



United Nations  
Educational, Scientific and  
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Sustainable  
Development  
Goals

Bangkok Office  
Asia and Pacific Regional Bureau  
for Education

# Preparing Teachers for Global Citizenship Education

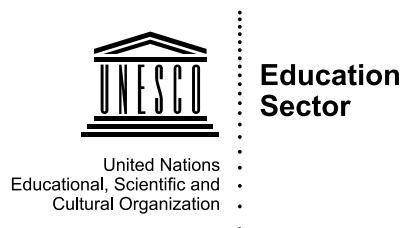
## A Template



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**Preparing Teachers  
for Global Citizenship  
Education: A Template**

Published in 2018 by the United Nations Educational, Scientific and Cultural Organization,  
7, place de Fontenoy, 75352 Paris 07 SP, France  
and  
UNESCO Bangkok Office

© UNESCO 2018

ISBN 978-92-9223-605-2 (Print version)  
ISBN 978-92-9223-606-9 (Electronic version)



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TH/C3-3370/EISD/18/024-500

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Global Citizenship Education is important. To understand the reasons why, we only need to look at all the persisting conflicts, social unrests, injustices and cases of inequality and unsustainable uses of resources, as well as natural and human-made disasters around the world.

According to the Peace Research Institute in Oslo, the year 2017 was one of the most violent since the end of the Cold War, prolonging the challenge to achieve global peace. Inequality likewise continues to pose problems. Oxfam has raised the alarm about the unbalanced distribution of wealth with 82 per cent of the growth in global wealth in 2017 going to the top 1 per cent. Meanwhile, 400 million people in Asia and the Pacific region continue to live under US\$1.90 a day, 500 million people are undernourished and 136 million children are out of school. In addition, Asia and the Pacific remains highly disaster-prone with 45 per cent of global climate change-related disasters between 2011 and 2015 afflicting the region.

No person or country can solve these problems alone in a fast-globalizing world. Technological advances have intensified and revealed the interconnections between and among people. Actions undertaken in some parts of the planet can affect the well-being and prosperity of millions in other parts. That is why the pursuit of sustainable peace and development requires solidarity, empathy, tolerance, acceptance and a sense of belonging to a common humanity – all of which are core elements of GCED.

The UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, Thailand, has taken up the task to promote GCED through a project that focuses on teachers who are key players in transferring appropriate values, knowledge and skills to their students. With support from the Korean Funds-in-Trust, one output of the project is this guide: *Preparing Teachers for Global Citizenship Education: A Template*.

This publication provides useful information on integrating GCED concepts, principles and activities into curricula and teaching practices covering a broad spectrum of issues and pedagogies. It contains exemplars illustrating how GCED can be integrated into various subject areas. Diverse resources and materials listed in the document also offer readers a wide range of references. Underscoring the pragmatic objective of this work is the need for teachers to become global citizens themselves.

How can we transform vision into practice? The answer lies in an education that brings about changes and personal transformations through actions and practices. The statements below, gathered through meetings and workshops

organized under the auspices of the project, summarize the key messages of this book:

- GCED is about dialogues and not about the impositions of one's views or ideas on others
- GCED is for learning together
- GCED is student-centred
- GCED is transformative education
- GCED is multi-disciplinary and can be integrated into existing curricula and subject areas

I hope readers will find this publication a valuable resource and become further convinced that GCED can and should be integrated into all subject areas. I also hope that in a similar vein we ourselves will all lead by example and become more active global citizens.



Shigeru Aoyagi  
*Director*  
*UNESCO Bangkok Office*



# Acknowledgements

The *Preparing Teachers for Global Citizenship Education: A Template* is the result of a project implemented by the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, Thailand, with support from the Korean Funds-in-Trust.

UNESCO would like to express its profound gratitude to the authors who contributed to different chapters in this document: Swee-Hin Toh, Professor Emeritus at the University of Alberta in Canada; Francis Daehoon Lee, Professor at SungKongHoe University in the Republic of Korea; Gerson M. Abesamis, Co-founder and Executive Director of Habi Education Lab in the Philippines; and Clifton Esteban, Co-founder and Operations Director of Habi Education Lab.

About 70 participants who attended the “Technical Meeting on Transformative Education: A Template for Teaching Global Citizenship Education” on 27-29 June 2017 in Bangkok, Thailand, reviewed the first draft. They included representatives from the nine project countries (Bhutan, China, India, Japan, Malaysia, Philippines, the Republic of Korea, Sri Lanka and Thailand) as well as other experts and resource persons. Their constructive comments and suggestions, which were taken into account to improve the second draft of the document, must be duly acknowledged and thanked.

Great appreciation is also due to the reviewers of the final draft: Wing-On Lee, Distinguished Professor at Zhengzhou University in China; Noor Hayati Uteh, Assistant Director of Educational Planning and Research Division at the Ministry of Education in Malaysia; and Matoko Kobayashi, Professor at Tamagawa University in Japan. Despite their hectic schedules and numerous commitments, they carefully read the text, noted errors in it, and proposed other points for consideration and inclusion.

Finally, UNESCO’s hard-working staff – too many to be named – provided invaluable support in various ways to help implement the project activities, including this publication, and to ensure the best outcomes possible. One person we would like to acknowledge by name and thank posthumously for his unwavering encouragement, untiring support and unflagging optimism is Mr. Gwang-Jo Kim, former Director of UNESCO Bangkok Office, who passed away last year.

Thank you all!

# Acronyms

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

# Chapter 1: Introduction

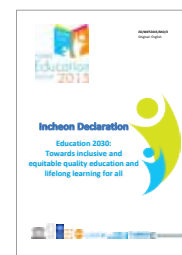
## 1.1. What is Global Citizenship Education?

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

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

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

The important role of GCED was reaffirmed in the vision of the Education 2030 declared at the World Education Forum 2015, which was co-organized by UNESCO, UNICEF, World Bank, UNDP, UN Women and the UNHCR in Incheon, the Republic of Korea. The Incheon Declaration on Education 2030, Towards inclusive and equitable quality education and lifelong learning, emphasized that albeit foundational literacy, numeracy and technological skills are essential, they are not in and of themselves sufficient. Education should not be reduced to nothing more than the creation of skilled workers. Rather, quality education must also develop the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education, as well as human rights education and training in order to achieve the United Nations Education 2030 agenda (UNESCO, 2015c).



## 1.2. Key Principles of GCED

The ABCs of Global Citizenship Education (UNESCO, n.d.a) noted that there is no globally agreed definition of global citizenship. Nonetheless, there is sufficient consensus on the key principles. For example, global citizenship has no obligatory legal status. Rather, it refers to a sense of belonging to the global community, a common sense of humanity and thereby a sense of community towards global well-being. This means that global citizenship responsibilities apply to everyone – young and old; rich and poor; national, permanent and temporary residents. It stresses the political, economic, social, cultural and environmental inter-dependency and inter-connectedness between the local, national and global arenas.

Essentially, GCED addresses three core conceptual dimensions of learning (Figure 1): for education to be transformative, knowledge (cognitive domain) must touch the heart (socio-emotional domain) and turn into action to bring about positive change (behavioural domain). This framework emphasizes an education that fulfils individual and national aspirations and thus ensures the well-being of all humanity and the global community at large.

## 1.3. The Significance and Relevance of GCED

We are living in an increasingly connected and complex world. Science and technology have accelerated the rate of industrialization, urbanization and globalization, with expanding networks and channels of communication and transportation connecting people across borders and cultures. We have benefitted from economic, social and technological advances as measured by the Human Development Index (Figure 2). At the same time, persistent hunger, malnutrition, child mortality and lack of basic services still affect a majority of the world's population (Figure 3). Using data from several sources, the 2016 Human Development Report presents a sombre picture of the challenges we face in order to ensure sustainable, inclusive and sustained economic growth, shared prosperity



Figure 1: Core Conceptual Dimensions of Global Citizenship Education (UNESCO, 2015b)

### Human development classification

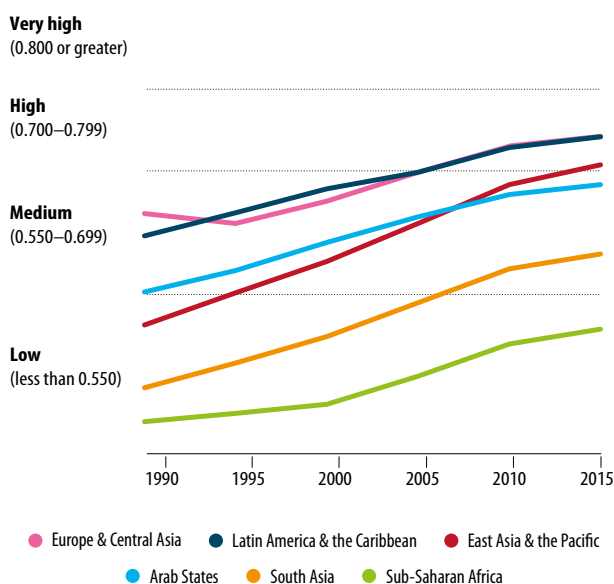


Figure 2: Regional Trends in Human Development Index Values (UNDP, 2016)

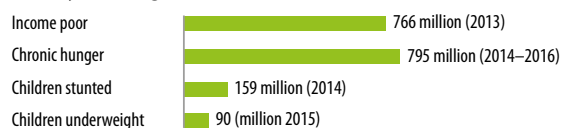
and decent work for all the 7.5 billion people who currently inhabit the planet (UNDP, 2016).

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

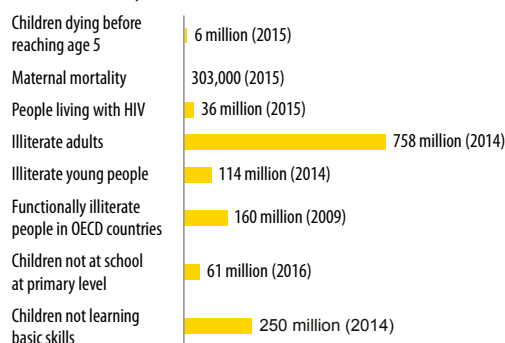
The 2030 Agenda for Sustainable Development, adopted by 193 United Nations Member States in 2015, lays out an ambitious plan of action for people and the planet on the way to universal prosperity on sustainable levels (United Nations, 2015; 2016b). To achieve this grand vision (Box 1), the 2030 Agenda’s 17 Sustainable Development Goals (SDGs) (Figure 4) seek to eradicate extreme poverty and strengthen universal peace by integrating and balancing the three dimensions of sustainable development – economic, social and environmental – comprehensively.

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

#### Poverty and hunger



#### Health, mortality and education



#### Lack of access to basic social services

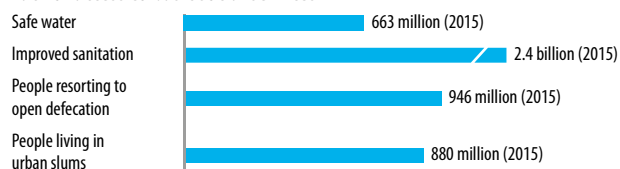


Figure 3: Indicators of Human Well-being (UNDP, 2016)

The significance of GCED is captured in SDG 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 nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

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

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



Figure 4: The 17 Sustainable Development Goals



### Box 1: The Vision of 2030 Agenda for Sustainable Development

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

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

## 1.4. Supporting Teachers in GCED

Teachers play a critical role in education. Besides transferring knowledge content to learners, teachers are expected to create an environment that is conducive to learning and to prepare their students to be productive, ethical, moral and responsible citizens in a rapidly changing and interconnected world. To do so, we want our teachers to have strong subject and pedagogic content knowledge, possess effective classroom management skills, readily adopt new technologies, and be inclusive and sensitive to the diverse needs of their students. Our demands are high and so are the stakes: the quality of an education system cannot exceed the quality of its teachers and the quality of teaching. Therefore, building the capacity of teachers to meet the challenges of GCED is a top priority.

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

learning programmes to ensure that they are equipped with the necessary knowledge and skills to do their job well.

With support from the Korean Funds-in-Trust, the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, Thailand, has a project in place to enhance the capacity of teachers to transmit appropriate and relevant knowledge and skills about global citizenship to their students. A key output of the project is this publication – Preparing Teachers for Global Citizenship Education: A Template. Ultimately, the project seeks to empower learners, through their teachers, to engage and assume active roles in addressing and resolving local and global challenges.

## 1.5. The Template

GCED is not an entirely new concept, and therefore many publications and materials on it are already available. This Template seeks to direct teacher educators and teachers to useful GCED-related resources and materials on how they can integrate GCED into the curriculum and teaching practices alike with exemplars covering a broad spectrum of issues and pedagogies from existing resources. Users of this Template are encouraged to look beyond the contents presented in this Template for other exemplars, models and practices that match their respective needs and conditions.

