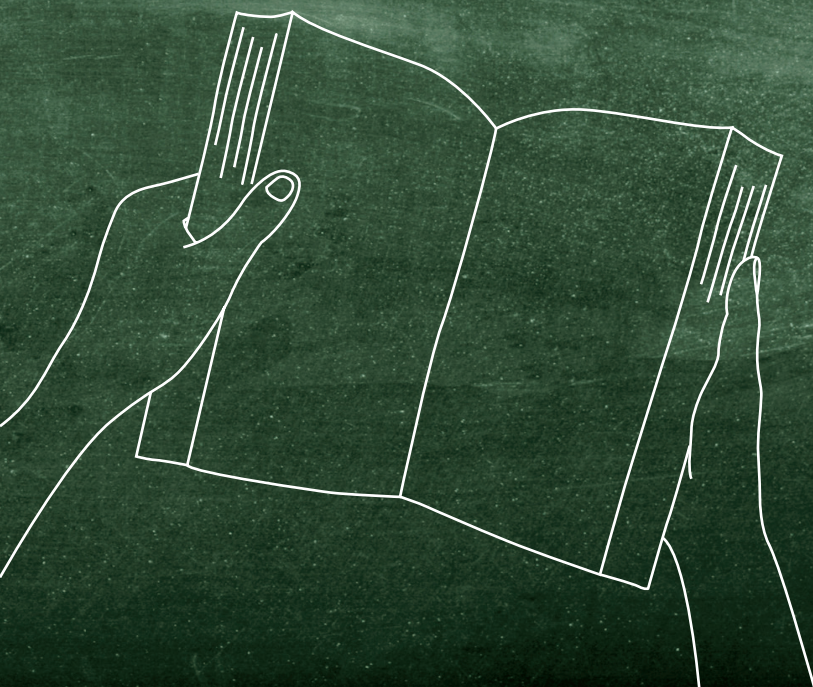


Global Citizenship Education

A Guide for Policymakers



United Nations
Educational, Scientific and
Cultural Organization
국제연합
교육과학문화기구

APCEIU

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

Global Citizenship Education A Guide for Policymakers

Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO is a UNESCO Category 2 Centre established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO in order to promote and develop Education for International Understanding (EIU) and Global Citizenship Education (GCED) with UNESCO Member States. APCEIU Plays a pivotal role in promoting GCED reflected in both the UNESCO Education 2030 and UN Sustainable Development Goals (SDGs).

Publisher
APCEIU

Authors

Swee-Hin Toh (Professor Emeritus, University of Alberta)

Gary Shaw (Senior Policy Officer, Department of Education and Training, the State Government of Victoria, Australia)

Danilo Padilla (Chief of Education Unit, UNESCO Office in Kabul)

© APCEIU 2017
All rights reserved.

ISBN 979-11-87819-06-6

Contact

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

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

Tel: (+82-2) 774-3956, Fax: (+82-2) 774-3958

www.unescopaceiu.org

Disclaimer

The ideas and opinions expressed in this report are those of the author(s) and do not necessarily represent the views of the APCEIU. The author is responsible for the choice and presentation of facts contained in this publication. The maps, pictures, and symbols presented do not imply any opinion on the part of APCEIU.

