GCED

a guide for trainers

GLOBAL CITIZENSHIP EDUCATION • A GUIDE FOR TRAINERS •

Asia-Pacific Centre of Education for International Understanding

APCEIU

United Nations
Educational, Scientific and
Cultural Organization

국제연합
교육과학문화기구

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

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GLOBAL CITIZENSHIP EDUCATION · A GUIDE FOR TRAINERS

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Global Citizenship Education
A Guide for Trainers

Developed by

Office of Education and Training, APCEIU(2018)
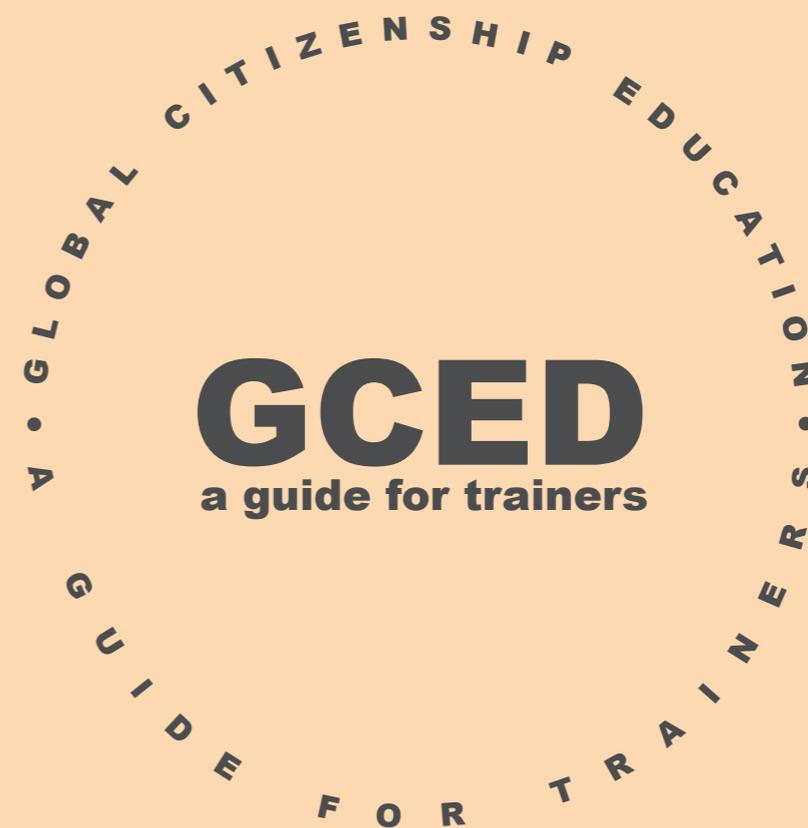
APCEIU
(Asia-Pacific Centre of Education for International Understanding)

Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with UNESCO Member States.

Global Citizenship Education (GCED) aims to equip learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunities to realize their rights and obligations to promote a better world and future for all.

About the Guide

This guidebook is a training manual for trainers who will conduct a workshop to train educators on Global Citizenship Education (GCED) with the following objectives:

- To introduce background information and basic concepts of GCED to workshop participants
- To help participants experience fundamental notions of GCED and related constructive learning and teaching methods
- To encourage participants to explore methods and opportunities through which they may practice GCED in school and other educational settings

GCED workshop requires participants' active involvement and participation during the whole learning process. Accordingly, each session consists of lectures, discussions, activities, as well as reflection and constant dialogue with facilitators and among participants. Teacher trainers may consult this workshop manual but modify the curriculum structure or content if needed.

Note for Trainers

This guidebook assumes that the workshop trainers will play the role of a facilitator. Facilitators do not merely 'transfer' their own knowledge. They should instead encourage workshop participants to share ideas, share opinions, and actively engage in workshop activities.

The following are tips to assist trainers in planning and executing the workshop.

Workshop Planning and Preparation

Setting Workshop Goals: This guidebook is intended to introduce GCED to educators who are not familiar with GCED through facilitated workshops. Therefore, it is effective to plan and execute workshops that align with this guide's objectives.

Reflecting on Characteristic of Workshop Participants: It is advised to organize the workshop with the characteristics of the participants involved in mind (e.g., participant group composition, purpose of participating, their experiences in relevant areas). For example, if the participants are unfamiliar with one another, it is important to build rapport through 'ice breaking' activities at the beginning of the workshop, and so it is recommended to plan a simple activity for introductions.

Understanding Workbook Content: Before beginning the workshop, the facilitator should be familiar with the guidebooks and course materials, as well as the workshop activities, time allotment, and discussion questions that participants will engage in. Sufficient practice will help you handle unexpected situations that may occur during the actual workshop. Additionally, it is helpful to prepare necessary materials in advance while reading and studying the reference materials introduced in this guidebook.

Workshop Proceedings

Creating the Workshop Environment: The workshop is based heavily on participant engagement, communication, and collaboration, so it is important to create a suitable environment for this.

- At the beginning of the workshop, it is necessary to remind participants that they are all part of the learning community and encourage them to participate actively .
- In order to facilitate active communication it is advised to create an inviting environment for participants, such as arranging a circle of chairs to encourage them to be openly engaged in dialogue.
- It is recommended to clearly communicate to participants on the goals of the workshop and to post those expectations/guidelines in a easily seen location to serve as a reminder.
- Displaying participants' creations (writing or drawing made through group works and workshop activities) in the workshop venue is helpful to set a learning atmosphere.

Building Relationships with Participants: For a workshop to have strong communication and participation, it is important for the trainer to produce a collaborative learning experience with the participants. The trainer should closely communicate with participants while treating them in a genuine manner and being sensitive to their needs. In addition, the trainer must be clear when explaining and detailing what he or she wishes to convey, work responsibly, and adhere closely to scheduling.

Identifying Workshop Flow and Being Prepared for Change: The trainer should be mindful of the workshop's flow and respond appropriately when necessary. If the workshop proceeds in an unplanned direction (e.g., participant attendance is low, discussions are overheated, a session is delayed or cancelled), be open with participants. In cases of delay or cancellation, ask for their reasons and find other methods to deal with those circumstances (e.g., suggest alternative programs, reduce the number of activities if delays occur). If participants are not actively involved (e.g., growing fatigue, embarrassment, lack of interest), be sure to identify the cause and respond accordingly.

Promoting Active Participation: Active participation from participants is essential for effective workshops.

> - It is important that participants form close relationships with one another and create a receptive and positive communal atmosphere. The trainer should frequently remind participants to be accepting of different opinions and thoughts while maintaining a respectful attitude.
> - The trainer should respond positively to participants' opinions and be open to their willingness to participate. Encourage all persons to participate without being too direct or forceful. It is crucial that they voluntarily participate in a comfortable environment.
> - If participants are having a difficult time attending due to fatigue, it is recommended to provide a short break and a simple stretching session to help relieve tension and fatigue. In addition, incorporating interesting games and activities can help induce excitement and interest.

Securing Time for Sharing: When proceeding with the workshop, activities or explanations may take longer than planned thus leading to delays in scheduling. In those circumstances, it may be difficult to set aside time for participants to reflect on and share what they have learned or experienced during the session. However, it is necessary to have participants share their thoughts and experiences in order to help them gain new insights and deeper understanding. Therefore, when facing time constraint, make the sharing time short but effective. You may ask them to write notes on their reflection and display the written memos on the wall.

Workshop Follow-up Activities

Sharing Workshop Outcomes: At the end of the workshop, materials such as presentation materials and reports are to be shared with participants. This will help participants to remember what they have learned and to proceed with their follow-up activities.

Continuing the Network: It is important to build a network where workshop participants may continue to work together after the completion of the workshop. Many participants will be interested in using what they have learned after the workshop, and sharing information and their experiences with other participants will create a synergy effect. In particular, providing participants examples of other participant's activities and materials allows them to reconfigure and utilize them to fit their needs and situations. Sharing advice and their difficulties helps promote communal practice in their fields.

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CHAPTER 1

Why GCED Now?

CHAPTER 1

Why GCED Now?

Overview	This chapter introduces the rise of Global Citizenship Education (GCED) within the latest shift in education and global development agendas. The participants shall learn the basic concepts of the Sustainable Development Goals (SDGs) and GCED as pivotal components of the new global education agenda.
Units	1. GCED as a new vision of education 2. Sustainable Development Goals (SDGs) & GCED
Learning Outcomes	1. Understand GCED within the latest shift in global education and global development agendas 2. Understand GCED in the context of SDGs
Session Procedure	1. Getting Started (30 min) 　• [Activity] Common Challenges We Face 2. Learning Contents (60 min) 　• Global Citizenship Education: Transformative Education We Need 　• Global Education and Development Agendas 　• Understanding GCED within SDG 4 3. Reflection/Wrap-up (30 min) 　• [Activity] Buzz Group Discussion
References	United Nations. "Transforming our world: The 2030 agenda for sustainable development." *Resolution adopted by the General Assembly.* 2015. UNESCO. *Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4.* 2015. UNESCO. "Rethinking Education: Towards a global common good?" 2015.

Getting Started

Duration	40 min
Objectives	· To raise awareness and to understand the increasingly complex and paradoxical world we live in · To understand the need for transformative education to address the challenges of our rapidly changing world

As citizens of the world, we have the right and the responsibility to be aware and to understand the world we live in. While there are growing opportunities for us to make our world a better place, the challenges we face are also becoming more complex and paradoxical.

ACTIVITY   **Common Challenges We Face**

What to do:

1. Ask the participants to think about the news articles that they have read in papers or through any other forms of media recently. Tell them to list three issues that deal with local or global challenges and write them on a sticky note.

List three issues	·_____ ·_____ ·_____

Ex)   · Increasing number of migrants and conflicts in communities
      · Ecological destruction: flooding, deforestation, rising sea level, etc.
      · High rate of youth unemployment

2. Ask the participants to put the note on a whiteboard or wall for everyone to see.

3. Ask the participants to share with the group about what they think/feel about the issues, their personal experiences related to the issues, and what they noticed were common characteristics among the issues.

4. Give the participants time to think about how to address the issues facing their local communities and the global community. Ask them how local issues (or issues that may be considered 'local') are related to global issues and how these affect each other.
(Example: rising conflicts between refugees and community members in a local community - how is this related to global conflicts of armed forces and crisis?)

5. Ask the participants whether they think the current educational system in their community or country is enough to prepare younger generations on how to cope with the challenges of the world they live in.

Notes for Trainers

This session is designed to give participants time to think about the world they live in, realize the complexities and paradoxes of the world, and think about the role of education in guiding younger generations on how to live in a rapidly changing world full of challenges. Be careful not to impose your own thoughts on the participants! Rather, try to draw out their own opinions and link them to addressing our world's conditions so that the participants can realize the need for a transformative education initiative.

It may be helpful to allocate enough time to discuss and examine the inter-relatedness of 'local and global' through specific examples or issues that participants may find most relevant and familiar. Then, lead the discussion's direction to the role of education in the context of the highly interconnected world we live in.

Learning Contents

Duration	80 min
Objectives	· To understand how GCED became part of the global education agenda · To understand how GCED is related to achieving the Sustainable Development Goals (SDGs)

Global Citizenship Education: Transformative Education We Need

What to do: Use visual aids (e.g. PowerPoint slides, videos) to help explain why we need new transformative education.

As we become more aware of the increasing complexity and contradictions in our world today, we need to rethink the role and relevance of our educational system. We need transformative education that can help people cope with the realities and demands of our rapidly changing society. We need education that is not only about gaining new knowledge and skills but also about valuing life and social harmony in a diverse world.

"Good education is more than an entry point into the job market. Education has the power to transform people and bring shared values to life. In the face of global pandemics, conflict, climate change, and economic turmoil, it is clear we sink or swim together. We must forge a new way of relating to each other—as individuals, communities, and countries. Education can cultivate in us a vision that sees beyond one's immediate interests to the world at large. It can give us a profound understanding that we are tied together as citizens of a global community and that our challenges are interconnected."

Former UN Secretary General Ban Ki-Moon
(Global Education First Initiative, 2012)

Global Citizenship Education (GCED): The Transformative Education the World Needs

Global Citizenship Education (GCED) is a response to the call for more relevant education. GCED is a transformative education that aims to develop knowledge, skills, values, and attitudes that learners need to make a more just, peaceful, and sustainable world.

Education We Need
- Teaching Respect for Life and Human Dignity

To cope with the complex challenges of today's world, education should not be limited to teaching learners to read, write, and calculate. With growing injustice committed towards oneself, others, and nature, there is a great need to teach younger generations to garner a respect for life and human dignity.

- Upholding Universal Values and Celebrating Diversity

Today, more and more people with different worldviews are living together throughout the world. We need a kind of education that teaches people to live together, inspiring them to embrace the universal values of human rights and social justice, to respect and promote cultural diversity, and to share a sense of solidarity. Learners should be taught how to think critically, reject biases and stereotypes, and realize that diversity teaches us multiple ways of understanding the world. Consequently, as they understand their multiple levels of identity as well as those around them, they can come to realize our collective identity – our shared humanity. This shared humanity transcends differences pertaining to the individual, cultural, religious, ethnic, and many others.

- Promoting Responsibility for the Global Community

Upon realizing our shared humanity, we need a kind of education that promotes a sense of shared responsibility for our shared future. It should not only teach people to aspire for a 'good life' as an individual but to aspire goodness and justice for all of humanity and the planet. When we begin to understand how the interdependence of local and global forces impacts our shared future, our commitment to act responsibly at all levels grows. To act responsibly means to stand up against oppressive acts of violence, intolerance, discrimination, and exclusion; to develop skills for a meaningful and dignified life; and to come up with sustainable ways to improve standards of living without destroying the environment. Due to the complexity of problems affecting our world, this sense of shared responsibility should also inspire people and organizations to form partnerships or strengthen existing ones. All stakeholders – including government, businesses, civil society, educators, and students – must discuss how they can work together and play active roles in overcoming the challenges in our society and our world today.

- Engaging New Knowledge Frontiers

New knowledge frontiers are constantly appearing. For instance, the development of the internet and digital technologies expand our reach of learning. Advancement in the neurosciences also gives us insight into optimal brain functioning. More and more alternative energy sources are being discovered to address climate change. What is more important than these technological breakthroughs, however, is that young people are on the front lines of these innovations. Young people nowadays no longer simply absorb the information they receive in schools. They are the bearers of knowledge frontiers, actively engaged in making new knowledge in ways we never had before. Knowledge becomes more available to everyone rather than to a selected few[1].

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[1] UNESCO, "Rethinking Education: Towards a global common good?" 2015.

Learning Contents

Global Education and Development Agendas

What to do: Use visual aids (e.g. PowerPoint slides, videos) to help introduce the global education agendas to the participants.

Acknowledging education's important role in changing the world, key stakeholders from different sectors - including governments, civil societies, non-governmental organizations from all over the world - regularly gather in world meetings. Together, they develop a common global education agenda to serve as a roadmap for the future.

The global education agenda has shifted in the past few decades, beginning with Education for All (EFA) (1990-2015) which was launched in Jomtien, Thailand and recently to Education 2030 (2015-2030) which was adopted in Incheon, Republic of Korea. What do these global education agendas focus on? How did GCED become part of it? Let's follow in detail how GCED became an important agenda within the global education community.

