



2023 Asia-Pacific Regional Global Citizenship Education (GCED) Network Activities Summary Report

1. Introduction

The Asia-Pacific region faces multifaceted challenges, marked by a dynamic interplay of conflict, peace and sustainability issues. This region – characterized by its diverse cultural, political, and economic landscapes – confronts unique challenges that underline the necessity of global citizenship education (GCED).

Firstly, conflicts in various forms, from territorial disputes to ethnic tensions, remain a significant concern. These conflicts not only threaten regional stability but also impede progress towards peace and harmony. The historical and ongoing disputes in the South China Sea, for instance, exemplify the complex geopolitical tensions that impact multiple nations. Similarly, internal conflicts, often rooted in ethnic, religious, or cultural differences, continue to disrupt societies, as seen in places like Myanmar and the Southern Philippines.

Secondly, the pursuit of peace is a continuous process in the region. While there have been significant strides towards peacebuilding in countries such as Timor-Leste and Sri Lanka, the fragility of these processes cannot be overstated. The region's history of colonialism, war and internal strife has left enduring scars, necessitating ongoing efforts in peace education and reconciliation. Violence, both state-sanctioned and arising from non-state actors, further complicates the landscape. Issues such as

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The Global Education 2030 Agenda

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terrorism, political repression and human rights abuses remain prevalent. The plight of the Rohingya people and the suppression of democratic movements in various countries are stark reminders of the ongoing struggles against violence and oppression.

Lastly, the Asia-Pacific region faces critical risks to sustainability. Rapid urbanization, environmental degradation and the impacts of climate change are pressing concerns. The Mekong Delta's vulnerability to rising sea levels, rampant deforestation in Indonesia and hazardous air pollution in major cities across the region emphasize the urgent need for sustainable practices.

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These challenges underscore the importance of GCED in empowering learners to become proactive citizens. By fostering a deeper understanding of these issues, along with skills in critical thinking, empathy, and collaboration, GCED equips individuals to devise and implement solutions. It also encourages active participation in addressing these complex challenges, promoting a more peaceful, just and sustainable future for the region.

This trends analysis reveals that GCED is not just an educational imperative – it is also a crucial tool for shaping the future of the Asia-Pacific. GCED is a vital catalyst for empowering youth in the region to actively engage with and contribute to the attainment of all seventeen Sustainable Development Goals (SDGs). By fostering a comprehensive understanding of global interdependencies and challenges, GCED equips young people with the skills, values and knowledge necessary to navigate and influence a rapidly changing world.

In this dynamic realm of global education, the Asia-Pacific Regional Global Citizenship Education Network, spearheaded by UNESCO Bangkok and the Asia-Pacific Centre of Education for International Understanding (APCEIU), has illuminated the path to empower learners to become global citizens since its inception in 2018. In 2023, our journey was punctuated by significant milestones and a revitalized commitment to propel GCED across the region. This commitment is particularly evident in the key priority areas of advocacy, capacity building, learning/teaching materials, policy and research and the synergizing of regional collaboration towards Education 2030.

Moreover, the newly adopted Recommendation on Education for Peace, Human Rights and Sustainable Development, unanimously adopted during UNESCO's 42nd Session of the General Conference on 20 November 2023, marks a pivotal moment and responds to emerging challenges in today's rapidly evolving landscape. To comprehend the intricacies of these changes is to grasp their profound implications and how they fortify UNESCO's steadfast dedication to global peace education and international understanding.

Within this context, the question arises: What impact will the new Recommendation have on the Asia-Pacific Regional GCED Network as we stride into 2024? Also, how does it influence our collective mission to advance GCED in the region? This prompts an exploration of collaborative actions that Network members can undertake to propel our shared objective of promoting GCED in the Asia-Pacific. As we navigate this transformative landscape, the Network stands poised to contribute significantly to the evolving narrative of GCED.

In 2023, our collective efforts expanded on the foundational initiatives established in 2022. Two major education conferences highlighted GCED as a strategic response to the international education crisis. In the Asia-Pacific region, GCED is widely acknowledged as crucial for building peaceful and sustainable societies. At the second Asia-Pacific Regional Education Minister's Conference (APREMC-II; June 2022), ministers reaffirmed the significance of promoting GCED in curriculum content and pedagogical approaches. This emphasis is aimed at equipping learners with the skills and knowledge to navigate evolving economies,

labour markets and climate change impacts, while contributing to social cohesion, peace and sustainable development in the Asia-Pacific.

The Transforming Education Summit (TES) in September 2022, convened by United Nations Secretary-General António Guterres, marked a significant global effort to reform education for the 21st century. The global education community made a commitment during the summit to undertake coordinated action to equip learners with the necessary skills for a sustainable and peaceful future. To realize this vision, there is an urgent need to accelerate the advancement of GCED in the Asia-Pacific region. In this perspective, it is important for the Network to reassess progress in the five action areas and to identify ways to enhance collaboration with all the relevant parties. The subsequent section identifies principal activities undertaken by the Network in 2023. It also explores potential collective initiatives we can embark on in 2024. This strategic reflection and forward-looking approach are essential to maintaining our ongoing progress and positive impact in shaping education in the region.

2. 2023 Asia-Pacific Regional GCED Network Annual Meeting, 22 November 2023

2.1 Background

On November 22, 2023, the UNESCO Regional Office in Bangkok orchestrated and co-hosted the 2023 Asia-Pacific Regional GCED Network Annual Meeting. This was conducted in the form of a two-hour Zoom meeting, in collaboration with APCEIU. This annual gathering, held since the inception of the Asia-Pacific Regional Global Citizenship Education Network in 2018, serves as a platform for sharing insights, discussing ongoing GCED initiatives, addressing challenges, exploring opportunities and collectively strategizing on local, national, regional and global dimensions – aligned with the GCED priorities set for 2024. Importantly, the discussions were tailored to respond effectively to the implications of the new Recommendation. The next section focuses on key points discussed during the meeting, highlighting both challenges and proposed action to advance GCED in the Asia-Pacific. The findings will inform our strategic directions in 2024 and beyond as part of the Network's priorities for action.

