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Global Citizenship Education

Advocacy,
Practice and
Awareness
Handbook for
Teachers

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In partnership with
UNESCO Bangkok Office

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Foreword

Since its establishment in 2000 by an agreement between UNESCO and the Government of the Republic of Korea, the Asia-Pacific Centre of Education for International Understanding (APCEIU) has pursued the mission of promoting education for international understanding and global citizenship towards a culture of peace.

The global challenges we face today call for transformative approaches to developing knowledge, skills and attitudes, so that we can build more inclusive, sustainable and peaceful societies. However, studies have found that teachers, as key enablers for realizing the potential of learners, are sometimes not adequately prepared to teach using transformative approaches such as Global Citizenship Education (GCED) and Education for Sustainable Development (ESD). Indeed, a recent UNESCO study found that one in four teachers did not feel ready to teach themes related to sustainable development or global citizenship and peace (UNESCO and Education International, 2021).

This handbook is a practical guide for teachers and learners that introduces GCED and provides examples of inspirational and innovative GCED teaching practices from 19 countries in the Asia-Pacific region. This handbook also provides resources to help educators find additional GCED materials that will support their teaching practice.

Through the use of this handbook, teachers can gain an understanding of: the concept and the importance of GCED; the necessary knowledge, skills and attitudes for implementing GCED; and good practices from the region that can be adapted and used in their own classrooms.

APCEIU trusts that this handbook will empower teachers and educators and equip them for using the GCED and ESD approaches, and thus contribute towards achieving Sustainable Development Goal 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and towards creating a better society for all.

Hyun Mook Lim
Director of APCEIU

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Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
MCIC	Manitoba Council for International Cooperation
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
OECD	Organisation for Economic Co-operation and Development
SDGs	Sustainable Development Goals
SEAMEO	Southeast Asian Ministers of Education Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGA	United Nations General Assembly
UNICEF	United Nations Children's Fund

Introduction

Background

Recent trends, including the current global economic slowdown, the spread of new information technologies across the world and the COVID-19 pandemic, which has reduced the mobility of people across borders, are leading to social changes.

In such a context, there is a strong need, now more than ever, for transformative education, so as to empower learners to make informed decisions, confront shared problems and improve society for all. Global Citizenship Education (GCED) is a vital means to achieve this, as it fosters the values, knowledge, skills and attitudes in learners that enable them to become responsible citizens and tackle global challenges (Reimers, 2017).

The launch of *Reimagining our futures together: a new social contract for education* (UNESCO, 2021a) at the forty-first session of the UNESCO General Conference, held in November 2021, brought Global Citizenship Education (GCED) to the forefront of discussions on reimagining education. These discussions emphasized the transformative potential of education to uphold the principles that are at the heart of GCED: non-discrimination, social justice, respect for life, human dignity and cultural diversity.

GCED is understood by UNESCO as education that seeks to empower learners of all ages to assume active roles – both locally and globally – in building more peaceful, tolerant, inclusive and secure societies. It is seen as an approach to fostering global citizenship and active engagement in a globalized world (Fricke et al., 2015).

Global citizenship is the perception of belonging to a global community and having concern for overcoming the challenges that humanity faces. It recognizes 'political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global' (UNESCO, 2015, p. 14) and the need, therefore, for cooperation and collaboration.

GCED is a foundational element for achieving Sustainable Development Goal 4 (SDG 4), which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UNGA, 2015). One of the SDG 4 targets, target 4.7, specifies the need for Education for Sustainable Development (ESD) and highlights the principles of GCED: '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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development'.

GCED also supports the advancement of many of the other Sustainable Development Goals (SDGs) (See Box 1).

Box 1: Sustainable Development Goals that GCED contributes to

1 NO POVERTY	**Goal 1:** End poverty in all its forms everywhere.
2 ZERO HUNGER	**Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3 GOOD HEALTH AND WELL-BEING	**Goal 3:** Ensure healthy lives and promote well-being for all at all ages.
5 GENDER EQUALITY	**Goal 5:** Achieve gender equality and empower all women and girls.
10 REDUCED INEQUALITIES	**Goal 10:** Reduce inequality within and among countries.
11 SUSTAINABLE CITIES AND COMMUNITIES	**Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable.
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	**Goal 12:** Ensure sustainable consumption and production patterns.
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	**Goal 16:** Promote peaceful and inclusive societies.

GCED and ESD are the two main pillars of indicator 4.7.1, which measures the 'extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment' (United Nations Statistics Division, n.d.).

Purpose and scope of the handbook

This handbook is the second in a series of GCED advocacy and awareness-raising publications. The first was the joint publication by APCEIU and UNESCO (2021) titled *Global citizenship education: a policymaking awareness and advocacy handbook*.

This latest handbook aims to raise awareness among teachers in the Asia-Pacific region on GCED and to equip teachers with knowledge about GCED, its importance and how to teach it, using good practices, to enhance learners' competences at the classroom level, for society's overall benefit.

Recognizing that education policies, strategies and practices in the Asia-Pacific region reflect GCED in diverse ways, this handbook also seeks to provide a common regional understanding of what GCED is.

Who can benefit from this handbook?

The major beneficiaries of this handbook are teachers, educators and learners. Through explaining what GCED is and its outcomes, this handbook will enable teachers and educators to develop a deeper understanding of the benefits that GCED brings to learners. This handbook will also help teachers to themselves cultivate the necessary values, knowledge, skills and attitudes, and make the required behavioural changes, as one must become a responsible global citizen first in order to empower others to do so.

As a practical guide, this handbook also supports teachers to integrate GCED into their teaching. The handbook provides examples of good practices, compiled from the Asia-Pacific region, that teachers can easily adapt for use in their classrooms to boost GCED values, knowledge, skills, attitudes and behavioural changes, among learners of all ages. Resources listed in the annex provide teachers with additional support.

Policy-makers and school leaders can also benefit from this handbook; it serves as an additional reference to *Global citizenship education: a policymaking awareness and advocacy handbook* (APCEIU and UNESCO, 2021); to assist them in understanding what support teachers need in delivering GCED. This guide can also provide insights on how to foster resilience and rebuild education systems so that they are better equipped to deal with future crises.

Survey of teachers and educators

This handbook draws on data collected by UNESCO Bangkok in a survey on good GCED practices conducted among teachers and education experts within the UNESCO GCED networks in nineteen countries in the Asia-Pacific region.[1] The collected promising solutions are listed in the final section of this handbook.