Timeline of Global Education Agendas

	1990 Jomtien, Thailand	2000 Dakar, Senegal	September 2000 New York, USA	2012	2015 Incheon, Republic of Korea	September 2015 New York, USA	July 2017
Year Location	1990 Jomtien, Thailand	2000 Dakar, Senegal	September 2000 New York, USA	2012	2015 Incheon, Republic of Korea	September 2015 New York, USA	July 2017
Agenda Highlight	Education For All (EFA) Launched at World Education Conference	EFA Assessment and Goal Improvement held at World Education Forum	Millennium Development Goals (MDGs) launched at UN Millennium Summit	Global Education First Initiative (GEFI) launched	Education 2030 launched at World Education Forum	2030 Agenda for Sustainable Development and Sustainable Development Goals (SDGs) launched at UN Sustainable Development Summit	Global indicator framework for the SDGs and targets of the 2030 Agenda adopted at the UN General Assembly
GCED as global agenda				GCED as one of three priority areas	GCED as part of the post-2015 agenda	GCED within SDG Target 4.7	GCED success indicators adopted

*Legend: Purple pertains to the global education agenda, and yellow pertains to the global development agenda. Global education agendas influence the educational dimension of each global development agenda.

Refer to Annex 1 for further information on the list of global (education) agendas.

📖 Notes for Trainers

This session aims to help the participants understand the background and significance of GCED. Thus, the trainer should be able to explain the basic concepts and important milestones in global education such as the Sustainable Development Goals (SDGs).

We recommend trainers to present them as an overall flow through the effective use of diagrams and keywords rather than explaining everything in detail. This is because many participants are presumed to be unfamiliar with the subject matter, not to mention that it may take time for them to understand the big picture of recent trends in global education.

Lastly, it is important for trainers to modify the content so that it matches the local contexts of the participants and introduce the parts that are considered most relevant to them. In most countries, there are educational policies reflecting and linking to SDGs, and trainers are recommended to get participants involved in identifying their own national or local policies and practices on SDGs.

Understanding GCED within SDG4

What to do: Use visual aids (e.g. PowerPoint slides, videos) to help introduce the global education agendas to the participants.

Before discussing the slides, you may begin the session by letting them watch the following videos.

1. SDG 4 and the 10 Targets
   https://www.youtube.com/watch?v=V24JzUPlR44

2. What is SDG 4 and What You Can Do About It
   https://www.youtube.com/ watch?v=tJ8CMUIjcLc&t=29s

3. GCED and Learning to Live Together
   https://www.youtube.com/watch?v=KuKzq9EDt-0

Sustainable Development Goals (SDGs)

On September 25th 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda (Transforming our World: the 2030 Agenda for Sustainable Development).The Agenda has 17 Sustainable Development Goals (SDGs) with 169 targets, which are to be achieved by 2030 through the concerted efforts of the global community.

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SDG 4: Quality Education

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Among the 17 SDGs, education is a stand-alone goal (SDG4) - Quality Education. The overarching aim of SDG4 is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

SDG Target 4.7 & Global Citizenship Education

Global Citizenship Education (GCED) is explicitly expressed in SDG4 as Target 4.7. Although GCED has already existed in different forms and practices for long, the proposal of GCED as part of SDGs is a clear and collective recognition of the transformative education.

Target 4.7

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.

Target 4.7 recognizes the important role of transformative education towards achieving quality education. It includes different approaches to transformative education including Global Citizenship Education (GCED) which teaches people how to become responsible citizens in a global world. The uniqueness of GCED's approach can help learners have diversified yet relevant knowledge, values, and skills to be responsible citizens who can understand global and local issues, make informed decisions, and resolve global challenges.

📖 Notes for Trainers

This chapter provides background information of GCED as part of the global education agenda. Trainers are recommended to have adequate background knowledge about GCED and its related agendas. Refer to Annex 2 for the briefs, and when necessary, you may share them with participants.

Reflection & Wrap-up

Duration	80 min
Objectives	· To understand how GCED became part of the global education agenda · To understand how GCED is related to achieving the Sustainable Development Goals (SDGs)

ACTIVITY **Buzz Group Discussion**

Steps:

1. Divide participants into 3-4 sub-groups according to different discussion topics. The topics include, "The most urgent area for change in education", "What is transformative education?", "What is missing in SDGs?", and "Key features of SDG4". Let the sub-groups discuss the given topic.

Most urgent area for change in education

What is missing in SDGs?

What is transformative education?

Key features of SDG 4
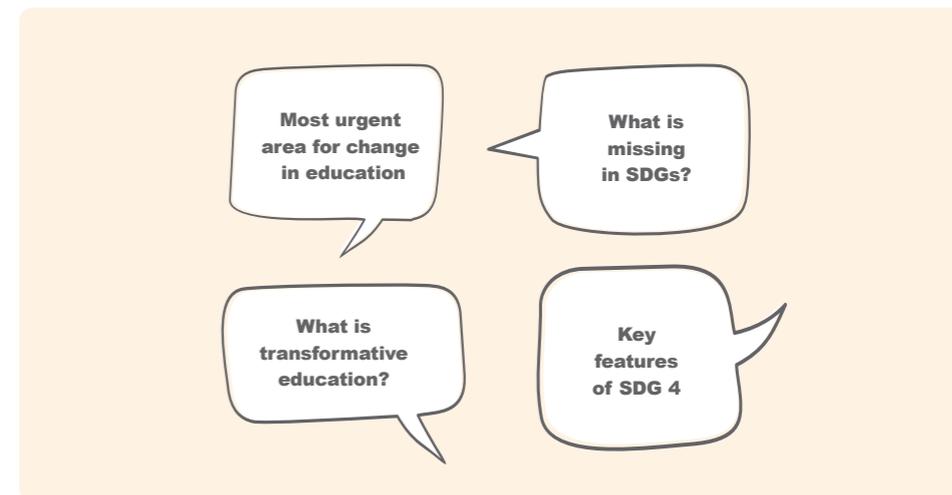
2. Let participants discuss their thoughts and ideas on the given topic, and when necessary, intervene or give more concrete guidelines with reference information (refer to the documents on SDGs and others). Participants need not make correct answers and are free to give additional questions or share areas that need more clarification from the facilitator/resource persons.

3. Afterward, each group shares their discussion results with the audience.

What is GCED?

CHAPTER 2

What is GCED?

Overview	In this chapter, participants will gain an understanding of what Global Citizenship Education (GCED) is. Notions of 'global citizen' and 'global citizenship' will be briefly examined along with an introduction to key concepts and principles of GCED under the UNESCO framework.
Units	1. Concept and Background of GCED 2. Understanding GCED under the UNESCO framework
Learning Outcomes	1. Understand various notions of 'global citizen' and 'global citizenship' 2. Understand the key principles and concepts of GCED under the framework of UNESCO
Session Procedure	1. Getting Started/Warm-up (30 min) • [Activity] Stories of Global Citizens 2. Learning Contents (120 min) • Who is a Global Citizen? • The Concept of GCED • FAQs on GCED 3. Reflection/Wrap-up (30 min) • [Activity] Sharing of Thoughts and Ideas
References	UNESCO. *Global Citizenship Education: Preparing Learners for the Challenge of the 21st Century*. United Nations Educational, Scientific and Cultural Organization (UNESCO), 2014. Pak, S. Y. "Global citizenship education: Goals and challenges in the new millennium." *Seoul: Asia-Pacific Centre of Education for International Understanding* (APCEIU) 2013. UNESCO. *Global Citizenship Education: Topics and Learning Objectives*. 2015.
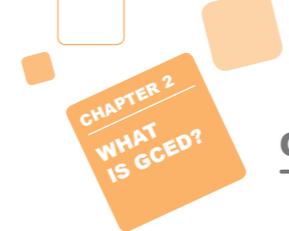
Getting Started

Duration	30 min
Objectives	· To examine the meaning of global citizens by sharing examples of people who have contributed to making a better and more just society for all

ACTIVITY **Stories of Global Citizens**

Steps:

1. Hand out the following stories of global citizens to the participants. Give them time to read the stories through.

A girl who stands for right to learn: **A story of Malala**

Malala Yousafzai, a Pakistani activist who champions for female education, was the youngest ever to be awarded the Nobel Peace Prize at the age of 17, after surviving an assassination attempt by the Taliban in Pakistan. Since then, Malala has continued to be a fierce advocate of women's rights, traveling internationally to speak with girls on what barriers they must confront in order to access education: violence, poverty, and child marriage. In turn, Malala spoke on these issues with world leaders, urging them to do their part in strengthening girls' education. Her experiences and accomplishments have inspired female populaces everywhere to recognize their right to an education and equality. In addition, she set up the worldwide 'Malala Fund,' a non-profit organization dedicated towards providing all girls access to education. Malala's struggles against the suppression of children and young populations and her fight for the right of all children to education have helped spur on global discussions. Despite the oppression and injustices wrought against her, Malala has continued to demand both education and opportunity for all. Her strength in the face of cowardice has inspired youth and leaders worldwide to take a stand against discrimination.

Ending child labor once and for all: **A story from Mr. Kailash Satyarthi**

When Mr. Kailash Satyarthi as a child first saw a young boy outside his school gate mending shoes instead of attending school, a small anger in him grew. He started to question why some children are born to work at the cost of their education while some received proper schooling and moved ahead to fulfil their dreams. This remained as a challenge and a problem he struggled with for the rest of his life. He became a human rights activist in India advocating for the end of child slavery and exploitation. He created a model for children's education, rehabilitation, and reintegration into society--the 'child-friendly villages' or Bal Mitra Grams (BMGs) in Indian and Nepal. The villages adhere strictly to democratic principles, and children's views are regarded with the utmost respect in decision-making processes. The villages allow children to learn leadership qualities from a young age as well as a clear understanding of their own rights.
Mr. Kailash Satyarthi believes that anger gives him power and positive energy to fight injustice. By converting his anger to ideas and his ideas to actions, he believes the world will become a better place to live in.

'Seafood from Slaves' Investigation: **A story of journalists**

Journalists Esther Htusan, Margie Mason, Robin McDowell, and Martha Mendoza of the Associated Press were awarded the Pulitzer Prize for Public Service for their investigations on the use of slave-labor in the Southeast Asian fishing industry. The reporters not only documented the harsh treatment of captive fisherman--often lured into captivity, beaten, and forced to work--for the duration of one year, but they also traced where these slave-produced, inexpensive goods were being consumed, particularly in the United

Getting Started

States. Consequently, their report led to the introduction of legislation in the U.S. Congress to help enforce greater transparency from food suppliers. The reporters' work also helped free more than 2,000 slaves over the span of six months, many of the slave-fisherman ultimately allowed to return home after years of labor. Their efforts have shaken the fishing industry and its consumers, new rounds of slave rescues occurring sporadically. As more and more are liberated, efforts continue to rescue those still trapped at sea. These investigations helped to uncover an unforeseen infringement of human rights, the work intended to set the stage for necessary and additional reform by bringing as much attention to the issue as possible.

A group of young chocolate makers!: A story of Choco Togo

A team of six young entrepreneurs in Togo set out to create their country's first and only cocoa processing company. After having traveled abroad through a European Union program designed to empower African entrepreneurs, these young Togolese found out that despite the country's flourishing production of cocoa, Togo neither processed nor produced their own chocolate. To bring in the value-added jobs that chocolate production entails, they decided to create their own cooperative to produce chocolate that benefitted as well as created jobs in the area. The business alone controls the entire chocolate-making process, from securing the supply of raw cocoa beans and de-shelling them to creating their own chocolate products. Their products are sourced locally and produced sustainably, the chocolate makers working with pure cocoa and never removing any of its nutrients. Using homegrown resources, the eco-friendly business is making strides in reaping the benefits from creating their own product to combatting the country's issues of youth unemployment and poverty in a sustainable fashion. In their attempts to revolutionize the chocolate industry in Africa, the Togolese entrepreneurs offer a new avenue for Togolese locals to have a hand in their own processes of cultivating and enjoying a 120 year-old export of the region. Locally handled, Togolese consumers are given a new opportunity to enjoy the finished product itself while also improving their living conditions by partaking in the chocolate-making process. The business has brought on positive social impact for the region as it continues to grow.

2. Let the participants watch the listed videos (some, if not all) :

A. Malala's story - BBC News
https://www.youtube.com/watch?v=FnIoKzEAX7o

B. Nobel laureate Satyarthi on child labor - CNN News
https://edition.cnn.com/videos/tv/2015/08/04/exp-gps-0802-satyarthi-child-labor.cnn

C. How the AP uncovered secret slavery behind the seafood in your supermarket
https://www.youtube.com/watch?v=JQroCVs01SI

D. Meet the global citizens: Interview with Choco Togo
www.gcedonlinecampus.org

3. Initiate discussions by giving the following questions to the participants:

A. Do you think that these are global citizens? If yes, what makes you think that? If not, what are your reasons?

B. Reflecting on the stories shared, what are the features or values of global citizens?

Learning Contents

Duration	120 min
Objectives	· To understand the terms related to GCED · To understand the goals of GCED and think about why learners need to know about GCED · To examine the questions frequently raised by many educators regarding GCED and the answers to these questions

Who is a Global Citizen?

What to do: Use visual aids (e.g. PowerPoint slides, videos) to help explain the concepts.

The terms 'global citizen' and 'global citizenship' are still subject to debate. Scholars and practitioners in various fields have widely and critically discussed these terms. Notions of 'global citizenship' vary among individuals and institutions often due to their diverse social, cultural, and political backgrounds as well as their different priorities. Combining the terms 'global' and 'citizenship' might seem paradoxical at first. When one says 'citizenship', it usually means being a citizen of a country. On the other hand, 'global' suggests no territorial boundary. So, does global citizenship mean membership to a specific global government and granting a person with binding legal status? Or it replace national citizenship?

Global Citizenship as Common Humanity

The concept of citizenship has changed over time. There was a time in the past when only men were considered citizens. However, with the development of civil, political, and social rights, a more inclusive concept of citizenship has emerged and been accepted. Moreover, in this highly interconnected and interrelated world, global community calls for citizenship that goes beyond the national boundaries. Then, what is 'global citizenship'? Is it something granted to everyone who lives in this globalized world? Or is it something that we gain through experience?

To date, it is widely understood that global citizenship is a sense of belonging to the global community and common humanity rather than a legal status[2]. This means that global citizenship does not dismiss or undermine national citizenship and expands one's civic responsibility beyond national borders to the global community. It adds value to one's own citizenship because it broadens their participation in the greater society, acting beyond one's immediate community.

❷ Pak, S. Y. "Global citizenship education: Goals and challenges in the new millennium." *Seoul: Asia-Pacific Centre of Education for International Understanding (APCEIU)* 2013.

Learning Contents

Global Citizen: Various Perspectives

Many organizations also promote the concept of a 'global citizen' in various ways. Though there is no globally agreed upon definition of a 'global citizen', there are some common essential features of what it means to be a global citizen. Here are some working definitions of 'global citizen' presented by various international institutions:

A Global Citizen...

Oxfam[3]

· is aware of the wider world and has a sense of his/her role as a world citizen
· respects and values diversity
· has an understanding of how the world works
· is passionately committed to social justice
· participates in the community at a range of levels - from local to global
· works with others to make the world a more equitable and sustainable place
· takes responsibility for his/her actions

U.S. Fund for UNICEF[4]

· is someone who understands the interconnectedness of the world
· respects and values diversity
· has the ability to challenge injustice
· takes action in personally meaningful ways

The Brookings Institution[5]

· [is an agent] of long-term, positive changes in their own lives and in the lives of people in their immediate and larger communities (with the environmental community also)

The Global Citizens' Initiative[6]

· is someone who identifies as being part of an emerging world community and whose actions contribute to building this community's values and practices

If we were to summarize the keywords from different people and institutions, it would look like this:

Think

· Aware of the wider world
· Understand how the world works
· Understand interconnectedness
· Identify with the world community

Act

· Take responsibility for one's actions
· Participate in a community

Purpose

· Challenge injustice/passionate about social justice
· Respect and value diversity
· Make the world more equitable and sustainable

UNESCO describes a global citizen as someone who "thinks and acts for a more just, peaceful, and sustainable world."