Underscoring the pragmatism of this Template is the need for teacher education to embed GCED into pre-service education to lay a strong foundation for future teachers to become global citizens themselves. At the same time, this Template is equally useful for in-service training with several exemplars to illustrate how GCED can be integrated into various subject areas. It is important to note that the exemplars may not be applicable in some cases, so teachers are encouraged to develop and create their own lesson plans and activities using the exemplars as guides and references.

**... the need for teacher education to embed GCED into pre-service education to lay a strong foundation for future teachers to become global citizens themselves.**

The 2016 Global Education Monitoring Report highlighted a shortage of information about how teachers are trained in areas related to global citizenship, including empathy, understanding discrimination, cultural sensitivity, tolerance, acceptance and communication skills in 10 countries in Asia and the Pacific (UNESCO, 2017a). Evidently, more has to be done to fill the gap in pre-service teacher education as well as in-service professional development.



# Chapter 2: A Conceptual Framework for Global Citizenship Education

How do we transform vision into practice? The answer lies in an education that brings about changes and personal transformations in the process through the experience of action and practice.

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

## 2.1. Transformative Education: Past and Present

### • Education for International Understanding

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

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

- **Disarmament Education**

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

- **Human Rights Education**

Adopted in December 2011, the United Nations Declaration on Human Rights Education and Training, based on principles of equality, states that human rights education and training include all education, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of human rights and fundamental freedoms (United Nations, 2011). Human rights is a lifelong process that increases people's knowledge, skills and understanding, develops their attitudes and behaviour, and empowers them to contribute to the building and promotion of a universal culture of human rights.

- **Development Education**

Most newly independent countries (developing or global South nations) adopted national development policies with the aid of developed or global North countries and various intergovernmental or international agencies. These policies promised economic growth, foreign investments and the alleviation of poverty. However, many international and local non-governmental organisations (NGOs) noted that the outcomes of such development strategies, premised on an unequal world order, tended to increase social and economic injustices within and across nations. As a result, the field of Development Education, or Education for Local/Global Justice, emerged with the aim of facilitating marginalized peoples in global South contexts to better understand the root causes of their situation and organize for alternative development initiatives that meet their rights and overcome their marginalization, while concerned people in global North societies are catalysed to help build a just world (Skinner and Bourn, 2013).

- **Intercultural and Multicultural Education**

The increasing of rural-urban and cross-border migrations of people who come from diverse cultures and ethnic groups, speak different languages and practise different religions and social norms has led to today's multicultural societies. The concept of interculturality refers to evolving relations between cultural groups, while multiculturalism describes the culturally diverse nature of human society. To foster harmonious and respectful relationships among learners, Intercultural Education provides them with the cultural knowledge, attitudes and skills necessary to achieve active and comprehensive participation in society, and enable them to contribute to increased respect, understanding and solidarity among individuals, as well as ethnic, social, cultural and

religious groups and nations (UNESCO, 2006). Multicultural Education seeks to foster and preserve cultural diversity; promote the understanding of unique cultural and ethnic heritages; facilitate the development of culturally responsible and responsive curricula; aid in the acquisition of the attitudes, skills, and knowledge to function in various cultures; eliminate racism and discrimination in society; and achieve social, political, economic, and educational equity (NAME, n.d.). Variations in this field include Antiracist Education, which emphasizes the need to overcome structural, systemic or institutional racism and racial discrimination; Indigenous Education, which advocates the integration of indigenous knowledge, values and spirituality traditions in educational systems vital to the cultural social survival of indigenous peoples; and Education for Interfaith Dialogue, which seeks to promote understanding and respect among members of diverse faiths and religions who can then cooperate better to build a peaceful, just and sustainable world based on shared and common values and principles.

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

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

- **Values Education**

Affirming that human beings and their cultures or civilizations are integrally shaped by their values and principles, Values Education was developed as a process of teaching and learning about the ideals that a society deems important. The underlying aim is for students not only to understand the values, but also to reflect them in their attitudes and behaviour with the aim of contributing to society through good citizenship and ethical practice (DeNobile and Hogan, 2014). Most importantly, Values Education should not merely be a mechanistic transmission of “national values” to passive learners; rather, it is an active learning process whereby students engage in critical understanding of values and their implications for ethical and responsible personal and social conduct and institutional transformation (Turnbull, 2002).

- **Education for the Four Pillars of Learning**

The Report to UNESCO of the International Commission on Education for the Twenty-first Century, entitled *Learning: The Treasure Within*, conceptualized the four pillars of learning as learning to know, learning to do, learning to be and learning to live together (UNESCO, n.d.b; Delors et al., 1998). It is worthwhile to note that “learning to live together” refers to the interaction and relatedness of human beings and is the essence of citizenship education.

- **Citizenship Education**

Worldwide, national educational systems have sought to promote the goal of developing responsible citizens who will contribute to the well-being of their nations. Citizenship Education has three main objectives: educating people in citizenship and human rights through an understanding of the principles and institutions (which govern a state or nation); learning to exercise one's judgement and critical faculty; and acquiring a sense of individual and community responsibilities. It emphasizes the importance of educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society (UNESCO, 2010). One more specific framework of citizenship education is civic education, which seeks to teach the knowledge, skills and values regarded as necessary for democratic institutions (Kahne and Middaugh, 2008).

- **Education for Gender Equality**

Catalysed by the world conferences on women since the mid-1970s as well as human rights movements, intergovernmental and international agencies and many governments have pledged to resolve the serious problem of gender inequalities worldwide. Education for Gender Equality seeks to remove gender disparities in access to schooling, address systemic barriers faced especially by girls and women, develop gender-sensitive curriculum and pedagogy, overcome gender-based violence in educational, social and cultural institutions, and empower girls and women to fulfil their full potentials and become equal citizens with boys and men (USAID, 2008; UNESCO, 2016e).

- **Global Education**

Interrelated with diverse fields of transformative education, notably Peace Education, Multicultural Education, Human Rights Education and Education for Sustainable Development, Global Education enables people to understand the links between their own lives and those of people throughout the world; increases understanding of the economic, cultural, political and environmental influences which shape our lives; develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives; and works towards achieving a more just and sustainable world in which power and resources are more equitably shared (Hicks, 2009).

- **Education for Sustainable Development**

Education for Sustainable Development (ESD) emphasizes the urgent need to educate young and adult citizens to commit themselves to the building of sustainable futures for humanity and the planet. It enables citizens to constructively and creatively address present and future global challenges and create more sustainable and resilient societies; it empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations, while respecting cultural diversity (UNESCO, n.d.c). ESD motivates learners and citizens of all ages to undertake personal and social actions to eliminate pollution, conserve biodiversity, respond effectively to natural disasters and other emergencies, maintain sustainable lifestyles and address the crisis of climate change.

- **Education for 21st Century Skills and Competences**

The global shift towards knowledge-based economies has led policymakers, employers and educators to stress the importance of Education for 21st Century Skills and Competences, i.e. those “skills and competences young people will be required to have in order to be effective workers and citizens in the knowledge society of the 21st century”. These include new skills for accessing, evaluating, and organizing information in digital environments; engaging in research and problem solving; creating new knowledge; enhancing the ability to communicate, exchange, criticize, and present information and ideas, including the use of Information and Communication Technology (ICT) applications; and promote ethical practice and social responsibility (Ananiadou and Claro, 2009).

- **Education for Preventing Violent Extremism**

One of the more recent newcomers to transformative education, Education for Preventing Violent Extremism promotes programmes that help build learners' resilience to violent extremism and mitigate the drivers of the phenomena. It seeks to strengthen the capacities of national education systems to appropriately and effectively contribute to national prevention efforts by equipping learners of all ages with the knowledge, values, attitudes and behaviours that foster responsible global citizenship, critical thinking, empathy and the ability to take action against violent extremism (UNESCO, 2016b).

- **Education for Digital Citizenship**

UNESCO has defined digital citizenship as “being able to find, access, use and create information effectively; engage with other users and with content in an active, critical, sensitive and ethical manner; and navigate the online and ICT environment safely and responsibly, while being aware of one’s own rights” (UNESCO, 2016a). Hence education for digital citizenship includes the development of basic ICT literacy skills, the empowering of children to be active participants in the digital world, the supporting of teachers to be active advocates for cyber wellness, and the assisting of adults to be mediators of children’s ICT use.



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

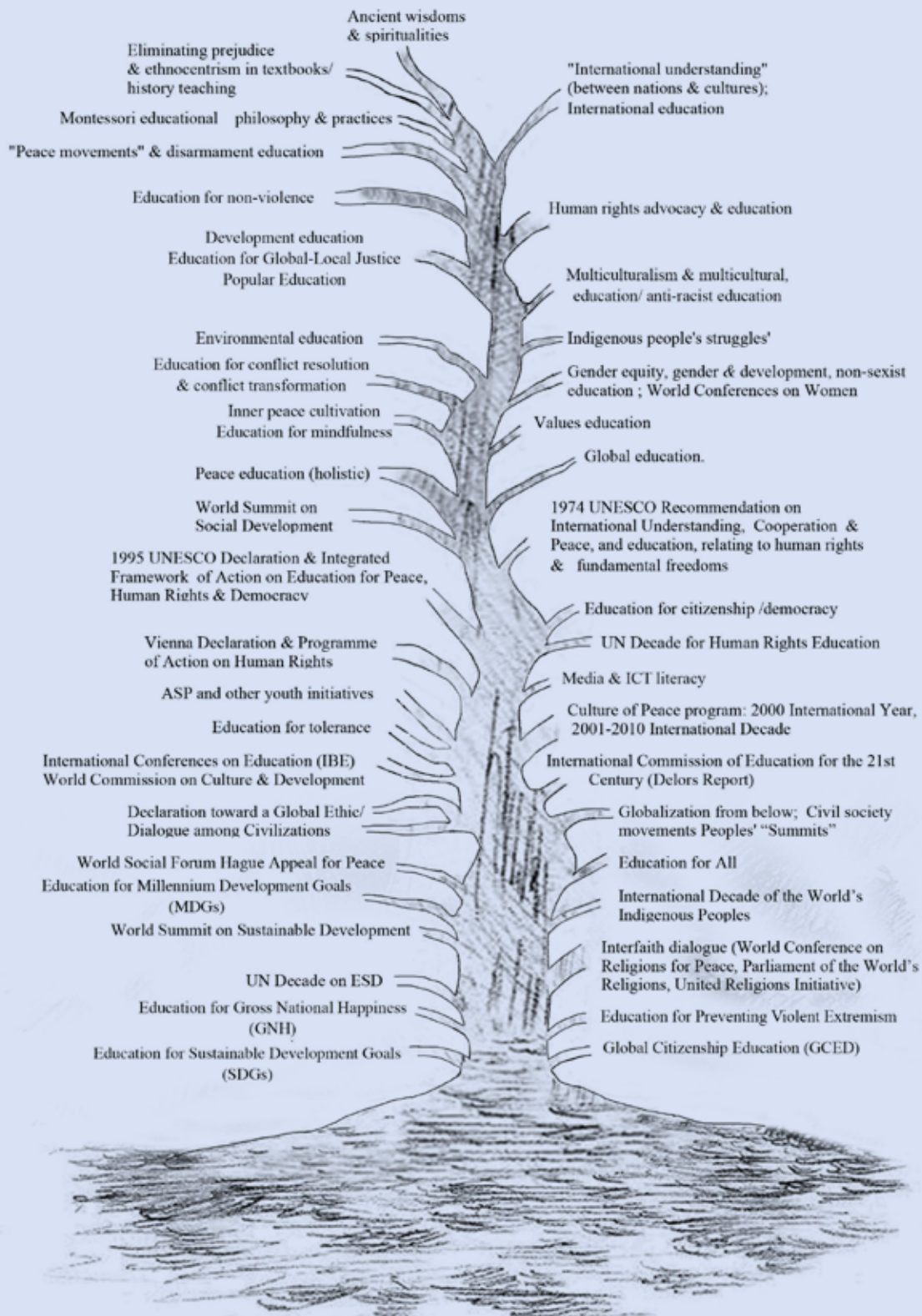
- Recommendations concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 19 November 1974
- Declaration of Principles on Tolerance, 16 November 1995
- United Nations Decade for Human Rights Education and Public Information Activities in the field of Human Rights, 1996-2015
- Third Disarmament Decade 1990s
- Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, 1994

- United Nations Decade for Human Rights Education: Towards a Culture of Peace, 1995-2014
- Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century
- International Decade for the Rapprochement of Cultures, 2013-2022
- UNESCO Universal Declaration on Cultural Diversity, November 2001
- UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003
- UN Declaration on the Rights of Indigenous Peoples, 2007
- Second United Nations Decade for the Eradication of Poverty, 2008-2017
- United Nations Decade for Women: Equality, Development and Peace, 1976-1985
- International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010
- United Nations Decade of Education for Sustainable Development, 2005-2014
- Education 2030: Incheon Declaration and Framework for Action, 2015
- Transforming our World: The 2030 Agenda for Sustainable Development

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

Essentially, the “wisdom” of each tributary or source enriches the whole, and the river of transformative education enhances the well-being of humanity in all its dimensions – physical, intellectual, material, social, cultural, spiritual – as well as the sustainability of the planet. All these diverse but interrelated and complementary fields in transformative education, including GCED, clearly share common values, principles, knowledge and strategies in support of the Incheon Declaration’s humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability (UNESCO, 2015b).