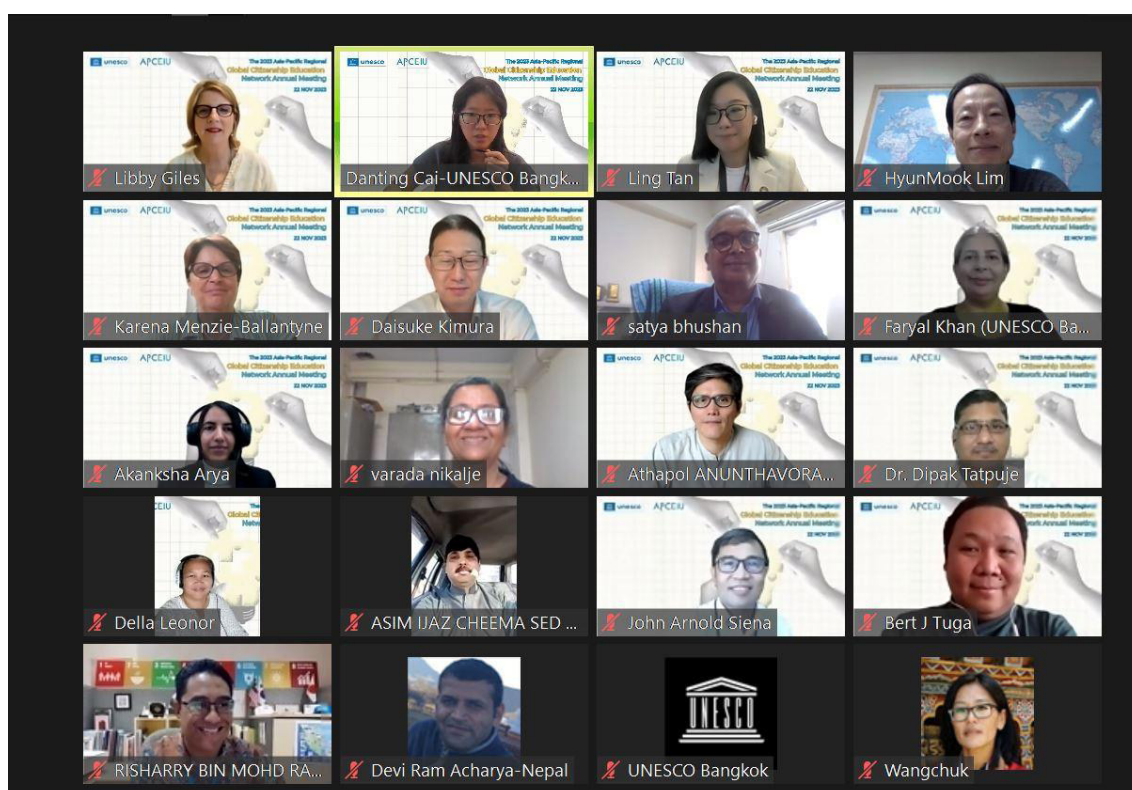
2.2 Summary findings

Meeting	
Date and time	22 November 2023, 10:00–12:00 (Bangkok Time, GMT+7)
Participants	Twenty-three participants (nine females; fourteen males)
Member States	Eleven Member States: Australia, Bhutan, China, India, Japan, Philippines, Republic of Korea, Thailand, Malaysia, Nepal, New Zealand

Opening and welcome remarks

The meeting began with inspiring remarks delivered by the Director of APCEIU, Dr Hyun Mook Lim, who set the motivating tone for the entire session. Dr Lim introduced the newly-adopted Recommendation on Education for Peace, Human Rights and Sustainable Development (referred to as the Recommendation), emphasizing the pivotal role of all participants as architects shaping the future of GCED in the Asia-Pacific. His words served as a motivational call, urging participants to actively champion the GCED agenda.

This was followed by comments from Ms Faryal Khan, Programme Specialist, Educational Innovation and Skills Development (EISD), UNESCO Regional Office in Bangkok. In a similar vein to Dr Lim's address, Ms Khan reminded participants to explore ways to enhance the collaborative impact of the Network under the five action areas to achieve



Group screenshot taken during the Zoom meeting

SDG 4.7. She highlighted the importance of aligning the Network's activities with the new Recommendation and also underscored the Network's wealth of diverse cultures and perspectives, emphasizing its unity under a shared vision to transform education and foster learners to build a more peaceful, inclusive and sustainable Asia-Pacific.

Updates of APCEIU and UNESCO Regional Office in Bangkok's GCED activities in 2023

Ms Akanksha Arya, Assistant Programme Specialist at APCEIU, provided an insight into key initiatives, including the GCED Curriculum Development and Integration Project. This project aims to facilitate the extensive adoption of GCED and the implementation of action-oriented policies through engaging countries in a three-year cycle. Notably, in the most recent cycle (2021-2023), Georgia, Indonesia, Lao PDR and Rwanda successfully completed the project and presented their findings.

Looking ahead, Bangladesh, Bhutan, Ghana and Malaysia are expected to conclude their respective cycles in 2024.

Ms Faryal Khan, UNESCO Bangkok's EISD Programme Specialist, provided an overview of the GCED network's achievements, woven around its five foundational pillars: Policy Innovation, Research, Advocacy, Empowering Capacity Building and Future-Ready Curricula. As one of the key activities in a series of engaging training events focused on localizing GCED, she highlighted the capacity building webinar: 'Follow-up Workshop on GCED Collective Action Plans 'Taking it Local' in Asia-Pacific', held on October 25-26, 2023. This session was a significant part of broader efforts to integrate GCED concepts into community-level initiatives.

Ms Khan unravelled the intricacies of the Recommendation on Education for Peace, Human Rights and Sustainable Development, the participatory revision process and the essence of pivotal concepts, such as global citizenship, sustainable development and transformative education. She underscored the transformative impact of the new Recommendation, highlighting that it is a quantum leap from the 1974 document, with its enriched and robust definitions and new avant-garde ideas, such as shared responsibility for sustainable development within our planetary limits.

Ms Khan also focused on GCED, with a lens on human dignity, enhanced cooperation and effective communication, alongside the ethical implementation of emerging technologies in our digital age. These forward-thinking concepts, absent or underplayed previously, mark a significant evolution in the GCED narrative, setting a new benchmark for global educational standards.

Sharing GCED activities updates by Network members

Dr Athapol Anunthavorasakul, Director of the Center for Educational Research and Development for Sustainable Development at Bangkok's Chulalongkorn University, gave a presentation about five projects mainstreaming GCED in teacher education in Thailand in 2023. Such initiatives include a successful capacity building workshop for teachers in Thailand's southern border provinces. This was conducted in collaboration with UNDP. Dr Athapol said this is the first time a GCED project has been implemented in a majority Muslim Thai province. Three weeks after the workshop, teachers were invited to present their lesson plans through the professional learning community.