What is Global Citizenship?

To date, a consensus with regards to the definition of global citizenship and global citizen has yet to be reached. Though it has been subject to a wider range of interpretations depending on the context, global citizenship can be summarized as below:

Global citizenship is a sense of belonging and responsibility to the global community for a just, peaceful, and sustainable world. It is a way of understanding, acting, and relating oneself to others and the environment, based on universal values, with a respect for diversity.

❸ Oxfam Development Education Programme. Education for Global Citizenship: A Guide for Schools. Oxfam GB, 2006.
❹ Teach UNICEF. Global citizenship: a high school educator's guide (grades 9-12). 2013.
❺ Center for Universal Education at Brookings. Measuring Global Citizenship Education A Collection of Practices and Tools. PDF. 2017.
❻ The Global Citizens' Initiative. "Building A Sustainable World Community For All."http://www.theglobalcitizensinitiative. org/.

Learning Contents

⬡ Concept of GCED

> **What to do:** Use visual aids (e.g. PowerPoint slides, videos) to help explain the concepts.

What is Global Citizenship Education (GCED)?

As we have already learned in the previous modules, Global Citizenship Education (GCED) is transformative education that can develop knowledge, skills, values, and attitudes that students need to make a more just, peaceful, and sustainable world. It is based on the universal principles of human rights, gender equality, non-discrimination, non-violence, and respect for all.

Core Conceptual Dimensions of GCED

GCED has three core conceptual dimensions which are common to various definitions and interpretations of global citizenship education. These core conceptual dimensions are based on aspects of all three domains of learning: cognitive, socio-emotional, and behavioral.

Domains of GCED

Cognitive · Socio-emotional · Behavioral
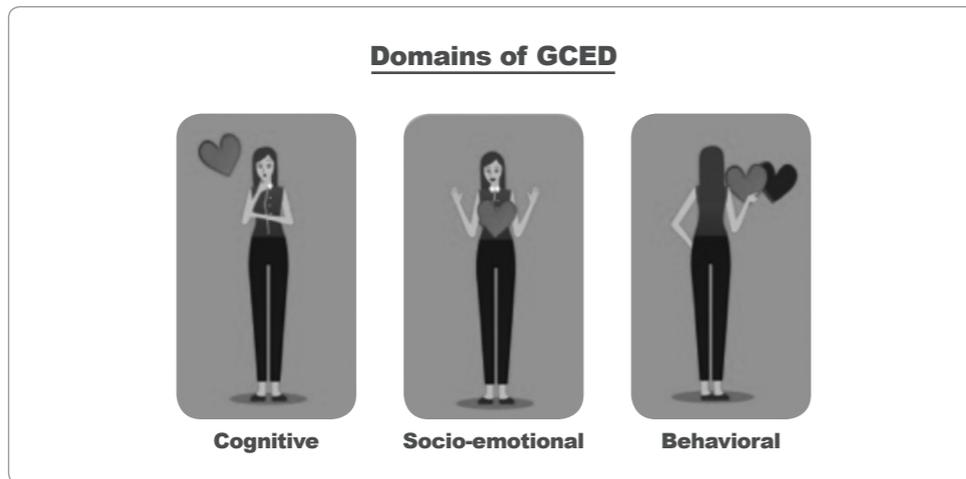
Non-cognitive domains such as socio-emotional and behavioral domains are as equally important as the cognitive domain which includes gaining knowledge of the interconnectedness of local, national, regional, and global issues and critical thinking skills. The role of education is no longer about cognitive learning but also about non-cognitive learning such as values, attitudes, social, and emotional competencies, and actions for positive changes. Through non-cognitive learning, learners are able to transform society and live together with others with mutual respect and understanding.

GCED ENTAILS THREE CORE CONCEPTUAL DIMENSIONS		
🖤	**Cognitive**	To acquire knowidge, understanding and critical thinking about global, regional, national, and local issues and about the interconnectedness and interdependency of different countries and populations.
♥	**Socio-emotional**	To feel one belongs to a common humanity, sharing values and responsibilities, empathy, solidarity, and respect for differences and diversity.
✋	**Behavioral**	To act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world.

GCED as Learning to Know, to Do, to Be, and to Live Together

The three domains are interrelated in the learning process and should be understood as distinct learning processes. They correspond to the four pillars of learning described in 'Learning: The Treasure Within (UNESCO, 1998)' which are (1) Learning to know, (2) Learning to do, (3) Learning to be, and (4) Learning to live together. Though all principles are essential to achieving the fundamental goals of education, 'Learning to live together' is very important and relevant in this age of globalization.

Learning To Be · Learning To Do · Learning To Know · Learning To Live Together
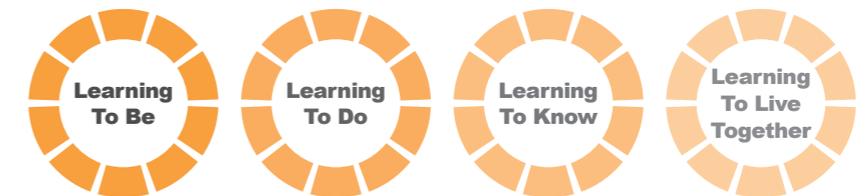
Learning Contents

- **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning
- **Learning to do:** to provide the skills that would enable individuals to effectively participate in the global economy and society
- **Learning to be:** to provide self-analytical and social skills to enable individuals to develop to their fullest potential to become holistic persons
- **Learning to live together:** to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect, and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony

What is the Aim of GCED for its Learners?

COGNITIVE

- Develop an understanding of global governance structures, rights, and responsibilities and global issues and connections between global, national, and local systems and processes
- Develop and apply critical skills for civic literacy such as critical inquiry, information technology, media literacy, critical thinking, decision-making, problem-solving, negotiation, peacebuilding, and personal and social responsibility
- Recognize and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice, and civic engagement

SOCIO-EMOTIONAL

- Recognize and appreciate different and multiple identities, e.g. culture, language, religion, gender, and our common humanity; develop skills for living in an increasingly diverse world
- Develop attitudes of care and empathy for others and the environment; respect for diversity; develop values of fairness and social justice and skills to critically analyze inequalities based on gender, socio-economic status, culture, religion, age, and other issues

BEHAVIORAL

- Participate in, and contribute to, contemporary global issues at local, national, and global levels as informed, engaged, responsible, and responsive global citizens

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ACTIVITY FAQs on GCED

What to do:

1. Before the activity, write the following questions about GCED on each of the large-sized (poster-sized) papers and attach them to a wall. Provide enough stacks of post-it memos next to each poster.

Q1 Does GCED only teach about the world?

Q2 In order to teach GCED, does a teacher have to be knowledgeable about all related topics such as globalization, human rights, and peace?

Q3 Is GCED helpful to people from developing countries?

Q4 GCED is too difficult for young students. Can GCED be taught at all levels of learners?

Q5 Is GCED in competition with other education movements such as multicultural education, human rights education, and sustainable development education?

Q6 Is international exchange activity an essential part of GCED?

Q7 The education curriculum is already set in place in schools, so there is no available time to teach GCED. Despite this, how can we still teach GCED?

2. Have participants walk around the classroom and give them enough time to think about these questions.
3. Have participants freely write their answers to the questions and their thoughts on post-it memos and stick them onto each poster. Let them know that they do not have to answer all the questions; they can choose 3-4 questions that they are interested in.
4. After the participants have finished sticking their post-it memos onto the posters, ask them to move to the poster area, read the questions, and talk about the answers with other participants. The order of checking which poster does not matter if the participants can comfortably move around the poster area. Let participants talk about their own answers and thoughts according to their question of interest. During this activity, the trainer should refrain from giving the participants the right answers but allow them to freely share their thoughts and opinions among themselves.
5. After the participants finished covering all questions, have them return to their seats. Distribute to them the handouts on the following responses and give them enough time to read the handouts. After they have finished reading, if someone wants to share something with the group, let him/her share. Then, let the others ask him/her questions and share their thoughts about what was shared.

Q1

Does GCED only teach about the world?

GCED does not only deal with knowledge about the world. Of course, it is important to know about the world and the issues we are facing today. Being interested in and learning about what is happening around the world, about other countries and communities, and about diverse cultures is important because they foster in learners the ability to critically analyze global phenomena, allowing them to have a comprehensive understanding of the highly interdependent and interconnected world.

However, GCED is not only about gaining knowledge (cognitive competency). Socio-emotional aspect is equally important in that learners should be able to internalize universal values and to feel in solidarity with others, transcending local and national boundaries. Moreover, behavioral competency which enables learners to take responsibility and join collaborative efforts to solve problems should be highlighted as well.

Furthermore, GCED does not only deal with global issues alone. It is important for learners to understand that our society is interconnected on many levels. Our everyday lives affect the world as the problems of a single country are not confined to its boundaries. As much as GCED encourages learners to think independently, adapt to their own lives, and directly get involved, it should also inspire them to responsibly deal with the issues affecting their respective communities which also affect their lives.

Q2

In order to teach GCED, does a teacher have to be knowledgeable about all related topics such as globalization, human rights, and peace?

It is impossible for a teacher to be knowledgeable about all topics and themes related to GCED. However, a teacher should at least have a conceptual understanding of them. In order to teach GCED in a meaningful way, it is ideal for teachers to be aware and be concerned about issues in their respective communities and the world and explore those issues together with their students rather than simply passing on knowledge. Since the learning principle of GCED is dialogue and research, it is recommended that teachers become more like facilitators and less as knowledge givers by organizing activities that encourage student-centered learning and collaborative learning. From the perspective of lifelong learning, teachers also need to put decent effort into learning and growing with their students.

Q3

Does GCED aim to help people in poverty?

GCED encourages learners to see themselves and the rest of humanity as members of a common human family, inspiring them to feel in solidarity with the entire global community. This sense of communal belonging should inspire learners to be concerned about the challenges and obstacles to universal values such as human rights, social justice, equality, respect for diversity, and peace, not only in their respective communities and countries but also in other parts of the world. For example, schools in developed countries create opportunities for their students to join charitable activities and relief efforts to help disadvantaged people in developing countries. This type of student-centered involvement can foster attitudes that motivate them to take part in solving global issues.

However, we should be careful about letting learners carry out such charitable activities as it may unintentionally reinforce their stereotypes of people from different parts of

the world. For example, donations encourage misunderstanding about the recipients and perhaps even make learners feel superior. Therefore, charitable activities should be carefully designed with a clear message that these actions stem from a shared responsibility and a sense of belonging to a common humanity, rather than from simple sympathy towards people in poverty or challenging situations.

We also need to be aware that learners may also have limited critical thinking skills when they oversimplify complex issues. For example, some people simplify the issue of poverty by viewing it as an individual or country-based issue rather than because of interrelated social, political, historical, and cultural issues. Also, we should not overlook the fact that issues of equality and poverty, especially those brought about by globalization, exist not only in developing countries but in developed countries as well.

In other words, students are encouraged to keep in mind that people from underdeveloped countries are also global citizens with the same rights and duties as everyone else.

Q4

GCED is too difficult for young students. Can GCED be taught at all levels of learners?

Teaching difficult and complex knowledge of the world is not the only goal of GCED. The main goal of GCED is to foster cognitive, social-emotional, and behavioral competencies, so it is also very important to teach GCED to learners at young age-a crucial time wherein their attitudes and values are forming. The teacher should select themes and subjects and set learning objectives that are suitable to their students' ages. This way, GCED can still be taught to young learners.

One way is to approach the themes according to the students' ages. For example, if the topic is about respect for diversity, low-level primary school students can recognize differences, but even so, they should be taught that all people have rights and responsibilities. On the same topic, high-level primary school students may have had moments where they experienced discrimination. Lower-level secondary school students can be taught about conflicts (at the local and global level) within diversity and pluralism and what they can do to solve or minimize them. For higher-level secondary school students, they can be taught the different understandings and perspectives about diverse, complex global issues that transcend the boundaries of their respective local communities, as well as ways to solve those issues.

Q5

Is GCED in competition with other education movements such as multicultural education, human rights education, and sustainable development education?

No, education movements such as human rights education, peace education, sustainable development education, and multicultural education were promoted in various education circles according to the needs of the time from which they emerged. Although all of them have different names, the values and issues highlighted by these education movements are closely related. They also have a shared goal of making a more peaceful, just, and tolerant society.

Put in another way, even though they are titled differently, their objectives and the content and values they emphasize are very similar. Therefore, it is not recommended

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to view these education movements and GCED as mutually exclusive or conceptually conflicting. GCED is best viewed as an inclusive concept that embraces all of these educational movements.

Q6

Is international exchange activity an essential part of GCED?

International exchange and similar activities are good educational tools to teach GCED. Students can learn about other countries and societies, learn how to respect other cultures through experience, and realize that people from other countries are members of a common humanity. However, GCED is not only about gaining experiences abroad or forming relationships with other countries and their people. Rather, GCED also encourages students to learn how to look beyond one's national boundaries and how to peacefully communicate and live with other people. Thus, embracing and respecting diversity in one's own community and country is also an important element of GCED.

In order for an international exchange activity to become GCED, aside from learning ways to experience other cultures and communicate with others, encountering the "other" should be an opportunity for the learner to reflect on themselves. Therefore, it is particularly important to get rid of one's stereotypical views of other cultures through this experience. If not, the encounters with the "other" can reinforce those views or fall short of just acknowledging the existence of the "other", going against the purpose and values of GCED.

Q7

The education curriculum is already set in place in schools, so there is no available time to teach GCED. Despite this, how can we still teach GCED?

GCED in many countries is often already taught in related subjects or is treated as a topic in a study course rather than as an independent subject. Most often, GCED is embedded in social studies, expanding learners' knowledge of social phenomena and of global issues. However, GCED can be integrated in many other subjects such as language, math, arts, science, and many others. By understanding diverse literary works and artworks, students are able to learn universal values and how to have respect for diversity. Plus, through finding scientific facts and numeric rules, learners can broadly understand the complex world and critically examine its realities.

GCED can and should be delivered through most teaching methods and tools. Emphasizing the importance of learning processes that help facilitate students' participation and dialogue, various activities can be designed. Club activities, extra-curricular activities, and even community service can serve as great venues for GCED. Moreover, it should be reminded that a holistic approach does matter in any form of GCED activities.

📖 Notes for Trainers

The responses presented in this section provide guided answers only, and it is recommended to facilitate discussions among the participants rather than giving them the 'correct answers'.

Reflection & Wrap-up

Duration	30 min
Objectives	· To share what they have learned in the session, and what they hope to learn in the following sessions

ACTIVITY **Sharing of Thoughts and Ideas**

📘 Who is a Global Citizen?

Steps:

4. Have participants sit in a circle (If it is not easy to rearrange the chairs, ask the participants to slightly change their sitting positions so that they can see each other).
5. Ask participants to think about the new things they learned, their most impressive realizations, and the things that they are interested in learning more about. Guide them, such as asking them to look at the posters they have made previously during the session.
6. Afterwards, ask them to share their own thoughts about the questions starting with those who wish to volunteer.