Based on this river metaphor of transformative education, it can be said that most educational systems have integrated many, if not all, dimensions of GCED. The complementarities and synergies of GCED with such fields as Education for International Understanding, Peace Education, Human Rights Education, Intercultural Education and ESD, means that educators will not see GCED as an entirely new innovation. Rather, they will be motivated to enrich whichever transformative initiatives they have been fostering with ideas, principles, knowledge and pedagogies from GCED.



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

## 2.2. The Case for Global Citizenship Education

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

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

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

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

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



### 2.3. Global Citizenship Education: Curriculum and Pedagogy

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

Naturally, designing new approaches has implications for curriculum design and as well as the delivery of content matter. While this needs input from policy makers, curriculum designers, instructional designers, researchers, textbook writers and so on, teachers who stand at the frontline of education have to translate the curriculum and content into actual learning. A recent IBE-UNESCO and APCEIU-sponsored study of the curriculum guidelines of 10 countries across various regions demonstrates the challenges of this task of integrating GCED in the curricula. While all the countries reflected ideas of citizenship beyond national boundaries, “nevertheless the nation continues to be, everywhere, the fundamental basis of identity” (Cox, 2016, p.38). Only two countries studied consistently addressed global citizenship in the national curricula.

Should GCED be a separate subject or can it be integrated into existing curricula?

While it may be feasible to develop GCED as a separate subject or topic area, teachers can be reluctant to include a new subject or topic into already overloaded curricula. It is understandable that teachers will view the adoption of another form of transformative education apprehensively – just look at the examples listed in Figure 5!

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

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

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

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

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

- **Informed and critically literate:**

Knowledge of global governance systems, structures and issues; understanding the interdependence and connections between global and local concerns; knowledge and skills required for civic literacy, such as critical inquiry and analysis, with an emphasis on active engagement in learning.

- **Socially connected and respectful of diversity:**

Understanding of identities, relationships and belonging; understanding of shared values and common humanity; developing an appreciation of, and respect for, difference and diversity; and understanding the complex relationship between diversity and commonality.

- **Ethically responsible and engaged:**

Based on human rights approaches and including attitudes and values of caring for others and the environment; personal and social responsibility and transformation; and developing skills for participating in the community and contributing to a better world through informed, ethical and peaceful action.

Taking a similar approach, Oxfam's GCED curriculum framework has three categories:

**(i)** knowledge, **(ii)** skills and **(iii)** values and attitudes as seen in Figure 6.

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

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

This holistic, multi-dimensional framework of learning domains has likewise been affirmed in diverse fields of transformative education which all stress that effective learning cannot be reduced to educating about the content (cognitive knowledge). Rather, as whole persons, learners should also simultaneously develop appropriate socio-emotional competences or capacities which together with the critical understanding of issues and problems are then integrated into personal and social actions for transformation. In this regard, GCED is fully aware of the limitations of the dominant “banking” model of education, so clearly critiqued by Paulo Freire (1970), the Brazilian educator, in which students learn passively. In addition, the processes of teaching and learning in GCED also need to be consistent with the values and principles of transformative education (e.g. democratic, dialogical, holistic, participatory, creative, critical empowerment) in order to facilitate the growth of socio-emotional and behavioural or action capacities and competences (Toh, 1997; Cawagas, 2007).

## 2.4. Global Citizenship Education: Alternative Paradigms

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

One paradigm, the so-called “soft” GCED (Andreotti, 2006) or in political economic terms known as a liberal/neoliberal paradigm (Toh, 2015), is in contrast to a “critical” paradigm. The soft or liberal/neoliberal paradigm will affirm the contemporary interdependence of nations as a fair sharing and exchange of resources, goods, services, technology and knowledge. Aid can help global South countries to catch up with the global North. The critical paradigm, however, will question the quality of interdependent relationships since gaps in economic, political, social and cultural power have led to relationships of dependency and inequalities.

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

Furthermore, with respect to global citizenship or 21st century competences and skills, the critical paradigm would ask what the underpinning goal and outcomes of these competences/skills are. It would also seek to examine which development and globalization paradigms are being promoted at the expense of others. Most crucially, the list of such 21st century competences tend to omit or de-emphasize political literacy or critical empowerment, which is so essential for transforming cultures of violence(s) to cultures of peace.

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

# Chapter 3: The Art of Teaching Global Citizenship Education

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

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

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

To demonstrate how creative pedagogies can be practically applied, the following section presents some examples: P.E.A.C.E., Flipped Classroom, Event-based Learning, Storytelling, Using Threshold Concepts, Bricolage, Facilitation as Transformative Pedagogy, Arts-based Inquiry Pedagogy, Design Thinking and Project-based Learning. These pedagogies are not meant to be used in isolation since there are many overlapping philosophies and similarities. Rather, it is useful to show how different types of teaching methods and tools can be combined to match the learning objectives and outcomes, utilizing ICT to optimize the learning experiences where necessary.



## 3.1. Examples of Transformative Pedagogies and Tools

### P.E.A.C.E. Pedagogy

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

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

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

Using P.E.A.C.E. pedagogy, teachers become active facilitators leading their students to Do → Observe → Exchange → Reflect → Synthesize (DOERS model), ultimately transforming "learning" to "becoming". The "Do first" activities using as many sensory functions as possible, including expressive body movements, allow intense observations which are then shared among the learners. This process facilitates democratic dialogues among learners, thus creating active mutual learning – listening, talking, feeling, sensing, stimulating, mixing and thinking. Good reflections emerge from these dialogues, which can then be linguistically and conceptually synthesized, such as on the whiteboard. Repeated practice will transform the way of learning, learners and classroom culture.

In P.E.A.C.E. pedagogy, the role of the teacher becomes more of a facilitator, process designer and role-player, rather than that of a mere teacher per se. The DOERS process and facilitating role of the teacher allow learners to present themselves as well as represent and reinterpret the world around them using their own body, feelings, observations and words. As a result, a free-flowing and collective synthesizing process emerges, which also introduces learners to the reflective joy of learning (PeaceMOMO, <http://peacemomo.org>).



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

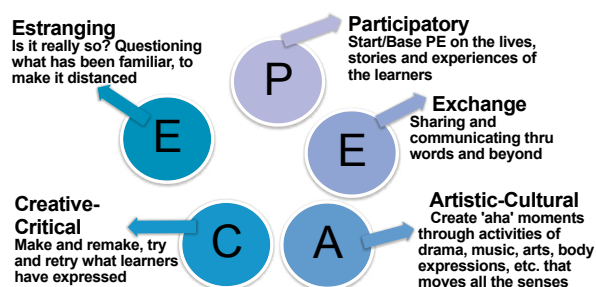


Figure 7: P.E.A.C.E. Pedagogy

## Flipped classroom

Flipped learning reverses the traditional classroom approach to teaching and learning. It moves direct instruction into the learner's own space. At home or during individual study time in school, students watch inputs such as video lectures that offer them opportunities to work at their own pace, pausing to make notes where necessary. This allows time in class to be spent on activities that exercise critical thinking, with the teacher guiding students in creative exploration of the topics they are studying. It also offers opportunities for the classroom to become a more flexible environment where the physical layout can be shifted to enable group work, where students can make use of their own devices, and where new approaches to learning and assessment are put into practice (Sharpley et al., 2014).

Essentially, the flipped classroom technique turns a didactic class into a process or environment for knowledge building. With students' prior learning before the class, students can share their initial learning experiences that can be conglomerated into structured knowledge, as facilitated by the teacher. The teacher may add the following pedagogies to improve the learning: Dialogical Relationship in a Learning Community, Writing Pre-Post Narrative Inquiries, Engagement and Reflection on Activities, Critical Textual Discourse, Engagement in Structured and Threaded Discussions, Experiencing Humanizing Pedagogy (Ukpokodu, 2009).

## Event-based Learning

Event-based learning runs over a few hours or days and seeks to create a memorable sense of occasion for learners engaged in it. Examples are the "maker fairs" that gather together enthusiasts who are keen on do-it-yourself science, engineering and crafts projects, and the "Raspberry jams" where fans of the Raspberry Pi computer meet up and share ideas. Local events can spark national gatherings and these can build into international festivals. The time-bounded nature of an event encourages people to learn together; its local settings support face-to-face encounters between amateurs and experts; and the scale of an event can provide access to resources that would otherwise prove inaccessible to many participants. Having such an event as a focus gives learners something concrete to work towards and to reflect upon afterwards, together with a sense of personal engagement and excitement (Sharpley et al., 2014).

## Storytelling

All life is narrative, well at least narrative is how we perceive the structure of the cosmos, derive meaning, use language, and develop community (Brown, 2011).

Learning requires a structure that helps learners to embed and revisit their understanding. Stories provide one way of creating this structure. Developing a narrative is part of a process in which the narrator structures a series of events from a particular point of view in order to create a meaningful whole. Writing up an experiment, reporting on an inquiry, analysing a period of history – these are all examples of narrative supporting learning. Indeed, much of our education involves combining different things we know in order to create an understanding of what has happened and, as a consequence, what can be expected to happen in the future. These accounts can be used to link memories of events, binding them together to form larger, more coherent chunks.

In a narrative approach to learning, the creation of stories is emphasized, allowing learners to navigate resources and to add coherence to different experiences. Narrative encourages the combination of historical overview and modern practice. It can provide emotional engagement and relevance for learners, together with personal involvement and immersion (Sharples et al., 2014).

There are seven aspects common in storytelling (Seeley, 2013):

- **Creating a character or characters**

Decide what they look like. Are they human, what feelings do they have and what are their strengths or weaknesses? Listeners often identify with characters.

- **Create a challenge**

What sorts of challenges are facing the characters? A challenge creates excitement and suspense and keeps the listener engaged.

- **Give your characters some motivation**

Why are they behaving the way they are? Why are they doing things a certain way rather than another? Make their actions believable to your listener.

- **Describe the setting**

Where is your story taking place? Is the setting important enough that it almost acts as another character?

- **Create some obstacles**

What is getting in the way of your characters' ability to solve the problem or challenge? A smooth sail does not make an interesting story.

- **Build to the climax**

This is where your characters confront the challenges and transformation usually takes place. This is where the lesson happens.

- **Closing**

Tie up any loose ends and discuss how your character feels now that the problem has been resolved. This is where the lesson is summarized or discussed.

Encourage students to share stories which can be personal, anecdotal or from secondary sources. The co-creation of knowledge through storytelling can be a powerful tool in teaching and learning, turning the classroom into a site of festival of stories.



## **Using threshold concepts**

A threshold concept is something that, when learnt, opens up a new way of thinking about a problem, a subject or the world. An example is the physics concept of heat transfer that can inform everyday activities such as cooking or home energy use. These concepts help to define subjects, they shift learners' perceptions of a topic area, and they usually prove difficult to unlearn. Teachers are increasingly using threshold concepts as starting points for the design of effective lessons. They can also be used as a focus for dialogue between students, teachers and educational designers. A challenging aspect of threshold concepts is that they often seem strange and unintuitive or counterintuitive. Students who appear to have understood these troublesome concepts may be unable to put them into practice, instead falling back on common-sense but inaccurate beliefs. Momentum for using threshold concepts to help teaching is growing across disciplines. One approach is to develop standard sets of threshold concepts for different subject areas; another is to embed them in teaching and learning processes and practices (Sharples et al., 2014).

## **Bricolage**

Bricolage is a practical process of learning through tinkering with materials. It involves continual transformation, with earlier products or materials that are ready to become resources for new constructions. It is a fundamental process of children's learning through play as they create castles out of boxes and tell stories from remembered events. It also forms a basis for creative innovation, allowing inventors to combine and adapt tools and theories to generate new insights, while also engaging with relevant communities to ensure that the innovation works in practice and in context (Sharples et al., 2014).