The next speaker, Dr Bert J. Tuga, President of the Philippine Normal University (PNU), gave an insight into GCED development at PNU. This included details about free GCED training for teachers, such as the 'Developing GCED exemplars Workshop: A Guide to Pedagogy and Practice', held on 29 August and 30 September 2023 for thirty basic education teachers. Teachers at this workshop underwent interactive sessions with GCED experts. Furthermore, a noteworthy accomplishment was the successful hosting of the first GCC International Research Conference on Global Citizenship Education by PNU. The event brought together researchers and showcased best practices from diverse networks associated with the Philippines' GCED Cooperation Centre.

Ms Libby Giles, Education Director at the Centres of Asia-Pacific Excellence (CAPEs), University of Waikato, New Zealand, delivered the third presentation, offering an insightful overview of the global citizenship education framework developed by her team. The framework centres on three key concepts: *tuakiritanga* for identity, *hononga* for connections and *kaitiakitanga* for responsibility. Ms Giles highlighted the recent 'Step up to the World' | *Tū maia ki te Ao* forum in September 2023, organized by Waikato University. This forum successfully brought together international and regional experts, fostering discussions on transforming education with a focus on tangible deliverables, professional learning development for teachers, cross-sector engagement (including youth) and the integration of Generative AI and GCED, emphasizing ethics and responsibility.

Breakout discussions

The following are summary findings from the rich discussions in the meeting's breakout session. During this gathering, participants were randomly divided into two groups, Group A and B. Each group was tasked with addressing a specific question related to the newly adopted UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development. The discussions involved identifying priorities for GCED for 2024 and beyond within the framework of the five pillars of the Asia-Pacific Regional GCED Network: **Policy, Research, Advocacy, Capacity Building and Curricula**. Group A concentrated on Policy, Research and Advocacy, while Group B focused on Capacity Building and Curricula.

Group A Key Discussion Points **Policy, Research and Advocacy**

Overall, Group A participants stressed the imperative to refine advocacy strategies, involving active engagement with governmental bodies. The cost-effectiveness of mainstreaming GCED to governmental bodies was highlighted, as well as the importance of utilizing social media and other culturally relevant platforms for effective communication.

The group collectively acknowledged the significance of engaging with national policies, advocating for inclusive practices and emphasizing the need for action research. Recommendations were made to extend outreach efforts to parents, communities and broader audiences. This approach is seen as instrumental in garnering support and exerting collective pressure on governments to prioritize and advance the GCED agenda.

Policy

Ms Della Leonore highlighted the vital role of research in shaping policy decisions for GCED, advocating for data-driven approaches. She stressed the need for a focused, step-by-step policy implementation, with attention to specific areas like human rights. Ms Leonore also emphasized articulating the benefits of GCED to her country's congress and the senate, framing it as a cost-effective investment in enhancing the education system.

In a similar vein, Ms Libby Giles suggested aligning GCED initiatives with each country's unique aspirations, focusing on practical skills and knowledge for international engagement, contributing to increased profitability. Mr John Siena, Deputy Director of the SEAMEO Secretariat emphasized SEAMEO's commitment to integrating GCED into its strategic initiatives.

He highlighted the SEA-PLM platform as a key tool for evidence-based assessments of GCED policies, encouraging the network to actively leverage it when engaging with policymakers to underscore the importance of GCED on their agenda. Dr Varada Nikalje, Professor at the National Council of Educational Research and Training (NCERT), India, highlighted the successful inclusion of GCED in India's national policy. Emphasizing the alignment of action research with policy objectives, she recommended a focus on identifying and promoting universal values within the context of GCED to gain wider acceptance from policymakers.

Research

Dr Athapol Anunthavorasakul stressed the importance of curriculum mapping and expressed an interest in supporting teachers through research and monitoring, thereby ensuring a practical follow-up in the classroom.

Advocacy

Ms Ling Tan suggested the Network should have a stronger emphasis on advocating to parents and the wider community to demonstrate and promote effective GCED implementation. Ms Giles also suggested popularizing GCED through multimedia channels to increase awareness and engagement.

Group B Key Discussion Points Capacity Building and Curricula

In general, Group B's insights and proposed actions reflect a collective commitment to advancing GCED in the Asia-Pacific region. By addressing interdisciplinary embedding, leveraging global issues, supporting teachers, focusing on peace education and conducting informed research, the group showed a commitment to the effective implementation of the Revised 1974 Recommendations. Group B said emphasis should be placed on ensuring that GCED is not treated as a separate entity but is integrated across various disciplines, thereby fostering a holistic educational approach. Recognizing the global impact of issues like climate change, the group stressed the potential for utilizing these topics as gateways to explore global citizenship and responsibility within the educational framework.

Acknowledging the enthusiasm of educators for GCED, the group identified a need to address how GCED can be seamlessly embedded into assessment practices to further motivate teachers and enhance its integration into curricula. The importance of peace education, particularly relevant to the Asia-Pacific region, was highlighted. Suggestions were made to either incorporate peace education as a core component of GCED or as a complementary module. Group members underscored the significant role textbooks play in shaping what is taught. The discussion recognized the potential political and sensitive nature of textbook content, especially in subjects such as history, making it challenging to teach.

The group proposed the idea of pairing or clustering countries, such as the Republic of Korea/Japan/China and Pakistan/India/Bangladesh, to facilitate the sharing of successful curriculum integration and other best practices. Building on the success of teacher exchange programmes like those organized by APCIEU, there was a consensus on the need to continue and expand such initiatives to enhance teachers' capacity in GCED.

As part of supporting the implementation of the Revision of the 1974 Recommendations, the group emphasized the necessity of focusing on peace education within the region. To streamline efforts and avoid redundancy, the group recommended conducting evidence-based research to document existing regional GCED policies and practices. This approach ensures building on current successes and avoiding duplication of efforts.

2.3 Achieved outcomes and follow-up action

The 2023 Asia-Pacific Regional GCED Network Annual Meeting was a resounding success and it marked a significant gathering, bringing together twenty-three network members from over eleven Member States. Participants learned lessons and exchanged insights from GCED activities implemented by members since the 2022 Asia-Pacific Regional GCED Network meeting. In addition, they explored and established key priorities to enhance GCED practices in 2024, focusing on the GCED Network's five core action areas, within the framework of the revised UNESCO 1974 Recommendation. In conclusion, the meeting reflected a vibrant exchange of ideas, experiences and commitments, affirming the Asia-Pacific Regional GCED Network's pivotal role in shaping the future of education in the

region. The collaborative efforts showcased a shared dedication to advancing GCED within the framework of the Revised 1974 Recommendations, setting a strong foundation for future endeavours in 2024 and beyond.