📖 Notes for Trainers

Since this activity is best done if most or all the participants share their thoughts and ideas among themselves, we highly recommend having them sit in a circle when possible, making sure that they feel comfortable. Chairs arranged in a circle can promote community and encourage all participants to be engaged in dialogue. This kind of seating arrangement involves everyone in the group, encourages people to speak comfortably to each other, make eye contact, and creates a sense of equality within the group.

An essential aspect of the GCED workshop is the active participation of the participants. It is therefore important for them to share with everyone in the group about what they think or feel after the session. Since some participants might be hesitant to speak in front of many people, the facilitator should be able to create a kind of atmosphere where they can speak up or express their opinions freely in various forms. The trainer is recommended to accept their opinions and respond to them in a positive and thoughtful manner, so that they can feel that their opinions are accepted and are taken seriously. Also, the trainer should try to evenly offer chances of sharing among the participants and intervene when the discussion is dominated by a few participants.

GCED:
What to Teach?

CHAPTER 3

GCED: What to Teach?

Overview	This chapter aims to help participants deepen their understanding of the conceptual dimensions of GCED by presenting its topic areas and themes. It is mainly based on UNESCO's guidelines on teaching GCED, entitled 'GCED: Topics and Learning Objectives (TLOs).' The TLOs recommend nine topic areas along with age-appropriate learning objectives and key themes that educators can refer to when incorporating GCED in their subjects and learning activities.
Units	1. Thematic Areas of GCED 2. Learning Contents of GCED based on UNESCO Guidelines
Learning Outcomes	1. Have a conceptual understanding of core thematic areas of GCED 2. Identify key topics and age-appropriate learning objectives of GCED 3. Translate GCED concepts and values into specific topics and learning content
Session Procedure	1. Getting Started/Warm-up (30 min) • [Activity] "Culture of Peace" and GCED 2. Learning Contents (70 min) • Thematic Areas of GCED • Learning Contents of GCED 3. Reflection/Wrap-up (20 min) • Changes You Envision for GCED
References	UNESCO. *Global Citizenship Education: Topics and Learning Objectives*. 2015.
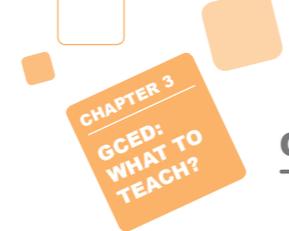
Getting Started

Duration	30 min
Objectives	· To brainstorm possible themes that can be related to GCED · To understand that the themes are interconnected

ACTIVITY   **"Culture of Peace" and GCED**

Steps:

1. Start the activity by recapping content learned in the previous chapter. Briefly go over the concepts of GCED and emphasize that GCED equips its learners with the necessary knowledge, skills, values and attitudes for a more just, peaceful, and sustainable world with a "Culture of Peace."

2. Ask the participants about their opinions on 'peace' and how to foster a "Culture of Peace" in their communities.

3. Show some quotes about peace on the screen (you may refer to the following quotes as examples):

> "If we have no peace for us, it is because we have forgotten that we belong to each other." (Mother Teresa)
>
> "We can never obtain peace in the outer world until we make peace with ourselves." (Dalai Lama)
>
> "If you want peace, you don't talk to your friends. You talk to your enemies." (Desmond Tutu)
>
> "Peace is not a relationship of nations. It is a condition brought by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind." (Jawaharlal Nehru)
>
> "Peace is more important than all justice, and peace was not made for the sake of justice, but justice for the sake of peace." (Martin Luther)
>
> "Mankind must remember that peace is not God's gift to his creatures, it is our gift to each other." (Elie Wiesel)

4. Give participants time to read and think about the quotes. Let participants discuss their idea of peace, how they perceive the concept, and what they can do to achieve it.

5. Provide handouts of the "Manifesto 2000 for a Culture of Peace and Non-Violence" as shown below. Give them three minutes to read it. As they read through the excerpt, have them look for GCED-related themes such as cultural diversity, human rights, and democracy.

> **Manifesto 2000 for a Culture of Peace and Non-Violence**
>
> The year 2000 must be a new beginning for us all. Together we can transform the culture of war and violence into a culture of peace and non-violence. This demands the participation of everyone. It gives young people and future generations values that can inspire them to shape a world of dignity and harmony, a world of justice, solidarity, liberty and prosperity. The culture of peace makes possible sustainable development, protection of the environment and the personal fulfillment of each human being.
>
> Recognizing my share of responsibility for the future of humanity, especially for today's children and those of future generations, I pledge - in my daily life, in my family, my work, my community, my country and my region - to:

Getting Started

1. Respect the life and dignity of every person without discrimination or prejudice;

2. Practice active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economic and social, in particular towards the most deprived and vulnerable such as children and adolescents;

3. Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression;

4. Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening rather than fanaticism, defamation and the rejection of others;

5. Promote consumer behavior that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet;

6. Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.

6. While the participants are reading the manifesto, draw a spider web on the board as shown below.
7. Ask each participant to share a theme that they found in the manifesto and have them write it down on the spider web. Refer to the examples below.

Global Citizenship Education

(spider web diagram with: Human Rights, Democracy, Culture of Peace, Cultural Diversity, Sustainable Development)
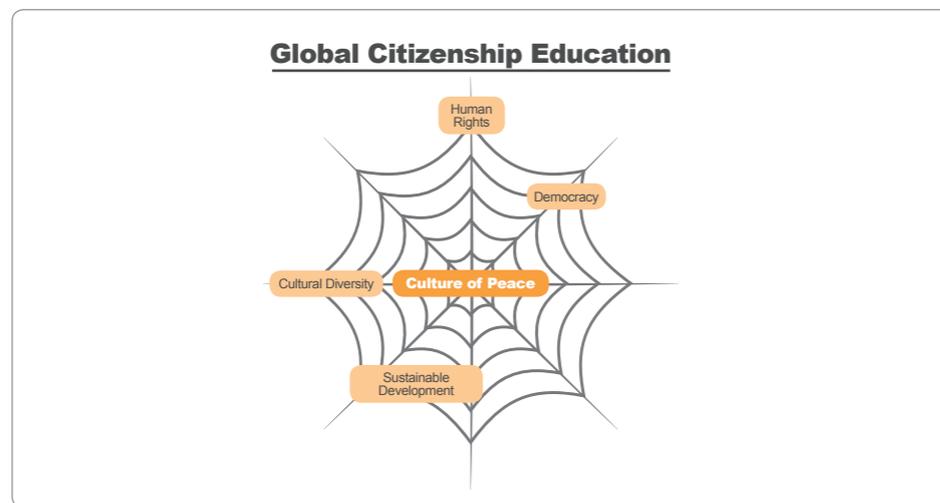
8. Wrap up the activity with the following explanation.

"This activity is designed to help you understand the core thematic areas to promote a Culture of Peace. Note that these themes are not separate but rather interrelated with shared values and visions. Thus, when teaching GCED, it is important to understand each theme as closely interconnected, rather than understanding them as separate or conflicting. In other words, it is important to understand GCED as an education movement that encompasses these diverse themes."

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Duration	60 - 120 min
Objectives	· To gain understanding of core thematic areas of GCED · To identify key topics and age-appropriate learning objectives of GCED · To understand how to locate specific learning objectives relevant to the topic being taught and the age of the learners

Thematic Areas of GCED

What to do:

1. Start the session from the discussion initiated in the previous unit.
2. Introduce GCED-related themes in detail using visual aids (e.g., presentation materials, videos) to help explain the concepts.

GCED is concerned about the complexity, interconnectedness, and interdependence of local and global issues and how to solve these issues through collective actions at the local, national, and global levels. More importantly, being a transformative educational approach, GCED promotes values such as justice, respect for diversity, and solidarity for humanity, encouraging learners to become active citizens to make a more just, peaceful, and sustainable world for all. Accordingly, the following themes are identified as core areas for teaching GCED: human rights, peace and conflict, respect for diversity, globalization, and sustainable development.

(GCED Themes diagram: Human Rights, Globalization and Social Justice, Sustainability, Respect for Diversity, Conflict and Peace-building)

Notes for Trainers

Take note that teachers are not necessarily experts in most or all themes. It is impossible for teachers to be knowledgeable in all related themes. However, teachers are strongly encouraged to at least have a conceptual understanding of these themes and have a keen interest in ongoing issues at the local and global levels. Educators should not just pass on information about GCED-related topics and themes to their students. Rather, they must equally play the role of a facilitator by promoting participatory learning among learners based on constant dialogue and inquiry.

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Human Rights

Learners understand that human rights are rights for all human beings - whoever we are, whatever our nationality, sex, ethnicity, color, religion, language, or any other status. "We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent, and indivisible.❼" Human rights are enshrined in the Universal Declaration of Human Rights (UDHR) and are mentioned in various international conventions, treaties, and declarations, regional charters, as well as in national constitutions and laws. Apart from these legal instruments, human rights in themselves reveal something about the very nature of the human individual. They also provide the foundations for safeguarding the most basic of all rights - the right to be human. By teaching human rights, learners gain insight into the fundamental rights and freedoms which guarantee respect for the rights of all.

Conflict and Peacebuilding

Learners gain an understanding of the various forms of inequality and violence at the local and global levels along with their respective causes, effects, and other interdependent factors. Teachers can introduce them to various issues including poverty, discrimination, oppression, gender inequity, ethnic/religious conflict, refugee crisis, migration, armed conflicts, environmental degradation, and denial/violation of civil and political rights. Teaching these issues can encourage learners to reflect on real-life issues in their contexts. Learners should be guided to recognize the interrelatedness of issues, become aware of the effects and causes behind them, and appreciate the importance of peace.

Respect for Diversity

Learners gain an understanding of the various forms of inequality and violence at the local and global levels along with their respective causes, effects, and other interdependent factors. Teachers can introduce them to various issues including poverty, discrimination, oppression, gender inequality, ethnic/religious conflict, refugee crisis, migration, armed conflicts, environmental degradation, and denial/violation of civil and political rights. Teaching these issues can encourage learners to reflect on real-life issues in their contexts. Learners should be guided to recognize the interrelatedness of issues, become aware of the effects and causes behind them, and appreciate the importance of peace.

Globalization and Social Justice

Learners discover many aspects of 'globalization' including the growing interdependence among countries, peoples, and ecological issues; rapid increase in social, cultural, and technological exchanges across borders; and worldwide spreading of local norms and values. They also gain an understanding of issues and problems that threaten our world today and their own impact on local societies and communities. The various responses to globalization should also be studied, including those from civil society and non-governmental organizations.

Sustainability

Under the theme of sustainability, learners are introduced to global challenges in the economy, environment, natural resources, biodiversity, climate change, culture, and politics. By studying these issues, learners can understand more of the commonly accepted principles of sustainable development and reflect on the issues in real life, inspiring themselves to find solutions for many economic, political, environmental, social, and cultural problems.

📖 **Notes for Trainers**

For reference materials for each theme, please see Annex 2.

❼ OHCHR. http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx

Learning Contents

📖 Learning Contents of GCED

What to do:

1. Download "Global Citizenship Education: Topics and Learning Objectives (TLOs)".
2. Use relevant visual aids (e.g., presentation materials, videos, pages from the publications) to help explain the concepts.

UNESCO's Topics and Learning Objectives (TLOs)

We have learned about what GCED is, why and how it has emerged as global agenda, and how different notions of GCED have formed in different contexts. Based on your understanding of what GCED is and what it aims for, this unit serves as a guide on topics and themes when teaching GCED to learners. A list of topics and age-appropriate learning objectives are provided to help you develop your lessons on GCED and deliver it to your class.

For this purpose, UNESCO's 'Global Citizenship Education: Topics and Learning Objectives (TLOs)' is used as a main reference. Intended to be used as a guide for educators, curriculum developers, trainers as well as policymakers, TLOs aims to provide a framework for GCED in various educational settings and contexts.

TLOs are designed to guide educators by suggesting:
- Nine broad topics based on the three key learner attributes - cognitive, socio-emotional, and behavioral
- Learning objectives based on student age and key themes

📖 Notes for Trainers

You can download the "Global Citizenship Education: Topics and Learning Objectives (TLOs)" from the link below:
https://www.gcedclearinghouse.org/resources/global-citizenship-education-topics-and-learning-objectives?language=en
It is strongly recommended to read and familiarize yourself with the publication before you prepare for the training workshop.

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibilitiess, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Source: http://unesdoc.unesco.org/images/0023/002329/232993e.pdf

Learning Contents

Domains of GCED

GCED is based on three domains of learning - cognitive, socio-emotional, and behavioral.

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
Knowledge and thinking skills necessary to better understand the world and its complexities.	Values, attitudes, and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.	Execution, practical application, and engagement.

Topics of GCED

According to the TLOs, the nine topic areas of GCED were suggested based on the learner attributes that correspond to three domains of learning. Nine topics, three for each learner attribute, are presented below.

	Cognitive	· Local, national, and global systems · Issues affecting interaction and connectedness of communities at the local, national, and global levels · Underlying assumptions and power dynamics
	Socio-emotional	· Different levels of identity · Different communities people belong to and how these are connected · Recognizing differences and respect for diversity
	Behavioral	· Actions that can be taken individually and collectively · Ethically responsible behavior · Getting engaged and taking action

TLOs (Topics and Learning Objectives) introduce how the guidelines can be utilized for learners at different age groups. You may refer to the publication or Annex 3.

📖 Notes for Trainers

Educators might wonder how the suggested GCED topic areas can be taught to different age groups of learners. Indeed, these topic areas may seem quite challenging to teach to young students, i.e., preschool students or pre-primary students. Help them address this concern by encouraging them to read the TLOs published by UNESCO for specific learning objectives and the relevant themes that correspond to different age groups or levels of education.

Please refer to the Annex for more information on the learning objectives relevant to each of the nine topic areas.

Reflection & Wrap-up

Duration	20 min
Objectives	· To allow the participants to review their understanding of GCED so far · To identify the challenges and strategies in delivering GCED in their context

ACTIVITY Changes You Envision for GCED

What to do:

1. Prepare a large sheet of paper (or flipchart) with a multi-layered circle image like below and put it on the wall so that everyone can see.

Layer 1
Layer 2
Layer 3
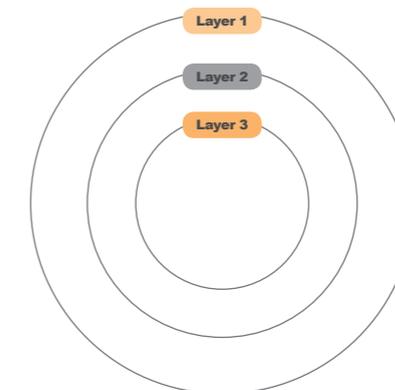
2. Ask participants to reflect on what they have learned in the session for a few minutes and list the main takeaways from the session by writing them on a sticky note. Stick the notes on the paper (Layer 1) and let participants read others' notes briefly.
3. Next, ask them to examine their own teaching style (or any other educational context they are in) and identify challenges or areas for change in order to teach GCED. Write them on a sticky note and stick them on the paper (Layer 2).
4. Lastly, ask participants to identify strategies to address their challenges or others' and write them on a sticky note which will be put on the paper (Layer 3).
5. Ask everyone to look around the paper to see others' notes and reflect on the changes each participant envisions for his/her own teaching on GCED.
6. Invite anyone who would like to share their reflections with others.

📖 Notes for Trainers

This activity aims to have participants reflect on the lesson and contextualize it. If possible, give adequate time for participants to think so that they can link the session's lesson with their own teaching context. Sharing insights and ideas through written notes may facilitate more equal and broader group participation, particularly for those who may feel more comfortable expressing their thoughts through this method. At the same time, sticking the notes on the larger paper allows participants to effectively learn about others' thoughts. Participants can also gain ideas and insights from the notes, which may reinforce deeper and wider understanding of the topic. Facilitators can select some notes to highlight and share briefly without revealing who wrote them, which can serve as an effective channel for debriefing.