The survey was distributed to 298 teachers and educators across all levels of education. A total of 66 responses were received.

The main survey questions were as follows:

- Please describe a GCED teaching and learning activity/practice. If possible, please give a step-by-step process of how this activity/practice is carried out by a teacher/facilitator, etc.

- What type of activity is it?

  (a) In-class *(i.e. core-curricular)*

  (b) Extracurricular *(may be performed in or out of the classroom)*

  (c) Other

- What school subjects/classes could this activity/practice be used in?

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1   Australia, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Malaysia, Nepal, New Zealand, Philippines, Republic of Korea, Singapore, Sri Lanka, Thailand, Uzbekistan, Viet Nam.

- What level of education can it be used with?

    (a) Early childhood education (level zero)

    (b) Primary education (level one)

    (c) Lower secondary education (level two)

    (d) Upper secondary education (level three)

    (e) Postsecondary non-tertiary education (level four)

    (f) Short-cycle tertiary education (level five)

    (g) Bachelor's or equivalent level (level six)

    (h) Master's or equivalent level (level seven)

    (i) Doctor or equivalent level (level eight)

- What GCED concepts and/or competencies does it aim to highlight? Please describe.

- What are the learning outcomes? Please describe.

The survey had some limitations. Notably, the survey questions were not designed to capture precise information about the teaching/learning practices. Therefore, the activities and ways to adapt them were not described by respondents in sufficient detail. In addition, only 66 responses were received and, as such, strong conclusions could not be drawn from the data. However, the good practices identified through the survey can serve as examples to inspire teachers and educators to enhance GCED in their own settings.

Global Citizenship Education

What is Global Citizenship Education?

Global Citizenship Education (GCED) is an educational approach that equips learners with the necessary values, knowledge, skills and attitudes for the twenty-first century and empowers them to take active roles, both locally and globally, in building inclusive, just, sustainable and peaceful societies.[2]

Through making learners aware of values and concepts such as intercultural understanding, peace and non-violence, justice for all, gender equality and respect for human rights, GCED enables learners to develop respect for diversity along with a sense of solidarity and of belonging to a broader community and a common humanity (UNESCO, 2015).

GCED helps to create global citizens who employ critical thinking, who have the ability to cooperate with others, who possess intercultural skills (i.e. the ability to relate and connect with people from other cultural backgrounds), interpersonal and intrapersonal skills, a curiosity about global affairs and world cultures and a commitment to human rights and equality, and who are socially engaged and connected to each other (Toh, et al., 2017; Reimers, 2017). GCED also empowers learners to become sensitive to global challenges, such as global warming and poverty (Browes, 2017).

As illustrated in Figure 1, GCED encompasses three domains of learning: cognitive, socio-emotional and behavioural.[3] These three domains are linked and intertwined (UNESCO, 2016).

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2   GCED is a concept fostered by UNESCO since the 2010s and was supported by the former Secretary General of the United Nations Ban Ki-Moon, who launched a centre called "Ban Ki-Moon Centre for Global Citizens" (https://bankimooncentre.org/)
3   These domains can help instructors and researchers better define and practice the components of GCED.

The definitions of each domain are as follows:

- Cognitive skills

These include skills in thinking critically, systemically and creatively, including adopting an approach that recognizes different perspectives and angles. For example, reasoning and problem-solving skills supported by a multi-perspective approach.

- Socio-emotional skills

These include skills that enable learners to live together with others respectfully and peacefully. For example, empathy, communication skills, conflict-resolution skills, and the capacity to interact effectively with people of different backgrounds, origins, cultures and perspectives.

- Behavioural skills

This is the capacity to act collaboratively and responsibly to find solutions to global challenges and to strive for the collective good. This requires a sense of commitment and decision-making skills.

Figure 1: The three domains of GCED learning

Cognitive:
Acquire knowledge, understanding and critical thinking skills about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional:
Have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural:
Act responsibly at the local, national and global levels for a more peaceful and sustainable world.

GCED goes beyond fostering skills, however, and also fosters attitudes, universal values and knowledge, including a profound understanding of global challenges, history, geography, religions and the arts (UNESCO, 2014; UNESCO, 2018; Reimers, 2017). In this way learners are empowered to become 'proactive contributors' of GCED (UNESCO, 2016, p. 12) and also view and practice GCED components as a kind of lifelong education (Asci, Chmielowski and Hornung, 2020).

Thus, in addition to skills, GCED also fosters:

- Attitudes and values

Attitudes and values, supported by an understanding of multiple levels of identity and the potential for a collective identity, that transcend individual cultural, religious, ethnic or other differences. For example, a sense of belonging to a common humanity and respect for diversity.

- Knowledge

Knowledge of global issues and universal values such as justice, equality, dignity and respect. For example, an understanding of the concept of globalization (interdependence and interconnectedness); global challenges that cannot be adequately or uniquely addressed individually by nation states; and sustainability.

The importance of Global Citizenship Education

In recent decades, as globalization has brought about greater interdependence between countries and, therefore, a greater need for global cooperation and consensus, awareness has grown of the need to expand learners' competences beyond cognitive skills to social and emotional skills. Governments and educators are now interested in fostering character, self-awareness, grit and tolerance, and skills in self-regulation and leadership, as well as in helping students to understand concepts such as human rights, our shared global challenges and how to become engaged citizens (Reimers and Chung, 2016).

Moreover, as a result of the COVID-19 pandemic, more people are recognizing that global challenges need collective actions. Worldwide, people have gained a greater understanding of the importance of global citizenship in addressing shared challenges; not only in tackling pandemics, but also in solving key global issues, such as climate change, poverty, hunger and conflict. Many policy-makers now believe that local and regional issues and challenges can only be resolved through global visions (Global Education Coalition, n.d.).

It has become clear that we need education systems that can produce citizens capable of addressing our shared global challenges. The Global Citizenship Education approach, through fostering the required competences and supporting social cohesion and cooperation, can meet this need.

GCED is endorsed and promoted by many inter-governmental organizations and institutes that are committed to the advancement of world peace and sustainable development. These include UNESCO; the Mahatma Gandhi Institute of Education for Peace (MGIEP), a UNESCO category 1 institute;[4] the Asia-Pacific Centre of Education for International Understanding (APCEIU), a UNESCO category 2 centre;[5] as well as the United Nations Children's Fund (UNICEF), the Southeast Asia Ministers of Education Organization (SEAMEO) and others. Many of these organizations have conducted research, capacity building, policy, curriculum development, advocacy and assessment activities related to GCED.

