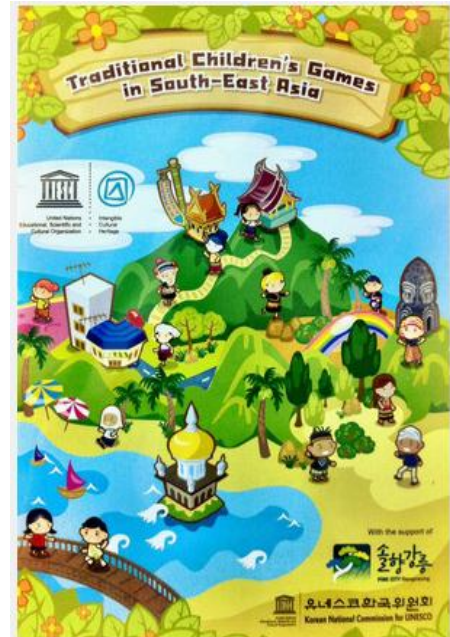


UNESCO Bangkok: Preparing teachers for GCED

- Teacher education curriculum
- Innovative pedagogy

Examples of learning activities:

- stories that engage students' empathy and introduce concepts, skills, values, and problem-solving supportive of citizenship and peace-building behaviour
- game-like structured activities and role play/skits that help students to develop fundamental concepts, skills and values for behavior change and values development



ICT-supported collaborative learning

KFIT International School Project (KISP)

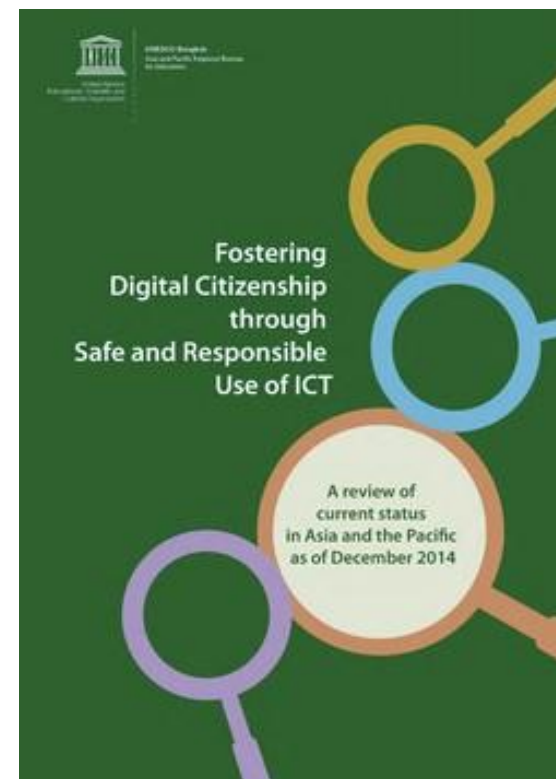
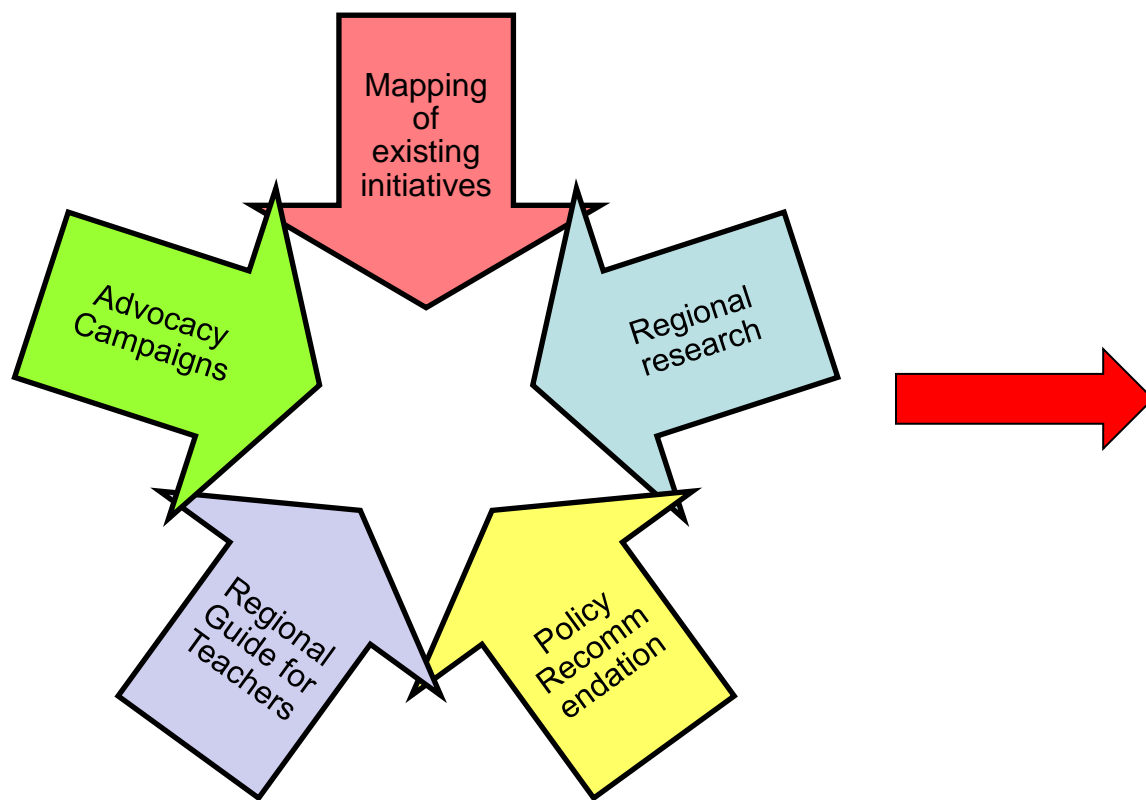