How to Teach GCED?

How to Teach GCED?

Overview	This chapter discusses the pedagogies and strategies in teaching GCED. Grounded in transformative learning theory and the core pedagogical principles of GCED, different ways of teaching GCED and forming GCED values in learners are introduced. Some of the approaches presented here include guidelines on how to apply them in various learning settings.
Units	1. Teaching GCED to Transform: Pedagogical Principles of GCED 2. How to Teach GCED Effectively: Teaching Strategies and Approaches
Learning Outcomes	1. Understand the six pedagogical principles of GCED 2. Identify teaching strategies and approaches
Session Procedure	1. Getting Started/Warm-up (20 min) • [Activity] Watch GCED in Action! 2. Learning Contents (80 min) • Pedagogical Principles of GCED • Teaching Strategies and Approaches 3. Reflection/Wrap-up (20 min) • [Activity] Sharing of Thoughts and Ideas
References	APCEIU. *Global Citizenship Education: A Guide for Policymakers*. 2017.
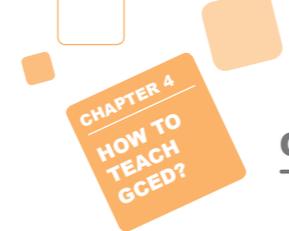
Getting Started

Duration	20 min
Objectives	· To brainstorm on the pedagogies and teaching approaches of GCED

ACTIVITY   **Watch GCED in Action!**

Steps:

1. Play the video on training workshops or show the pictures taken during APCEIU's training workshops on GCED.

Samples		
Video	15th Asia-Pacific Training Workshop on EIU	https://www.youtube.com/watch?v=Vq6Buvphsyk
	16th Asia-Pacific Training Workshop on EIU	https://www.youtube.com/watch?v=u_t1vun67Ks
	17th Asia-Pacific Training Workshop on EIU	https://www.youtube.com/watch?v=BddqpN4vZ00
Pictures		

Getting Started

2. Ask the participants the questions below. Let the participants freely voice their opinions on how they feel about the way the instructors and facilitators lead the workshop sessions.

A. What were the facilitators and participants doing in the video clip?

Sample Answers

- Playing games, singing, dancing, art-making, role-playing, etc.
- Having group discussions, brainstorming, thought-sharing, debates, etc.
- Using audiovisual tools such as videos, photos, and music
- Conducting hands-on experiences such as field trips, firsthand interactions with the locals, etc.
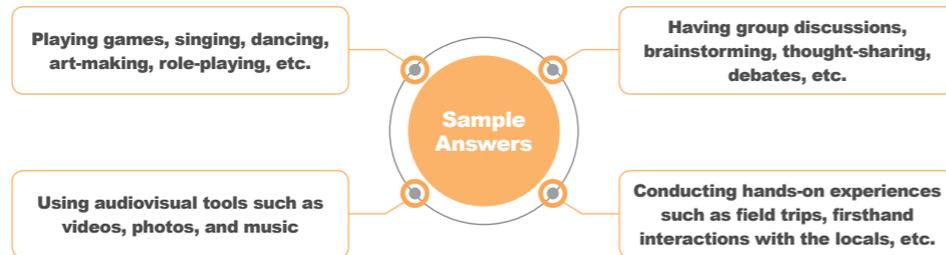
B. Think about the roles of the instructor/facilitator and learners. What kind of teaching strategies and approaches were carried out in the video? You may use the following table to guide discussions among participants.

Roles and Strategies Used

Instructor/Facilitator	Learners	Approaches and Strategies
Ex) Walking around, Facilitating/guiding the participants throughout the activities, Listening intently to the learners while making eye-contact, Facilitating the activities with learners (co-facilitating), Working together with learners	*Ex)* Eagerly engaging with their fellow learners and the instructor/facilitator, Actively participating and freely expressing their ideas and opinions, Working as a team, collaborating with one another, Allowing themselves to become immersed in the learning process	*Ex)* Using creative tools and a variety of methods such as dancing, games, and brainstorming, Using safe, engaging, and open spaces for sharing ideas, Using real-life scenarios and situations, Engaging in dialogue with fellow learners

📖 **Notes for Trainers**

This session is designed to let the participants first brainstorm about the different teaching pedagogies and approaches to GCED. It is also a good idea to link this warm-up session with previous sessions on learning contents of GCED by emphasizing the importance of the "how" when teaching GCED to learners.

Learning Contents

| Duration	30 min
Objectives	· To gain an understanding of the pedagogical principles of GCED · To introduce the role of a teacher in fostering a cooperative, peaceful, and democratic environment in a classroom · To understand communication and discussion methods that help instill a culture of peace

🔖 Pedagogical Principles of GCED

What to do: Use visual aids (e.g. PowerPoint slides, videos, pictures and diagrams) to help explain the concepts to the learners.

Achieving the goals of GCED requires a transformative and holistic approach to teaching. GCED seeks to nurture a caring and responsible attitude in learners to create a more peaceful, just, and sustainable future for all. To realize this, critical thinking skills, informed decision-making, and a sense of responsibility should also be taught. Teaching GCED, therefore, requires a dynamic and transformative pedagogy that not only expands students' knowledge of global affairs and challenges but also develops their skills and the values necessary to make the world a better place. GCED pedagogy has six pedagogical principles, comprising of shifts from conventional to transformative teaching.

**Pedagogical Principle 1: Dialogue and Participation**

GCED performs best in a learner-centered environment where learners and teachers can discuss issues and learn things together. The most common teacher-learner relationship in a classroom is a teacher-centered class where teachers, being the source of knowledge, pass on their knowledge to learners. Learners, on the other hand, are not usually given many chances to discuss and share with their teachers what they have learned. In order to become active citizens, learners should no longer stay passive (or simply absorb knowledge) and instead become active participants in the learning process. To achieve this, teachers should engage in dialogue with learners and encourage them to engage in dialogue with one another. Dialogue allows students to share their ideas, raise questions, listen to one another, and reflect on the many new perspectives they learned. By encouraging learners to actively participate in the learning process through dialogues with their teacher and fellow learners, they can be empowered to take action on the many issues they learn about in the classroom.

From

Teacher-centered Teachers as experts and students as passive learners

KNOWLEDGE   EXPERIENCE

Teacher

Class of students

To

Student-centered Teachers and students as partners: co-creators and co-learners of knowledge

Knowledge

Teacher

individual & collaborating students

Experience   Beliefs
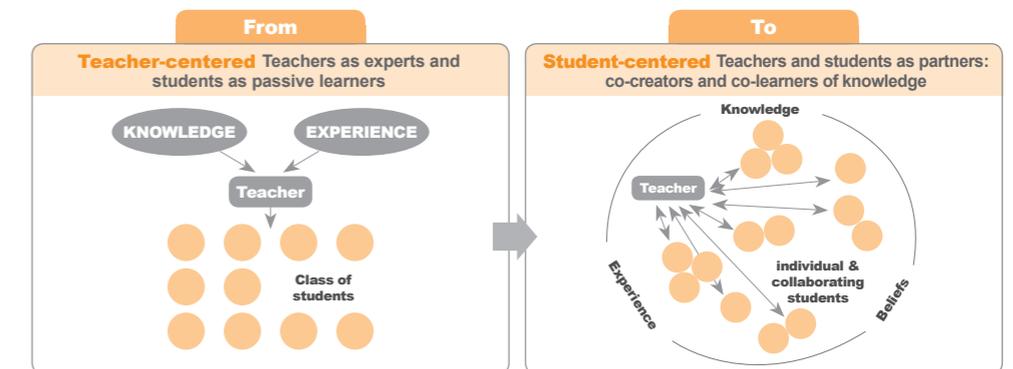
Learning Contents

Pedagogical Principle 2: **Holistic and Inter-disciplinary**

Education should be made relevant to the everyday lives of learners by using real-life scenarios and issues as examples when teaching certain topics. Learners have to become aware of the big picture that people and the environment are interconnected. Thus, GCED requires holistic learning or studying issues from many different angles (interdisciplinary) using various ways of learning. One good way to learn holistically is by engaging a wider community - learning that goes beyond the walls of the classroom. By inviting learners to interact and dialogue with people from different backgrounds in their local community, they are encouraged to explore, understand, and respect diverse perspectives. Teachers as facilitators can create ways for learners to understand how different issues are related to one another and to broaden their perspectives of understanding the world in which they live.

From	To
Single discipline, fragmented knowledge	Broader, interdisciplinary perspective
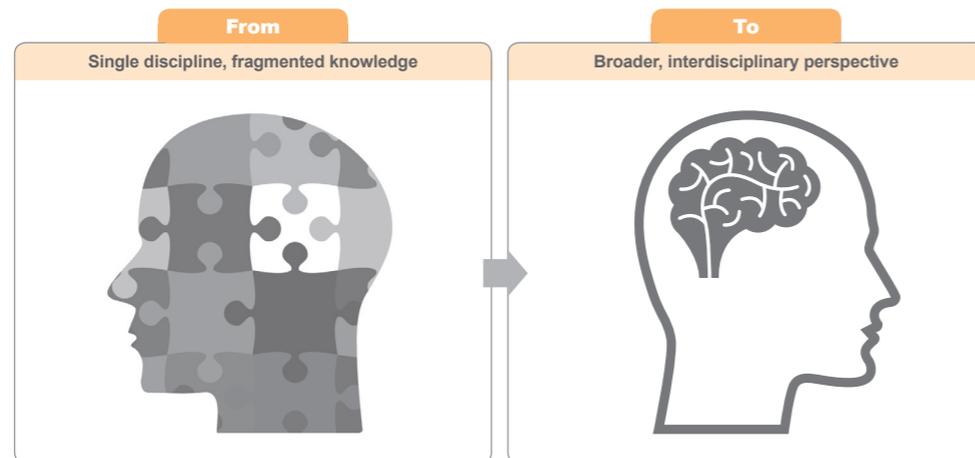
Pedagogical Principle 3: **Multi - modal**

Teachers should engage students holistically - the mind, the heart, and the body - so it is important to use different learning strategies that involve the senses such as sight, sound, smell, taste, and touch when teaching. These creative forms of learning include debating, drama, simulation, art, role-play, and visual storytelling. These techniques allow students to internalize what they have learned because they are engaged at multiple levels - the cognitive, the socio-emotional, and the behavioral.

From	To
Lectures or a single medium of instruction	Multiple forms of media instruction

Visual Multi-modal Aural
Kinesthetic Read / Write
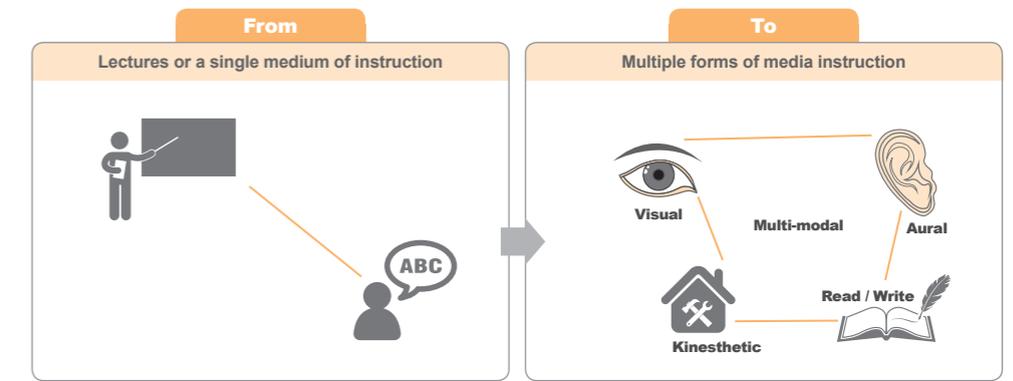
Pedagogical Principle 4: **Values Formation**

Teachers should not only focus on teaching new facts, knowledge, and information to learners but also help them develop values such as empathy, justice, compassion, respect, and non-violence. As facilitators, teachers should also be able to teach students how to examine their values and principles, how to assess their expectations and actions, and how to develop good values and habits. Learners can only make use of the knowledge they learned in class for the common good if they have the right values, attitude, and mindset as promoted by GCED.

| From	To
Knowledge and information only	Internalizing fundamental values such as justice, respect, and human dignity by learning about issues
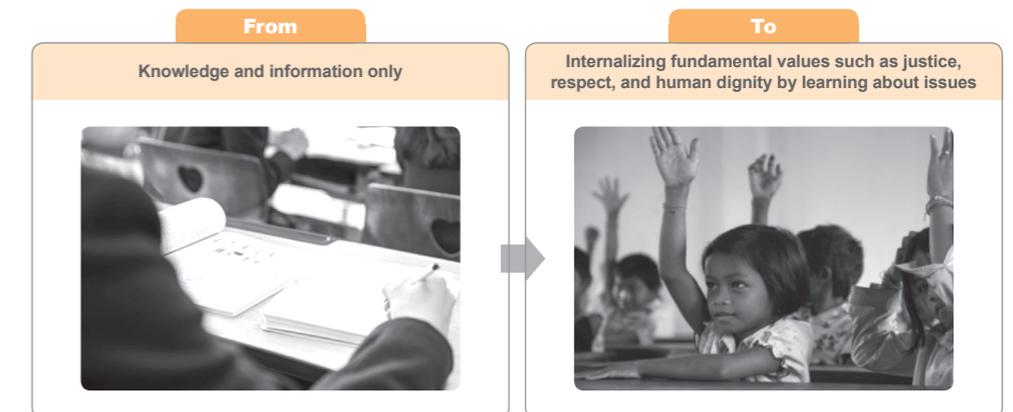
Learning Contents

Pedagogical Principle 5: Critical Empowerment

Learners should not only become aware of the world but also be able to critically respond to local and global challenges by taking action. The more they involve themselves in movements and efforts that seek to solve problems such as climate change and human trafficking, the more they become aware of the causes such as inequality and injustice. More knowledge of these issues should motivate learners to become agents of positive change, using their knowledge, skills, and values to play an active role in transforming their local community and the world.

From	To
Focusing on learning about facts/knowledge (Cognitive)	Taking responsibility and action to bring about change (Cognitive, Socio-emotional, and Behavioral)

Pedagogical Principle 6: Applicable and Relevant (Locally and Globally)

GCED promotes learning that nurtures greater consciousness of real-life issues. It offers students relevant ideas and applicable ways to make a positive impact at the local level that can eventually influence the global level. For learners to become effective future agents of change, learning content should be based on real-life issues and hands-on experiences. Relevant knowledge and practical skills empower learners to apply what they have learned to their daily lives[9].
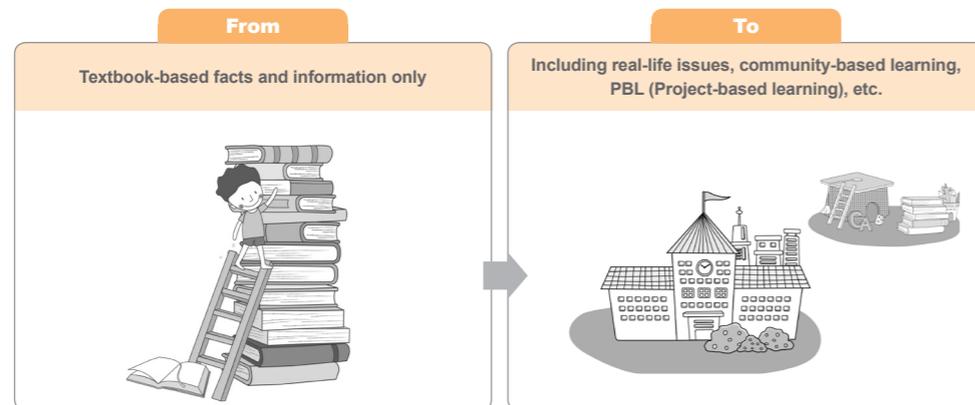
From	To
Textbook-based facts and information only	Including real-life issues, community-based learning, PBL (Project-based learning), etc.

