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유네스코 아시아태평양 국제이해교육원

# Global Citizenship Education

A Policymaking  
Awareness  
and Advocacy  
Handbook





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and Advocacy Handbook

In partnership with  
UNESCO Bangkok Office

# **Global Citizenship Education: A Policymaking Awareness and Advocacy Handbook**

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Designed by Patcharin Eak-Onsang

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## **CONTACT**

Asia-Pacific Centre of Education for International Understanding (APCEIU)

120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289

Tel: (+82-2) 774-3956 Fax: (+82-2) 774-3958 Email: [info@unescoapceiu.org](mailto:info@unescoapceiu.org)

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# Foreword

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The Asia-Pacific Centre of Education for International Understanding (APCEIU) has been supporting the Asia-Pacific Regional GCED Network since 2017 together with UNESCO Bangkok. This Network aims to synthesize the regional efforts and expertise of GCED, provide a platform for knowledge sharing and exchange of good practices.

Issues raised by the Network in GCED integration and practice include a lack of policy support and recognition of the importance of GCED among policymakers. Although guidance for policymakers already exists, many found the existing materials as challenging to comprehend. To address these issues, the Asia-Pacific Regional GCED Network members developed this handbook for policymakers.

Furthermore, the COVID-19 global pandemic has created a far-reaching socioeconomic crisis, one that can intensify existing inequalities and social barriers. The world is increasingly interconnected, and the challenges that we face from this crisis, and others that may arise, need collective actions from every responsible and compassionate citizen. GCED is critical in helping us to think critically, understand and respect one another and to cultivate active global citizenship. With this in mind, GCED needs to be further advocated and integrated into all education systems.

This handbook is designed to raise the policymakers' awareness of GCED, explain GCED in concise ways, and guide policymakers to integrate GCED into policies and education systems by using concise instructions and examples.

APCEIU is looking forward to seeing more policy support on GCED in the region and remains committed to continue our effort in promoting GCED and support policymakers to integrate GCED into education systems and policies.



Hyun Mook Lim  
*Director of APCEIU*

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The development of the handbook was undertaken with the support and coordination of Mark Manns and Li Wang at UNESCO Bangkok and Jay Jaehong Kim and Maggie Yang from APCEIU.

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# Acronyms

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<b>APCEIU</b>	Asia-Pacific Centre of Education for International Understanding
<b>ASPnet</b>	UNESCO Associated Schools Project Network
<b>CERD</b>	Center for Educational Research and Development (Lebanon)
<b>GCED</b>	Global Citizenship Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MGIEP</b>	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
<b>MIER</b>	Mongolian Institute for Educational Research
<b>MOE</b>	Ministry of Education (Republic of Korea)
<b>NCDC</b>	National Curriculum Development Centre (Uganda)
<b>NEP</b>	National Education Policy (India)
<b>NIE</b>	National Institute of Education (Sri Lanka)
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>PNU</b>	Philippine Normal University
<b>PISA</b>	Programme for International Student Assessment
<b>RCE</b>	Regional Centres of Expertise
<b>SDGs</b>	Sustainable Development Goals
<b>SEAMEO</b>	Southeast Asian Ministers of Education Organization
<b>SEA-PLM</b>	Southeast Asia Primary Learning Metrics
<b>SMOE</b>	Seoul Metropolitan Office of Education
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization



# Executive summary



Global Citizenship Education (GCED) enables learners to become responsible and positive citizens who think globally and act locally to build inclusive, peaceful and sustainable societies. This handbook provides fundamental guidance for policymakers, which helps them to recognize the importance of GCED, understand the meaning of GCED, identify and integrate GCED components in existing policies and curricula, empower schools and teachers to practice GCED, as well as to assess and evaluate those policies and practices.

GCED is closely linked with all Sustainable Development Goals (SDGs). The integration of GCED in a nation helps the nation to achieve peaceful, just, sustainable prosperity, as it builds peace and respect in the minds of all learners especially young learners who carry the future of our societies.

Policymakers play a fundamental role in promoting GCED. If policymakers are on board for GCED integration, all other stakeholders can be activated.

To begin with, an embracing and welcoming environment needs to be created before actions. GCED is not a new concept developed by the United Nations invading one's national identity, it is rather an old friend which has existed in our root cultures for centuries. Once key stakeholders of GCED realize that the concept is rooted in our daily lives, implementation will become straightforward. Then, existing GCED components in policies and curricula shall be identified by policymakers and/or experts, which could save the step to create new GCED policies/curricula. Also, GCED should be emphasized throughout the education system (policy, curriculum, teacher education, student assessment, etc.), whether with existing components or new elements. Policymakers shall lead this step to have a fluent process of policy revision/creation. Furthermore, policymakers may need to work with external experts and institutions to support schools and teachers in capacity building. Only if teachers are well-equipped with the knowledge and skills of GCED, they can share their knowledge and skills with students and the larger community. Lastly, reflection and assessment of GCED integration shall be conducted to learn from the lessons and enhance the efforts.