## **Facilitation as Transformative Pedagogy**

The Facilitation as Transformative Pedagogy framework considers consists of four components with questions directed at the transformative learning from the perspective of the facilitator, as shown in Figure 8 (Apte, 2009).

1. Confirming and interrupting current frames of reference	2. Working with triggers for transformative learning
<p><b>Questions focusing on the participants</b></p> <ul style="list-style-type: none"> <li>▶ What is regarded as ‘normal’ behaviour (in the participant’s social world)?</li> <li>▶ What examples are used to describe ‘good’ and ‘bad’?</li> <li>▶ What ideas or stories claimed people’s attention, and what is gripping about them?</li> <li>▶ What are people’s expectations of themselves?</li> <li>▶ Are any expectations seen as impossible?</li> <li>▶ Are their expectations coherent with other people’s expectations?</li> <li>▶ Are their expectations contradictory or split?</li> <li>▶ What information has the participant never contemplated before?</li> <li>▶ Have previous practices become lost along the way?</li> </ul> <p><b>Questions focusing on the facilitator</b></p> <ul style="list-style-type: none"> <li>▶ What assumptions are embedded in the ideas that I am presenting and/or the materials that I am using?</li> <li>▶ Which assumptions are likely to be compatible with those of the participants?</li> <li>▶ Which ideas presented alternative frames of reference?</li> <li>▶ What ideas or stories claimed my attention, and what is gripping about them for me?</li> <li>▶ What assumptions are embedded in the ideas that I am presenting and/or the materials that I am using?</li> </ul>	<p><b>Questions focusing on the participants</b></p> <ul style="list-style-type: none"> <li>▶ What are the differences in perspective among these participants?</li> <li>▶ What evoked people’s curiosity?</li> <li>▶ What were people surprised by?</li> <li>▶ What evoked people’s anxiety?</li> <li>▶ What specific dilemmas are they raising?</li> <li>▶ What hopes do they express?</li> <li>▶ Does the person experience any contradictions between who they want to be and who they are currently?</li> </ul> <p><b>Questions: focusing on the facilitator</b></p> <ul style="list-style-type: none"> <li>▶ What evoked my curiosity – what am I thinking and wondering about?</li> <li>▶ What was I surprised by?</li> <li>▶ What evoked my anxiety?</li> </ul>
3. Acknowledging a time of retreat or dormancy	4. Developing the new perspective
<p><b>Questions: focusing on the participants</b></p> <ul style="list-style-type: none"> <li>▶ What indicates that people are having some doubts about the change?</li> <li>▶ Is there inertia occurring around some things?</li> <li>▶ What are participants avoiding?</li> <li>▶ What provokes anger or defensive responses?</li> <li>▶ What assumptions are people being ‘pulled back to’?</li> <li>▶ What unlearning might be required for them to move forward?</li> <li>▶ What could the person ‘lose’ if their current assumptions are not confirmed?</li> <li>▶ What aspects of the learning would require significant courage?</li> <li>▶ Are there some risks that might occur if people move forward with this?</li> <li>▶ What do people say is impossible for them?</li> </ul> <p><b>Questions: focusing on the facilitator</b></p> <ul style="list-style-type: none"> <li>▶ What doubts have come to my mind?</li> <li>▶ Are there points at which I experienced anger or defensiveness?</li> <li>▶ What seems possible at this point?</li> <li>▶ What seems impossible at this point?</li> </ul>	<p><b>Questions: focusing on the participants</b></p> <ul style="list-style-type: none"> <li>▶ What capabilities are beginning to emerge?</li> <li>▶ How are views shifting over time?</li> <li>▶ What strategies are people interested in developing further and testing in their own lives?</li> <li>▶ How can the learning in the programme be continued?</li> <li>▶ What reactions do participants expect from people in their usual environment?</li> </ul> <p><b>Questions: focusing on the facilitator</b></p> <ul style="list-style-type: none"> <li>▶ What aspects of the programme are creating a mood of possibility?</li> <li>▶ How can we take notice of the results that flow from the new possibilities?</li> <li>▶ What do I hope for at this point?</li> <li>▶ What barriers do I see in their usual environment?</li> </ul>

Figure 8: Facilitation as Transformative Pedagogy Framework

## Arts-based Inquiry as Pedagogy

Arts-based pedagogy or arts-inquiry is a student-centred approach that connects cognitive learning experiences to emotive ones. Learners are enabled to examine their assumptions, understanding and beliefs by viewing different perspectives through experimentation, development and expression of self-esteem, identity, voice, compassion and empathy. It is highly suited for integrated studies across the curriculum to include the various forms of art: Dance, Drama, Media, Music and Visual Art. Learning is based on questions and discussions linking the artworks to ethics, culture and socio-political issues, for example. As part of the process, students create artworks to demonstrate their experiences and knowledge, either individually or in groups, and present them to an audience for further discussions and learning. Higher-order thinking skills can be acquired such active engagement in linking abstract concepts to the Arts (Power, 2014).

## Design Thinking

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

Design Thinking can be used by teachers to encourage students to be active global citizens focused on solving real-life problems. Each step of the Design Thinking framework – (Empathize – Define – Ideate – Prototype – Test) – has a specific goal, and the users must go through the full cycle to maximize the entire process (Figure 9). Initially, teachers may begin by deconstructing the process and centring their efforts on one or two steps.

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

| Figure 9: Design Thinking Framework

## Project-based Learning

In a forthcoming UNESCO Bangkok publication on innovative pedagogies, Project-based Learning (PBL) is defined as a student-centred approach where students actively engage in a curriculum-based project driven by authentic real-world problems that often require expert-like thinking (Figure 10). In PBL, students typically work in teams to achieve commonly defined and measurable learning goals. Students work on actual products as project outputs that are targeted for a certain audience, thus extending the impact of student learning beyond classrooms. A teacher or a group of teachers facilitates the student learning process and reflection throughout the four steps of PBL activities (Figure 11).

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

| Figure 10: Project-based Learning Framework: CREATE (UNESCO Bangkok, forthcoming)

Many references and tips about PBL are available on-line (e.g., Learning Futures. 2012; Buck Institute for Education; High Tech High, n.d.) including a sample project planner as shown in Figure 12.

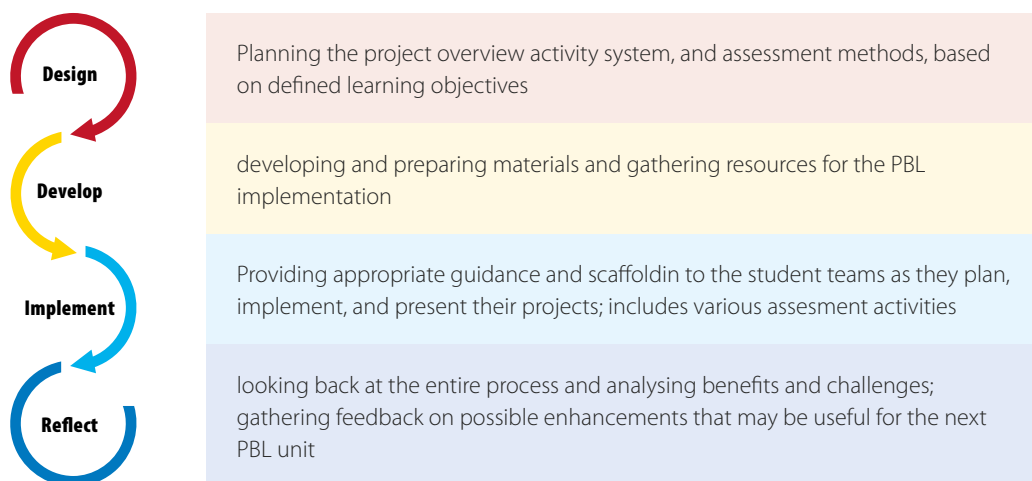


Figure 11: Project-based Learning Process (UNESCO Bangkok, forthcoming)

### Project Planner

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

PROJECT NAME: \_\_\_\_\_  
 TEACHER(S): \_\_\_\_\_  
 SUBJECT(S): \_\_\_\_\_

<p><b>1. Project summary</b> what are your students going to do, and why are they doing it?</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>5. Timeline/milestones</b> List the key dates and important milestones for this project. (eg check-ins, critique sessions, deadlines for drafts and specific project components)</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>2. Essential questions</b> An essential question should inspire students, require them to conduct serious research, and relate to a real issue.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>6. Personalisation</b> Say how you will personalise the project, especially for individual students who will need specialised support.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>3. Products</b> What do you want your students to do/write/create/build?</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>7. Exhibition venue</b> Where will the exhibition take place?</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>3. Products</b> What do you want your students to learn.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Identify the curriculum content that students will learn in this project.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Identify key skills students will learn in this project. List only those skills you plan to assess.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>8. Exhibition plan</b> How will the exhibition be promoted? How will your students exhibit their work? Who will you be inviting?</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

Figure 12: Sample of a Project Planner (Learning Futures, 2012)

## Information and Communication Technology

Information and Communication Technology is defined as the technologies that enable information access through telecommunication tools such as the internet, mobile phones, television, computer networks and so on. ICT is not a pedagogy in itself; it is a tool for 21st century teaching and learning. In our highly connected and rapidly changing world, there is no doubt that the use of ICT is a key aspect of transformative education. At the same time, the proliferation of ICT in every aspect of our lives poses a multitude of social and ethical concerns and issues such as online safety and security (identity theft, scams, hacking, cyber bullying), misuse of information (plagiarism, access to inappropriate contents) and health hazard (game/internet addiction).

Young digital citizens need to equip themselves with the knowledge, skills, and attitudes necessary to take full advantage of the opportunities and be resilient in the face of risks (UNESCO, 2015a). Teachers need to know how to use ICT tools appropriately for the content and for safety and security issues. More information is available on the Internet, for example on UNESCO's ICT in Education website (<http://en.unesco.org/themes/ict-education>), Common Sense Media (<https://www.commonsensemedia.org>), Product Reviews by EdSurge (<https://www.edsurge.com/product-reviews>), and Technology Integration by Edutopia (<https://www.edutopia.org/technology-integration>).

Figure 13 illustrates a variety of ICT tools and apps that can be used for different aspects of GCED.



| Figure 13: Examples of ICT Tools for GCED (UNESCO Bangkok, 2017c)

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

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



### 3.2. Teaching Global Citizenship through Transformative Pedagogies

Below are simplified samples of activities that can incorporate the pedagogies and tools into the teaching practice to attain GCED learning objectives. Each example contains:

- A current global issue
- Suggested activity
- Tool feature

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

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

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

As mentioned, transformative education should reflect the three dimensions: cognitive, socio-emotional and behavioural. Thus, selecting the topic and appropriate pedagogy needs careful consideration. It is important to recognize that achieving the desirable learning outcomes for the behavioural (personal and social action) component will be more challenging than for the cognitive and socio-emotional dimensions. Therefore, support from policymakers, school leaders, parents and communities will be very helpful for encouraging teachers on their journey to transform themselves and their students.

Globalization and Interdependence	
<b>Curriculum topic</b>	<b>Community development</b>
Activity description	Learners co-design rules (acting as a mini government) in their classroom. Teacher provides template government types (authoritarian, egalitarian, etc.) and guide students into demonstrating the ideologies in class policies. The class reflects on community dynamics and leadership after the experience.
Tool feature	Design Thinking: Prototype; P.E.A.C.E.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
<b>Curriculum topic</b>	<b>Large-scale migration</b>
Activity description	Learners interview a person in the local community who is affected by migration in one way or another. The class compiles and analyses the findings.
Tool feature	Design Thinking: Empathize; Storytelling
Qualitative Interviews	(e.g., Cognitive; Socio-emotional, Behavioural)

Social Justice and Inequality	
<b>Curriculum topic</b>	<b>Income disparity</b>
Activity description	Learners budget and create meals for their team (acting as a household) based on a given country's diverse income brackets. They plan meals, cook, and eat together. The class reflects on the effect of income inequality, and creates a photo exhibit of their meals.
Tool feature	PBL; Event-based Learning
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
<b>Curriculum topic</b>	<b>Basic human rights</b>
Activity description	Learners watch a Ted-Ed video on human rights at home. Teacher can facilitate small-group discussions next day in class, giving prompts to further deepen their understanding. Sample prompt: How can they encourage/start human rights in the classroom?
Tool feature	ICT: Experiential Learning; P.E.A.C.E. Ted-Ed (ed.ted.com) contains a library of animated videos of educators explaining specific topics, ranging from humanities to science.
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)



**Identity and Diversity**
**Curriculum topic**      **Data theft**

Activity description      Learners are given case studies of data theft, and then they in turn identify vulnerabilities in their own social media accounts.