Designed and printed by
tone & tone

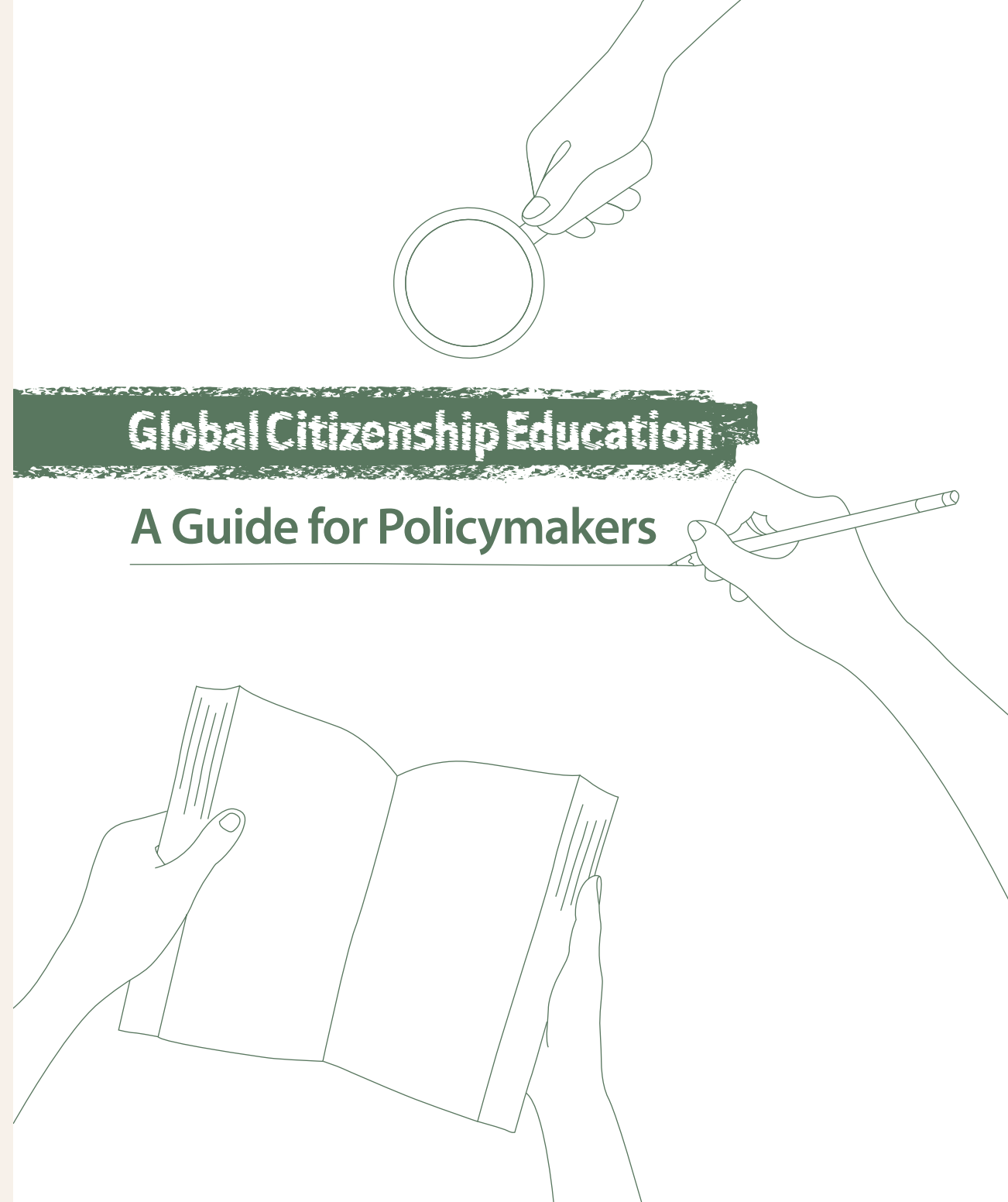


Table of Contents

Foreword	04
Acknowledgements	07
PART 1. Global Citizenship Education: Vision and Conceptual Framework	
1.1 Background	10
1.2 Why Global Citizenship Education?	13
1.3 What Is Global Citizenship Education?	16
PART 2. Global Citizenship Education: Developing and Implementing Policy	
2.1 Priority Action Area 1: Policy Review and Development	26
2.2 Priority Action Area 2: Curriculum Review and Development	30
2.3 Priority Action Area 3: Capacity Building	34
2.4 Priority Action Area 4: Knowledge Creation, Sharing and Dissemination	37
2.5 Priority Action Area 5: Monitoring and Assessment	39
Bibliography	48
Annexes	62