# Introduction

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Global Citizenship Education (GCED), as a key part of SDG Target 4.7<sup>1</sup> to achieve SDG 4<sup>2</sup> and Agenda 2030, helps learners to acquire the knowledge and skills needed in the 21<sup>st</sup> century and therefore to become responsible citizens to think globally and act locally and contribute to building sustainable, inclusive and peaceful societies. The 4.7.1 indicator clearly states the importance of GCED and how SDG 4 shall be achieved with mainstreaming GCED: 'Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment'.

In the Asia and the Pacific region, GCED has been promoted by the Asia-Pacific Centre of Education for International Understanding (APCEIU), UNESCO Bangkok and many other educational institutes, teaching professionals, etc. Although GCED practitioners have been actively involved in integrating GCED in various aspects such as policy, research, advocacy, pedagogy etc., its vast potentiality is yet to be explored. For instance, the support of GCED promotion on the policy level in the Asia-Pacific countries can be further strengthened. As summarized in the *Rethinking Schooling for the 21<sup>st</sup> Century: the State of Education for Peace, Sustainable Development and Global Citizenship in Asia*, 'many concepts embedded in SDG Target 4.7, especially those associated with peace and global citizenship, are largely absent from national education policy and curricular documents in Asia' (UNESCO MGIEP, 2019). In addition, according to a regional GCED survey that UNESCO Bangkok and APCEIU recently conducted (UNESCO Bangkok and APCEIU, 2020), among all the GCED challenges, lack of awareness of policymakers and lack

- 
- 1 By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.
  - 2 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

of GCED integration into curricula and education policies are identified as the most urgent challenges which need to be addressed in the region.

## Purpose of the handbook

As mentioned above, lack of policy support is one of the challenges for GCED integration, which leads to the question of what caused the challenge. Are policymakers not familiar with the concept of GCED? Do policymakers not know how to include GCED into policies and curricula? The possible answer is that policymakers themselves may need support as well. Some of them may not be familiar with the GCED concept that UNESCO promotes. Even if they are familiar with the term, some of them may still find GCED hard to understand. Moreover, some may need guidance in integrating GCED into policies/curricula.

Secondly, if lack of awareness is one of the reasons impeding the integration of GCED, this handbook hopes to serve as an advocacy tool to raise the awareness of policymakers. Many GCED practitioners argue that clarity on GCED for GCED stakeholders such as policymakers, teachers, students, parents/community remains low. Despite the fact that substantial material on the concepts of GCED already exists, stakeholders find them hard to understand and difficult to apply into local contexts, which impedes actual implementation at the ground level. Hence, this handbook sets out to explain GCED concisely to help policymakers easily understand what GCED is.

Lastly, if policymakers are not sure how to integrate GCED into policies/curricula, this handbook hopes to explain the policy integration process in a simple way to help policymakers mainstream GCED at all levels in policies and curricula.

## Users of the handbook

The main target audience of this handbook is policymakers: Ministry of Education officials, local school board administrators and school leaders, and other elected officials at national, local, and institutional levels.

# What is GCED?

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GCED is often compared with other concepts like Education for Sustainable Development (ESD),<sup>3</sup> Peace Education, Human rights Education, etc. Although there are many inter-connected and inter-related components, GCED is an educational paradigm that nurtures learners to have a sense of respect for diversity, solidarity, and a sense of belonging to a broader community and common humanity to ensure learners be responsible, active global citizens, equipped with knowledge, skills and competencies for 21<sup>st</sup> century in building more just, inclusive, sustainable, and peaceful societies (UNESCO, 2015).

According to UNESCO, GCED can be explained in three conceptual dimensions, those of **cognitive**-to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations, **socio-emotional**-to have a sense of belonging to common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity, and **behavioural**-to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world (UNESCO, 2015).

The GCED notions of solidarity, respect for diversity, and a shared sense of humanity are deeply embedded in the root cultures in the Asia and Pacific region. They are indicated in local stories and form the basis of values. These may help people from local contexts better understand the abstract concept of global citizenship. For example, the 'Da Tong – Great Unity' ideology from China, the 'Vasudhaiva Kutumbakam – The World Is One Family' concept from India, and the 'Hongik-Ingan – To Live and Work for the Benefit of All Humankind' from the Republic of Korea (UNESCO Bangkok, 2019).

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3 Regarding the similarities and differences between GCED and ESD, please see the *Schools in Action, Global Citizens for Sustainable Development: A Guide for Teachers* (UNESCO, 2016), summarized on page 11.