Follow-up action for the GCED Network in 2024

Advocacy, Research and Policy Support:

- Prioritize research-driven advocacy, emphasizing the importance of data in supporting policymakers with evidence for GCED initiatives;
- Develop a comprehensive advocacy strategy, engaging with governmental bodies and conveying the cost-effectiveness of mainstreaming GCED;
- Utilize culturally relevant platforms, including social media, to effectively communicate the benefits of GCED;
- Broaden outreach initiatives to include parents, communities and a broader audience, highlighting tangible impacts to cultivate support and shape policy agendas;
- Align GCED initiatives with the unique aspirations of each country, emphasizing practical skills and knowledge that contribute to trade readiness and profitability;
- Utilize multimedia channels for increased awareness and engagement, making GCED more accessible and appealing;
- Leverage learning matrices, such as the SEAMEO SEA-PLM, for evidence-based assessments of GCED policies, enhancing persuasiveness during engagements with policymakers. The Network could consider integrating SEAMEO's matrix-sharing sessions into future Network events to facilitate knowledge dissemination.

Capacity Building and Curricula:

- Emphasize interdisciplinary embedding of GCED within various disciplines to promote a holistic educational approach;
- Explore opportunities to integrate global issues, such as climate change, into curricula to foster an understanding of global citizenship and responsibility;
- Address the seamless integration of GCED into assessment practices, ensuring active teacher engagement and motivation;
- Consider incorporating peace education as a core component or complementary module within the GCED framework;
- Acknowledge the sensitivity of textbook content, particularly in history, and work towards strategies for effective teaching.

3. 'Step Up To The World' – *Tū māia ki te ao*, 11–13 September 2023

3.1 Background

The Centres of Asia Pacific Excellence (CAPEs) in association with Education New Zealand and the Schools International Education Business Association (SIEBA), organized the 'Step Up To The World' – *Tū māia ki te ao*, a three-day forum on GCED, held in Auckland, New Zealand, from 11 to the 13 September 2023. Ms Libby Giles, Education Director at CAPEs, the University of Waikato, is a member of the Asia-Pacific Regional GCED Network and she played a pivotal role in organizing the forum. In addition, Dr Karena Menzie-Ballantyne, a Senior Lecturer at CQ University, Australia and Ms Faryal Khan, EISD Programme Specialist at UNESCO Bangkok, were invited to participate as panellists and facilitators in some of the forum sessions.

The purpose of the conference was to raise the profile of GCED and draw together stakeholders in education and across sectors on a global level. It was also expected that conversations at the forum would shape the future of GCED in New Zealand and increase partnerships across both the Asia-Pacific and internationally. The participants' profiles included educators, those who work in education or anyone with a keen interest in growing their understanding of GCED. The forum aimed to support participants to understand GCED, explore ways to honour their commitment to *Te Tiriti o Waitangi* through GCED, make links between key frameworks and strategies and the New Zealand context, explore the role of GCED in Asia-Pacific contexts and international education and connect and share best practices with local and international experts and practitioners.



Participants at the 'Step Up To The World' Forum

3.2 Summary findings

Meeting	
Date	11–13 September 2023
Location	Auckland, New Zealand

Panel discussions and other activities

Ms Giles, Dr Menzie-Ballantyne and Ms Khan served as panellists in the cross-sector panel 'International Connections, Trends and Developments', held on 12 September 2023. In addition, Ms Khan also co-chaired a consultation with GCED Asia-Pacific and New Zealand Network members to advance GCED and identify priorities for future action from 10 am–12 pm on 14 September 2023.

3.3 Achieved outcomes

The panel discussion facilitated an international exchange on GCED, allowing stakeholders to explore emerging concepts and strategies in this field, with a specific focus on its application within New Zealand. The conference not only bolstered advocacy for global citizenship but also highlighted its core values, adaptability, and competencies, aiming to inspire students to integrate these principles into their learning environments. The event played a pivotal role in advancing knowledge exchange, particularly from UNESCO and its partners, focusing on equipping educators and learners with diverse approaches to seamlessly integrate GCED into curriculum and pedagogy. Meetings at the Ministry of Education (MoE) Wellington provided valuable insights into the current status of the Associated Schools Network and how GCED is utilized to empower learners.

4. GLOBAL LEARNING FOR AN OPEN WORLD (GLOW), 13–14 November 2023

4.1 Background

Global Learning For an Open World (GLOW) was a digital conference organized by Actionable Innovations Global and held on November 13 and 14, 2023. The event involved interviews, interactive workshops and sessions designed to provide the practical steps going forward. Participants had the opportunity to engage with a global community of educators, enabling them to explore strategies to enhance learning responsiveness, global centrality

and overall impact. The conference aimed to inspire collaboration and discussions that contribute to shaping a generation of learners poised to influence our collective future.

Members of the Asia-Pacific Regional GCED Network, Ms Libby Giles, Dr Karena Menzie-Ballantyne and Ms Faryal Khan hosted and participated as panellists in a one-hour panel discussion titled 'Global Education in the Asia-Pacific Region: Policy Influence and Local Impact', held on 13 December 2023, an event that was part of the GLOW conference.

Various international policies, including SDG4 and the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) Global Competence framework, are influencing the integration of global education in domestic policies, curriculum reform and pedagogical practices in the Asia-Pacific region. The Dublin Declaration, signed in November 2022, has spurred global education initiatives across Europe. Considering the potential benefits, the Asia-Pacific region could prioritize global education – drawing inspiration from the Dublin Declaration process, but with a ground-up and contextualized approach. The revision of the UN's 1974 Recommendations, signed by all member countries in November, could serve as an impetus for this initiative. The panel discussed these international efforts and provided examples of their impact on local education in Australia and New Zealand.