The UNESCO publication, *Reimagining our futures together: a new social contract for education* (2021) emphasizes that GCED an essential element in efforts to enhance world peace and to build solidarity and collaboration among youth and future generations. In addition, many scholars believe that developing GCED competences and universal values is important in achieving the SDGs (Reimers, 2017). Moreover, some scholars, such as Maria Ghosn-Chelala (2020), suggest that GCED can enable social cohesion in countries undergoing political transitions.

Practicing Global Citizenship Education

The teaching and learning methods used under the GCED approach are active and interactive. Such methods entail the engagement of learners in the learning process through activities that encourage them to act and reflect, such as group learning, in-class discussions, interactive games, knowledge-sharing and online interactions. GCED pedagogies foster solidarity and cooperation and are based on principles of non-discrimination and respect for diversity and reparative justice and are framed by an ethic of care and of reciprocity (UNESCO, 2021a).

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4   UNESCO Category 1 institutes and centres, which are an integral part of UNESCO, build capacity in Member States. https://www.unesco.org/en/natural-sciences/centres
5   UNESCO Category 2 institutes and centres contribute to the implementation of UNESCO programmes through capacity building; the exchange of information in a particular discipline; theoretical and experimental research; and advanced training. https://www.unesco.org/en/natural-sciences/centres

In addition, the GCED approach is often centred on interdisciplinary topics and themes (UNESCO, 2015). Examples of such themes are listed in Box 2. Other topics and themes include peace and human rights, intercultural understanding, citizenship education, and respect for diversity, tolerance and inclusiveness (UNESCO, 2016).

Box 2: Themes that ESD/GCED educators can use to teach global citizenship

- Local, national and global systems and structures

- Issues affecting interaction and connectedness of communities at local, national and global levels

- Underlying assumptions and power dynamic

- Different levels of identity

- Different communities people belong to and how these are connected

- Difference and respect for diversity

- Actions that can be taken individually and collectively

- Ethically responsible behaviour

- Becoming engaged and taking action

Source: UNESCO, 2015.

Implementing Global Citizenship Education

The implementation of the GCED approach requires the active participation of schools and teachers, who need to integrate and mainstream GCED elements into their curricula and, at the same time, build partnerships with 'civil society, faith-based and other non-governmental organizations, as well as with communities and institutions outside the education sector' (Toh, et al., 2017, p. 20) so as to engage as many stakeholders as possible; not only students, but also parents, school management and local communities, so they can collectively succeed in empowering learners (UNESCO, 2016).

A report launched at the forty-first UNESCO General Conference on the implementation of the 1974 recommendation 'Education for International Understanding' presented the progress of 71 countries towards achieving SDG 4.7, that is, their progress towards implementing ESD and GCED (UNESCO, 2021c). This report and others (e.g. UNICEF and SEAMEO, 2017) indicate that almost all countries are seeking to mainstream ESD and GCED into their education systems. For example, over 90 per cent of countries reported that they had mainstreamed ESD and GCED themes into their laws, policies and curricula; 89 per cent of countries had mainstreamed ESD and GCED themes into teacher training; and 86 per cent had done so in student assessments. However, there were variations both between countries and within countries in the training and guidance provided to teachers.

Among the countries of the Asia-Pacific region, many Member States reported efforts to mainstream GCED into policy, curriculum and classroom practice. For example, India included GCED in the National Education Policy 2020 and in the curricula framework; the Philippines is making efforts to integrate GCED into curricula, and its school system is focusing on improving the required skills and competences of learners; Malaysia has developed a programme with learning objectives aligned with GCED; and Thailand's education system encourages the attitudes among learners that advance the GCED agenda. Education systems in other regions are also integrating GCED concepts into their curricula. For example, in southern Africa GCED themes are being introduced into curricula (UNESCO, 2021b).

Empowering Teachers to Empower Learners

An essential aspect of implementing the GCED approach is empowering teachers so that they can help learners develop the knowledge, skills, attitudes and behaviour to address global challenges and contribute to the building of a more just, peaceful and sustainable world.

As noted in *Preparing teachers for Global Citizenship Education: a template,* 'the quality of an education system cannot exceed the quality of its teachers and the quality of teaching' (UNESCO, 2018, p. 5). Consequently, ensuring teachers have the appropriate skills and competences should be a top priority for education systems across the world.

While some teachers already have this capacity, others may need to develop or strengthen such knowledge, skills, values and behaviour before empowering learners.

A global survey, conducted by UNESCO and Education International (2021), of 58,000 teachers found that teachers feel confident teaching cognitive skills but are less confident and knowledgeable about socio-emotional and behavioural learning. For example, responses to the global survey revealed that while teachers recognize the need to confront racism and discrimination, some lack the capacity to explain these issues to their students (See Table 1). However, many teachers expressed an interest in learning more about GCED and stated a desire to participate in professional development opportunities.

Table 1: Selected findings of the global survey

Topics	Percentage of teachers
Cannot explain global issues to their students	15%
Do not feel ready to teach about human rights and gender equality	15%
Want to continue learning about global issues	Over 80%
Think global issues are important	Over 90%

Empowered, knowledgeable and skilful teachers are necessary in order to impart GCED values to learners. In order to empower teachers, we must provide them with support and training. In particular, teachers need to be supported to do the following:

- Obtain knowledge about what GCED is.

- Develop and maintain a positive attitude towards the GCED approach.

- Acquire the essential skills to implement the GCED approach in schools.

Scholars agree that training should include learning to use pedagogical methods that are 'inclusive, learner-centred and empowering' (MCIC, 2021, p. 64).

Essential skills and attitudes can often be obtained and developed through collaborative communities of teachers and educators working together. For example, participation by teachers in UNESCO webinars and seminars to improve their GCED knowledge, skills and attitudes. For this to happen, collaboration from national stakeholders with the shared expertise is also crucial.

Practicing GCED in communities of educators, with the support of civil society, can also enhance learning, provide opportunities for reflection and enable the exchange of experiences between teachers within a school and across schools, and also create a sense of collaboration among teachers. By creating peer learning and support groups, teachers can learn from each other about the best ways to strengthen their practices. Such cooperation can create communities of practice. Online resources such as lesson plans, self-paced courses, videos and games are useful tools that such communities can benefit from.