# Why is GCED Important?

Amidst the intensifying interdependence and interconnectedness of people and places in the last few decades, the education community has been questioning the relevance of education in actively resolving social, political, and global issues. Therefore, the expected role of education in the 21<sup>st</sup> century globalized setting has become more comprehensive to include peace, human rights, celebration of diversity, sustainable development, etc. Furthermore, global imperatives that require immediate attention urge educators to find ways to provide learners with the skill sets necessary to solve them in the near future. At the same time, ongoing global challenges, such as the pandemic, climate change, and poverty issues necessitate dialogue and collective action at the global level. Thus, there is a need to reimagine and revitalize our education to address the challenges. At this time, GCED seems to be more in need of the common humanity.

*Figure 1: GCED dimensions and its connection with local contexts and global issues*



Source: (UNESCO Bangkok, 2019).

The objective of GCED is to empower learners to engage in activities both locally and globally, leading to resolving both local and global problems while concurrently enhancing mutual understanding. The significance of GCED is not only captured by SDG 4.7. While GCED is playing a key role in meeting all seventeen goals, it particularly helps achieve the goals below (see *Box 1*).

**Box 1: The Sustainable Development Goals that GCED are in close relationship with**

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

Source: (UNESCO Bangkok, 2018).

Policymakers therefore can utilize GCED as a platform to provide a transformative experience for learners that can ultimately lead to a more just, inclusive, peaceful, and sustainable society.

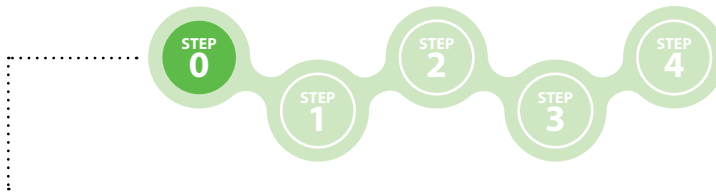
Furthermore, the *SEA-PLM 2019 Main Regional Report: Children's Learning in 6 Southeast Asian Countries* (UNICEF & SEAMEO, 2020) measured Grade 5 students' attitudes and values, behaviours and skills towards GCED.<sup>4</sup> In the assessment of children's attitudes about GCED, many questions on topics related to GCED coverage in school and the importance of those topics were asked. The difference between what children perceived to be covered in the classroom and what they valued highly was less than 20% in most topics. This indicates that children's attitudes towards GCED may be influenced by topics they are exposed to at school (UNICEF & SEAMEO, 2020). Therefore, the more that GCED components are explicitly integrated into policies and curricula may translate into stronger learning outcomes in global citizenship competencies, values and attitudes among the learners.

GCED can also play a significant role in addressing the issue of violent extremism. It provides conceptual antidotes to violent extremism. For instance, the fundamental principle of GCED and global citizenship is respect for diversity, whereas violent extremism does not tolerate diversity. The nature of GCED promotes non-violence, empathy and solidarity for humanity, which counters the violent approach to achieve extreme objectives (UNESCO, 2017).

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4 The report is based on the questionnaire responses of Grade 5 children and teachers in Cambodia, Lao PDR, Malaysia, Myanmar, Philippines and Viet Nam regarding the attitudes, values and behaviours of Grade 5 children and teachers across a range of global citizenship topics and concepts.

# What Can Policymakers Do?



## Step 0:

### Create A Consensus on the Necessity of GCED among Key Stakeholders

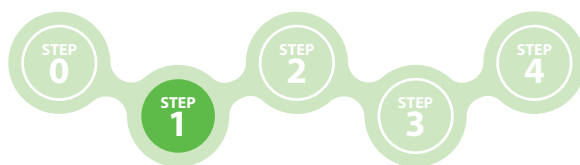
National-level policies should be informed from international agendas, such as the SDG4-Education 2030 Agenda, and to achieve these, GCED should be promoted as one of the key areas. In order to create a consensus on the necessity of GCED, policymakers must become enlightened on GCED's possible contributions to both the local and global community. The policymakers' greater awareness of GCED and a deeper understanding of its purpose and contexts will smooth the process of GCED policy programming and implementation. At the same time, policymakers need to apply a holistic approach, which is to convince all stakeholders inside and outside the learning environment, such as teachers and learners from all levels of education, all sectors like schools and society, parents and community on the importance of GCED and all issues inter-related (APCEIU, 2017). Once ownership and agreement are developed among the key stakeholders (e.g. policymakers, teachers, school administrators, students, parents/community), analysing, planning, and implementation can then take steps forward.

To help policymakers effectively develop and implement GCED policy, this handbook follows the four steps suggested by *UNESCO Handbook on Education Policy Analysis and Programming: analysis, planning, implementation and evaluation* (UNESCO Bangkok, 2013).