4.2 Summary findings

Online Panel Discussion	
Date and Time	12 November 2023, 10.30–11.30 (GMT+7)

Panel discussion

The session explored how international global education policies are shaping national initiatives in the Asia-Pacific region, with specific examples from Australia and New Zealand. Participants discussed how revisions of the UN's 1974 Recommendations could be used to prioritize global education in this region. Dr Menzie-Ballantyne specifically highlighted several international driving forces, including SDG 4, the Dublin Declaration and the 1974 Recommendations. While acknowledging the momentum provided by these global initiatives, she emphasized the importance of ensuring that local efforts are tailored to the specific context of our region and individual countries. Using the Queensland Framework as an example, she illustrated the significance of contextualizing initiatives. Following this, Ms Giles delved into the evolution of the Dublin Declaration process, underlining how it initially prioritized global education in Europe and has since taken on diverse forms in different countries. She also shed light on the New Zealand context regarding GCED.

The final panellist, Ms Khan, highlighted the endorsement of the revised UNESCO 1974 Recommendation and shed light on APCEIU's regional activities, including initiatives such as the Asia-Pacific Teacher Exchange for Global Education and UNESCO Bangkok's 'Together

for Peace' (T4P) initiative. She also provided insights into the UNESCO Asia-Pacific Regional GCED Network and related initiatives such as 'Taking It Local'. The session concluded with a discussion between the panellists and participants. This was facilitated by Dr Menzie-Ballantyne.

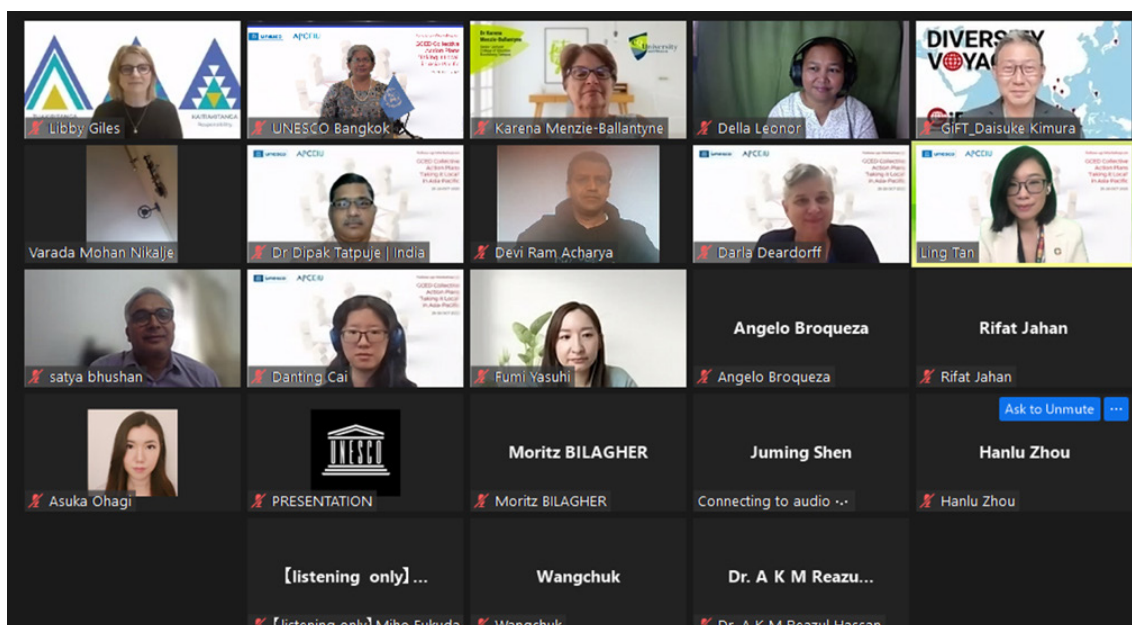
4.3 Achieved outcomes

This presentation provided an overview of the various international and domestic educational policies that are shaping global education in the Asia-Pacific region and this enabled teachers and school leaders from the region and elsewhere to better understand the 'big picture' of priorities and initiatives and how they are shaping practice.

5. UNESCO BANGKOK GCED FOLLOW UP WORKSHOP ON COLLECTIVE ACTION PLANS 'TAKING IT LOCAL' IN ASIA-PACIFIC, 25-26 October 2023

5.1 Background

UNESCO Bangkok organized and hosted a virtual two-day 'Taking It Local' GCED Follow Up Workshop on the 25 and 26 October 2023. This was conducted in partnership with APCIEU to provide an opportunity for GCED leaders in the Asia-Pacific to present updates on their GCED action plans in their respective countries. This workshop was the third in a series of GCED workshops organized by UNESCO Bangkok. Dr Darla K. Deardorff, a research scholar with Duke University's Social Science Research Institute, as well as a new UNESCO Chairholder, was invited to design and deliver the two-day virtual workshop with the following objectives: (1) Progress Assessment: Determine the advancement of GCED collective action plans that were formulated by country teams during the GCED Workshop for Systemic Transformations in 2022; (2) Capacity Strengthening: To enhance the proficiency of local stakeholders to adapt and implement GCED initiatives within their respective countries at sub-national echelons; and (3) Evidence-based Knowledge Exchange for Informed Dialogue: Establish a forum for participants to share emerging research findings, personal experiences, successes and obstacles in implementing GCED initiatives at the grassroots level.



Group screenshot taken during the Zoom meeting.

5.2 Summary findings

Meeting	
Date and time	25–26 October 2023, 10.30–13.30 (Bangkok time, GMT+7)
Participants	25 October 2023. Twenty-five participants (Fourteen females; eleven males). 26 October 2023. Fifteen participants (ten females; five males)
Member States	Member States: Australia, Bhutan, China, India, Malaysia, Nepal, New Zealand, Philippines, Thailand

On day one, APCEIU Director Dr Lim Hyun Mook's opening speech highlighted the ongoing importance of GCED and he underlined the widening gaps between the rich and the poor communities and the disintegration of the social fabric of communities, a development threatening the sustainable development of the world. Within this milieu, Dr Lim encouraged all participants to step up efforts to advance GCED. Ms Faryal Khan of UNESCO Bangkok then spoke about UNESCO's continued commitment to actively promoting GCED. She said empowering people at the local level and proactive intervention will transform not only educational systems, but also societies.

Regarding the presentation of action plans progress, Mr Daisuke Kimura from Japan discussed the Global Incubation x Fostering Talents (GiFT) Initiative, emphasizing this project's focus on tailoring transformative education for global citizenship. Mr Daisuke highlighted key areas for GCED integration in the curriculum, including: knowledge (of worldwide issues, communities); thinking ability (to connect regions, nations/world, critical thinking, problem finding/solving, creating thinking etc.); social/emotional skills (cooperativeness, ownership, ability to establish relationships, tolerance, ability to involve others, etc.); values (one's vision in the world, ethics, global citizenship etc.); the ability to

take action (being responsible, action toward building peace and sustainable communities, nation and world etc.); and identifying obstacles such as teachers' lack of time, funding, priority, materials and inexperience in GCED teaching pedagogies. He noted a significant finding, the often-overlooked GCED behavioural domain in learning objectives.