◪ Teaching Strategies and Approaches

What to do: Use visual aids (e.g. PowerPoint slides, videos or pictures) to help explain the concepts to the participants. Be sure to include pictures and diagrams that are effective in explaining the strategies.

In the previous unit, we learned about the pedagogical principles of GCED. These principles should serve as a guide to educators when they implement GCED teaching, thus fulfilling the fundamental goal of GCED as a transformative educational initiative. Teachers can refer to these principles when they design their lessons and apply them in their actual teaching regardless of their subject area.

In this unit, we shall learn about the pedagogical approaches and strategies that are grounded on GCED pedagogical principles. These approaches and strategies foster a more engaged learning process for students. They are helpful not only for classroom teaching but also in other educational settings such as extra-curricular activities.

However, the approaches you are about to learn in this unit are not exhaustive, meaning they are simply a few examples of the many different approaches that exist in the field of transformative learning. Teachers may refer to the list of approaches in the later pages and choose the ones most appropriate to their teaching or modify their teaching if needed. These approaches can be treated as a reference on how to incorporate GCED values into their teaching.

As mentioned earlier, teachers often focus more on the learning content or the 'what to teach.' However, it is equally important for them to think about the approach or the 'how to teach.' Learning content is not enough to empower our learners to think critically and act responsibly. Teachers should keep in mind that the learning process itself operates on mainly three levels - the cognitive, the socio-emotional, and the behavioral - and each learner processes new information differently. For example, while some learners learn quickly by reading texts or looking at images, other students learn best when they use their hands or even their whole body. Put simply, teaching methods can make a big difference in the learning experience of learners.

To be transformative, teaching approaches should go beyond repetitive memorization and simple problem-solving. Rather, they should provide a platform or a place for learners to learn and practice on how to cooperate with their fellow learners and act in solidarity with people outside the classroom. Learners should also be taught how to reflect on their experiences, re-examine their perspectives, and apply newly learned ideas to their everyday lives.

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❾ Swee-Hin, Toh. Education for international understanding: A river flowing from the mountains. *Sangsaeng*, Vol 1. 2002.

Learning Contents

Pedagogical Shifts Needed in Teaching GCED[9]

From	To
Teaching to inform	Teaching to transform
Learners as receivers of knowledge only	Learners as both receivers and co-creators of knowledge
Teachers as authoritative figures of knowledge only	Teachers as both authoritative figures of knowledge and co-learners
Single discipline or subject area	Interdisciplinary approaches to inquiry and investigation
Single medium approach	Multi-media/multi-sensory approach
Culture of competition and individualism	Culture of collaboration and collectivism
Memorization of facts and shallow decision-making	Critical thinking and informed decision-making
Assessment as a tool to measure the number of facts memorized	Assessment as a tool to measure the amount of critical understanding of facts and real-life situations
Knowledge-based approach only	Cognitive and non-cognitive approaches

Teacher as Facilitator

To effectively teach GCED to learners and foster GCED core values in them, teachers should also be willing to become a facilitator. Facilitators help, accompany, and guide learners in making inquiries and solving problems rather than simply passing on information. As a facilitator, teachers should frame a lesson (or project) as a series of scaffolded exercises through which students progressively develop their understanding of the subject and ultimately become independent in the learning process. The teacher as a facilitator allows learners the freedom to question dominant ways of thinking and social assumptions, encouraging them to take responsibility for their own learning process. Teachers also play the role of a connector or someone that bridges learners and the outside world. Moreover, teachers as facilitators take on a more egalitarian role, having discourse and dialogue with their learners, sharing their goals and convictions, and supporting them in their decision-making or taking action.

Engaged Learning

Engaged learning is a process-oriented form of learning that occurs when students interact in a real/simulated environment. Learners are exposed to real-life issues that can be linked to the knowledge and information they received from their textbooks, making the learning content more relevant to them. Moreover, engaged learning in the classroom can involve any form of problem analysis or problem-solving; therefore, data collection and analysis as well as various forms of discussion can be applied. Engaged learning also encourages connections between in-classroom teaching and out-of-classroom experiences through projects, field trips, and any other form of hands-on experiences. In sum, engaged learning serves as an effective platform for incorporating dialogue, the exchange of ideas, and real-life practice. It places students at the center of the learning process by directly interacting with others, dealing with unpredictable obstacles and opportunities, and putting their knowledge into action.

Examples

Project-based Learning[10]

PBL (Project-based learning) can be an effective method for teaching GCED because it effectively integrates knowing and doing. Projects become the vehicle of instruction, providing a platform for students to collaborate and work as a team. Students gain and apply concepts and skills from the core curriculum to solve real-world problems through the processes of investigative problem-solving and creative innovation to produce results that make a positive impact.

PBL tasks should attempt to integrate in-classroom (objective knowledge) and out-of-classroom experiences (subjective experiences) to provide students with the opportunity to experience firsthand and inquire about the situation/problem in real-life settings. This setting allows students to judge for themselves whether they can apply the concepts and skills they learned in the classroom and find innovative solutions if they are unable to do so.

Interaction with the Local Community & Environment

OBJECTIVE KNOWLEDGE

SUBJECTIVE EXPERIENCE

Application of Knowledge Creative Problem Solving

[9] Espallardo, Lea. "Pedagogies for GCED - Teach to Transform" Lecture, 17th Asia-Pacific Training Workshop on EIU, APCEIU, 20017.
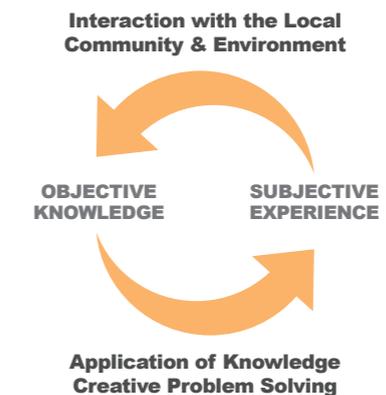
[10] Pillai, Janet. "A Pedagogical Framework for Teaching and Learning EIU." *A Guidebook for Teaching EIU and MDG*, APCEIU, 2011.

Learning Contents

Creative Pedagogy

To make your classroom a venue for transformation, 'creativity' should be at the heart of teaching and learning. Classrooms can be transformed into an imagined 'playground' or a 'laboratory' for students to unleash their creativity. Holistic participation of the body, mind, and heart is required for knowledge, skills, values, and strategies to develop and be instilled in students effectively. The simultaneous engagement of the physical, analytical, and emotional aspects of the person facilitates creativity, allowing learners to discover and understand the world better. As global and local challenges require innovative and creative solutions based on critical analysis of their causes and exposure to multiple disciplines and perspectives, learners need to immerse themselves in the world of creativity and imagination.

Games and Teaching

Participatory games and activities can be very powerful tools for engaged learning since they ask learners to follow instructions, rules, and group agreement but are also balanced with fun, spontaneity, and enthusiasm. Since they engage the heart, mind, and body all at the same time, learners are likely to develop necessary skills, values, and attitudes, thus preparing them be ready and open to receiving new input or knowledge.

There are three different types of games you can consider:

Group Dynamic Games	Integrated Arts-Based Games	Simulation Games
Icebreakers, energizers, team-building, etc.	Creative drama, visual arts, creative sound & music, creative movement & dance, creative writing, etc.	Role-play

Teachers have the freedom to choose games that suit their teaching style. For example, you may do a short ice-breaking game to begin the class, use visual arts or creative drama for thought-provoking activities, and play a simulation game such as role-play as part of a wrap-up session.

Games should be based on specific learning objectives, both cognitive and non-cognitive, and on the specific situation or features of the class. While the game should be fun and exciting to students, the key learning points and main takeaways should be carefully considered before conducting the games. Teachers need to remember that games should be used as tools to foster values and critical thinking skills in learners[1].

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[1] Espallardo, Lea. "Pedagogies for GCED - Teach to Transform" Lecture, 17th Asia-Pacific Training Workshop on EIU, APCEIU, 20017.

Reflection & Wrap-up

Duration	20 min
Objectives	· To synthesize what they learned and experienced during the session · To have the participants share their experiences, feedback, and questions

ACTIVITY   **Sharing of Thoughts and Ideas**

Steps:

1. Have the participants sit in a circle before starting the activity.
2. Summarize the session content. Emphasize the fact that the effectiveness of teaching GCED content and fostering GCED values depends on teaching strategies and approaches. Make them recall the significance and impact of participatory and self-discovery classes.
3. Listen to the questions, opinions, and feedback that the participants might have on the content that they learned during the session including their experiences and impressions. Also ask them to share their opinions on how they can improve their classroom practices.
4. Close the session with applause and words of encouragement.

📖 Notes for Trainers

It is highly effective to make use of different examples that portray the teaching strategies above to improve the participants' understanding of the concepts. Make sure to incorporate the teaching strategies into the sessions and show the participants how the workshops should be facilitated.

Chapter 5 will provide you with actual examples of GCED classes carried out in classrooms around the world! We'll see how different teaching approaches and methods have been incorporated into these classes in the next chapter.

When providing feedback, try to focus on the importance of a culture of dialogue that helps realize the value of mutual respect. Try to be supportive when you facilitate sharing reflections among the participants!

Preparing for Action

CHAPTER 5

Preparing for Action

Overview	This chapter aims to summarize and integrate the content learned in previous chapters by looking at cases on how concepts, pedagogical principles, and teaching strategies of GCED can be incorporated in teaching GCED. Participants will also be tasked to develop an Action Plan based on the thoughts and ideas they accumulated during the workshop period.
Units	1. Case Studies: Sample GCED Practices 2. Action Plan Development
Learning Outcomes	1. An overall understanding of practicing GCED at various levels by analyzing sample practices 2. Develop an Action Plan to serve as a guide for future GCED practices in the participants' local contexts

Session Procedure	1. Getting Started/Warm-up (30 min)
	   • Recap of Previous Sessions: Short Quiz Game
	2. Learning Contents (120 min)
	   • [Case Study] GCED Teaching in Classrooms
	   • [Case Study] GCED in Action
	   • [Activity] Guidelines for Action
	   • [Activity] Writing Your Action Plan on GCED
	3. Reflection/Wrap-up (30 min)
	   • Final Reflections

References	APCEIU. "GCED in Practice." GCED Online Campus. www.gcedonlinecampus.org. APCEIU. "EIU Best Practices." http://apceiu.org/en/m411.php?pn=4&sn=1&sn2=1
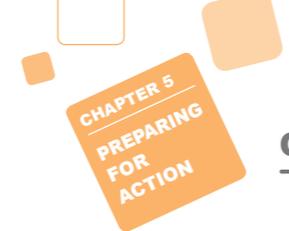
Getting Started

Duration	30 min
Objectives	· To review the learning content of the previous sessions

ACTIVITY **Recap of Previous Sessions: Short Quiz Game**

Steps:

1. Make a list of questions based on the previous sessions in advance. While there is no hard rule, the questions should be mostly objective to make the quiz game more effective. You may refer to the example questions in the box below.

2. Ask everyone one question at a time, starting from Chapter 1. Encourage participants to reflect on the previous sessions, pointing out the core concepts or values covered, and give brief answers. Let others add on or present other different opinions if any.

3. Summarize participants' answers/responses and write them on the board so that everyone can read. By doing so, participants will be able to recall what they have learned.

4. Move on to the next question until all the questions are exhausted. Ask participants if they want to add more. If there is anyone who would like to summarize the lessons using the written summary, let him/her do so in 2-3 minutes.

5. Congratulate all participants on their collective work!

Chapter 1
- · Why do we need GCED?
- · Describe a shift in the global education agenda.
- · Which sustainable development goal is about education? Within that SDG goal, which target explicitly mentions the importance of global citizenship?

Chapter 2
- · What is global citizenship? Who is a global citizen? Give us an example of a global citizen.
- · What is GCED? What learning theory is it based on?
- · What does GCED aim to achieve?
- · What are the three conceptual dimensions of GCED?

Chapter 3
- · What are the core GCED themes?
- · Does GCED have to be a stand-alone subject? Why or why not?
- · Does GCED have to provide international experiences to its learners? Why or why not?

Chapter 4
- · What are the pedagogical principles of GCED?
- · What pedagogical shift is required when teaching GCED? Give an example.
- · Why is it important for a teacher to be a facilitator?
- · Why should creativity be at the heart of teaching GCED?

Learning Contents

Duration	30 min
Objectives	· To gain an understanding of the pedagogical principles of GCED · To introduce the role of a teacher in fostering a cooperative, peaceful, and democratic environment in a classroom · To understand communication and discussion methods that help instill a culture of peace

📖 Case Study: GCED Teaching in Classroom

Steps:

1. Before showing the videos, ask the participants to take note of the different elements of the lesson or case study that reflect the content of the workshop as discussed during the warm-up session.

2. Show videos of classroom practices of GCED.

3. Ask the participants to share what they have written down as they saw the case videos.

Case Study 1: **GCED in an English Class** (Mr. Ablamvi Agboyibo, Togo)

Integration of GCED into a subject (English) in class

Mr. Ablamvi Agboyibo, an English Teacher from Hahoetoe Grammar School in Togo, introduces human rights concepts to his students by integrating them into his subject. By focusing on the topic of "Bus Boycott in Montgomery, Alabama," he facilitated a discussion on human rights issues that were relevant to his students. Not only did his students learn more about human rights, but they also practiced their English speaking skills.

http://www.gcedonlinecampus.org/mod/ubboard/article.php?id=10&bwid=203

Case Study 2: **GCED in an Science Class** (Mr. Sonam Gyeltshen, Bhutan)

Integration of GCED into a subject (science) in class

Mr. Sonam Gyeltshen is a science teacher in a remote village in Bhutan. During his science class with his seventh-grade students on sources of energy, he taught them the concept of sustainable development. Afterwards, he challenged his students to connect this concept to their everyday lives, encouraging them to think of ways on how they could participate in bringing about change in their society.

http://www.gcedonlinecampus.org/mod/ubboard/article.php?id=10&bwid=201

Case Study 3: **Human Rights Class** (Ms. Won-Hyang Lee, Korea)

Teaching GCED as a stand-alone subject

Ms. Won-Hyang Lee, a teacher at Suwon Dongshin Elementary School in Korea, gives a lesson to her students on human rights during the time dedicated to creative experiential learning. She engaged her students using various activities such as video clip viewing, discussions, and craft-making.

http://www.gcedonlinecampus.org/mod/ubboard/article.php?id=10&bwid=202

Case Study 4: **Embracing Sustainability: You Can Make a Difference** (Mr. Rajesh Ram, New Zealand)

Project-based teaching with a focus on solving local problems and issues

Mr. Rajesh Ram, a teacher at an educational institute in New Zealand, designed a program that not only teaches about sustainability but also engages students from low socio-economic backgrounds by encouraging them to realize their place in the global society.

http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m4112&wr_id=91

Learning Contents

Case Study: GCED in Action

GCED can be practiced at various levels from the institutional level to the community/district level. Here are some examples or case studies of GCED practices at different levels, including a capacity-building programme for non-formal educators, teacher training at the district level, and an online learning programme for pre-service teachers.