The Knowledge, Skills and Attitudes (KSA) framework is an effective structure for developing the capacity of individuals, so could be used to support teacher training. One of the favourable aspects of the KSA model is that the three dimensions of 'knowledge, skills and attitudes' correspond well with the three domains of GCED: cognitive, socio-emotional and behavioural. That is, 'knowledge' reflects the 'cognitive' domain of GCED, 'attitudes' corresponds with the 'socio-emotional' domain of GCED and 'skills' reflects the behavioural domain.
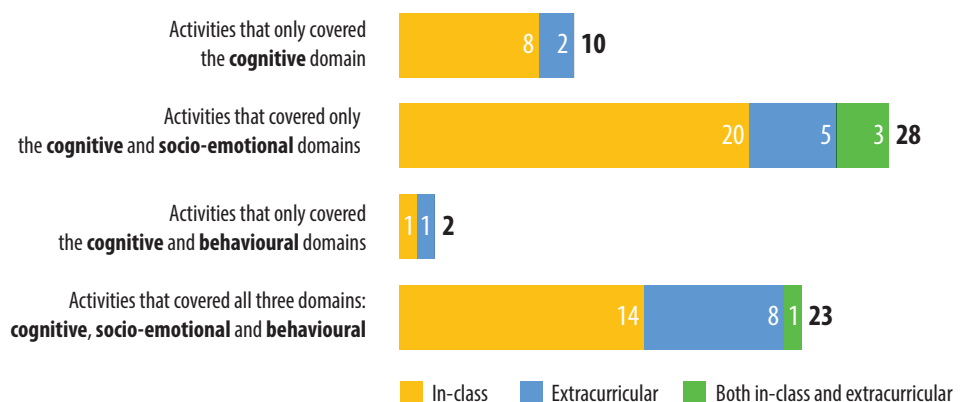
Survey Results

The data collected through the UNESCO survey of teachers and education experts in 19 countries in the Asia-Pacific region identified multiple ways to teach GCED.

As illustrated in Figure 2, of the 66 examples of GCED practices collected in the survey, 28 activities covered the cognitive and socio-emotional domains of GCED learning; 23 covered all three domains: cognitive, socio-emotional and behavioural; ten covered only the cognitive domain of learning, and two covered only the cognitive and behavioural domains. Three activities had insufficient information to be classified. It should be noted that because the three domains of GCED are intertwined, the domains cannot always be clearly distinguished from each other.

The survey found that most of the GCED activities are taught in class, rather than as extracurricular activities. Some activities were both in-class and extracurricular, while some were either in-class or extracurricular.

The results of the survey indicate that when teaching cognitive competences, teachers tend to favour in-class activities; while when enhancing learner competences in the socio-emotional domain, teachers tend to combine in-class and extracurricular activities.

Figure 2: Types of learning activities used by surveyed teachers

As indicated by the number of activities that covered the cognitive domain, it appears from the survey results that the learning objectives of the cognitive domain are the easiest for teachers to integrate into curricula. For activities that cover the socio-emotional domain, teachers tend to focus on developing the interpersonal and interactional skills of students. This is done by encouraging them to interact and network with other students of different backgrounds, origins, cultures and perspectives. This allows the students to understand and appreciate diversity of voices and opinions as well as develop tolerance for differences.

The behavioural domain appears to be the most challenging domain to cover. Teachers usually use extracurricular activities for this domain. Activities include poster-making, games, cultural presentations and collective readings of poems. These activities aim to develop specific skills such as problem-solving skills, creativity, peace-building skills and peer-learning skills. Practicing these activities brings about behavioural changes in students that stem from attitudes such as respect for diversity and empathy.

The most popular themes and topics used by teachers were: sustainable development, particularly the environmental dimension; gender equality; global issues; interconnectedness; interactional skills; and intercultural understanding and respect for cultural diversity.

These were taught using various types of activities, including board games and presentations, student activities, local culture-based activities, leadership training, international exchange programmes and conferences. The sociocultural contexts of the particular countries played an important role in the choice of activities. Knowledge sharing about national cultures and histories was listed as an important component of the activities.

It is worth noting that most of the 66 practices identified through the survey were activities that were already included in the curricula of those countries.

The teachers used various pedagogical methods and approaches. These included holding discussions; presenting GCED concepts; playing games; creating posters and poems; holding conferences; engaging in national and international exchange programmes and community engagement programmes; and participating in cultural activities in schools. Many teachers tended to use social media as a tool for promoting the behavioural domain of GCED.

Promising Practices in Global Citizenship Education

In this section of the handbook we present ten promising practices from the Asia-Pacific region. These examples cover various domains and types of activities and are arranged according to the level of education they are designed for, from the early childhood education level through to the tertiary education level.

One of the challenges in implementing GCED is ensuring that the activities are suitable in contexts of cultural and social diversity. Recognizing this, the practices described below are those that can be adapted to the diverse sociocultural contexts in the Asia-Pacific region.

1. Teaching GCED through local culture in Bhutan

This activity draws inspiration from Bhutan's philosophy of 'Gross National Happiness', the country's spiritual and cultural values and GCED principles.

Level(s) and type of learning: in-class activities conducted at the Early Childhood Education level and at the primary, lower secondary and upper secondary levels.

Domain(s): cognitive and socio-emotional

Pedagogy: discussions, experiential learning

Activity description	GCED learning objectives
This activity consists of teaching about GCED and Bhutan's concept of 'Gross National Happiness'. This is achieved through experiential learning in a classroom setting. The teacher helps the students realize the values of love, respect and compassion through 'inquiry', 'value', 'justification' and social decision-making. i. First, the teacher introduces GCED to the students through Bhutanese cultural concepts, including compassion, volunteerism, serving families and communities, the interdependence of human beings, respect for diversity and inclusion, peace and happiness. ii. The teacher then oversees a classroom discussion about the values of 'compassion' and 'respect for others'. The students also talk about how Bhutanese culture helps them better understand and put GCED components into place. This activity underscores the importance of compassion and integrity among humans and the need for sustainable coexistence of human beings with nature. It also internalizes GCED elements through reinforcing national cultural concepts of Bhutan.	• To become socially-responsible and productive citizens who have concern for the spiritual and cultural well-being of all humans. • To develop respect for cultural diversity. • To have love and compassion for all. • To respect equity and the equality of all. • To respect cultural values, global views, aesthetic values, social integrity and human rights.

2. Online conferences and a cultural exchange programme

In this activity, conferences are held in coordination with schools in Malaysia and South Korea. This activity also includes a cultural exchange programme involving students from India, Indonesia, Lebanon and Sri Lanka.