Dr Dipak Tatpuje from India gave a presentation on the implementation of GCED, focusing on areas beyond post-secondary education. Emphasizing rural outreach, the goals included GCED for social and emotional learning; awareness for students who have dropped out and for non-collegiate students; integration with national-dual and digital citizenship; and fostering a culture of peace. Dr Tatpuje highlighted a specific initiative targeting rural youth, stemming from the initial UNESCO Bangkok Master Workshop in October 2022, resulting in a locally adapted GCED booklet. The cited successes included the availability of the book in local languages and collaborations with researchers and community service organizations. Dr Tatpuje's research revealed low awareness of global citizenship, prompting considerations for scaling GCED to a much wider audience.

Following these presentations, participants were divided into three groups where they spent time sharing updates on their GCED action plans. Participants reconvened after this working session and representatives from each of the three groups provided a brief summary of the key points from their working sessions. These can be summarized as follows: Obstacles to GCED include language, contextualizing through multiple pedagogical approaches, the missing behavioural aspect of GCED in the curriculum, the need to integrate inclusivity and diversity into teaching approaches around GCED and the need to integrate GCED into the vocational curriculum. Some updates on how others are implementing GCED include the alignment of GCED with SDGs, introducing assessments into the GCED curriculum and expanding partnerships with associations and other civil society organizations to mainstream GCED more effectively.

On Day two, Ms Tan introduced Ms Della Leonor, a disability specialist from the Philippines, who highlighted the absence of GCED in the current curriculum and the lack of an official Filipino definition. The challenge lies in integrating GCED with national identity and civic consciousness, she said. Ms Leonor proposed the use of UNESCO Story Circles as a means to introduce intercultural competencies, emphasizing their impact in local Filipino contexts.

She advocated for adapting this methodology for those with disabilities and suggested future action, including sharing stories and involving parents in UNESCO Story Circles. The next speaker, Mr Deviram Archarya from Nepal discussed the national-level curriculum mapping of GCED, emphasizing the significance of an assessment in understanding its integration. Mr Archarya noted the absence of explicit coverage on gender equality in the curriculum. He shared ongoing efforts to develop and pilot assessment tools, particularly in the knowledge domain, acknowledging the challenges faced.

Dr Deardorff emphasized the importance of evidence collection to track students' development into global citizens. She introduced the programme logic model, comprising of five components – input, activities, output, outcomes and impact – as a tool for

effective change. Encouraging participants to apply this model for robust implementation, sustainability and follow-through, she also highlighted the use of 'Making Thinking Visible' tools, such as: 'I used to think... Now I think...!' and 3Cs (Connections/Concepts/Changes). These tools, originating from the Harvard Graduate School of Education, offer powerful thinking routines for integrating GCED concepts into both formal and non-formal learning experiences.

Following the breakout session, Dr Deardorff reconvened the groups, prompting them to share key takeaways. The groups outlined their next steps, including integrating GCED into textbooks, behavioural aspects, conducting further research on GCED implementation in schools, assessing teachers' capabilities, incorporating disability into GCED and utilizing story telling circles to share success stories.

Dr Deardorff wrapped up the workshop by underscoring the ongoing significance of teacher preparation and support in GCED, emphasizing the workshop's demonstration of translating GCED efforts into local contexts and the value of networking for sharing these endeavours. An overarching theme that emerged was the pressing need to address the behavioural domain of GCED in the Asia-Pacific, with an emphasis on intercultural competencies.

Ms Faryal Khan concluded with remarks highlighting the intricate nature of GCED and its transformative impact in the behavioural domain. She emphasized the potential of the arts to effectively disseminate GCED and establish deeper connections with global narratives and the importance of a multi-intelligence approach – meeting learners where they are and enabling them to contribute to the GCED dialogue. Ms Khan expressed gratitude to all involved, acknowledging APCEIU as a partner and she praised the UNESCO Bangkok team, facilitator Darla and the participants.

5.3 Achieved outcomes

The capacity of participants to design and implement GCED action plans were strengthened through the four presentations and resulting discussion group sessions during the workshop, as well as the intervention provided by Dr Deardorff on the Logic Model tool and 'Making Thinking Visible' tools. With this heightened capacity, participants discussed their next steps and what was needed to implement GCED initiatives in their respective countries and contexts. These series of GCED workshops organized and hosted by UNESCO Bangkok has established a platform for participants to share their experiences, successes and obstacles in implementing GCED initiatives at the grassroots level, particularly as evidenced by the four presentations shared in this workshop and this has resulted in effective and valuable knowledge exchange.

6. ‘Cultivating Active Global Citizens: A Youth Workshop on Social Entrepreneurship in the Asia-Pacific Region’, 30 November 2023

6.1 Background

On 30 November 2023, UNESCO’s Regional Office in Bangkok co-organised a workshop ‘Cultivating Active Global Citizens: A Youth Workshop on Social Entrepreneurship In the Asia-Pacific Region’, with GCED Network member, Yunus Thailand (มูลนิธิยูนิอุส), a Thailand-based non-profit foundation. The workshop provided a platform to engage youth participants and enabled them to gain a deeper understanding of GCED and social entrepreneurship. This event also explored their interconnection and developed practical strategies for incorporating these values into their educational and entrepreneurial endeavours. The overarching goal of this workshop was to equip youth with the tools and knowledge needed to become catalysts for positive social transformation and to contribute significantly to a more inclusive and sustainable world.