#### Reflection/instant analysis for STEP 0:

1. Is the domestic environment ready for GCED implementation?  
i.e. Are all stakeholders aware of GCED and/or SDGs?





## Step 1: ..... **Conduct a Policy Review of Existing Education Policies**

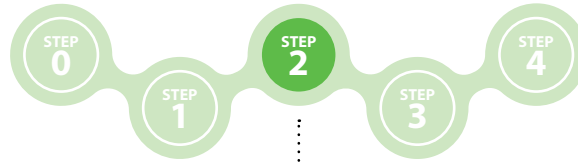
The curriculum and education policies need to emphasize and reinforce the importance of GCED. First, education policymakers need to review current goals and objectives of existing policies and identify potential opportunities where GCED may be integrated while aligning with the overall objectives. This can be done by mapping whether GCED elements are included in existing education policies and curriculum. GCED values such as justice, humanity, solidarity, equality, dignity, inclusion, and respect for diversity are often included in the curriculum through thematic approaches which might not be explicitly defined. Hence this mapping of GCED elements and domains across policies and curricula will assist in the integration and implementation stages later.

Second, policymakers and stakeholders should take different kinds/levels of policies into consideration, and based on the national and local contexts, policymakers need to decide whether to create new policies for GCED or to integrate GCED into existing policies at different levels. If possible, it is recommended that GCED does not stand as a separate education policy but integrated and aligned with broader education policies and national development agendas.

Lastly, national stakeholders should explore and identify GCED practices in policies and curricula in other countries to see whether they are adaptable to their context.

### **Reflection/instant analysis for STEP 1:**

1. Does GCED align with the national education objectives?
2. Are GCED components in the education policies and curriculum identified? (i.e. explicit or implicit?)



## Step 2: **Revise/Create New Policies Which Integrate GCED**

When revising/creating an education policy, policymakers need to consider different factors of the national context; for instance, economic, political, social, cultural, geographic and even public health, and the alignment of education sector objectives with non-education sectors' objectives (UNESCO Bangkok, 2013). Different policies at different levels also need to be considered when revising/creating new policies that integrate GCED.

### **National education policy**

GCED should be reflected in the national education policy. This is an enabler for GCED to be integrated into other levels of policy planning and implementation. GCED policy will need to be contextualized within the existing frameworks into the local context (see *Box 2*).

#### ***Box 2: India 2020 National Education Policy integrating GCED***

Recently in India, the new National Education Policy (NEP) has been released in September 2020 (Ministry of Human Resource Development, 2020). Wherein the philosophy of GCED is rightly placed in the vision of the policy as 'The vision of the Policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen'.

The NEP 2020 also very adeptly put forward this issue in Higher Education section: 'As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies' (Ministry of Human Resource Development, 2020).

## Curriculum

While revising the national curriculum, it is also crucial to collect feedback from local curriculum developers and teachers, ensure the design of GCED policies is locally responsive and relevant and enable local practitioners to adjust according to local needs.

Cooperating with institutions like the national curriculum development centres or universities is very helpful. For instance, APCEIU has been implementing the GCED curriculum integration project since 2016 with Cambodia, Colombia, Kenya, Lebanon, Mongolia, Philippines, Sri Lanka, and Uganda (see *Box 3*). Many of the Ministries of Education in these countries designated their national curriculum development institutes as a focal point to integrate GCED into their national curriculum.

### *Box 3: GCED curriculum implementation examples*

- Kenya: Kenya Institute of Curriculum Development, KICD (<https://kicd.ac.ke/>)
- Lebanon: Center for Educational Research and Development, CERD (<https://www.crdp.org/>)
- Mongolia: Mongolian Institute for Educational Research, MIER (<http://www.mier.mn/>)
- Philippines: Philippine Normal University, PNU (<https://www.pnu.edu.ph/>)
- Sri Lanka: National Institute of Education, NIE (<http://nie.lk/>)
- Uganda: National Curriculum Development Centre, NCDC (<https://www.ncdc.go.ug/>)

The integration of GCED in the curriculum should be planned with considering the feasibility of implementation in the classrooms and the workload of teachers. Reflecting the national education policy, the national curriculum should embed GCED concept notions and values. The contents of GCED can either be delivered as an integral part of existing curricula or as an independent subject area altogether, depending on national and local contexts. However, some may argue that having GCED as a separate subject could add a burden to teachers' already

heavy workload. Therefore, as it may not be feasible to create a dedicated subject, it is better to mainstream and integrate GCED in various subjects (see *Box 4*).

#### ***Box 4: GCED integration in Malaysia***

Malaysia has developed lessons that integrate the elements of GCED into existing curriculum in four subjects – Mathematics, Science, History and Geography for Grade 7. These lessons are carried out through project-based approach and are available online at ([moe-dl.edu.my](http://moe-dl.edu.my)).