Level(s) and type of learning: extracurricular activities at the primary, lower secondary and upper secondary levels

Domain(s): cognitive, socio-emotional and behavioural

Pedagogy: conferences; online discussions

Activity description	GCED learning objectives
i. Four online public conferences were conducted by the participating schools on the following topics: The responses to COVID-19 in education; the impact of COVID-19 on daily life; the perspectives of members of the younger generation towards traditional culture; and the educational system of each participating country. ii. After the conferences, GCED concepts were incorporated into student activities, through an environmental project conducted in partnership with a civil society organization called 'Impact of Youth Sustainability'. Through participating in this project, students were motivated to care for the environment and adopt sustainable behaviour. The project involved the following initiatives: recycling plastic; making pots with old clothes and sacks; launching a drive to plant 100,000 trees; collaborating with school students in five countries with a campaign that used the song 'Save the Planet'; and participation in online panel discussions about sustainability with students from four schools.	• To introduce, understand and implement GCED. • To enhance students' intercultural understanding and appreciation for cultural diversity, enrich their global experiences, broaden their insights and knowledge, improve their English proficiency and create global friendships across borders. • To instil in learners the values, behaviour and attitudes that support global citizenship, such as tolerance, intercultural understanding, respect for diversity, acknowledgement of human rights, innovation, creativity and understanding of sustainable development.

Activity description	GCED learning objectives
iii. Next, the teacher provided support for the students to join an online cultural exchange programme involving students from schools in India, Indonesia, Lebanon and Sri Lanka. In these online discussions, students gave presentations about the cultures of their countries and presented their national anthems through playing musical instruments.	

3. Class discussions in India

In this activity, the teacher moderates and guides the students through in-class discussions on the topic of 'respect'.

Level(s) and type of learning: in-class activity at the primary, lower secondary and upper secondary levels

Domain(s): cognitive, socio-emotional and behavioural

Pedagogy: moderated group discussions

Activity description	GCED learning objectives
i. First, the teacher asks the students to form a circle. Each learner takes turns to mention one quality they like about themselves. If a student has difficulty in articulating a quality that they like, the teacher asks the following question: 'What are some of the qualities you admire in other people?' ii. The teacher writes the students' responses on the board and then asks each student to pick one quality that best reflects their character.	• To develop critical thinking and analytical skills. • To develop attitudes of respect for differences and diversity. • To develop the motivation and willingness to take necessary action.

Activity description	GCED learning objectives
iii. Next, the teacher asks the students the following questions (and oversees a group discussion on the responses): • Do you respect in others the quality you like about yourself? • Do you respect qualities in others that you do not have? iv. The teacher writes the word 'respect' on the board and begins a discussion by explaining that respect can and must be extended to people and also to our environment. Through this approach, the teacher initiates a discussion on the importance of respecting non-human entities. The teacher also takes the discussion further by referencing various types of 'respect', such as self-respect, respect for others, etc. v. The teacher writes words like, 'tolerance', 'acceptance', 'bias', 'prejudice', 'stereotype' and 'racism' on the board. The teacher divides the students into small groups and provides each group with a dictionary. The teacher assigns one word to each group and asks the groups to find and write down the definitions of these words. The teacher encourages the students to provide examples of 'prejudice', 'stereotypes', 'racism' and 'bias'. The teacher allows the students to express themselves in their mother tongue. vi. The teacher then draws a table on the board that has the heading of 'Respect' and two columns titled 'Looks like' and 'Does not look like'. The teacher then asks the students to think about which column of the table that the words they found definitions for would go into, and to think of other appropriate words for each column. For example, 'tolerance' and 'acceptance' would go in the 'Looks like' column (because tolerance and acceptance are ways of showing respect), while 'bias', 'prejudice', 'stereotype' and 'racism' would go in the 'Does not look like' column.	• To gain the capacity to understand and to appreciate different perspectives. • To gain the capacity to examine and discuss issues and situations. • To gain the capacity and disposition to take constructive action towards multicultural living. • To learn to interact respectfully with each other.

Activity description	GCED learning objectives
vii. Finally, the teacher moderates a discussion on ways that we can prevent negative elements (e.g. prejudice) in society and how to encourage values of tolerance and respect for diversity.	

4. Cultural exchange programme between partner schools in the Philippines and the Republic of Korea

In this activity, students participate in an online or written cultural exchange programme to learn about other cultures, gain experience in teamwork, learn to respect diversity and practice communication and presentation skills.

Level(s) and type of learning: extracurricular activity at the lower secondary level

Domain(s): cognitive, socio-emotional and behavioural

Pedagogy: facilitation; experience-based learning

Activity description	GCED learning objectives
i. At the beginning of the year, topics and activities are planned that set the direction of the programme for the entire year. Students are encouraged to be directly involved in selecting the topics and activities. This phase is implemented separately by the schools in the two countries: the Philippines and the Republic of Korea.	• To understand different cultures and the importance of tolerance and respect for people from different cultural backgrounds.
ii. The students are divided into small groups and each group presents its preferred topics and activities to the other groups. Following these presentations and subsequent discussions, the students then agree on the final list of topics and activities. Through this approach, the students develop a sense of ownership of the learning process and become more proactive in taking the lead in each activity. The teachers are tasked with identifying the relevant GCED theme for each activity. The final plan is also shared with the partner school.	• To improve students' communication skills. • To strengthen the ability to work together as a group. • To internalize core GCED values such as respect for diversity, empathy and a shared sense of humanity.

Activity description	GCED learning objectives
iii. During the implementation stage, the teachers in both schools guide the students to complete tasks for each activity. The teachers also seek partnerships with other institutions for intercultural activities, such as field trips. Students work together in groups to accomplish the outputs. Students choose their preferred platforms and methods of communicating their ideas, cultures and experiences.	
iv. The teachers at both schools share the outputs of the groups with the partner schools. Once these are received, the teachers conduct group activities in which their students learn about the shared cultures and experiences provided by their partner school. The teachers facilitate small group discussions in which students can discuss their feelings and thoughts about other cultures and experiences.	
v. Teachers provide guiding questions to help the students to process their learning experiences, reflect on what they have learned and the skills and values they have developed, identify ways to apply their learning to a real-life context and cultivate a sense of connectedness with the world. After individual reflection, the teachers divide the students into small groups to map the important knowledge, skills and values they have developed. Each group then prepares a creative presentation of their reflections. These presentations are given to the other groups and are included in an activity report that is shared with the partner school.	
During the COVID-19 pandemic, teachers made some modifications to the activities. Many of the activities were done online and most of the output was in a digital format. These newly developed online classes created by both schools have led to interactive learning approaches.	