Tool feature      ICT: Connecting/Peer/Social; Flipped Classroom  
Social media accounts

Domains covered      (e.g., Cognitive; Socio-emotional, Behavioural)

**Curriculum topic**      **Indigenous people and culture**

Activity description      Learners capture evidence of culture (shared set of practices or traditions by a group or society) in their everyday lives through a scavenger hunt. Given certain prompts ("belief systems", "language", "food", depending on grade level), the class collects as much visuals. Then, learners will use Google Image search to look for photos/videos of the same category/prompt of a different culture or group. Compare and contrast through a discussion.

Tool feature      ICT: Experiential Learning; P.E.A.C.E.; Arts-based Pedagogy  
Padlet (padlet.com) is an online collaborative board where students can put in their photos and notes as a class. Pinterest (pinterest.com) can also be utilized for this activity.

Domains covered      (e.g., Cognitive; Socio-emotional, Behavioural)

**Curriculum topic**      **Freedom of expression**

Activity description      Learners are given different sets of rules on expressing themselves, based on actual countries (country names are withheld from the student). Then, based on the rules they have to abide by, they are going to make different prototype posters based on a list of situations (protesting for equal rights, announcing a party, criticizing a bad policy, etc.).

Tool feature      Design Thinking: Empathize; P.E.A.C.E.; Bricolage; Facilitation

Domains covered      (e.g., Cognitive; Socio-emotional, Behavioural)

**Curriculum topic**      **Gender roles in TV**

Activity description      Learners individually watch a substantial amount of TV and record the main characters' attributes (gender, age, job). The class can decide other things to look out for (e.g., attitude towards school). After the homework, they come back to class to combine the data they gathered and look at trends of how these characters are portraying gender roles.

Tool feature      ICT: Experiential Learning; Storytelling; Event-based Learning  
TV Census

Domains covered      (e.g., Cognitive; Socio-emotional, Behavioural)

Sustainable Development	
<b>Curriculum topic</b>	<b>Place-based natural hazards</b>
Activity description	Learners across different geographic locations are paired together. They make video diaries of natural disasters they encounter locally during a given period. After the given period, they reconnect and share their videos to each other afterwards.
Tool feature	ICT: Creating Video, YouTube, Skype
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)
<b>Curriculum topic</b>	<b>Conserving household energy</b>
Activity description	Learners make "nutrition-facts" type of labels for common household appliances by researching their electric consumption rates. They can start with school equipment (how much does it cost to use the projector in 1 hour?), then individually they can make their own versions at home.
Tool feature	PBL; Bricolage; Using Threshold Concept
Domains covered	(e.g., Cognitive; Socio-emotional, Behavioural)

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

### 3.3. GCED Topics and Learning Objectives

Offering guidance for integrating GCED into the curriculum, the Global Citizenship Education: Topics and Learning Objectives contains useful suggestions for translating GCED concepts into practical and adaptable age-specific topics and learning objectives (UNESCO, 2015b). The topics and learning objectives included in this guidance are not exhaustive, but they are helpful for identifying entry points based on topics and grade levels, or as a checklist or reference in tandem to existing education programmes, combined with critical, creative pedagogies. Figure 14 shows the overall structure of the guidance with Figure 15 providing more details.

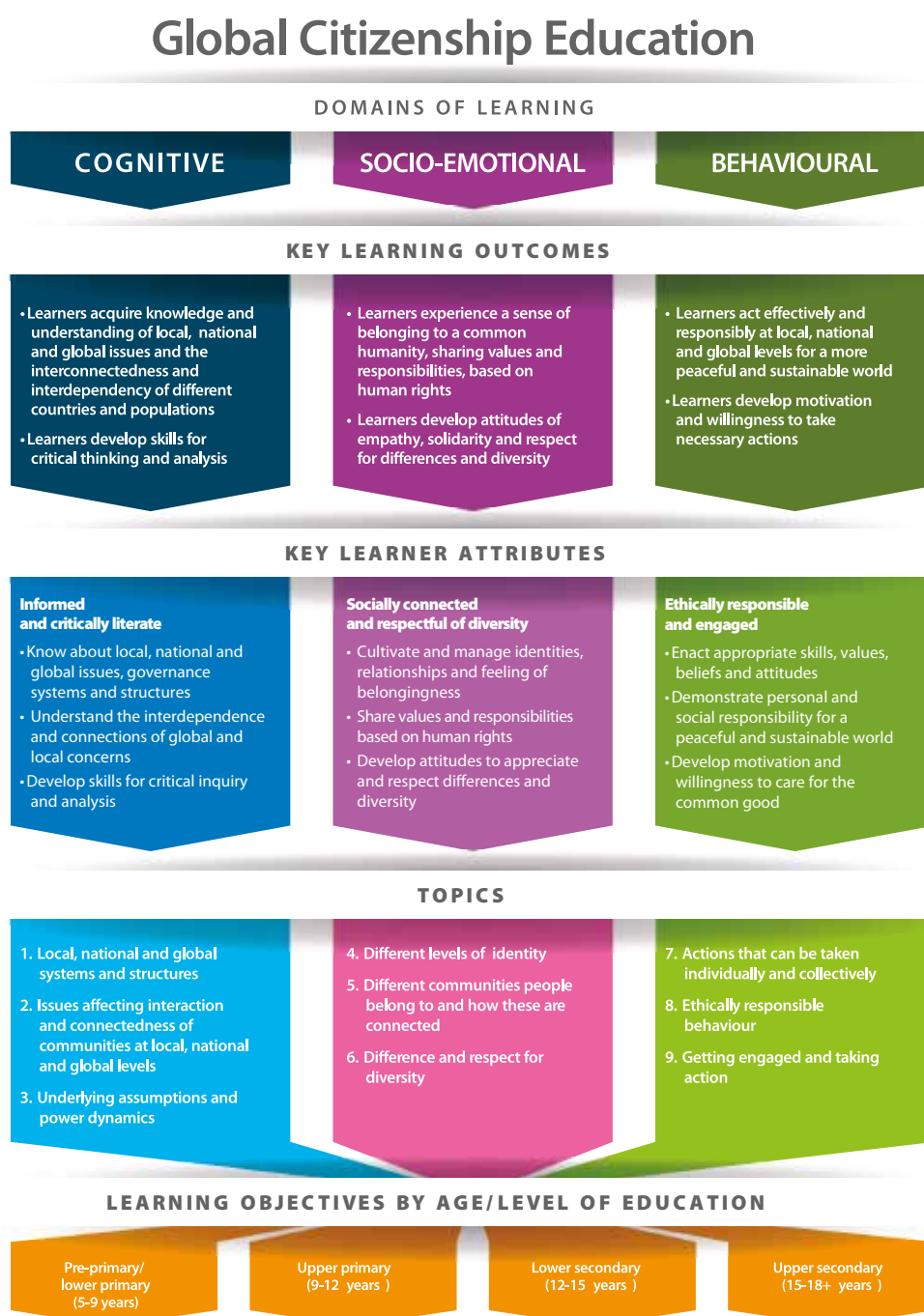


Figure 14: Structure of GCED Topics and Learning Objectives (UNESCO, 2015b)

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

| Figure 15: Elaborations of GCED Topics and Learning Objectives (UNESCO, 2015b)

### 3.4. The Whole School Approach

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

Figure 16 illustrates a whole school approach to climate change that includes action in every aspect of school life (school governance, teaching content and methodology) and facilities management and with the community partnerships. It involves all school-related stakeholders: students, teachers, principals, school staff at all levels, families and community members (UNESCO, 2016d).

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

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

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



Figure 16: The Whole School Approach to Climate Change (UNESCO, 2016d)

## Chapter 4: Integrating GCED into the Curriculum: Exemplars

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

### 4.1. Using the Exemplars

This chapter has two objectives: (a) to present an open template that can be utilized by educators, curriculum developers, trainers, policymakers and relevant stakeholders; and (b) to provide exemplary activity plans that are flexible enough to be adapted in local contexts.

Each exemplar template contains the following sections:

- 1. Subject:** The exemplars are mainly categorized by the core subjects – Science, Mathematics, Language Arts and Social Studies. Subject teachers will find it a convenient entry point when studying the exemplars and integrating it with their lessons.
- 2. Age level:** The activities are classified according to age groups.
- 3. Activity title and description:** This is a short overall description of the activity.
- 4. Theme:** There are five big themes under Global Citizenship Education (Oxfam) mainly, globalization and interdependence, social justice and inequality, identity and diversity, sustainable development, and peace & conflict.
- 5. Pedagogy:** Select appropriate pedagogy and tools to enhance learning.
- 6. Instructions:** These are the activity steps. Each one is written according to its intended objective.
- 7. GCED Learning Objectives:** Each exemplar has objectives that are aligned with the GCED Topic and Learning Objectives. These objectives are based on the cognitive, socio-emotional and behavioural domain of learning. To ensure transformative education for the learners, each exemplar must have a minimum of at least one objective under each domain.

To design your own activity using this template, below are suggested steps and questions to guide the planning. Figure 17 shows an exemplar template.

- A.** Identify the subject and age group for the activity.

*What subject and grade level do you teach?*

- B.** Set the GCED learning objectives, making sure that all three dimensions – cognitive, socio-emotional and behavioural – are included.

*What specific GCED learning objectives are aligned with your content area?*

- C.** After setting objectives, check the big GCED themes and create an overview of the plan. Write the activity title and description.

*What GCED themes do you intend to teach?*

- D.** Identify the pedagogy and tools to be used for this activity.

*What is the condition of the learning environment?  
What resources are available? Is the pedagogy suitable for the intended learning outcome?*

- E.** Write the breakdown of activities alongside the GCED learning objectives, ensuring that the activity will contribute to the cognitive, socio-emotional and behavioural dimensions.

*How will your students learn these GCED learning objectives and themes?*

- F.** Try out the lesson in the class, gather feedback from students and revise if necessary.

*How can we improve our lesson?*

**Subject (entry point): e.g. Science**

(Most teachers are responsible for specific subjects and grade levels. This template is meant to facilitate seamless integration into the respective subjects.)

**Level of education (age appropriate lessons): e.g. Pre-primary & lower primary (5-9 years)**

(This is in alignment with the GCED TLO guide.)

**Activity title: e.g. STUDYING FOOD CHAINS**

**Description:** Students track the sources of their food to learn about ethical sourcing. They investigate the ingredients through interviews

**Theme: Sustainable development**

(Identify a GCED-related theme.)

**Pedagogy**

(Select pedagogy/approaches/tools to ensure learners' engagement and participation.)

**Instructions**

(These are step-by-step procedures of the activity, ensuring that the activity will cover the 3 core dimensions of GCED: cognitive, socio-emotional and behavioural.)

**GCED Learning Objectives**

(Match GCED Learning Objectives, ensuring that the activity will contribute to the learning outcomes and attributes.)

**Step 1** of activity

**Step 2** of activity

**Step ...** (as many steps as is necessary)

| Figure 17: Sample Exemplar Template

## 4.2. Guide Questions When Making Your Own Lessons

Below are guide questions that will assist teachers in deciding the learning objectives, themes and activities to align with the needs of teachers and students as well as the resources available.

1. On student context: What are your students' interests? What is the community like? What issues do they care about? What are their motivations and what will make them want to use the lessons?
2. On teacher interests: What are you passionate about? Do you have causes that you think are important to impart to your students?
3. On school resources: What resources does your school have? Do you have local or international partners? Do you have laboratory equipment or materials whose use you can maximize?

## 4.3. Exemplar Map

Figure 18 presents examples of themes for Social Studies, Science, Math and Language Arts across the main age groups.