The core contents of GCED should deal with nurturing competencies that include knowledge about the world (i.e. current state of the world), cognitive skills (i.e. ability to discern veritable information from fake news), socio-emotional skills (i.e. empathizing as well as delivering), and behavioural skills (i.e. capacity to identify and tackle the source of problems). Ideally, GCED should be integrated through a holistic approach at all levels of the education system (see *Box 5*).

#### ***Box 5: GCED in 2020 National Education Policy in India***

In India, the 2020 NEP has incorporated ‘concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, **Global Citizenship Education (GCED)**, etc. at relevant stages will be undertaken to develop these various important skills in students at all levels’ (Ministry of Human Resource Development, 2020).

GCED is a transformative education that requires transformative pedagogies like Flipped Classroom, Event-Based Learning, Storytelling, Threshold Concepts, Bricolage, etc. (UNESCO Bangkok, 2018).

## Teacher development policies

GCED should be integrated into teacher training and teachers' professional development to empower teachers with the skills needed to teach GCED. It is critical to keep in mind that the teacher capacity building of GCED should not become a burden, and it can be easily built into other capacity building activities. The *Understanding GCED in Asia-Pacific: A How-to Guide for 'Taking It Local'* (APCEIU, 2020a) provides guidance on how to conduct teacher/policymaker capacity building workshops for GCED. Below are some examples of teacher policy and teacher training programme at the school level (see *Box 6* and *Table 1*).

### **Box 6: Ministry of Education (MOE) of the Republic of Korea GCED promotion strategy**

As an example, the Ministry of Education (MOE) of the Republic of Korea has used various strategies to promote GCED since 2015, working closely with seventeen Metropolitan Education Offices around the country in tandem with institutions such as APCEIU and several NGOs. Each institution in collaboration with the MOE in promoting GCED has been assigned roles to manage projects and programmes. For instance, APCEIU has been integral in running the GCED Lead Teacher programme, which is in its 7<sup>th</sup> year in 2021. The Lead Teachers are a select group of teachers from schools around the country to be trained and propagate the integration of GCED in the schools. The total amount of GCED Lead Teachers is up to 3,800 in 2020. Ultimately, engaging K-12 schools and universities as stakeholders or partners is a fundamental condition to ensure the sustainability of GCED.

**Table 1: Teachers transformation through GCED programme in Ageo Higashi Junior High School**

Teacher Training	
Theme	Outcome
Facilitation	Teachers understood the differences and similarities between teacher and facilitators. They are also more equipped with facilitation skills in terms of GCED teaching.
Workshop Experiences	Teachers experienced workshop-style lessons.

Teacher Training	
Theme	Outcome
Curriculum Development	Without concrete guidance from other materials, teachers independently created a GCED curriculum for junior high school students.
Evaluation/ Assessment	Teachers learned how to measure students' transformation and how to conduct programme evaluation.
Reflection	Teachers were able to reflect on the GCED programme's effectiveness for students.

Source: Adapted from Ms. Sayaka Matsukura's presentation at the 2020 Asia-Pacific Regional GCED Network Webinars.

## School policies

Policymakers need to consider if schools should have the autonomy to adapt curriculum, carry out teacher development and implement GCED in their schools. Notably, school leadership plays a critical role in GCED implementation (APCEIU, 2020b). Hence, wherever possible, providing schools with the autonomy to implement GCED practices in their schools is recommended.

When schools are given such autonomy, school policies should include instructions on how to apply the whole-school approach for GCED implementation at all levels. This should be reflected in the national education policy (guidance for schools) and/or school-level policies.

The *GCED Learning and Assessment: An Analysis of Four Case Studies in Asia* (APCEIU, 2020b) showcases some examples of whole-school approaches applied in Asia. For instance, the Ageo Higashi Junior High School implemented Global Citizenship Education as a subject in the curriculum. The whole-school approach that Ageo Higashi Junior High School applies includes:

- A learning environment that aims for personal and social transformation for both teachers and students
- Curriculum development for all grades at the junior high school
- Teacher training for GCED implementation
- Systematic evaluation using evaluation rubrics

## Learning assessment policies

In order to ensure that GCED goals and objectives are realized, not only curriculum and teaching need to include a focus on GCED skills and competencies, but also national learning assessment policies. When assessing student learning outcomes, first consider existing assessments, and apply what's feasible into local context from the examples. For example, the 2018 OECD Programme for International Students Assessment (PISA) assessed the global competencies in four dimensions: 1) examine issues of local, global and cultural significance; 2) understand and appreciate the perspectives and worldviews of others; 3) engage in open, appropriate and effective interactions across cultures; and 4) take action for collective well-being and sustainable development (OECD, 2020). In terms of assessment methods, GCED assessment should apply both summative and formative assessments to assess learning outcomes (UNESCO Bangkok, 2018). For instance, this should include developing continuous assessment (formative assessments) at the school and class level, strengthening teacher and school capacity for these types of assessment.