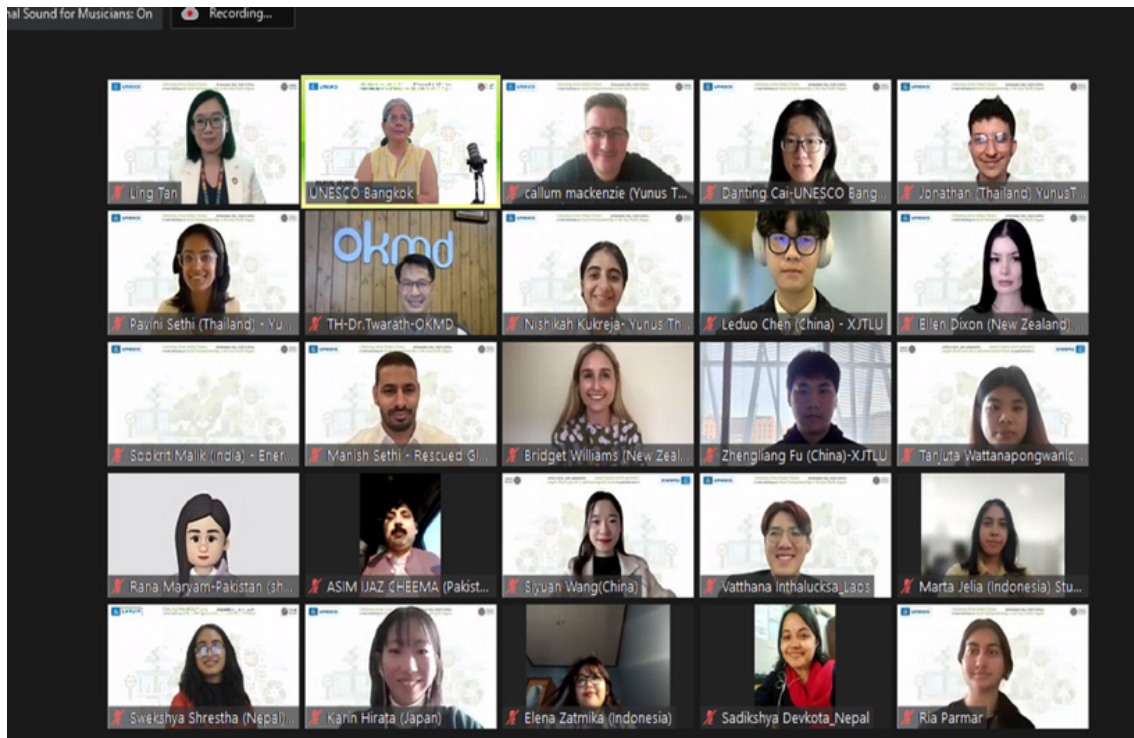
6.2 Summary findings

Meeting	
Date and time	30 November 2023, 10:30–13:30 (Bangkok Time, GMT+7)
Participants	Sixty-three participants (thirty-five females; twenty-eight males)
Member States	Member States: Cambodia, China, Indonesia, Japan, Kazakhstan, Kyrgyzstan, Lao PDR, Malaysia, Nepal, New Zealand Pakistan, Philippines, Republic of Korea, Thailand

Opening and welcome remarks

Ms Faryal Khan, Programme Specialist, EISD, UNESCO Regional Office in Bangkok, introduced the Recommendation and its testimony to the important role global citizens play in transforming our world. She highlighted that global citizenship is much more than just theoretical knowledge and underscored the importance of impactful action. This point functioned as a reminder to participants about the overriding objective of the workshop.

Next, Mr Callum Mackenzie, Co-founder and Managing Director of Yunus Thailand, highlighted the important role of education in bringing value to society and fostering learners to become active global citizens. He stated the power of education to build active global citizens and said we can fulfil the vision of sustainable development by leveraging youth networks where young people work together.



Group screenshot taken during the online meeting.

Dr Twarath Sutabutr, President of the Office of Knowledge Management and Development (OKMD), gave an introductory presentation and emphasized the potential of youths to become global citizens who can drive sustainable development. In his conclusion, he presented ten points of advice for youth, such as embracing opportunities to learn anywhere.

GCED and social entrepreneurship introduction

Ms Ling Tan from UNESCO Bangkok presented a brief overview of global citizenship education through an interactive activity on slido.com. Through this activity, it was revealed most participants are confident they can become global citizens. This was followed by a presentation from Mr Jonathan Brenes of Yunus Thailand who described social entrepreneurship activities, such as the 3Zero Club at his organization. Mr Brenes said social business education prepares youths for future challenges and opportunities by developing their leadership skills, creative thinking, active learning and a growth mindset, which were all central themes for the workshop.

Showcasing youth-led entrepreneurial impact solutions

During this session, a panel featuring three exceptional social entrepreneurs served as a source of inspiration for youth participants – encouraging them to embark on their own social entrepreneurship journeys. The panel demonstrated that social business can manifest in diverse and impactful forms, offering a rich tapestry of possibilities for youth. The panel

presentation was moderated by Ms Ellen Dixon, Youth Representative of the UNESCO Global Education Monitoring Report Advisory Board.

The first presenter, Ms Bridget Williams, founder of the New Zealand-based social enterprise Bead and Proceed, shared her journey from lawyer to social entrepreneur. Bead and Proceed educates people about the seventeen UN sustainable development goals and inspires action through creativity. Ms Williams described her enterprise as a platform that brings people together to create and paint a five-bead necklace or key ring representing their top five SDGs. Notably, Bead and Proceed contributes to social improvement by sourcing kits from Silence, an Indian organization which employs adults with disabilities.

The second speaker was Mr Manish Sethi, founder and CEO of social enterprise Rescue Glass based in Thailand. Mr Manish said his social enterprise's mission is to create innovative and sustainable products. One of the main activities is investing in upcycling and recycling more glass and donating to different charities and organizations, financed through the collected proceeds. He revealed students are running 'rescued glass' projects in their own schools and this has empowered them to create impact.

The last speaker was Mr Sookrit Malik, a social entrepreneur and founder of Energeia, India. This helps industrial and commercial facilities to unlock data-driven energy savings and reduce their energy consumption and emissions. Mr Malik emphasised the need to change our consumption patterns to lead a more sustainable life as opposed 'to continuing to walk down the same path, taken by developing and developed countries over the last decade'.

Breakout sessions

During the breakout sessions, participants were divided into nine to ten groups of five to seven people. Participants were given two options to conduct their brainstorming and discussions: (1) Ideating a new entrepreneurial solution to an identified social or environmental challenge; or (2) Explore how to scale, replicate and adapt an existing entrepreneurial initiative led by a group member, what the youth presenters presented or other models. The discussions took place on miro.com and participants shared their ideas using virtual sticky notes on the miro platform. Group members facilitated the session, with the main facilitators being Ms Ling Tan and Ms Danting Cai from the UNESCO Regional Office in Bangkok, along with Mr Jonathan Brenes and Ms Pavini Sethi from Yunus Thailand.