Case Study 1: Capacity-building Programmes for Non-formal Education (Ms. Nomsa Mpalami, Lesotho)

Regional/Country Level

Ms. Nomsa Mpalami, a non-formal education officer of Lesotho Distance Teaching Center, implemented a workshop to further her efforts in encouraging teachers in the non-formal sector to strengthen and incorporate GCED and peace education in their teaching. During the workshop, she gathered educators from key non-formal educational institutes around the country and taught them about peace education and conflict resolution.

In particular, she conducted a workshop on peace education material development to help resolve the ongoing local conflicts in Lesotho. As a result, about peace published a book on peace education both in Sesotho and English, and they distributed the books to government institutions in Lesotho.

· http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m31&wr_id=620&sca=&sfl=wr_subject&stx=Lesotho&sop=and
· http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m412&wr_id=86

Case Study 2: Capacity-building Programmes for Teachers in the Region (Ms. Dechen Pelden, Bhutan)

District/Regional Level

Targeting teachers of Lhuentse District (Dzongkhag) in Bhutan, Ms. Dechen Pelden, a teacher of Lhuentse Higher Secondary School, conducted a workshop that introduced the basic concepts of Project-based Learning (PBL). With help from their district education office, she was able to include all teachers working at the school to take part in the workshop program.

To benefit more teachers, she conducted five more workshops at schools across the district and continued to build networks among teachers to sustain the initiative.

http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m31&wr_id=631&sca=&sfl=wr_subject&stx=Bhutan&sop=and

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Case Study 3: Development of E-learning Courses on GCED for Pre-service Teachers (Mr. Namiyate Yabouri, Togo)

Institutional Level

Mr. Namiyate Yabouri, a teacher and researcher at the teacher training institute called National Institute of Educational Science (Institut National des Sciences de L'Education; INSE) in Togo, implemented a stakeholder workshop to develop e-learning courses on GCED. He brought together coworkers from different departments and discussed the feasibility of his plan with them, resulting in a work plan to develop the e-learning course. He hoped that the newly developed e-learning curriculum on GCED would benefit pre-service teachers.

http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m31&wr_id=640&sca=&sfl=wr_subject%7C%7Cwr_content&stx=TOgo&sop=and

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ACTIVITY   **Guidelines for Action**

Steps:

1. Divide the participants into groups based on their assigned level of education, whether primary or secondary, or other professional duties they hold. Ask them to brainstorm on what they should first consider when practicing GCED.
2. After brainstorming, have each group select five items to share. Write down what each group says on a large piece of paper or a whiteboard for everyone to see.
3. Provide the below guidelines as handouts to the participants. Explain the guidelines as written below.

Bring collective efforts from peer teachers	Start small	Be steady and consistent
Connect with the local community	Make use of existing opportunities in your school	Let your students participate in the learning process
Learn together	Take holistic approaches	Set up specific and attainable goals

Learning Contents

Bring collective efforts from peer teachers.

Teachers need solidarity with their peer teachers to continue their efforts. We recommend that teachers find fellow teachers to work together with. You may form a formal/informal teachers group, jointly develop lesson plans for integrated classes, or any other educational activities you can collaborate on.

Start small.

We should admit that it is impossible for a teacher to cover all the topics related to GCED in one go. There may be more obstacles than opportunities to go through them. You do not necessarily need to start big. Rather, it is recommended to start small in the class, such as enhancing your subject teaching by embedding GCED values. Try to find small opportunities along the way rather than creating a whole new thing.

Be steady and consistent.

GCED is not about short-term efforts and results; it cannot achieve its goals to foster global citizenship in a one-off manner. Rather, it encourages learning through trial and error, thereby enriching one's knowledge, broadening perspectives, and also gaining experience in making the world a better place to live in.

Connect with the local community.

GCED does not limit learning to the classroom. Linking the teaching content with real-life situations is very important in practicing GCE. Start with local groups or organizations whose activities can help your students realize how their efforts can bring changes and impact the community or the world at large (e.g., linking school activities with local NGOs, joining campaigns that address local issues, or making a local project class).

Make use of existing opportunities in your school.

A school's mission, ethos, and other characteristics can serve as a good channel to deliver GCED. Consider your school's specific features first and figure out how they can be linked to GCED (e.g., schools located in a multi-ethnic community).

Let your students participate in the learning process.

Encourage your students to actively participate in the learning process as co-creators of knowledge and actors, not as passive recipients. Let them investigate global/local issues, explore possible strategies to solve them, and take part in bringing changes! It is crucial to engage students in becoming active members of society to realize the values of global citizenship.

Learn together.

GCED is not about the mere transmission of existing knowledge to students. Teachers should continue to learn new things with students, renewing their perception and broadening their experiences together-- the goals and joy of learning!

Take holistic approaches.

GCED is not just about what to teach. Taking holistic approaches is very important in making the learning experience as transformative and empowering as possible. Classroom teaching should be based on dialogue and the democratic participation of learners, which is also closely linked with local, social, and cultural realities. Be mindful that GCED is not only about teaching content!

4. Ask if the participants would like to add to the suggested guidelines presented above. You may use visual aids (e.g. PowerPoint slides) when introducing them.

ACTIVITY **Writing Your Action Plan on GCED**

What to do:

1. Prepare handouts with the Action Plan template as provided on the next page. Print them out on big sheets of paper so that the participants have enough room to write in each empty cell.
2. Begin the session by showing the picture below to the participants. Give them enough time to design their plan based on the different elements of the Action Plan.

Areas of Possible Collaboration — **Evaluation / Assessment** — **Activity Content** — **Changes to Pursue** — **My Vision** — **Opportunities**
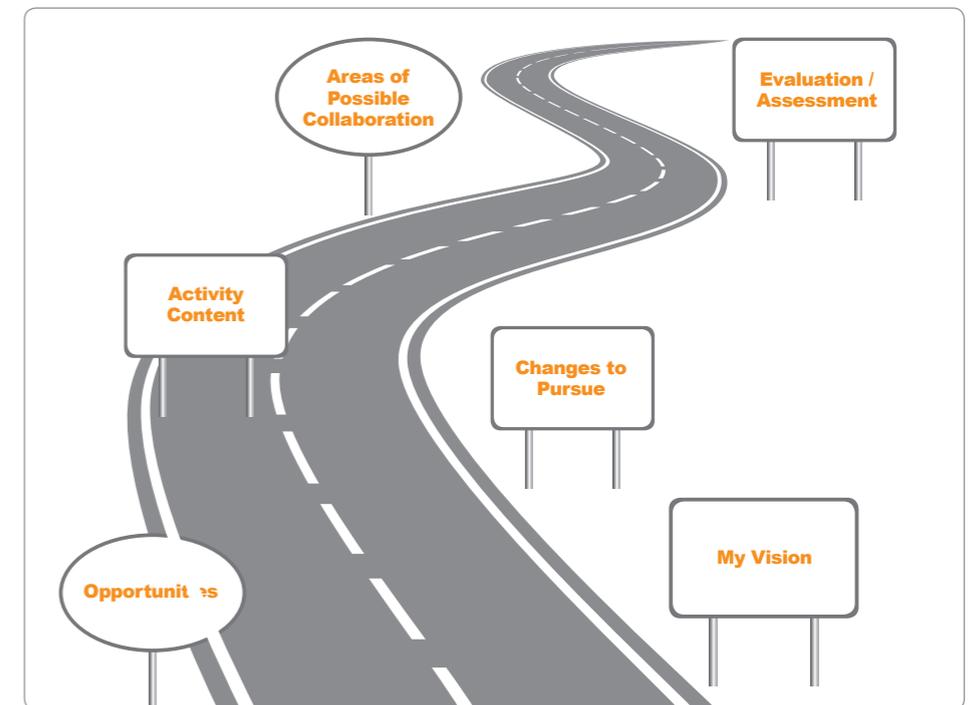
Notes for Trainers

Make sure to highlight that this session does not aim to end with a final output but to start brainstorming for possible areas to work at in the future.

It is always good to leave room in the schedule for participants to share their Action Plans among themselves. This can help participants articulate their thoughts in a clearer and more organized manner and allows them to learn from their fellow teachers.

Learning Contents

📖 Action Plan on Global Citizenship Education: For Teachers

Name:
My Vision for Change:

Main Areas	Enablers (What is the current situation? What areas does the school focus on?)	Barriers (What are the obstacles to practicing GCED? How can they be overcome?)	Changes to Pursue (What are the things that you seek to change or improve?)	Main Activities (What activities do you wish to carry out to pursue those changes?)	People (With whom do you want to work? Who can help you achieve your goals?)	Evaluation (How can you measure your progress or success?)
Classroom · Classroom Teaching (e.g., teaching content, approaches, strategies) · Extra-curricular Activities (e.g., club activities, hands-on experiences, field trips)						
School/Campus · Campus-wide or on-campus activities (e.g., campaigns, events, movements)						
Linkage with community · People or organizations to collaborate with (e.g., local community, NGOs, civil society groups, experts)						
Environment · Physical resources (e.g., classroom layout, electronic equipment, library, gym, school bus) and human resources (e.g., faculty, admin staff, teacher committees)						

📖 Notes for Trainers

The Action Plan template provided in this session is designed to help participants brainstorm ideas on how to practice GCED in their classrooms or local contexts. Since GCED should be relevant to the circumstances of the teacher and the class, they may modify the main areas of the template.

Learning Contents

Example: Action Plan on GCED

Name: My Vision for Change:		
Main Areas	**Enablers** (What is the current situation? What areas does the school focus on?)	**Barriers** (What are the obstacles to practicing GCED? How can they be overcome?)
Classroom · Classroom Teaching (e.g., teaching content, approaches, strategies) · Extra-curricular Activities (e.g., club activities, hands-on experiences, field trips)	*Running club activities*	*Students were not exposed to transformative learning-based ways of teaching before*
School/Campus · Campus-wide or on-campus activities (e.g., campaigns, events, movements)	*A school in a multiracial and multicultural community*	*Most of the teachers are not familiar with GCED*
Linkage with community · People or organizations to collaborate with (e.g., local community, NGOs, civil society groups, experts)	*Collaborate with a human rights organization located near the school*	*N/A*
Environment · Physical resources (e.g., classroom layout, electronic equipment, library, gym, school bus) **and human resources** (e.g., faculty, admin staff, teacher committees)	*Participate in the reading club for teachers*	*N/A*

Changes to Pursue (What are the things that you seek to change or improve?)	**Main Activities** (What activities do you wish to carry out to pursue those changes?)	**People** (With whom do you want to work? Who can help you achieve your goals?	**Evaluation** (How can you measure your progress or success?)
Let students experience conducting project-based learning (PBL) activities	*Carry out PBL activities based on GCED topics such as the human rights of immigrants*	*- Peer teachers who have already been working on similar activities* *- Partner institutions working in the fields of human rights and immigration*	*- Ask students to submit reports of their activities and projects* *- Publicize activities and projects to other students and parents*
Integrate GCED into the multicultural atmosphere of the school (e.g., human rights, justice)	*Conduct a reading campaign on books about the country/culture of immigrants (e.g., culture, history, literature)*	*Teachers-in-charge*	*- Ask students to submit book reports*
Give students the opportunity to deepen their understanding of human rights	*Conduct collaborative work with the human rights organization (e.g., study visit)*	*Connect to school club activities*	*Connect to school club activities*
Introduce GCED concepts to members of the reading club	*Read and recommend them books related to the topic of "Multicultural Society"*	*Members of the reading club*	*Gather thoughts and opinions from reading club members*

Reflection & Wrap-up

Duration	30 min
Objectives	· To share new goals and visions of the participants that have been established throughout the workshop · To find possible ways of collaborating between workshop participants

ACTIVITY   Final Reflections

Steps:
1. Have the participants sit in a circle so that all participants can see each other's faces.
2. Ask the participants to share what they felt and learned throughout the entire workshop. They are free to share their newly set goals and visions with their fellow participants.
3. The facilitator should emphasize that their goals and visions do not have to be something grand or ambitious. Rather, they should try to set at least one feasible and realistic goal to change their local community or society for the better. Remind the participants that GCED aims to introduce changes in the individual, society, and country through transformative education. Thus, goals should primarily be about changes in attitudes, behaviors, and the knowledge of learners.
4. Encourage the participants to share at least one way to collaborate with their fellow participants in the future. Some examples of collaboration may include creating an online community where they can share ideas such as how to conduct classroom activities, how the workshop was useful to them, how to organize teacher committees, and how to plan a collaborative workshop.
5. End the wrap-up session by thanking the participants with final words of encouragement.

📖 Notes for Trainers

Before asking the participants to share their thoughts and opinions, give them time to write down what they would like to say. This will help participants reflect on the lessons they learned and organize their thoughts.

Using a ball of yarn during a reflection session is another good way to facilitate a wrap-up session. Whenever a person finishes talking, he or she holds onto one part of the yarn while throwing the ball of yarn to the next person whom he wants to speak until everyone gets the chance to share their thoughts. Participants should be able to realize and understand that the web of yarn strings symbolizes how they are connected to and dependent on one another - a key concept of GCED.

During the reflection session, try to give enough time for the participants to share their impressions of the workshop itself. The exchange of impressions, feelings, and emotions can be a moving experience for some participants, which can, in turn, create a memorable atmosphere for everyone to internalize the goals and values of GCED deeply.

GCED:
A GUIDE FOR TRAINERS

Annex

**Education for All (EFA): The First Global Education Agenda**

Education for All (EFA) was a global movement aimed to provide quality basic education for all - children, youths, and adults. It affirmed that education is a fundamental human right. Before EFA, there were "more than 100 million children, including at least 60 million girls who [had] no access to primary education and more than 960 million adults [were] illiterate."[12] EFA served as a game changer by being the first global agenda to mobilize countries to commit to providing for the learning needs of all. Worldwide commitment to EFA as a global education agenda was established through two world education meetings:

• 1990 World Conference on Education for All in Jomtien, Thailand
In 1990, Education for All (EFA) was officially launched in Jomtien, Thailand. The international community set six EFA goals to be achieved by 2000. EFA goals included making primary education accessible and reducing illiteracy.

• 2000 World Education Forum in Dakar, Senegal
In 2000, the World Education Forum was held in Dakar, Senegal to assess the status of EFA ten years after its launch in Jomtien. With EFA goals still unmet by many countries, the international community reaffirmed the visions of EFA at Jomtien and revised six EFA goals to be achieved by 2015. The new goals highlighted not only access to education but also the quality of education.

📖 **Six Goals for Education for All (EFA)**

❶ Expand early childhood care and education
❷ Ensure free and compulsory primary education for all
❸ Ensure learning and life skills for young people and adults
❹ Achieve 50% improvement in levels of adult literacy
❺ Eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015
❻ Improve all aspects of quality of education

6 EFA Goals

Expand early childhood care and education

Universalize primary education

Ensure learning opportunities for young people and adults

Improve adult literacy rate by 50%

Eliminate gender gaps in education

Improve quality of education in all aspects
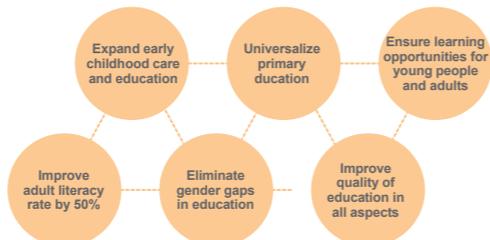
*UNESCO is mainly responsible for the implementation and evaluation of EFA, and publication of the EFA Global Monitoring Report.