However, the challenge of GCED assessment remains. A recent APCEIU-UNESCO publication titled *GCED Learning and Assessment: An Analysis of Four Case Studies in Asia* states that 'research notes that current and traditional forms of learning assessments do not always effectively address GCED learning' (APCEIU, 2020b).

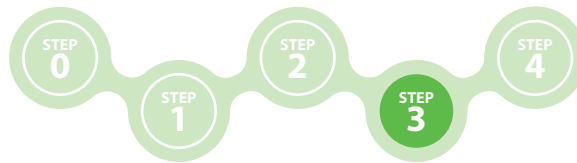
To create an effective GCED evaluation, monitoring and assessment mechanism, the assessment policies should (OECD, 2013):

- Align evaluation and assessment with GCED educational goals;
- Take a holistic approach;
- Focus on the improvement of school and classroom practices, as well as building on teacher professionalism; and
- Be student-centred

It might be useful to develop an assessment framework to align different goals and elements. For instance, UNESCO Bangkok developed the *Assessment of Transversal Competencies: Current Tools in the Asia Region* (UNESCO Bangkok and Brookings Institution, 2019), which collected policies and practices that some Asian countries adopted to assess the transversal competencies. As the nature of GCED is transversal, the assessment of transversal competencies will surely enlighten the assessment of social-emotional, cognitive and behavioural learning for peaceful, inclusive and sustainable societies.

### Reflection/instant analysis for STEP 2:

1. Are all levels of policies revised with integrating GCED?
2. Are GCED elements or relevant skills like social-emotional, cognitive and behavioural identified in/added to the curriculum?
3. How will teachers be prepared to teach GCED?
4. How can GCED components in policies and curriculum be better integrated into schools and classrooms?
5. Is the assessment, evaluation and monitoring strategy coherent to all components (e.g. school appraisal, teacher appraisal, school evaluation)?



## Step 3:..... Implement the Policies


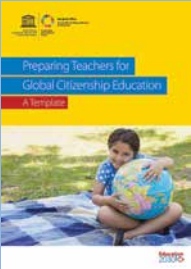



### Support school administrators, teachers, students, and other local practitioners

Policymakers should support GCED practitioners, including school administrators, teachers, students, and other local practitioners. Especially, educators as the key stakeholders in GCED implementation, must first become learners themselves to fully understand and embrace GCED. When they become more aware of GCED, they can contribute more as responsible global citizens and become examples and models for students and society. Therefore, GCED capacity building for key stakeholders like teachers should be supported and strengthened. If possible, financial incentives and/or professional development can also be provided to encourage active participation.



Policymakers should also provide teaching/learning materials for GCED practitioners. Projects to translate the existing materials into local languages may be encouraged, and subsequently, these may be disseminated to relative stakeholders. Below are a few resources suggested for teachers and students (see *Table 2*). However, policymakers are encouraged to explore more references and adopt them according to national/local needs.

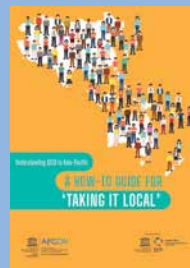
*Table 2: Resources for schools, teachers and students*

Resources for schools, teachers, and students	
<p>1. Preparing Teachers for Global Citizenship Education: A Template</p> <p> <a href="https://unesdoc.unesco.org/ark:/48223/pf0000265452_eng">https://unesdoc.unesco.org/ark:/48223/pf0000265452_eng</a></p>	
<p>2. Global Citizenship Education: Topics and Learning Objectives</p> <p> <a href="https://unesdoc.unesco.org/ark:/48223/pf0000232993_eng">https://unesdoc.unesco.org/ark:/48223/pf0000232993_eng</a></p>	
<p>3. Global Citizenship in the Classroom: A Guide for Teachers</p> <p> <a href="https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-091115-en.pdf?sequence=9&amp;isAllowed=y">https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-091115-en.pdf?sequence=9&amp;isAllowed=y</a></p>	

## Resources for schools, teachers, and students

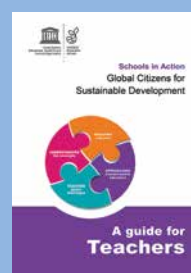
4. Understanding GCED in Asia-Pacific:  
A How-to Guide for 'Taking It Local'

 <https://unesdoc.unesco.org/ark:/48223/pf0000375115>



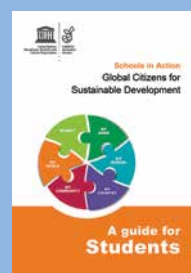
5. Schools in Action:  
Global Citizens for Sustainable Development:  
A Guide for Teachers