Plenary

Moderated by Mr Jonathan Brenes, Ms Rana Maryam from Pakistan addressed air pollution issues in her group plenary session, with a focus on reducing plastic use due to its link to toxic emissions in industrial areas. The group proposed eco-friendly alternatives such as paper straws, durable paper bottles and bamboo-based packaging.

Despite time constraints, the group incorporated an educational curriculum into their initiative to empower students on sustainable practices. Their vision includes establishing a platform that bridges education and entrepreneurship, raising awareness and potentially generating revenue through educational courses. Ms Maryam explained the sustainable model where course fees could fund scholarships, ensuring accessibility for all and fostering positive change.

Closing remarks

Ms Faryal Khan from UNESCO Bangkok delivered impactful closing remarks, expressing gratitude for the collaborative efforts with Yunus Thailand and OKMD. She characterized the breakout group sessions as a valuable opportunity for participants to collectively address issues ranging from air and plastic pollution, to broader sustainable development concerns, equity and gender equality.

Ms Khan underscored the importance of standing up for one's convictions and identifying issues that resonate personally. Encouraging everyone to believe in their own capacity for change, she instilled confidence that individual efforts can be a driving force for creating positive change and ultimately sparking a movement for the collective good. In conclusion, Ms Khan reminded participants of their shared learning achievements during the workshop.

6.3 Achieved outcomes

The workshop increased understanding of the synergies between GCED, ESD and social entrepreneurship and gathered the insights of youth participants on enhancing skills development for social entrepreneurship projects and education initiatives. The event also facilitated the creation of a network of like-minded youths and organizations committed to GCED and social entrepreneurship.

From the presentations and breakout discussions, there was an exchange of innovative strategies and initiatives that combined GCED and social entrepreneurship to address local and global challenges. Armed with these insights from the different sessions, we are confident the workshop will act as a catalyst, propelling youth participants to further explore the utilization of social entrepreneurship as a means to emerge as proactive global citizens.

7. GCED Advocacy and Awareness-Raising Publications Series

7.1 Background

In 2020, UNESCO Bangkok and APCEIU planned to develop a series of simple guides to help different GCED stakeholders in the region to understand GCED. The first handbook is UNESCO and APCEIU (2021) *Global Citizenship Education: A Policy Awareness and Advocacy Handbook*, Asia-Pacific Centre of Education for International Understanding (APCEIU). The second is UNESCO & APCEIU (2022) *Global Citizenship Education: Advocacy, Practice and Awareness Handbook for Teachers*.

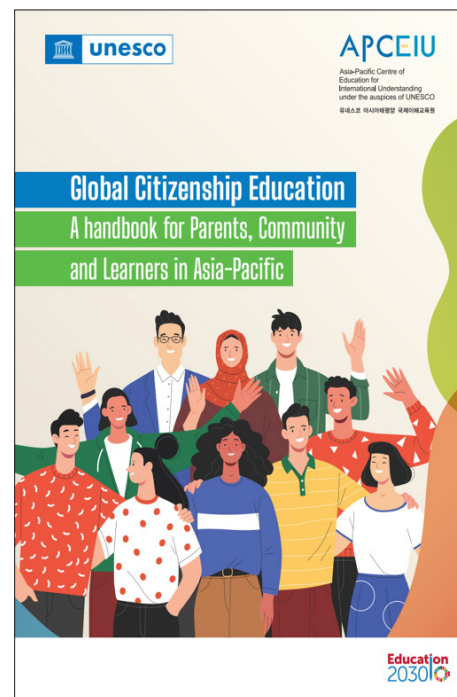
7.2 Global Citizenship Education: A handbook for Parents, Community and Learners in Asia-Pacific

The third and last handbook in the publication series, *Global Citizenship Education: A handbook for Parents, Community and Learners in Asia-Pacific*, has been completed and is due for publication in December 2023. This aspires to engage and involve parents, caregivers and the community to join the mission of developing every learner into a global citizen.

To achieve this, parents, caregivers and the community will need to be empowered with the necessary GCED knowledge and skills. The handbook introduces GCED related concepts, as well as adaptable step-by-step action plans and best practices collected across the Asia-Pacific region to support parents and the community to take action in developing GCED competences in learners.

The handbook starts by providing an overview of GCED and its role in sustainable development. Following this section, it delves into the importance of GCED in the 21st century, situating it within education and explaining its relevance for developing essential competences for effective collaboration.

The section on GCED in the Asia-Pacific region highlights trends and introduces the OECD PISA Global Competence assessment. Core components explore ways to empower parents, caregivers and the community in GCED, offering action plans for each domain. It also



Cover photo of *Global Citizenship Education: A handbook for Parents, Community and Learners in Asia-Pacific*.

guides learners on daily action activities as global citizens, providing a Global Citizen Action Worksheet.

The handbook concludes by showcasing twelve best practices in the Asia-Pacific related to GCED, obtained through research and shared by the Asia-Pacific Regional GCED Network. Additionally, it includes extra resources, including useful websites, for parents, the community and learners to deepen their understanding of GCED. The electronic edition of this publication is planned for wide dissemination among all members of the Asia-Pacific Regional Global Citizenship Education Network, partners, key stakeholders, as well as the general public. It will be available on the UNESCO website by the year-end of 2023. Activities are also planned for 2024 and beyond to share and apply the knowledge in all three handbooks in this GCED advocacy and awareness-raising series.

7.3 Expected outcomes of this handbook

The handbook is expected to contribute to a heightened awareness of the importance of GCED. By equipping parents, caregivers and the community with the necessary information, the publication encourages a collective understanding of the role each stakeholder plays in shaping globally conscious learners. There will be a more informed, engaged and collaborative ecosystem that actively contributes to the development of global citizens in the Asia-Pacific region.

8. Conclusion

UNESCO Bangkok extends heartfelt gratitude to all GCED Network members and partners for their unwavering support in advancing GCED activities across the Asia-Pacific region. Your dedicated efforts in promoting GCED within your local contexts and respective countries have been instrumental to the goal of expanding GCED. Looking ahead to 2024, within the framework of UNESCO's new Recommendation on Education for Peace, Human Rights and Sustainable Development, we aspire to achieve even greater strides in the Network's identified action areas.

This journey will be marked by strengthened collaborations and active partnerships with our esteemed members and partners. Together, we aim to make significant progress in the effective implementation of the Recommendation, furthering the cause of Education for Peace, Human Rights and Sustainable Development. Our collective efforts are geared towards building a more peaceful, tolerant, inclusive, secure and sustainable Asia-Pacific region.



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