Millennium Development Goals (MDGs): The First Global Development Agenda

A few months after the World Education Forum in Dakar, another world meeting was held in 2000. Leaders from 189 countries gathered for the Millennium Summit to launch the first global development agenda for the next 15 years.

Leaders launched a set of time-bound and measurable goals called the "Millennium Development Goals (MDGs)." These eight goals included reducing poverty by half, eradicating HIV/AIDS, among other goals. As for education, MDG emphasized primary education for all (MDG 2). Previous EFA goals contributed to fulfilling MDGs - particularly MDG 2 on universal primary education and MDG 3 on gender equality in education. Both EFA goals and MDGs were to be achieved by 2015.

1 ERADICATE EXTREME POVERTY AND HUNGER
2 ACHIEVE UNIVERSAL PRIMARY EDUCATION
3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN
4 REDUCE CHILD MORTALITY
5 IMPROVE MATERNAL HEALTH
6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES
7 ENSURE ENVIRONMENTAL SUSTAINABILITY
8 GLOBAL PARTNERSHIP FOR DEVELOPMENT

Watch: UNESCO's Global Monitoring Report 2015
(https://www.youtube.com/watch?v=Bcof_gGFyuw)

Global Education First Initiative (GEFI): GCED as Priority

As the 2015 deadline approached, former UN Secretary-General Ban Ki-Moon launched a new global initiative called "Global Education First Initiative (GEFI)" which aimed to raise global support to fulfill "Education for All (EFA)" goals and the "Millennium Development Goals (MDGs)." The three priority areas of GEFI were: (1) putting every child in school, (2) improving the quality of learning, and (3) fostering global citizenship.

GEFI was the first global agenda to set global citizenship as a priority. In turn, support for GCED gained momentum as UNESCO and various organizations held meetings, conferences, and forums on GCED. These events influenced the discussions of post-2015 education and development agendas.

⓬ Inter-Agency Commission. "World declaration on Education for All and framework for action to meet basic learning needs." World Conference on Education for All Liaison, 1990.

Education 2030 as the Post-2015 Education Agenda

Despite tremendous collective effort to achieve the pledged global education goals by 2015, there was still a need for the global education community to renew their commitment towards "Education for All." In 2015, the international community held a series of consultative processes to develop a new global education agenda. Reflecting on the lessons learned from previous EFA agenda, countries deliberated on what kind of education could meet the challenges of the 21st century.

During the post-2015 agenda setting, there was growing interest in including GCED as part of the agenda, since there was a need for a form of education that could help address global challenges and cultivate responsible global citizens. In effect, various education meetings affiliated with post-2015 development agenda preparations gave their support for GCED as well.

The post-2015 education agenda-setting process ended at the World Education Forum held at Incheon, Republic of Korea in May 2015. The new global education agenda is entitled "Education 2030: Towards inclusive and equitable quality education and lifelong learning for all" or as the Incheon Declaration. Education 2030 expanded on the goals of previous EFA agendas and the MDG 2 in ensuring access to primary education. The new agenda highlighted the need for quality education that could meet the demands of the 21st century. Thus, GCED was formally recognized as an essential part of quality education as it encourages the development of skills, values, and attitudes that enable citizens to respond to local and global challenges.

2030 Agenda as the Post-2015 Development Agenda

Soon after the 2015 World Education Forum, the new post-2015 development agenda was launched at the UN Sustainable Development Summit in September 2015 in New York, USA. The new development agenda is entitled "Transforming Our World: 2030 Agenda for Sustainable Development" or more simply as the 2030 Agenda. Briefly described as "a plan of action for people, planet, and prosperity," the 2030 Agenda promises that "no one will be left behind." It not only highlights the renewed global commitment to end all forms of poverty (as the previous development agenda stressed with the MDGs), but it also emphasizes our collective role in protecting the planet and attaining sustainable development.

The 2030 Agenda identified 17 global goals known as the "Sustainable Development Goals (SDGs)". While the previous MDGs were created through a top-down approach (summit participants only), the SDGs were developed through broad and inclusive consultation, allowing different sectors of society to let their voices be heard - from governments, private sectors, and even citizens speaking of 'the world they want.' The extent of this consultation has been the first in the history of goal setting, receiving praise from many countries and organizations.

The Global Education Agenda and Shift in Education Discourse

What has changed since the first global education agenda Education for All (EFA) (1990-2015) up to the post-2015 agenda Education 2030 - SDG4 (2015-2030)?

We can observe that the global education agenda has expanded. While EFA focuses only on access to and equity in basic education, Education 2030 - SDG4 expands the scope of EFA by including relevant and transformative forms of education such as GCED. While the old agenda was intended to be applied to all countries, the new agenda focuses on lower-income countries.

Shift of Global Education Agendas

Global Education Agendas			
	MDG2	**EFA**	**SDG4**
Scope	Primary Education [children]	Basic Education [children, youth & adults]	Basic Education; Post Basic Education & Training; Lifelong perspective
Geographical coverage	Low-income, conflict-affected countries	While universal in intention, in practice it focused on lower-income countries	Universal agenda for all countries regardless of income level and/or development status
Policy focus	Access to and completion of primary education for all	Access to quality basic education for all	Access to quality basic education for all; +Equitable access to post-basic education & training; +Relevance of learning for both work and 'global citizenship'

Source: UNESCO. *Unpacking Sustainable Development Goal 4 Education 2030*. 2017.
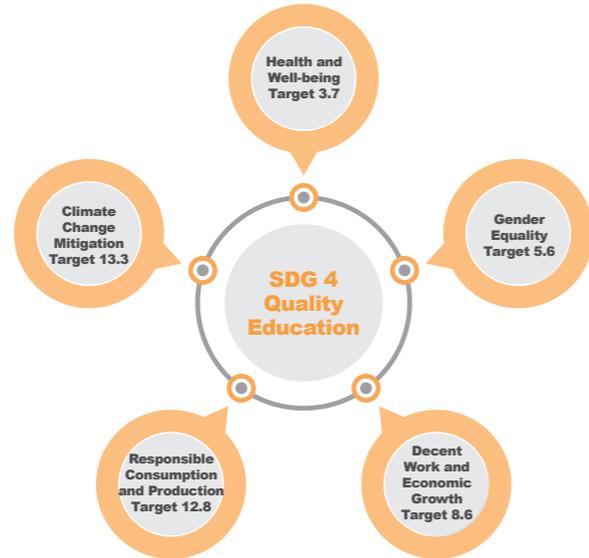
Centrality of SDG4: Links to Other SDGs

The 2030 Agenda acknowledges that education is the "main driver of development and in achieving the other SDGs." Aside from being a stand-alone goal (SDG4), the essential role of education is specifically mentioned to help achieve the other five SDG targets as shown in the diagram above. These five SDG targets are (1) Health and Well-being as Target 3.7, (2) Gender Equality as Target 5.6, (3) Decent Work and Economic Growth as Target 8.6, (4) Responsible Consumption and Production as Target 12.8, and (5) Climate Change Mitigation as Target 13.3.

SDG Key Features and Targets

SDG4 (Quality Education) has four key features:

· First, it ensures lifelong learning opportunities for all. This aims to create equal opportunity for all in accessing learning opportunities during any period of a person's life.

· Second, it is a renewed focus on equity, inclusion, and gender equality. This recognizes that regardless of status, whether one is part of a vulnerable population such as persons with disabilities or indigenous people, learning must be accessible and equitable.

· Third, it is a renewed focus on effective learning.

· Fourth, it is a new focus on the relevance of learning.
  - This fourth feature is the novel aspect of SDG4. For the first time in any global educational goal, there is particular emphasis on 'vocational and technical skills' (Target 4.4) and 'global citizenship' (Target 4.7).

· SDG4 has four outcome targets and three means of implementation. These have extensive coverage including quality education, equal access, literacy, and gender equality. The targets can be classified into two categories based on their characteristics: (1) as unfinished EFA agenda and (2) expanded to include relevance of education.

The Targets of SDG4 are the following: SDG Key Features and Targets

Unfinished EFA Agenda	Expanded Agenda
Target 4.1	Target 4.3
Target 4.2	Target 4.4
Target 4.5	Target 4.7
Target 4.6	
3 Means of Implementation	

Image Source: http://en.unesco.org/gem-report/sdg-goal-4

Human Rights

1. Universal Declaration of Human Rights (UDHR)
   http://www.un.org/en/universal-declaration-human-rights/

2. Office of the United Nations High Commissioner for Human Rights (OHCHR),
   "What are Human Rights?"
   http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx

Conflict & Peacebuilding

1. The Research Consortium on Education and Peacebuilding. The Role of Teachers in Peacebuilding and Social Cohesion
   https://www.ulster.ac.uk/__data/assets/pdf_file/0015/224250/role-of-teachers-synthesis-report-final16.pdf

2. The Conflict Resolution Education Connection. Resources for Teachers.
   https://creducation.net/teachers/

3. Teaching Activities on Peacebuilding
   https://creducation.net/teachers/

Respect for Diversity

1. UNESCO Universal Declaration on Cultural Diversity
   http://unesdoc.unesco.org/images/0012/001271/127160m.pdf#page=10

2. How to Teach Cultural Diversity in Schools
   https://www.kaplanco.com/blog/post/2016/10/07/how-to-teach-cultural-diversity.aspx

3. Activities for Understanding Respect and Diversity
   https://www.edutopia.org/discussion/activities-understanding-respect-and-diversity

Globalization and Social Justice

1. International Labour Organization Declaration on Social Justice for a Fair Globalization
   https://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/63/199

2. Globalization 101: Teaching Tools.
   http://www.globalization101.org/teaching-tools/

3. A Collection of Resources for Teaching Social Justice
   https://www.cultofpedagogy.com/social-justice-resources/

Sustainability

1. 17 Sustainable Development Goals
   https://www.un.org/sustainabledevelopment/sustainable-development-goals/

2. What is Education for Sustainable Development (ESD)?
   https://en.unesco.org/themes/education-sustainable-development/what-is-esd

3. Vanderbilt University. Teaching Sustainability.
   https://cft.vanderbilt.edu/guides-sub-pages/teaching-sustainability

Matrix of Learning Objectives

UNESCO's Topics and Learning Objectives (TLO) provides a matrix of learning objectives divided into nine topics across four levels of education, arranged by level of complexity. The matrix is an example of a 'spiral curriculum' approach through which concepts related to GCED can be introduced to children as young as pre-primary and taught with increasing depth and complexity as they age. We must take note that these learning objectives only serve as a guide. One should feel free to select, adapt, and organize appropriately according to one's specific learning and teaching context.

> A **'spiral curriculum'** is a kind of curriculum design in which key concepts and topics are repeatedly presented over time in the context of new, broader, and more complex learning experiences. It serves for consolidating pre-existent learning as well as broadening and exploring more in-depth different learning content.[18] In other words, young students can learn about the complex concepts and notions of GCED if the teaching is properly structured and presented.

[18] International Bureau of Education-UNESCO. Spiral Curriculum. Retrieved from
http://www.ibe.unesco.org/en/glossary-curriculum-terminology/s/spiral-curriculum

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

 ACTIVITY   Using the Matrix

Steps:

1. Provide handouts of the overall matrix of learning objectives based on topics and levels (p. 31) and key themes for each learning objective (pp. 32-40).
2. Select a topic from the nine topics listed in the matrix. You may ask the participants to name one that interests them, or you may choose one yourself.
3. Ask the participants to locate the level of education relevant to their teaching (e.g., lower-primary or upper-primary for a teacher teaching in primary school). Ask them to read from the matrix the learning objective under the chosen topic and level of education.
4. Conclude the session by introducing some of the sample activities provided in the chapter. Remind them on how each activity is designed based on the topic, level of education, and relevant learning objectives.

📖 Notes for Trainers

As you introduce to the teachers on how to utilize the matrix, emphasize the fact that the same topic may have different learning objectives and themes according to the learners' level of education/age. Point out that the learning objectives become more complex as learners grow.

For example, suppose that a teacher selects the topic 'difference and respect for diversity.' Under the selected topic, different learning objectives and key themes may be chosen according to the age level of learners. Lower-primary school students can be taught to distinguish between similarities and differences and to recognize that everyone has rights and responsibilities, while lower secondary school students may learn about the challenges of living together, what causes conflict among cultural groups, and what they can do to solve or minimize them. Upper secondary school students can be taught more complex themes such as the concepts of peace and non-violence and how to join activities for social justice.

GCED (Global Citizenship Education) Clearinghouse
http://www.gcedclearinghouse.org

The GCED Clearinghouse is a global database on GCED jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED. The Clearinghouse contains policies, good practices, teaching and learning materials, journal articles and other resources on GCED from all over the world, increasing access and enhancing understanding about GCED to all - policymakers, education ministry officials, curriculum developers, researchers, educators, parents, learners, and the general public. Clearinghouse functions to facilitate information sharing and inspire people from all across the globe.

GCED (Global Citizenship Education) Online Campus
http://www.gcedonlinecampus.org/

GCED Online Campus is an e-learning platform on Global Citizenship Education by APCEIU. The platform provides GCED online courses for educators, special lecture series, case videos of GCED initiatives, and GCED-related teaching & learning materials. All courses and contents are free and accessible to every educator who is interested in GCED! Having a variety of e-learning resources at their fingertips, educators are encouraged to promote GCED in various settings, including classrooms, schools, and local communities. This will ultimately contribute to what APCEIU has long been advocating: Learning to Live Together.

**Global Citizenship Education: Topics and Learning Objectives**
http://www.apceiu.org/board/bbs/board.php?bo_table=m31&wr_id=496

One of UNESCO's recent publications of GCED, titled TLO: "Topics and Learning Objectives," is the first pedagogical guide on GCED from UNESCO. This publication, presented during the 2015 World Education Forum, aims to help Member States integrate GCED into both their formal and informal education systems. Easy to implement and adapt, this guide is practical, flexible, and useful for educators, curriculum developers, trainers, policy-makers, and all other education stakeholders.

Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century.
http://unesdoc.unesco.org/images/0022/002277/227729e.pdf
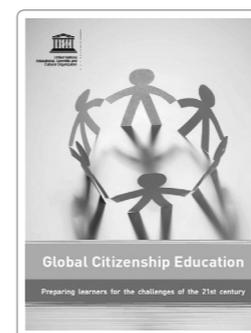
This publication is an overall introduction toGlobal Citizenship Education, providing readers with both a general overview of GCED and its concepts as well as why so important to present and future society. Not only does this publication provide readers with information, but it aims to answer several frequently asked questions regarding the topic, helping educators, policymakers, practitioners, youth leaders, and virtually anyone and everyone grasp the importance and role that GCED will continue to take in years to come.

Global Citizenship Education: A Guide for Policymakers
http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m412&wr_id=87
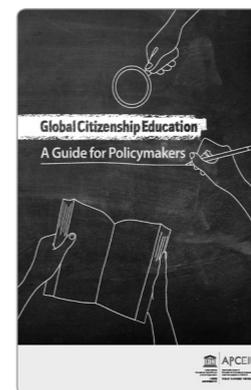
The guide is in two parts. The first part provides an overview of GCED, including three sections that cover the background of GCED, the rationale for GCED, and the concept of GCED. second part, focusing on developing and implementing GCED policy, suggests strategies in five priority action areas: policy review and development; curriculum review and development; capacity building; knowledge creation, sharing and dissemination; and monitoring and assessment. The strategies are designed to allow the integration of GCED values and concepts into the countries' current education system aligned with their priorities and contexts.

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