 <https://unesdoc.unesco.org/ark:/48223/pf0000246888>



6. Schools in Action:  
Global Citizens for Sustainable Development:  
A Guide for Students

 <https://unesdoc.unesco.org/ark:/48223/pf0000246352>



## Leverage existing platforms and best practices

Policymakers should also leverage the existing platforms and best practices—for instance, UNESCO Associated Schools Project Network (ASPnet) Schools. Today, ASPnet is regarded as one of the most comprehensive and most effective interschool networks led by UNESCO, with roughly 12,000 member schools in 182 countries in every continent of the world. In the *UNESCO Associated Schools Network: Guide for Members* (UNESCO, 2019), UNESCO mentions that the ASPnet shall focus on three thematic action areas:

- Global citizenship and a culture of peace and non-violence
- Sustainable development and sustainable lifestyles
- Intercultural learning and the appreciation of cultural diversity and heritage

It shows that ASPnet is expected to play the leading role as a focal centre for promoting learning about GCED in connection to the culture of peace and non-violence. Besides this thematic priority, the fundamental structure of ASPnet as a worldwide school network should be regarded as a great advantage for the promotion of GCED because ASPnet member schools have rich opportunities to make good use of this global Network for facilitating international exchange and intercultural learning that go far beyond national boundaries. The recognition of common educational tasks, problems and pledges among ASPnet schools in different regions and countries would likely lead the learners to a higher level of awareness about their identity as global citizens. The nurturing of this consciousness of the common belongingness to humanity is an important learning objective pursued by GCED. Due to the universal character facilitating intercultural encounter and learning, policymakers are also strongly recommended to pay attention to the potentials of ASPnet as navigators for GCED learning models.

For countries that do not have strong ASPnet, policymakers may need to look for other existing platforms like UNESCO Clubs/National Associations of UNESCO Clubs, National/Local Networks on GCED, and other worldwide networks initiated by UNESCO, such as Regional Centres of Expertise (RCE) and 'UNESCO Chair'. These different platforms can be effective for spreading GCED initiatives beyond the national boundary.

In addition, policymakers can encourage cooperation between provincial educational offices and teachers. For instance, the Seoul Metropolitan Office of Education (SMOE) established several plans to help schools and teachers implement GCED programmes/activities (see *Box 7*).

### ***Box 7: Seoul Metropolitan Office of Education's Basic Plan for Peace and Global Citizenship Education***

A series of GCED plans by the Seoul Metropolitan Office of Education (SMOE) have been merged into the Basic Plan for Peace and Global Citizenship Education in 2020. Given the significant role of peace education and GCED in creating a more peaceful and sustainable world, the SMOE has designed the Basic Plan so that it can pursue synergy between peace and GCED. The plan encompasses the following comprehensive priorities for peace education and GCED, with policy and the curriculum for teacher education integrated throughout those areas: i) Supporting primary and secondary schools in Seoul in order for them to implement peace education and GCED in their educational settings; ii) Developing peace education and GCED programmes and; iii) Promoting peace education and GCED and establishing networks among related organizations.

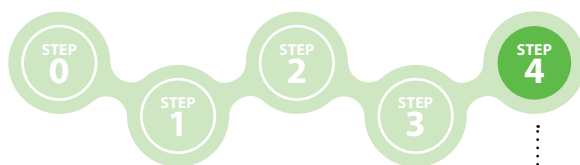
### **Apply whole-school approach**

In the *Education for Global Citizenship A Guide for Schools*, Oxfam (2015) mentioned that applying a whole-school approach to Global Citizenship brings out the greatest impacts and benefits for learners. According to the Global Learning Programme (Centre for Global Education; Global Learning Programme, 2017), an ideal whole-school approach to Global Citizenship should contain four interconnected areas: Curriculum, Teaching & Learning; Effective Leadership; Awards, Initiatives & Extra-Curricular Activities; and Community Connections.

As mentioned previously, policymakers should consider giving schools autonomy when implementing GCED policies. Therefore, schools can adopt the whole-school approach structure and adjust according to the local needs to make a detailed implementation plan.

#### **Reflection/instant analysis for STEP 3:**

1. How has your country implemented GCED? Any success stories or encountered challenges?
2. What platforms exist in your country to leverage GCED?



## Step 4:..... **Monitoring, Evaluation and Assessment on GCED**

As a key component of the education policy cycle, evaluation and assessment can help policymakers and practitioners reflect on the current practices and provide feedback on the effectiveness of the policies to achieve educational goals and student learning objectives better. It is also notable that assessments and evaluations serve as effective tools for improving student learning outcomes.

According to the OECD (2013), many governments and policymakers are focusing more on the evaluation and assessment of students, teachers, school leaders, schools and education systems, which helps to understand students' educational performance better and to inform parents and community, as well as to improve school educational practices and eventually enhance student outcomes. The positive trends of evaluation and assessment include stronger school autonomy and improvement in Information Communication and Technology, enabling schools and policymakers to collect, manage and analyze data and improve practices (OECD, 2013).