5. Promoting empathy through experiential learning approaches in Bangladesh

This co-designed (student-teacher-community with expert guidance) experiential learning model identifies thematic areas of daily life and links them with subject knowledge.

This activity was a pilot project titled 'Learning for empathy: teacher exchange and support programme' implemented by UNESCO Dhaka and the Directorate of Madrasah, with funding support from the Government of Japan, during the COVID-19 pandemic, with the aim of promoting empathy among teachers, students and communities. This project blended knowledge and social-emotional and behavioural concepts, linking subject content and co-curricular and community engagement initiatives to achieve GCED competences.

Level(s) and type of learning: in-class, in school, home-based and community-based activities at the lower secondary and upper secondary levels.

Domain(s): cognitive, social-emotional and behavioural

Pedagogy: experiential learning; projects; involving communities

Activity description	GCED learning objectives
i. In this experiential learning project, students and teachers began by identifying three themes and several regular school activities related to those themes. The three themes were: • **Cleanliness:** topics under this theme included school, home and community cleanliness, as well as challenges and ways to improve cleanliness. • **Green environment:** topics under this theme included how to make schools, homes and communities green (environmentally-friendly). • **Health safety:** topics under this theme included diseases such as COVID-19 and Dengue Fever, related issues and necessary measures.	• To develop critical thinking, collaboration, communication and problem-solving skills. • To develop an attitude of respect for differences and diversity. • To solve real-life problems by actively applying knowledge. • To gain the capacity and motivation to take constructive action towards achieving peaceful multicultural living.

Activity description	GCED learning objectives
The three themes were chosen because they were related to everyday life. They were identified through a series of consultations with teachers, parents and management committees, with the involvement of students.	• To learn to interact respectfully with others. • To develop the ability to adapt in an emergency situation, such as the COVID-19 pandemic.

The three themes were chosen because they were related to everyday life. They were identified through a series of consultations with teachers, parents and management committees, with the involvement of students.

ii. The project was implemented by four religious education institutions (madrasa) and one mainstream secondary school. The teachers of the educational institutions identified in-class activities (both subject-based content learning and co-curricular) and home-based activities, as well as some parent-involvement learning tasks and community-based tasks. These tasks could be done at home if the madrasa or school was closed due to COVID-19. The teachers prepared an action plan for the entire year, with the tasks distributed evenly throughout. Various cultural celebrations, co-curricular events and assemblies were linked to the activities.

Some examples of the tasks for each of the themes are as follows:

• Cleanliness
Students, in cooperation with teachers, parents and the community, developed awareness-raising material and work plans for keeping their campus, homes and surroundings clean.

• Green environment
The students, in cooperation with teachers, parents and the community, developed awareness of environmentally-friendly behaviour, including using less plastic and planting trees.

• Health safety
The students, in cooperation with teachers, parents and the community, developed awareness-raising material and a plan for keeping the campus, homes and surroundings safe from infectious diseases such as COVID-19 and Dengue Fever.

Activity description	GCED learning objectives
While implementing these experiential learning activities, learners had an opportunity to relate the content from their textbooks to real-life issues. These activities gave them an understanding of the issues, and helped them to generate solutions to problems and engage with stakeholders, while developing GCED competences.	

6. Leadership training in Indonesia

In this activity, students are chosen to lead other students in environmental and cultural group exercises with the aim of building leadership skills.

Level(s) and type of learning: in-class activity at the lower secondary and upper secondary levels

Domain(s): cognitive and socio-emotional

Pedagogy: experience-based learning

Activity description	GCED learning objectives
i. The teacher selects students to be 'teachers' to instruct younger students. The teacher then assigns each of the selected students to a small group of eight junior students. Next, the teacher gives each group a set of activities related to environmental and cultural topics and gives the lead students instructions on how to guide their groups in these activities. ii. The lead students then guide their groups in the cultural and environmental activities. Following this, the lead students prepare reports for their teachers.	• To sharpen the leadership skills of students. • To encourage students to become involved in activities to improve society. • To enhance a sense of collaboration among students. • To build a strong leadership base in schools.

7. Global Learning through Active Citizenship Education (GLACE) in the Philippines

This activity uses the GLACE approach, an active, engaging and reflective process, to teach GCED concepts.

This programme lasts for twelve weeks, with two sessions per week. Each session is between 1.5 and 2 hours long. The first six weeks explore the themes of: social justice and equity; identity and diversity; self-awareness and reflection; concern for the environment and sustainable development; and participation and inclusion.

Level(s) and type of learning: extracurricular activity at the lower secondary and upper secondary levels

Domain(s): cognitive, socio-emotional and behavioural

Pedagogy: brainstorming; active learning

Activity description	GCED learning objectives
The activity has four phases, using the '4Is' approach: Inquire, Investigate, Innovate and Impact. i. In the 'Inquire' phase, students gain awareness, interest and curiosity about local challenges in their community and how these are related to the global context. ii. In the 'Investigate' phase, students analyse the root causes of the problems through active learning, service learning and intercultural education activities; gain a deeper perspective on the local and global scales; and develop empathy towards others. iii. In the 'Innovate' phase, students propose solutions for an identified community problem and implement a project in cooperation with the local community. iv. In the 'Impact' phase, students measure the impact of their community-based projects, using several methods of data analysis. Before beginning the activity, the teachers develop several lesson plans focused on GCED themes and competencies. The teachers also give out 'reflection forms' to the students before and after the twelve-week programme to see how their mindsets and perspectives change during the process.	• To provide opportunities for students to acquire knowledge and skills, and revise their attitudes. • To engage teachers in designing and developing contextualized and localized GCED lessons. • To learn how to engage community stakeholders and to work in cooperation with others.

8. The River Angels programme in China

The River Angels programme is an environmental initiative in Hangzhou in Zhejiang Province, China. It was created to protect the river and the surrounding environment. This activity brings together decision-makers and encourages youth engagement. So far, 30,000 students from 100 elementary and middle schools have been registered as River Angels; the media have reported on the initiative 200 times; 360 km of river has been cleaned or protected; and the programme has indirectly benefited over 2 million people.