JFIT Telecollaborative projects on reorienting teacher education towards EFA and ESD





Fostering digital citizenship through safe and responsible use of ICT





GCED curriculum

Global Citizenship Education: Age-specific Topics and Learning Objectives

- Led by UNESCO Paris, this project provides suggestions for translating GCED concepts into age-specific topics and learning objectives that allows for adaptation to local contexts
- It will feature examples of approaches to GCED in different settings, considerations in the teaching and learning process and environment, and evaluation of GCED

A work in progress ...

	TOPICS	LEARNING OBJECTIVES			
		Pre-primary & lower primary (ages 5-9)	Upper primary (ages 9-12)	Lower secondary (ages 12-15)	Upper secondary (ages 15-18+)
Informed and critically literate	1.1 Local, national and global systems and structures	Describe how the world is organised and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Explain how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and identify implications for global citizenship
	1.2 Issues affecting interaction and connectedness at local, national and global levels	Describe key local, national and global issues and explore how these may be connected	Identify the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major global issues and the interconnectedness of local and global factors	Critically examine global issues, responsibilities and consequences of decision-making and identify appropriate responses
	1.3 Underlying assumptions and power dynamics	Describe different sources of information and develop basic skills for inquiry	Distinguish between fact/opinion, reality/fiction and different viewpoints/perspectives	Identify 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

- Delivery of GCED
 - school-wide or cross-curricula
 - integrated within different subjects
 - separate, stand-alone subject within the curriculum
 - non-formal education






Clearinghouse for GCED


APCEIU
United Nations
Educational, Scientific and
Cultural Organisation
Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO


**UNESCO CLEARINGHOUSE ON
GLOBAL CITIZENSHIP EDUCATION
HOSTED BY APCEIU**


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In Focus 

**Advocacy Training for Young Leaders in Global Citizenship Education**
The United Nations Global Education First Initiative (GEFI) will organize an advocacy training workshop for young leaders in Global Citizenship Education (GCED) from the 30th March to 4th April 2015, at the Geumjeong Cultural Center in Busan, Republic of Korea. Organized in partnership with the Asia-Pacific Centre of Education for International Understanding

**World Education Forum 2015 (WEF)**
Nearly a quarter century ago, the Education for All (EFA) movement was born in Jomtien, Thailand. Delegates from around the world signed the Declaration on Education for All, an historic commitment to "meet the basic learning needs of all" by universalizing primary education and slashing illiteracy rates. Ten years later, in 2000, the six EFA goals, covering all

**Second UNESCO Forum on Global Citizenship Education (GCED)**
Building Peaceful and Sustainable Societies - preparing for post-2015 - (28-30 January 2015) The Second UNESCO Global Forum on GCED will take place in Paris 28-30 January 2015 at UNESCO Headquarters. The two main objectives of the 2nd Forum will be to consider GCED in the context of the post-2015 education agenda including consideration of the

Hosted by
APCEIU is a
UNESCO
institute that
promotes
international
understanding
and peace
through
education

<http://gcedclearinghouse.org/>



UNICEF Global Citizenship online portal

TEACHunicef

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Home

Global Citizenship

The Global Citizenship topic provides educators the tools to begin infusing education for global citizenship in their existing curriculum in meaningful ways. The unit offers an introduction to foundational concepts that serve as a springboard for further investigation of global issues through other TeachUNICEF units and the growing body of global education resources available today.