GCED policies and implementation assessment can be challenging. Keeping this in mind, policymakers need to follow the comprehensive plans/strategies developed, revised or created in Step 2. For example, in terms of assessing national education policy, the alignment of GCED and educational goals should be checked. When assessing GCED curriculum, GCED curricular activities and their suitability of integration with respective subjects should be taken into consideration. When assessing school practices, a whole-school approach and school-level evaluation should be emphasized. When assessing teachers, the professionalism and preparedness of teachers to teach GCED need to be evaluated.

And in order to monitor the implementation, effectiveness, and relevance of GCED and conduct evaluations on policy, curricula, teachers and student learning outcomes, countries need to ensure schools are able to monitor GCED learning. In addition, at the national level, developing a mechanism for reporting on SDG 4.7 will provide important data on the progress of SDG and Education 2030 Agenda.

When evaluating these results and feedback, countries may be able to further revise or refine policies and practices according to local reflections.

**Reflection/instant analysis for STEP 4:**

1. Do students understand the GCED components from the curriculum?
2. How has GCED been integrated and implemented into policy and practices?

# Challenges



While framing new education policies and designing strategies for its implementation, there are bound to be many challenges. In the case of GCED policies, a series of issues may need to be addressed:

- Political and social considerations of the country may cause challenges to GCED.
- Pressure from the community and families can lead to dissatisfaction with political representatives and may result in the unwillingness to introduce or change education policy or to do so for strictly political reasons and not as part of evidence-based policy.
- Economic development priorities and national security considerations may influence decision makers' priorities in education policies and narrow the space for GCED policies that are not linked explicitly with global competitiveness.
- Educators often feel burdened when new education policies prescribe new approaches. Curriculum schedules are already full, which means introducing new themes may require giving less instructional time to something else. Teachers need to be convinced of the value of new approaches and provided with adequate support to implement them.
- Significant investments and the passage of time are needed to document some GCED results. Without immediate, measurable results, it may be difficult to justify a sustained commitment to GCED programming.

Addressing these and other challenges that stakeholders might raise will be important in conceptualizing effective national GCED policies and strategies.

# Conclusion



GCED is critical for learners and countries to reach the SDG-Education 2030 targets. Many countries have GCED elements, either explicitly or implicitly, within their education policies. However, to fully realize SDG target 4.7 and to enable our learners to achieve the knowledge, skills, values and attitudes needed to succeed in an ever-changing and adaptable world, countries may need to explicitly build these components directly into various education policies. This policymakers' handbook provides some guidance on how policymakers can develop and adapt local level policies in order to strengthen GCED learning.



# Resources for Policymakers

Table 3: Resources for policymakers

Resources for policymakers	
<p>1. UNESCO Handbook on Education Policy Analysis and Programming, Volume 1: Education Policy Analysis.</p> <p> <a href="https://unesdoc.unesco.org/ark:/48223/pf0000221189">https://unesdoc.unesco.org/ark:/48223/pf0000221189</a></p>	
<p>2. Global Citizenship Education: A Guide for Policymakers</p> <p> <a href="https://www.gcedclearinghouse.org/resources/global-citizenship-education-guide-policymakers?language=en">https://www.gcedclearinghouse.org/resources/global-citizenship-education-guide-policymakers?language=en</a></p>	
<p>3. Understanding GCED in Asia-Pacific: A How-to Guide for 'Taking It Local'</p> <p> <a href="https://unesdoc.unesco.org/ark:/48223/pf0000375115">https://unesdoc.unesco.org/ark:/48223/pf0000375115</a></p>	

## Resources for policymakers

4. Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks; Background Paper Prepared for the 2016 Global Education Monitoring Report

 <https://unesdoc.unesco.org/ark:/48223/pf0000246382>



5. Global Citizenship Concepts in the Curricula of Four Countries

 <https://unesdoc.unesco.org/ark:/48223/pf0000260365>



6. OECD Reviews of Evaluation and Assessment in Education: Synergies for Better Learning, an International Perspective on Evaluation

 <https://www.oecd-ilibrary.org/docserver/9789264190658-en.pdf?expires=1619432106&id=id&accname=guest&checksum=38963E3B5E1C221B83CC7A62EDBBCCC4>



7. Assessment of Transversal Competencies: Current Tools in the Asia Region

 <https://unesdoc.unesco.org/ark:/48223/pf0000368479>



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# Note



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APCEIU

120, Saemal-ro, Guro-gu, Seoul,  
Republic of Korea, 08289

-  Tel 82-2-774-3956
-  Fax 82-2-774-3957
-  [info@unescoapceiu.org](mailto:info@unescoapceiu.org)
- [www.unescoapceiu.org](http://www.unescoapceiu.org)



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