Foreword

Global Citizenship Education (GCED) plays a critical role in helping learners of all ages and backgrounds to be informed, critically literate, socially connected, ethical and engaged global citizens. GCED is receiving increasing international attention, in response to the Global Education First Initiative (GEFI) and the Sustainable Development Goals (SDGs). GEFI, which was launched by then UN Secretary-General Ban Ki-Moon in September 2012 to accelerate progress towards the Education for All (EFA) Goals and the Millennium Development Goals (MDGs), has three priorities: to ensure every child is in school; to improve the quality of learning; and to foster global citizenship. The adoption of the SDGs at the UN Sustainable Development Summit and of the Education 2030 Framework for Action at the 38th Session of UNESCO's General Conference in 2015 has renewed international commitment to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". More specifically, SDG Target 4.7 focuses on the transformative potential of GCED in building peaceful and sustainable societies.

The Asia-Pacific Centre of Education for International Understanding (APCEIU) has developed this publication, *Global Citizenship Education: A Guide for Policymakers* (hereafter referred to as the Guide), to assist UNESCO Member States to integrate and strengthen GCED in national education policies, strategies and plans in order to achieve SDG Target 4.7, and to respond to requests for guidance from policymakers, curriculum developers, teacher educators and teachers.

The Guide, which was developed in consultation with education experts and senior education ministry officials, aims to be comprehensive and relevant to all UNESCO Member States. However, the Guide is not intended to be prescriptive and, hence, it describes different ways in which GCED can be integrated within the education sector, depending on country priorities and contexts. For example, some Member States may already have education sector goals, policies and curricula that are consistent with GCED principles and that can be built on.

The Guide is in two parts:

- Part 1 provides an overview of GCED. It includes three sections that cover: the background to GCED; the rationale for GCED; and the concept of GCED
- Part 2 focuses on developing and implementing GCED policy. It includes five sections that cover priority areas for action: policy review and development; curriculum review and development; capacity building; knowledge creation, sharing and dissemination; and monitoring and assessment

Although the Guide focuses on the formal education system, the GCED principles and approaches it describes are equally relevant to non-formal education settings, such as school clubs, youth associations, youth camps and community centres, and projects and activities implemented by civil society organisations (CSOs) and non-government organisations (NGOs).

We hope that the Guide will assist the education sector to take forward GCED and maximise its potential contribution to building a peaceful, just, inclusive and sustainable world. Furthermore, since GCED is an evolving concept, we also invite policymakers and practitioners to share their experience and insights in order to strengthen future GCED policy development and implementation.

November 2017



Utak Chung
Director of APCEIU

Acknowledgements

This publication titled *Global Citizenship Education: A Guide for Policymakers* was commissioned by the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO. Its preparation was coordinated by Utak Chung, Jae Hong Kim, Yong-Wook Kim and Sunmi Ji from APCEIU.

Swee-Hin Toh, Professor Emeritus at the University of Alberta, Gary Shaw, Senior Policy Officer at the Department of Education and Training of the State Government of Victoria, Australia, and Danilo Padilla, Chief of Education Unit at the UNESCO Office in Kabul, were contributing authors of this document.