Level(s) and type of learning: primary, lower secondary and upper secondary levels

Domain(s): cognitive and behavioural

Pedagogy: activity-based learning

Activity description	GCED learning objectives
In the first stage of the programme, youth groups, such as student clubs and young pioneer teams, select a section of the river to protect. Next, the students are trained to become local waterway protectors and water resource solution innovators through participation in protection and communication activities, research and innovation. The groups get stars for completing each stage of the activity: • One star is for understanding the river. • Two stars are for competing to be a volunteer. • Three stars are for becoming a River Angel. • Four stars are for the creation of an excellent environmental governance plan. • Five stars are for election as a future envoy of environmental governance, which is referred to as an 'Earth Successor'.	• To acquire knowledge on environmental issues and link the issues with local contexts. • To solve real-life problems by actively applying knowledge, employing strategic planning skills, research skills and communication skills. • To learn to live together with others and share resources sustainably. • To learn to use evidence-based practice to inform policy.

9. Knowing and sharing the Sustainable Development Goals in Thailand

In this activity, students learn about the Sustainable Development Goals (SDGs). The teacher prepares the materials, resources, tasks and questions in advance. Examples are given to the students so they are better able to complete their assignments. This activity is implemented in English.

Level(s) and type of learning: in-class activity at the upper secondary level

Domain(s): cognitive, socio-emotional and behavioural

Pedagogy: group activities, individual assignments, content creation

Activity description	GCED learning objectives
i. The teacher begins by asking students the following question: What would you like to know about the Sustainable Development Goals? ii. Next, the teacher divides the students into groups of two people and shows pictures of issues and situations, such as environmental disasters, equity issues and educational problems. The students then discuss the issues and the teacher ascertains the students' knowledge about the issues and whether they know where these issues could potentially happen. iii. The teacher then raises further questions to encourage deeper discussion, such as: What are the causes of the problems? How can we help? The students discuss the issues and then create mind-mapping diagrams to display their answers and the main points of the discussion. During this stage, the teacher provides links to reliable websites and other resources so that students can find accurate information. Each pair of students then presents their ideas to the other students.	• To apply language skills to real-life issues. • To develop problem-solving skills and communication skills. • To practice group work and collective decision-making. • To use English as a tool to acquire more knowledge on the SDGs. • To develop a sense of responsibility.

Activity description	GCED learning objectives
iv. Next, the teacher asks each student to choose a Sustainable Development Goal that interests them and asks them to search for information about that SDG. The students then conduct research, outline their ideas of what 'sustainability' means and describe the SDGs they have chosen.	
v. The students then decide how they want to present their knowledge about their chosen SDGs. Some students may decide to design posters, leaflets or brochures. Others may opt to prepare short video clips with interesting visuals. The teacher reminds the students that they need to think of their audience's needs and expectations before the planning stage. The teacher monitors progress and gives suggestions and guidance when needed. Some students may struggle to get ideas, while others may have abundant ideas to share. At all times, the teacher is on hand to assist the students.	
vi. Students who have created posters, leaflets and brochures can display these on notice boards around the school. The students who have prepared short video clips can post these on social media, and also screen the videos in class for the other students.	
vii. The teacher should compile feedback from the students about the work of their peers and evaluate how much the students have learned about the SDGs.	

10. Mainstreaming GCED within the existing curriculum in Indonesia

In this activity, the teacher uses group discussion techniques to encourage reflection and analysis.

Level(s) and type of learning: in-class activity at the upper secondary level and for post-secondary non-tertiary education, short-cycle tertiary education and the bachelors or equivalent level.

Domain(s): cognitive, socio-emotional and behavioural

Pedagogy: reflective learning; group discussions

Activity description	GCED learning objectives
i. The teacher begins by giving students texts to read about global challenges, such as climate change, the COVID-19 pandemic and social inequality. ii. Next, the teacher asks the students to discuss some possible solutions to the global challenges mentioned in the texts, and guides the students in their reflections on those solutions. iii. The teacher then divides the students into groups of four or five students and asks each group to have a discussion about one of the challenges and the potential solutions to those challenges. iv. Then each of the groups presents their findings to the rest of the class, and the teacher asks all of the students to offer other solutions to the challenges during a brainstorming session.	• To develop the capacity to reflect on issues, such as social inequality and what being 'socially responsible citizens' means in practice. • To learn to treat others equally, regardless of social status, race, gender and religious background. • To learn skills in problem solving and critical analysis.

Conclusion

The findings of the teacher survey indicate that most teachers are enthusiastic about learning about GCED, collaborating with other teachers and teaching GCED based on their own social and cultural backgrounds. In view of these findings, we present seven recommendations for the development of teachers' capacities in practicing GCED and for enhancing the teaching and learning of GCED, as described below.

- Create communities of practice and support collaborative learning.

Given that teachers are willing to work with other teachers across the Asia-Pacific region to improve GCED practice and have expressed enthusiasm for a collaborative environment for learning, it is recommended to create communities of practice and support collaborative learning. This could be achieved by using online platforms through which teachers from different countries can connect with each other.

- Encourage civil society and government participation in advancing extracurricular activities.

The findings suggest that GCED learning can be enhanced through teaching via extracurricular activities in cooperation with communities and other stakeholders. This aligns with the desire for a transition from teaching wholly in classrooms to the concept of 'schools as learning organizations' (UNESCO, 2021, p. 82). Accordingly, we suggest that policy-makers and education specialists encourage the participation of civil society and local governments in advancing extracurricular activities.

- Support collaboration between education stakeholders

Greater collaboration between education stakeholders could help to overcome challenges, such as convincing administrators and educators to mainstream ESD and GCED, a process that needs to start from the ministerial level and proceed

down to the classroom level. Another challenge that could be overcome through greater collaboration might be the lack of know-how and resources to mainstream ESD and GCED practices into policies, laws and curricula.

- Motivate and encourage learners

It is recommended that teachers use the 'learner-led' approach, which aims to motivate students and engage them in active learning.

- Support teachers to draw on their cultural and social contexts

Although GCED is a global conceptual framework, it can be adapted in various ways to suit local contexts. In this regard, teachers and educators can draw on their cultural and social contexts to enhance GCED.

- Encourage all three GCED learning domains

While the education culture of many countries in the Asia-Pacific region tends to focus on the cognitive domain, it is recommended that all three domains of GCED (cognitive, socio-emotional and behavioural) be addressed. For GCED to be successful, all three domains should be taught.

- Integrate the GCED domains and values into curricula

GCED values, skills, attitudes and behaviour should not be taught as separate subjects, but should rather be integrated in curricula and classroom lessons. GCED values, attitudes, skills and behaviour should also be transmitted to students through the teachers' own values, attitudes and skills, and through their behaviour towards learners and the school community as a whole.