	Social Studies	Science	Mathematics	Language Arts
Pre-primary & lower primary (5-9 years)	<b>Teaching Human Rights using Videos</b> (Social Justice and Inequality)	<b>Studying Food Chains</b> (Sustainable Development)		
Upper primary (9-12 years)	<b>Immigrant Awareness via Qualitative Data Gathering</b> (Globalization and Interdependence)		<b>Measuring Energy through Household and School Equipment</b> (Sustainable Development)	
Lower secondary (12-15 years)			<b>Gender Roles as seen on TV</b> (Identity and Diversity)	<b>Campaign against Bullying</b> (Peace and Conflict)
Upper secondary (15-18+ years)		<b>Green Alternatives using Indigenous Products</b> (Sustainable Development)		<b>Combating Fake News through Academic Research</b> (Globalization and Interdependence)

| Figure 18: Examples of Themes by Subject Area and Age Group



## 4.4. The Exemplars

### Social Studies

Pre-primary & lower primary (5-9 years)	
<b>TEACHING HUMAN RIGHTS USING VIDEOS</b>	
Students watch a video on human rights for young learners at home. Facilitate small-group discussions next day in class, giving prompts to further deepen their understanding. After the class, everyone sets protocols on student rights in the classroom.	
<i>Theme:</i> Social Justice and Inequality	
<i>Pedagogy:</i> Flipped classroom; ICT; Storytelling	
Instructions	GCED Learning Objectives
Link the human rights discussed in the video to a relevant movie, TV show or cartoon characters. Discuss storylines of current movies and shows and see how rights of the characters are enforced or violated.	Name different sources of information and develop basic skills for inquiry
Prompt the class with an issue from the video to debate on. Encourage the class to voice their opinions, giving everyone an equal chance to speak. Discuss democratic processes through the activity.	Distinguish between sameness and difference, and recognize that everyone has rights and responsibilities
Create protocols to maintain human rights within the classroom setting (i.e. student rights). Discuss why classroom routines are necessary and how they can provide a better space for learning.	Explore possible ways of taking action to improve the world to live in

Upper Primary (9-12 years old)	
<b>IMMIGRANT AWARENESS VIA QUALITATIVE DATA GATHERING</b>	
Students interview a person in the local community who is affected by migration and/or the refugee crisis. The class compiles and analyses the findings.	
<i>Theme:</i> Social Justice and Inequality	
<i>Pedagogy:</i> Flipped classroom; ICT; Storytelling	
Instructions	GCED Learning Objectives
Study the effects of globalization and large-scale migration on the everyday lives of the interviewed immigrants. Discuss key concepts of migration. Understand the social and cultural ramifications of this trend through in-depth interviews.	Investigate the reasons behind major common global concerns and their impact at national and local levels
Analyse the findings of the interviews and compare with each other. Find key themes and patterns that can be assessed. This can also be taken a step further by comparing the interview results with current news events.	Differentiate between fact/opinion, reality/fiction, and different viewpoints/perspectives
Scaffold the interview by providing guiding questions that promote honest but respectful exchanges between the students and the immigrants. Because of the open-ended nature of interviews, it is important to discuss the details of the conversations afterwards.	Cultivate good relationships with diverse individuals and groups
Understand the concepts of social justice and ethical responsibility. Learn how to apply them in everyday life through one activity/project.	Outline the fears, challenges and opportunities of the interviewed immigrants. Raise suggestions on how to create more inclusive communities given the new findings.

## Science

Pre-primary & lower primary (5-9 years)	
<b>STUDYING FOOD CHAINS</b>	
Students track the sources of their food to learn about ethical sourcing. They investigate the ingredients through interviews.	
<i>Theme:</i> Sustainable development	
<i>Pedagogy:</i> Project-based Learning; Event-based Learning; ICT	
Instructions	GCED Learning Objectives
Ask questions from classmates, parents and school members about their eating habits. Investigate the sources of the ingredients.	Name different sources of information and develop basic skills of inquiry
Compile gathered information about eating habits, and trace each food product backwards to create a food chain. Discuss concepts such as producers, consumers, herbivores, carnivores, and omnivores. Make a visual representation of the food chain for the students.	Illustrate differences and connections between different social groups
In class, get learners to brainstorm ideas of ideas on how to include discussed food items to the school cafeteria menu. Include discussions on nutrition and balanced eating. Encourage students to participate in grocery shopping with their parents.	Discuss how our choices and actions affect other people and the planet and how we can adopt responsible behaviours

Upper Secondary (15-18+ years)	
<b>GREEN ALTERNATIVES USING INDIGENOUS PRODUCTS</b>	
Students examine ecofriendly alternatives of products that they use in their daily lives. They study the production cycle and explore ways on how to source local materials and labour from their communities.	
<i>Theme:</i> Social Justice and Inequality	
<i>Pedagogy:</i> Bricolage; Arts-based Pedagogy; ICT	
Instructions	GCED Learning Objectives
Supervise research on the carbon footprint of typical products used in daily life (i.e. straw, clothes, shoes).	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
Interview users of these products and describe their attitudes towards them. Map their responses and find patterns regarding their behaviour. Connect with stakeholders who have roles in the creation, usage and disposal of the products.	Develop and apply values, attitudes, and skills to manage and engage with diverse groups and perspectives
Propose alternative prototypes of the products. Promote the use of environmentally friendly processes. Source raw materials locally. Collaborate with new partners and assess whether there is a positive impact on the community.	Critically assess issues of social justice and ethical responsibility, and take action to challenge cases of discrimination and inequality
Understand the concepts of social justice and ethical responsibility. Learn how to apply them in everyday life through one activity/project.	Outline the fears, challenges and opportunities of the interviewed immigrants. Raise suggestions on how to create more inclusive communities given the new findings.

## Language Arts

Lower secondary (12-15 years)

### CAMPAIGN AGAINST BULLYING

Students craft a school "code of ethics for allies" on the use of discriminatory insults and slurs. The class starts by exploring the common words/insults being used in school, recall experiences where they witnessed similar examples, and brainstorm on possible interventions. They share their code of ethics through posters and get comments from different school community members.

**Theme:** Peace and conflict

**Pedagogy:** P.E.A.C.E.; Storytelling; Event-based Learning; Arts-based Pedagogy

Instructions	GCED Learning Objectives
Explore concepts of marginalization in reference to bullied individuals. Have fishbowl discussions on ethics, and how mutual respect can be established between students. Discuss common shared values such as empathy, tolerance, inclusion, and human dignity. Emphasize the importance of equality and illustrate how simple measures such as a code of ethics can help establish it.	Investigate underlying assumptions and describe inequalities and power dynamics
Invite the students to write down their thoughts and create a safe space for working on the "code of ethics for allies". Find ways to draw out new ideas from students and discuss the feasibility of each one.	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups
Write a "code of ethics for allies" and share it through posters, flyers, and social media materials. Illustrate the importance of implementing the code of ethics beyond school grounds, and linking it with lessons on the greater good.	Develop and apply skills for active engagement and take action to promote common good

Upper secondary (15-18 years)

### COMBATING FAKE NEWS THROUGH ACADEMIC RESEARCH

Ask students to do research about a current event show in the news. Have them write a journalistic style report that includes sources. Include lessons on proper referencing through a bibliography or through footnotes. Dissect the sources in class and compare and contrast the credibility of each.

**Theme:** Globalization and interdependence

**Pedagogy:** Design Thinking; P.E.A.C.E.; Arts-based Pedagogy; Facilitation

Instructions	GCED Learning Objectives
Track the validity of incoming news by critically examining the sources of each one. Find balanced perspectives of issues and plot them down. Highlight the importance of truth-telling and how it can affect the bigger picture.	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making, and governance
Understand the perspectives of different stakeholders in the media industry (i.e. news outlets, journalists, social media, audiences, celebrities). Learn how to classify sources through academic writing.	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
Develop lifelong skills on media literacy by continuing to use a critical eye to investigate incoming news. Have the students continue to articulate their opinions beyond the classroom through oral or written means using blog posts.	Critically assess issues of social justice and ethical responsibility, and take action to challenge discrimination and inequality

## Mathematics

Upper primary (9-12 years old)	
<b>MEASURING ENERGY THROUGH HOUSEHOLD AND SCHOOL EQUIPMENT</b>	
<p>Students learn about energy conservation by doing research on school and household electricity usage. The class writes down labels for common appliances, indicating the quantified amounts of electricity/energy that a particular piece of equipment requires. For instance, students can research and write down how much it costs to run a classroom projector for an hour. Another variation of this activity could involve students listing vehicles (whether found in their household or in the community) and tallying fuel consumption costs. The data can be studied and compared afterwards.</p>	
<i>Theme:</i> Sustainable development	
<i>Pedagogy:</i> Threshold Concept; Project-based Learning; ICT	
Instructions	GCED Learning Objectives
Explore the relationship between the use of typical pieces of household and school equipment with global issues such as climate change. Assess the costs of using particular pieces of equipment using hard numbers found on the labels. Check the data on climate change and sustainable development and see which household or school equipment causes more harm.	Investigate the reasons behind major global concerns and their impact at national and local levels.
Compare and contrast the various pieces of equipment and assess which ones are feasible for continued usage. Reflect on the economic risks that may be connected with the students' decisions.	Examine different levels of identity and their implications for managing relationships with others.
Reframe concepts in terms of conservation using quantitative data. Use these numbers to recommend decisions on which equipment to use more or use less. Encourage students commit to engage in one daily action to conserve energy.	Discuss the importance of individual and collective action and engage in community work.

Lower secondary (12-15 years)	
<b>GENDER ROLES AS SEEN ON TV</b>	
<p>Students individually watch a specified TV show and examine attributes of the main characters. Examples include their gender, age, or job. Afterwards, they come back to class to analyse the data gathered, and observe trends on how these characters portray gender roles. Trends mapped in graphs assist students in data visualization.</p>	
<i>Theme:</i> Identity and diversity	
<i>Pedagogy:</i> ICT; Storytelling; Arts-based Pedagogy	
Instructions	GCED Learning Objectives
Discuss the implications of the TV census trends on social issues such as status of women and rights of minorities. Assess the impact of media on perceptions of gender. Analyse the factors affecting gender stereotyping on a societal scale.	Assess the root causes of major local, national and global issues and the interconnectedness of local, national and global factors.
Collate the findings by grouping together insights and spotting patterns based on the study. Students reflect on their own perceptions of gender and relate them with their findings.	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity.
Visualize, through graphs and charts, the results of the TV census and highlight trends of characters' attributes. Share these graphs as infographics to provide a data-driven approach in engaging more people on the challenges of diversity on TV. Present graphs to relevant media regulation outfits or NGOs/NPOs with similar advocacies.	Develop and apply skills for active engagement and take action to promote the common good.

## 4.5. Key Resources



### A Human Rights Education Pack

Amnesty International, 2015

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

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



### Global Citizenship in the English Language Classroom

British Council, 2008

This booklet contains a collection of papers on global citizenship in language education around the world. It provides theoretical frameworks and practical applications in different contexts.

<https://www.teachingenglish.org.uk/article/global-citizenship-english-language-classroom>

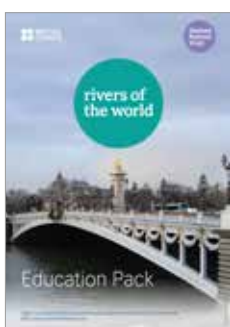


### One Voice for All Education Pack

British Council School Online, 2013

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

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

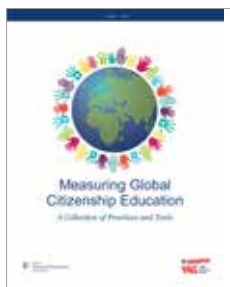


### Rivers of the World Education Pack

British Council

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

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



## Measuring Global Citizenship Education. A Collection of Practices and Tools

Brookings Institution, 2017

This toolkit presents a brief review on the importance of GCED and its various definitions. It contains 50 profiles of assessment efforts, describing practices and tools to measure GCED at the classroom, local, and national levels.

[https://www.brookings.edu/wp-content/uploads/2017/04/global\\_20170411\\_measuring-global-citizenship.pdf](https://www.brookings.edu/wp-content/uploads/2017/04/global_20170411_measuring-global-citizenship.pdf)



## A Whole School Approach

Carbon Trust, 2010

Using a whole school approach, this publication focuses on low-cost measures, motivating people to change and to become more energy efficient.

<http://www.greensuffolk.org/assets/Greenest-County/School/Energy-Guides/A-Whole-School-Approach.pdf>



## Teaching Controversial Issues: Living with Controversy

Council of Europe, 2014

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

[http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders?p\\_p\\_id=2\\_WAR\\_kaleodesignerportlet&p\\_p\\_lifecycle=0](http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders?p_p_id=2_WAR_kaleodesignerportlet&p_p_lifecycle=0)



## Global Citizen platform

This is a social action platform tackling issues and taking action towards social change through collective forces of Global Citizens.

<https://www.globalcitizen.org/en/>



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

Global Digital Citizen Foundation

The workbook is filled with easy and fun activities.

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



### **Global Digital Citizenship, Quick Start Guide**

Global Digital Citizen Foundation

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

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



### **Project Based Learning Ideas Guide – K-12 Learners**

Global Digital Citizen Foundation

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

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



### **Solution Fluency Quickstart Skills Guide**

Global Digital Citizen Foundation

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

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



### **Teaching for Global Competence in a Rapidly Changing World.**

OECD and Asia Society, 2018

This publication provides practical guidance and examples of how educators can embed global competence into their existing curriculum, instruction, and assessment.