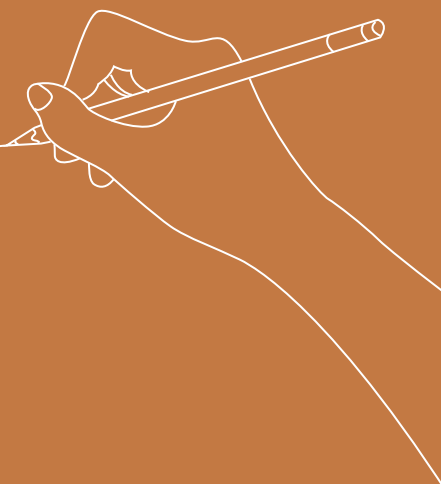
APCEIU assembled the consultation meeting in September 2017 in Seoul for the editorial supervision of the publication, and would like to express its gratitude to all those who participated in the meeting and provided comments on the draft: Abdul Hameed Abdul Hakeem, Former Education Adviser and Coordinator APPEAL at the UNESCO office in Bangkok; Athapol Anunthavorasakul, Professor at the Chulalongkorn University; Augustine Omare-Okurut, Former Secretary General of the Uganda National Commission for UNESCO; Bong Gun Chung, Professor at the Seoul National University; Kai-ming Cheng, Chair Professor of Education at the University of Hong Kong; Kazuhiro Yoshida, Professor at the Hiroshima University; Masahisa Sato, Professor at the Tokyo City University; Paola Garcia, Education Specialist at the Universidad de los Andes; Ramon C. Bacani, Center Director of SEAMEO INNOTECH; Soon-Yong Pak, Professor at the Yonsei University.

APCEIU would also like to appreciate written comments provided by the online reviewers and inputs received from the participants of the related session in the 2nd International Conference on Global Citizenship Education which was held in September 2017 in Seoul.

In addition, thanks are offered to Kathleen Attawell, who edited the drafted manuscript, Tae Rim Kim, who undertook design and layout, as well as Kayeon Lee, Jinmo Yang and Subbadra Venkatesan, who provided assistance in the editing process.

PART 1

Global Citizenship Education:
Vision and Conceptual Framework



1.1 Background

The world has seen significant economic, political, social and cultural changes during the last two centuries. Most countries have experienced, or have been affected by, industrialisation, urbanisation, globalisation and the expansion of mass consumerism. Modern science and the digital revolution have transformed infrastructure, transport and communication, and technological breakthroughs are ushering in the fourth industrial revolution.

Despite these advances, the world faces many challenges, including growing contradictions and widening inequalities. Although there have been fewer wars between nation states in the recent past, the incidence of armed conflict within countries has increased, resulting in a significant rise in the number of refugees and internally displaced people. Other forms of violence, such as domestic violence, criminal assault, child abuse and bullying, including in cyberspace, are a growing problem in many societies. There is also evidence of worsening mental health and a diminution of 'inner peace', reflected in increasing global rates of anxiety, addiction, depression and suicide.

Human rights violations persist in all regions, despite the existence of numerous international conventions and declarations, which many national governments have ratified. Prejudice, racism, discrimination, xenophobia and religiously-motivated extremism are all barriers to a peaceful and inclusive world, and ecological destruction and climate change threaten the planet and human survival. While globalisation has yielded some benefits, the majority of the world's population continues to experience poverty, hunger and marginalisation, and global and national inequalities have widened.

These challenges highlight the critical need to transform a pervasive culture of violence in all its forms and at all levels to a culture of peace that goes beyond the absence of war to encompass living with justice and compassion, promoting human rights and responsibilities, building intercultural respect, reconciliation and solidarity, living in harmony with the earth and cultivating inner peace.¹

Transformative Education

There is growing recognition of the central role of education, and of transformative education specifically, in developing a culture of peace, and of the need to ensure that education meets the needs of a changing and increasingly globalised world.

Through the process of transformative education, learners are facilitated to critically understand their perspectives of themselves, their relationships with the world, and the multiple social, cultural, economic and political forces that shape their lives. Learners are then motivated to consider changes in their perspectives that lead to transformational, personal and social action, based on principles and values such as peace, non-violence, social justice, human rights, intercultural understanding and respect, gender equality and sustainability.

The concept of transformative education initially drew on the work of educators in the field of adult learning such as Paulo Freire and Jack Mezirow, although it has since been applied to all types and levels of education. Further development of different forms of transformative education has been fostered by educational thinkers, policymakers and practitioners, governments, inter-governmental agencies, in particular UNESCO and other UN agencies (see Annex 1), and by CSOs, NGOs, universities and innovative teaching training institutions.