Resources for Teachers

Table 2: Resources for teachers

Resources for teachers
1. Teachers Have Their Say: Motivation, Skills and Opportunities to Teach Education for Sustainable Development and Global Citizenship (2021)
https://unesdoc.unesco.org/ark:/48223/pf0000379914
2. Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals (2021)
https://www.mcic.ca/uploads/public/files-sf/SF-Full-FINAL-WEB-ISBN-2021-EN.pdf
3. Global Citizenship Education: A Policymaking Awareness and Advocacy Handbook (2021)
https://bangkok.unesco.org/content/global-citizenship-education-policymaking-awareness-and-advocacy-handbook

Resources for teachers

4. Guidelines on Open and Distance Learning for Youth and Adult Literacy (2021)

🌐 https://unesdoc.unesco.org/ark:/48223/pf0000379397
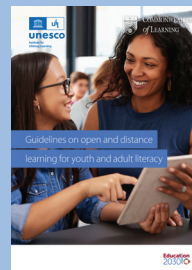
5. Education for Sustainable Development: A Roadmap (2021)

🌐 https://unesdoc.unesco.org/ark:/48223/pf0000374802

6. Skills Development and Climate Change Action Plans: Enhancing TVET's Contribution (2021)
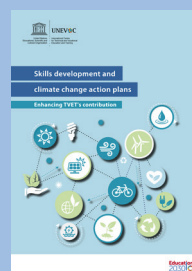
🌐 https://unesdoc.unesco.org/ark:/48223/pf0000376163

7. Reimagining Our Futures Together: A New Social Contract for Education (2021)

🌐 https://unesdoc.unesco.org/ark:/48223/pf0000379707

Resources for teachers

8. AI and Education: Guidance for Policy-Makers (2021)

🌐 https://unesdoc.unesco.org/ark:/48223/
pf0000376709
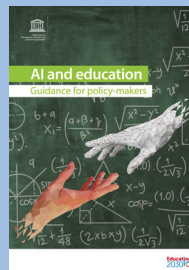
9. Global Citizenship Education in the European Union:
Dimensions and Differences (2020)

🌐 http://www.ra-un.org/uploads/4/7/5/4/47544571/
bkmc_global_citizenship_education_in_the_
european_union.pdf

10. SEA-PLM 2019 Global Citizenship Framework (2019)

🌐 https://www.seaplm.org/PUBLICATIONS/
frameworks/sea-plm%202019%20global%20
citizenship%20assessment%20framework.pdf
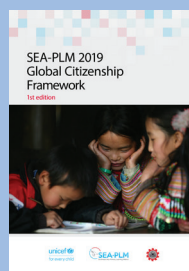
11. Rethinking Schooling for the 21st Century:
The State of Education for Peace, Sustainable
Development and Global Citizenship in Asia (2019)

🌐 https://d1c337161ud3pr.cloudfront.net/
files%2F20d85fcb-1b92-476e-9749-c23f0d794d48_
Rethinking%20Schooling%20for%20the%20
21st%20Century.pdf
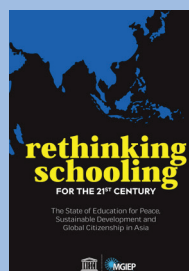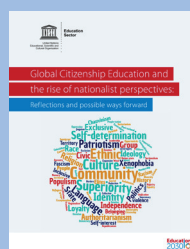
Resources for teachers

12. Education for Sustainable Development:
   Partners in Action (2017)

    🌐 https://unesdoc.unesco.org/ark:/48223/
    pf0000259719

13. Global Citizenship Education and the Rise of
    Nationalist Perspectives: Reflections and Possible
    Ways Forward (2017)

    🌐 https://unesdoc.unesco.org/ark:/48223/
    pf0000265414

14. Fostering a Culture of Reading and Writing:
    Examples of Dynamic Literate Environments (2017)

    🌐 https://unesdoc.unesco.org/ark:/48223/
    pf0000257933
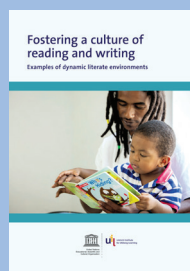
15. Supporting Teachers with Mobile Technology:
    Lessons Drawn From UNESCO Projects in Mexico,
    Nigeria, Senegal and Pakistan (2017)

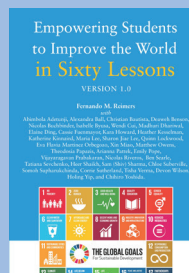   🌐 https://unesdoc.unesco.org/ark:/48223/
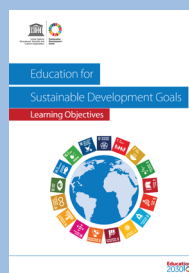   pf0000251511

Resources for teachers

16. Empowering Students to Improve the World
in Sixty Lessons (2017)

🌐 https://books.google.co.in/books/about/
Empowering_Students_to_Improve_the_World.
html?id=RosntAEACAAJ&redir_esc=y

17. Education for Sustainable Development Goals:
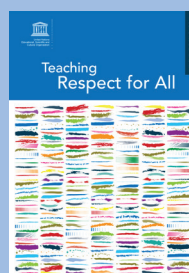Learning Objectives (2017)

🌐 https://unesdoc.unesco.org/ark:/48223/
pf0000247444

18. Global Citizenship Education:
Topics and Learning Objectives(2015)

🌐 https://unesdoc.unesco.org/ark:/48223/
pf0000232993
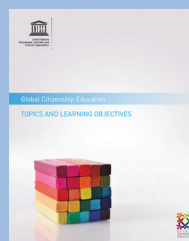
19. Teaching Respect for All:
Implementation Guide (2014)

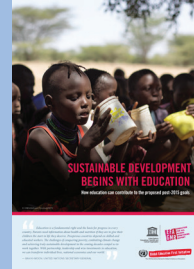🌐 https://unesdoc.unesco.org/ark:/48223/
pf0000227983

Resources for teachers
20. Sustainable Development Begins With Education: How Education can Contribute to the Proposed Post-2015 Goals (2014)
🌐 https://unesdoc.unesco.org/ark:/48223/pf0000230508

As well as the resources listed here, teachers can benefit from scholarly publications, online lesson plans and self-paced courses, including those produced by UNESCO,[6] APCEIU[7] and MGIEP.[8]

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6   https://en.unesco.org/themes/gced
7   http://www.unescoapceiu.org/
8   https://mgiep.unesco.org

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