<https://asiasociety.org/education/teaching-global-competence-rapidly-changing-world>



### **Global Citizenship Guides: Teaching Controversial Issues**

Oxfam, 2006

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

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



## Whole School Case Studies

Oxfam, 2013

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

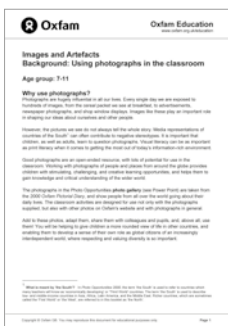


- Education for Global Citizenship – A Guide for Schools
- Global Citizenship in the Classroom – A Guide for Teachers

Oxfam, 2015

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

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



## Background: Using photographs in the classroom

Oxfam

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



## Math, English, Science and Global Citizenship

Oxfam

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

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



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

Oxfam

[https://www.oxfam.org.uk/~media/Files/Education/Resources/Food%20for%20thought/Think/Think\\_power\\_shift\\_secondary\\_teachers\\_guide.ashx](https://www.oxfam.org.uk/~media/Files/Education/Resources/Food%20for%20thought/Think/Think_power_shift_secondary_teachers_guide.ashx)





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

Paul Hamlyn Foundation, 2012

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

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

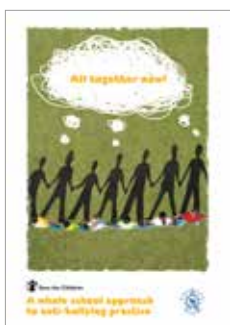


- The Education We Want - An Advocacy Toolkit
- The Education We Want - Workshop Facilitator Guide

Plan International, 2014

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

[https://plan-international.org/da/file/8657/download?token=hm\\_inCte](https://plan-international.org/da/file/8657/download?token=hm_inCte)



## All Together Now! A Whole School Approach to Anti-bullying Practice

Save the Children, 2010

Experiences of five schools offer an overview of the strategies and initiatives taken to encourage a culture in which bullying behaviours are less likely to occur. The appendices contains links to literature and examples of the questionnaires used to enable participation and gather information.

[http://www.savethechildren.org.uk/sites/default/files/docs/ABC\\_Booklet\\_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/ABC_Booklet_1.pdf)



## Bringing Data to Life - Statistical Approaches to Real Global Issues

Think Global, 2015

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

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

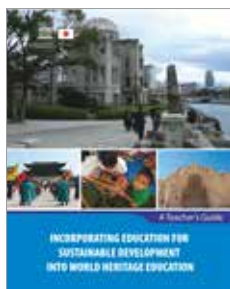


## Stopping Violence in Schools: A Guide for Teachers

UNESCO, 2009

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

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



## **Incorporating Education for Sustainable Development into World Heritage Education – A Teacher's Guide**

UNESCO. 2011

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

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



## **Media and Information Literacy Curriculum for Teachers**

UNESCO, 2011

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

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

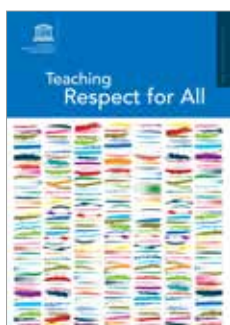


## **Climate Change in the Classroom**

UNESCO, 2013

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

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



## **Teaching Respect for All**

UNESCO, 2014

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

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



### **Fostering Digital Citizenship through Safe and Responsible Use of ICT: A review of current status in Asia and the Pacific as of December 2014**

UNESCO, 2015

The publication examines various interventions to address issues concerning cyber safety, rights, and wellness. It provides a synthesis of various policy responses, programmes, and initiatives implemented by governments, international organizations, civil society, and the private sector.

[http://www.unescobkk.org/fileadmin/user\\_upload/ict/SRU-ICT/SRU-ICT\\_mapping\\_report\\_2014.pdf](http://www.unescobkk.org/fileadmin/user_upload/ict/SRU-ICT/SRU-ICT_mapping_report_2014.pdf)



### **Global Citizenship Education – Topics and Learning Objectives**

UNESCO, 2015

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

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

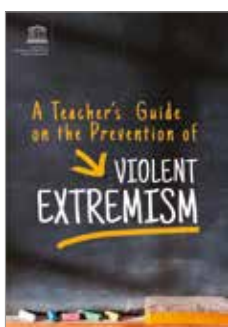


### **A Policy Review: Building Digital Citizenship in Asia-Pacific through Safe, Effective and Responsible Use of ICT**

UNESCO, 2016

This policy review examines current national policy responses to the issues relating to use of ICT, and assesses the education sector's readiness and capacity in fostering digital citizenship among children aged 0-18 from 22 Member States in the Asia-Pacific region.

<http://unesdoc.unesco.org/images/0024/002468/246813E.pdf>



### **A Teacher's Guide on the Prevention of Violent Extremism**

UNESCO, 2016

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

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

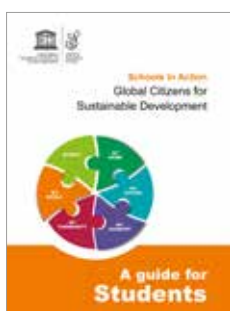


## Connect with Respect: Preventing Gender-based Violence in Schools

UNESCO, 2016

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

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

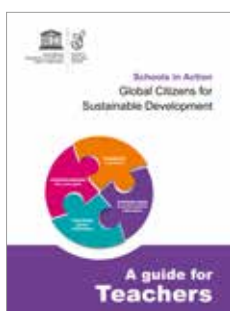


## Schools in Action, Global Citizens for Sustainable Development – A Guide for Students

UNESCO, 2016

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

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

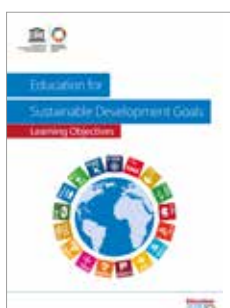


## Schools in Action, Global Citizens for Sustainable Development – A Guide for Teachers

UNESCO, 2016

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

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

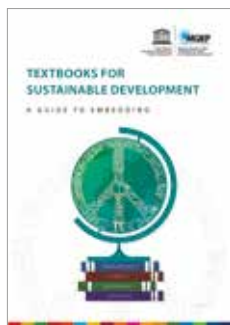


## Education for Sustainable Development Goals – Learning Objectives

UNESCO, 2017

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

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



## Textbooks for Sustainable Development: A Guide to Embedding

UNESCO-MGIEP, 2017

This is a guidebook for textbook authors on how to reorient the curriculum content towards peace, sustainable development and global citizenship.

[http://mgiep.unesco.org/wp-content/uploads/2017/07/COMPLETE-GUIDEBOOK\\_Textbooks-for-Sustainable-Development.pdf](http://mgiep.unesco.org/wp-content/uploads/2017/07/COMPLETE-GUIDEBOOK_Textbooks-for-Sustainable-Development.pdf)



## Global Citizenship: A High School Educator's Guide (Grades 9-12)

UNICEF, 2013

This publication provides various lessons and handouts for high school educators.

[https://www.gcedclearinghouse.org/sites/default/files/resources/Global%20citizenship\\_0.pdf](https://www.gcedclearinghouse.org/sites/default/files/resources/Global%20citizenship_0.pdf)



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

- Main toolkit
- Appendices

UNICEF, 2014

[https://www.unicef.org/crc/files/UNICEF\\_CRE\\_Toolkit\\_FINAL\\_web\\_version170414.pdf](https://www.unicef.org/crc/files/UNICEF_CRE_Toolkit_FINAL_web_version170414.pdf)

[https://www.unicef.org/crc/files/UNICEF\\_CRE\\_Toolkit\\_Appendices\\_FINAL\\_web\\_version170414.pdf](https://www.unicef.org/crc/files/UNICEF_CRE_Toolkit_Appendices_FINAL_web_version170414.pdf)



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

USAID, 2015

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

[https://www.usaid.gov/sites/default/files/documents/1865/toolkit\\_for\\_integrating\\_gender-based\\_violence\\_prevention.pdf](https://www.usaid.gov/sites/default/files/documents/1865/toolkit_for_integrating_gender-based_violence_prevention.pdf)



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

World's Largest Lesson, 2017

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

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

## Chapter 5: Assessment and Evaluation

### 5.1. Measuring Educational Achievements

In educational systems worldwide, it is generally agreed that quality education needs to encompass effective ways of assessing and evaluating the outcomes of teaching and learning in classrooms as well as the broader goals and purposes of schooling. Indeed, this concern with educational achievement has in recent decades been institutionalized through the conduct of international achievement tests whereby participating countries receive a rank in comparison with others. These include the Organisation for Economic Co-operation and Development (OECD)'s Program for International Student Assessment (PISA) to test reading, mathematics and science literacy, and the Trends in Mathematics and Science Study (TIMSS) for mathematics and science literacy.

While such international tests have attracted considerable attention and increasing support, it is important to note concerns about the potential misalignment of the test items with local curricula and instructional practices, the omission of important areas of knowledge and the bias towards different socio-economic backgrounds and forms of intelligences (Popham, 1999; Poulsen and Hewson, n.d.). Concerned educational specialists have critiqued PISA for fostering an increased reliance on quantitative measures of achievement, taking “attention away from the less measurable or immeasurable educational objectives like physical, moral, civic and artistic development”, and accentuating global testing undermining autonomy for teachers and making learning and teaching more stressful (Andrew et al., 2014). Can such achievement testing based on certain criteria or indicators fully assess the quality of education, including the goals of personal development, growth and well-being of learners (Borgen Project, 2014)?



### 5.2. Measuring Achievements in GCED

Such concerns over the limitations of standardized achievement testing (national and international) need to be taken into account in efforts to apply global monitoring and evaluation of achievement in the field of GCED. In recent years, these initiatives include the Learning Metrics Task Force (LMTF), a multi-stakeholder group of 30 organizations that proposed recommendations for universal learning. Co-ordinated by the UNESCO Institute for Statistics and the Center for Universal Education at the Brookings Institution (2013), the LMTF emphasized the necessity for youth to form values and gain 21st century skills beyond literacy and numeracy that would help them to succeed as citizens of the world, such as environmental awareness, collaborative problem-solving, ICT, digital skills, social responsibility and other sub-domains. However, more work is needed to agree on the

indicators of learning to measure the demonstration of values and skills necessary for learners' success in communities, countries and the world.

More recently, OECD has proposed the inclusion of global competency in PISA 2018 to evaluate students' capacity to apply their knowledge, perspective-taking, and analytical and evaluation skills to tasks referring to relevant intercultural and global issues (OECD, 2016). The development of indicators to measure global competence will also draw on the IEA Studies on Civic Education (Torney-Purta et al., 1999) and the International Civic and Citizenship Study (Schulz et al., 2016).

In addition, a number of proposed measurement tools or instruments for global citizenship indicators are now available. The task of designing such instruments has, however, been challenging owing to the many alternative conceptions of global citizenship as well as the need to assess complex non-cognitive skills. One exemplar is the Global Citizenship Scale of Morais and Ogden (2011), who conceptualized global citizenship as a construct. Reysen and Katzarska-Miller (2013) have also proposed a Global Citizen Scale, which includes items on Global awareness, Global citizenship identification; Intergroup empathy, Valuing diversity, Social justice, Environmental sustainability, Intergroup helping, and Responsibility to act one's feeling.

Nonetheless, these instruments seem to lack several dimensions of GCED, such as learner outcomes in non-violent conflict resolution, human rights, awareness of alternative paradigms of development and globalization, and critical political literacy. A more holistic conception of global citizenship would enhance the relevance and quality of these instruments.

### 5.3. Contextualizing GCED Assessment in Teacher's Work

For the purpose of this Template to help teachers implement GCED, the task of assessment and evaluation should be contextualized within the daily work of teacher educators and teachers in their classrooms, school community and educational systems.

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

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

- "Learning is meaning making by human beings of the world external to them;
- Learning is the active construction of knowledge by the learner;
- Learning is effective at understanding, and understanding is valid in application of the knowledge thus constructed;
- Learning is a matter of experience and takes place during doing and using;

- Learning is most effective in groups; collaborative learning is the most effective method of learning; and
- Different people learn differently”.

This shift has implications for the assessment of learning outcomes. As Shepherd (2000, p.8) noted, “a broader range of assessment tools is needed to capture important learning goals and processes and to more directly connect assessment to ongoing instruction”. These include more open-ended performance tasks to “ensure that students are able to reason critically, to solve complex problems, and to apply their knowledge in real-world contexts”. The methods for collecting data essential for assessment include:

- observations;
- clinical interviews;
- reflective journals;
- projects;
- demonstrations;
- collections of student work, and
- students’ self-evaluations.

Shepard also called for a shift in the classroom culture where teachers and students are mutually engaged in learning about a topic and see assessment as a source of insights.

## **5.4. Summative and Formative Assessments**

In the field of educational assessment, two major types have been widely recognized: namely, summative assessment and formative assessment.