As a result of these efforts, diverse forms of transformative education that can contribute to building a culture of peace have emerged in recent decades. These include: Disarmament Education, Peace Education, Education for a Culture of Peace, Education for Conflict Resolution and Transformation, Education for Interfaith Dialogue, Human Rights Education, Education for International Understanding, Development Education or Education for Global Justice, Intercultural or Multicultural Education, Anti-Racist Education,

¹. Toh, 2002.

Indigenous Education, Global Education, Civic Education, Citizenship Education, Education for Democratic Citizenship, Values Education, Futures Education, Life Skills Education, Education for the Four Pillars of Learning, Education for Sustainable Development or Sustainable Futures, Education for Gross National Happiness, Education for Inner Peace or Mindfulness, Education in Emergencies, Global Citizenship Education, and Education for Preventing Violent Extremism. Many of these forms of transformative education share common visions, goals, principles and values (see Annex 2).

The Emergence of Global Citizenship Education

Educational thinkers and practitioners have pointed out that a focus on 'citizenship' in terms of national identity is a major limitation of many approaches to citizenship education. They have drawn on forms of transformative education that emphasise global perspectives to develop the concept of GCED, extending the notion of citizenship beyond the nation state to encompass the wider world. CSOs such as Oxfam have also played an active role in promoting a global focus in citizenship education.

UNESCO has had a longstanding commitment to the principles of GCED and is the lead agency, within the UN, in promoting GCED in cooperation with many partner organisations. UNESCO institutes and centres have re-oriented their programmes towards GCED, for example, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO in Seoul, Republic of Korea, and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) in New Delhi, India.

Momentum around GCED has increased since 2012. GCED has been the focus of international, regional and national conferences, forums and workshops, and was integrated in the Global Education For All Meeting in 2014 in Muscat. The link between GCED and the new vision of education, Education 2030, was also articulated at the World Education Forum in 2015 in Incheon, Republic of Korea, organised by UNESCO, UNICEF, UNDP, UNHCR, UN Women and the World Bank. The Incheon Declaration, towards inclusive and equitable quality education and lifelong learning, affirmed that quality education must 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 post-2015 sustainable development agenda".

The SDGs, set out in Transforming our World: The 2030 Agenda for Sustainable Development at the UN Sustainable Development Summit in September 2015, provided another major impetus to GCED. SDG 4 seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Target 4.7 highlights GCED as follows: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

1.2 Why Global Citizenship Education?

Citizenship is a status and identity based on belonging to and participation in the political domain of a nation, as well as on the civil and socio-economic domains within which individuals relate to one another and their society.² In most countries, citizens are expected to fulfill various duties, responsibilities and loyalties, including participating in political processes and undertaking economic, social and cultural roles according to accepted norms, laws and regulations. Nurturing the values, attitudes and skills of 'citizenship' is, therefore, a common goal of modern education systems.

Although the core domains of citizenship education are generally found across all countries³ differences have also been noted. For example, in Asia there is less focus on individual rights and more focus on 'moral' development and individual-societal relationships.⁴ There is also a continuum of approaches in citizenship education from the

2. Heater, 1999; Kymlicka and Norman, 2000.

3. Arthur, Davies and Hahn, 2008; Faour, 2013.

4. Lee, 2009.

more 'conservative' – with greater emphasis on social order, conformity, and content-led, didactic teaching – to the more 'progressive' – with greater emphasis on transformation and adaptation to change, action and civic engagement, and process-led, interactive teaching.⁵

Global Challenges Require Global Action

In an increasingly globalised world, the notion of citizenship based primarily on national identity and expectations is insufficient. Nations are part of a 'global village', linked together by complex relationships across all spheres of life. We also live in an era with the largest scale of population movement in history, due to migration, conflict, education, economic and cultural exchange, and tourism and, consequently, many people have multiple citizenship identities.⁶