Download PDF of Unit & Lesson Plans:

3-5

9-12



TOPIC

Search resources by topic

[> More](#)



GRADE

Search by grade level

[> More](#)



MEDIA

Search by media type:
videos and podcasts



UNICEF links, Cartoons and Games

[UNICEF Resources](#)



British Council – Connecting Classrooms



Welcome

Welcome to the Connecting Classrooms Professional Learning website. Here educators can access continuing professional development courses and resources to support the integration of global citizenship and international work in their schools. All educators, whether new to working in an international context or already actively involved in a school partnership, will find support to deepen their professional experience.

Please note: Schools Online login details will not work on this site. Please register using the 'create new account' link below right.

Courses

[Please click here to log into your current Courses](#)

Online learning course

This short interactive course is the best place to start if you are new to learning online with Connecting Classrooms

Learning online with Connecting Classrooms



Global citizenship courses

Embarking on international collaboration is a learning journey for all involved. This suite of four courses draws on the experience of hundreds of schools in the UK and countries across the world that have built lasting, equitable relationships and high impact collaborative classroom projects (click course titles below for more info)

International learning - get started - new to international work? This course is for you...



Education for global citizenship



Inter-cultural and global awareness





A case from Cambodia

<u>Genocide Education and Global Citizenship Education</u>	
Genocide Education Values in Cambodia	Global Citizenship Education
<ol style="list-style-type: none">1. Memory: Connected to nations of truth, social belief, master national narratives and social responsibility of Cambodia's youth.2. Genocide prevention: Preventing the return of the KR genocide, violence, grave human rights abuses and other inhuman acts.3. Reconciliation: unity, forgiveness, healing, reconnecting the broken pieces, coming together, coming to terms with the past, moving forward and harmony.4. Historical Empathy: teaching compassion, tolerance and forgiveness and guiding students away from senses of hatred, anger and revenge.	<ol style="list-style-type: none">1. "Contributing to a more just, peaceful, tolerant, inclusive, secure and sustainable world."2. "Giving learners the opportunity and competencies to realize their rights and obligations to promote a better world and future." <p>(Source: UNESCO)</p>

16



GCED in the curriculum

Subjects in which GCE-related topics are taught in Asia and the Pacific

Moral/Value education/Ethics

Mongolia, Japan,
Indonesia
China, Republic of Korea,
Bhutan

Civics/Citizenship education

Singapore, Malaysia,
Philippines

Religious education

Maldives, Pakistan,
Myanmar, Thailand
Brunei Darussalam, Fiji,
Islamic Republic of Iran

Health and Physical education

Papua New Guinea,
Republic of Palau

Source: Adapted from Chung, U. Global Citizenship Education in Asia-Pacific. APCEIU. Presentation at the Technical Consultation on Global Citizenship Education, Seoul, Republic of Korea, September 2013



Challenges, Conclusions



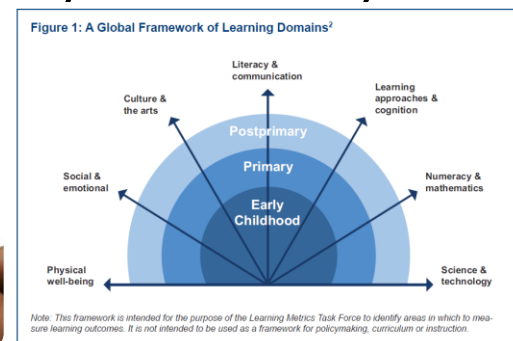
Tensions ...

- Common and collective identity, interest, participation, duty), while respecting particularity (e.g., individual rights, self-cultivation)
- How to promote, simultaneously, global solidarity and individual national competitiveness or how to bring together local and global identities and interests?
- How to treat 'culture' – the notion of 'us' and 'them' becomes more complex in a world of migration and dual or hybrid identities?



The good news ...

- Definition??? – but essence of GCED is clear
- GCED is already taking place – but capacity building is necessary
- GCED can be embedded into existing curriculum
- Innovative pedagogy and technology are already available
- Assessment of GCED must be beyond standardized and high-stake tests and exams (the Learning Matrix Taskforce is already on board)
- Partnerships are essential





Ultimately...

Global citizenship education aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

GCED is about **what** students learn just as much as **how** they learn