Summative assessment, or assessment of learning, refers to the collection of information or data used to judge the learner’s level of competence or achievement (Stiggins et al., 2006, Chappuis, 2010). Summative assessment, or assessment of learning, can be undertaken through several forms. For example, in a second language/foreign language classroom, Bilash (n.d.) listed some possible types of summative assessment, including:

- Performance task: students are asked to complete a task that will test a specific set of skills and/or abilities and determine what the students know and are capable of doing.
- Written product: students are asked to write an original selection or about a previous activity such as a field trip or guest speaker. Students may also be asked to create a piece of persuasive writing or a reflection about their learning experience.
- Oral product: students are asked to prepare an oral piece of work.
- Test: students are asked to write a test at the end of a section, chapter, unit, theme, etc. to demonstrate what they know.



Formative assessment aims to contribute directly to the learning process through providing feedback, guiding future efforts and giving encouragement to learners (Broadfoot, 2007). A growing body of research and lessons from classroom practice at least in the global North contexts have shown a number of benefits from formative assessment, which include focusing students' attention on the learning tasks; empowering students to realize their own learning needs and evaluate their own progress, achievements, strengths and weaknesses; ensuring student motivation and raising achievement (Martin and Marsh, 2006). Looney (2011) noted some important factors for facilitating formative assessment, such as shifting classroom cultures towards participatory relationships; creating a safe place for students to share ideas; offering timely feedback focusing on learning process; facilitating effective questioning to reveal students' level of understanding and identify possible misconceptions.

Given its constructivist assumptions, formative assessment is clearly a relevant and consistent assessment model for GCED. Moreover, the gradual interest in the Asia-Pacific region to implement school-based assessment to replace traditional external assessment tests or examinations (Mansor et al., 2013; Ghazali, 2016) is a promising development that can facilitate the role of formative assessment in GCED. This is not to imply, however, that summative evaluation of GCED is not valid. The challenge is to balance the assessment culture so that learning outcomes are not solely assessed by one final test or examination alone.

## 5.5. Exemplars of Assessment Tools

In GCED, as in other field of learning, a wide range of assessment tools or methods on specific creative and participatory pedagogical strategies can be used to assess desired learning outcomes. For example, Butler and McMunn (2006) have identified a wide range of assessment tools or methods to assess desired learning outcomes (Figure 19).

### Products:

Essays; Logs; Journals; Posters/Murals

### Constructed Responses:

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

### Performances:

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

### Intercultural, Local, International & Global Immersion:

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

| Figure 19: Assessment Tools (Butler and McMunn, 2006)

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

In contrast to selected response items, essays based on open-ended questions will provide data on important learning outcomes such as the ability to identify an issue, organize relevant information into an argument, reveal cause-effect relationships, recognize human-environmental interactions, weigh evidence, and so on. Since GCED emphasizes the development of learners' capacity to analyse critically the root causes of conflicts and problems and consider alternative perspectives and proposed solutions, such essay modes of assessment will be highly consistent with the vision and goals of GCED. The use of document-based questions will also be relevant for motivating students to analyse documents on human rights and UNESCO or other UN declarations and conventions.

During performance assessment, such as during role play, simulation, musical rendition or poster painting, the educator also assesses the quality of learning outcomes based on the capacity of the learners to:

- engage in dialogue;
- undertake critical analysis of causes of conflicts and problems; and
- propose alternative solutions from different perspectives and paradigms.

Moreover, such assessment fosters the use of multiple intelligences among the learners. One specific form of performance assessment is authentic assessment in which learners undertake an activity in the wider community or institution (e.g. engaging with community members in understanding roots of local environmental destruction and participating in projects to protect the environment).

Educators in GCED can also gain valuable assessment data through structured observation to complement the evidence of learning outcomes found in output of performance strategies. As Myer (2004) usefully summarizes, the educators can observe the level of perseverance, thoughtfulness, flexibility on thinking, metacognition (Are students unaware of how they learn or do they describe and reflect on the processes they used in learning?) and careful review of submissions of the learners.

Last but not least, as is regularly practised in educational assessment, GCED educators will benefit from the use of rubrics or criteria sheets, grading schemes or scoring guides to interpret and grade students based on a range of assessment criteria and expected performance standards. The use of rubrics enables learners to be aware of the expectations on students during an assessment task briefing, which makes them aware "of all expectations ... (and) helps them evaluate their own work as it progresses" and also "helps teachers apply consistent standards when assessing qualitative tasks, and promotes consistency in shared marking" (UNSW, n.d.).

Each of these assessment techniques, often based on specific creative and participatory pedagogies, will need to be articulated in terms of detailed assessment criteria or indicators relevant to the particular issues or themes that are the subject of the learning activity or activities. However, taking into account the holistic vision and framework of GCED that has been presented earlier, there will be a number of common or shared indicators for all the assessment tools or methodologies, namely:

- Are the realities of the local/global conflict or problem clarified?
- Are the alternative paradigms of understanding the causes of the conflict/problem?
- Are the root causes of the local/global conflict or problem understood according to the alternative paradigms?
- What are the strategies and solutions being proposed by the alternative paradigms to address and resolve the conflict/problems?
- What socio-emotional capacities are evoked or nurtured as a result of participating in this learning activity? Are these capacities different from the perspective of the alternative paradigms?
- What behavioural capacities (personal action and social action) are catalysed to try to transform a culture of violence to a culture of peace? Are these actions different from the perspective of the alternative paradigms?

As illustrated in Figure 20, the assessment of an exemplar classroom lesson based on indicators relevant to GCED encompasses a range of multiple formative and summative methods. Emphasis is placed on qualitative modes of assessing learning outcomes.

**Learning area:** Social Studies (high-school level)

**Topic:** Poverty, focusing on the social and economic conditions of various groups of poor and marginalized citizens and the impact of national and international development policies

**Pedagogical activities:**

1. Students are assigned in small groups to represent various rural and urban poor groups (e.g. poor farmers, landless labourers, fisher folk, factory workers, street children). A week before the classroom lesson, they prepare for their roles through readings and research on the internet.
2. Class lesson
  - a) Simulation of a TV talk show with the teacher acting as the talk show host; the small groups are allowed time to discuss their roles before the simulation begins.
  - b) Various rural and urban poor groups are invited to share the stories of their lives, their social and economic conditions; the root causes of their poverty and proposed solutions for overcoming their situation.
  - c) Post-simulation reflection and synthesis: The students step outside their roles and engage in a critical analysis and synthesis of the issues raised during the simulation. The teacher facilitates the dialogue and provides further ideas and analysis to deepen the understanding of rural and urban poverty and the impact of alternative and international development paradigms. The students are encouraged to explore alternative perspectives and paradigms of development.
  - d) Assignment: Each student will write a reflective essay on one of the rural and urban poor groups, synthesizing the issues and perspectives raised through the lesson as well as readings and other resources.
  - e) Follow-up activities or projects:
    - If feasible, the class can go on a field trip to learn first-hand about the realities of one of the rural or urban poor groups. The project report based on the field trip can also serve as a summative assessment tool.
    - Students can be encouraged and facilitated to write petition letters to government officials to promote national and local development policies which can overcome the root causes of the poverty and marginalization of rural and urban poor groups.
    - Students can be supported in organizing a poster exhibition in the school community to raise awareness and solidarity among other students and wider community members for the problems facing rural and urban poor in society.
    - Students can be facilitated in interacting with an NGO working to assist and empower rural or urban poor groups to overcome their marginalization, e.g. fund raising project to support the NGO's activities.

**Assessment of Learning Outcomes**

1. Formative assessment:
  - a) Cognitive indicators include:
    - Awareness of realities and analysis of causes of rural or urban poverty – assessed by output during small group discussions and simulation of roles during TV talk show.
  - b) Socio-emotional indicators include:
    - Capacity to step into the shoes of rural or urban poor citizens, demonstrate feelings of empathy and (in)justice – assessed by the quality of simulation performance.
  - c) Behavioural indicators include:
    - Exploring and implementing personal and social actions as global citizens regarding rural and urban poverty – assessed by oral commitments and action via journals and logs (e.g. personal lifestyle changes, joining solidarity campaigns for social and economic justice of rural or urban poor, petition letters to government officials and political leaders, etc.).
2. Summative assessment:
  - a) Cognitive and socio-emotional: assessed by output of small group discussions and reflective essay
  - b) Behavioural:
    - Reflective essay component on actions (personal and social) that students will be committed to undertake in solidarity with rural and poor campaigns for social justice and human rights, e.g. personal lifestyle changes; joining solidarity campaigns for social and economic justice of rural or urban poor; drafting petition letters to Government officials and political leaders, etc.
    - Project/non-formal education activities, e.g. school poster exhibition on realities of rural and urban poverty to raise awareness of other citizens and motivate them to support policies for social justice; raising funds for NGO projects, Fair Trade, etc.
    - Information gathering and organizing competences and skills – assessed by the quality of role playing during simulation and reflective essays, accessing digital sources of knowledge.
    - Communication competences and skills – assessed by the quality of performances during talk show simulation, ability to work cooperatively with other students in small group discussions and research for simulation.

| Figure 20: Exemplar of Assessment of Learning Outcomes of a GCED-integrated Lesson

## 5.6. Evaluation of a GCED Programme

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

- Processes: e.g. teaching and learning practices, learner engagement
- Outcomes: e.g. individual and group knowledge, skills, values and attitudes and achievements
- Contextual issues: e.g. curriculum documents, teaching-learning resources, institutional policies, teaching competences, administrative commitment and support, resources, learning environment, community relationships

Another helpful model is provided by DEEEP (Development Education Exchange in Europe Project) and DARE Forum (Development Awareness Raising and Education Forum) of CONCORD (European Confederation of Development and Relief NGOs) in their project on “Monitoring Education for Global Citizenship” (Fricke et al., 2015). Figure 21 lists key indicators for monitoring GCED programmes.

EfGC implementation level	Basic indicators examples:	Example related indicators that show the reach, depth or quality of EfGC incorporation, formulated around for example:
<b>Society</b>	<ul style="list-style-type: none"> <li>▶ The existence of a justice framework that upholds human rights, sustainable development and security principles</li> </ul>	<ul style="list-style-type: none"> <li>▶ The extent to which society considers this as important in the organization and content of education</li> </ul>
<b>Education policy and curriculum</b>	<ul style="list-style-type: none"> <li>▶ The existence of explicit policies and resource allocations supporting EfGC</li> <li>▶ EfGC is incorporated into formal sector non-formal sector education curricula</li> </ul>	<ul style="list-style-type: none"> <li>▶ The extent to which EfGC policies and resources affect institutional/community practice, educator competence and use of EfGC pedagogy, and learner access to EfGC</li> <li>▶ The extent to which EfGC forms a basis for education policies and curricula</li> </ul>
<b>Education support organisations</b>	<ul style="list-style-type: none"> <li>▶ Education support organisations engaged in EfGC exist and are funded (educator training and curriculum development institutions, NGOs, CSO)</li> </ul>	<ul style="list-style-type: none"> <li>▶ The extent to which they inform and support policies and practices and hold duty bearers to account</li> </ul>
<b>The institution and community</b>	<ul style="list-style-type: none"> <li>▶ EfGC is incorporated into institutional and community educational practice</li> <li>▶ Community based civic initiatives exist in support of design and implementation of EfGC at local levels</li> </ul>	<ul style="list-style-type: none"> <li>▶ The extent to which the core signifiers of EfGC are addressed by the practice of the institution or community</li> <li>▶ The extent to which local communities are engaged in the education institution and (community) educational practice and hold duty bearers to account</li> </ul>
<b>The educator</b>	<ul style="list-style-type: none"> <li>▶ EfGC is incorporated into educators' practice</li> </ul>	<ul style="list-style-type: none"> <li>▶ The extent to which educators' apply EfGC, e.g. degree to which pedagogy and value signifiers are exhibited and cognitive and competence abilities are explicitly addressed</li> </ul>
<b>The learner</b>	<ul style="list-style-type: none"> <li>▶ Learners possess EfGC cognitive abilities and relevant capacities and capabilities</li> </ul>	<ul style="list-style-type: none"> <li>▶ The extent to which learners exhibit EfGC signifiers in learning and daily life</li> <li>▶ The extent to which learners are actively engaged in their education institution/organization and their community</li> </ul>

Figure 21: Example basic indicators for different levels (Fricke et al., 2015, p. 42)

Likewise, to guide a holistic evaluation of GCED programmes in schools, a checklist of indicators of key components of a whole school system may be useful (Figure 22).

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

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

Figure 22: Checklist of Indicators for Evaluating a GCED Programme in the Whole School

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