A Technical Consultation on GCED in 2013 concluded that it is essential "to recognise the increasing interdependence and interconnectedness of people and places" and, as the Delors Commission Report highlighted, "to learn to live together". However, while growing interconnectedness can foster intercultural understanding and mutual benefits, it can also contribute to increased conflict, violence and distrust. For example, foreign economic investment can result in conflict with local citizens or environmental degradation, greater interconnectedness has facilitated transnational organised crime and a rise in human and drug trafficking, and an increase in the number of migrants, refugees and foreign students can exacerbate prejudice and discrimination in host countries.

In addition to learning to live together, we also need to learn to act together to address the challenges the world faces. Cooperation at global level, involving all nations, is critical to tackle issues such as climate change.

Education and Global Citizenship

There is a growing consensus that education plays a central role in increasing understanding of global issues and in promoting peace, human rights, equity, acceptance of diversity and sustainable development.⁷ In a globally interconnected and interdependent world, education needs to address values and communication skills as well as cognitive knowledge and skills. GCED promotes the concept of a 'global citizen' in terms of citizenship beyond borders or beyond the nation state. As participants in the UNESCO Technical Consultation agreed, 'global citizenship' is not about legal status but rather about common humanity and a sense of belonging to a global community. Global citizens are, therefore, not only concerned about the rights and well-being of their own community and country but also about the rights and well-being of all people and the wider global community. As a UK study showed, students need to "know about and understand significant contemporary global issues and events such as war and conflict, HIV/AIDS, poverty, pollution and human rights.

In addition, global citizenship promotes the concept of citizens as active and informed participants in all aspects of life – political, economic, social and cultural – rather than as passive individuals who uncritically follow and obey societal norms, rules and laws.⁸ Active citizens engage in "civic actions in the public domain to promote a better world and future ... based on ... the universal values of human rights, democracy, justice, non-discrimination, diversity and sustainability".⁹

It is important to emphasise that global citizenship does not reduce or replace the responsibilities of national citizenship. The values and skills developed through GCED apply equally to active citizenship at global, national and local levels: GCED educates citizens to be active in addressing local and national problems and promotes awareness of the way in which global forces affect national and local issues.

7. Pigozzi, 2006; UNESCO, 2014.

8. Cox, 2017; Ross, 2012; Cleaver and Nelson, 2006; Davies, Harber and Yamashita, 2004.

9. UNESCO, 2014.

5. Tawil, 2013.

6. IOM, 2015.

1.3 What is Global Citizenship Education?

This section sets out a normative framework that draws on the values, principles and perspectives underpinning the vision of GCED of UNESCO and other UN agencies, as well as the work of many CSOs and transformative educators.

UNESCO describes GCED as “a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It represents a conceptual shift in that it recognises the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation”. GCED can also be conceptualised as a form of transformative education that seeks to:

- Educate citizens in the competencies to actively and responsibly participate in all dimensions of societal development at local, national and global levels
- Develop citizens who respect cultural diversity, practise intercultural understanding, and are competent in intercultural communication and cooperation
- Promote critical awareness and understanding of the causes of global, national and local conflicts, including the interconnection of global structures and national and local realities
- Empower citizens to engage in personal and social action to build a just, peaceful, tolerant, inclusive, secure and sustainable world

Paradigms of GCED

There is no standard definition of GCED or universal agreement on the principles and core elements of GCED.¹⁰ There are also alternative paradigms of GCED, based on differing perspectives and emphases, for example, between transnational and local identities, global competitiveness and solidarity, and education for maintaining the status quo and education for structural transformation.

These alternative paradigms have been described as the ‘soft’ or liberal/neoliberal paradigm¹¹ and the ‘critical’ paradigm.¹² So, for example, the ‘soft’ paradigm would characterise the interdependence of nations and peoples in terms of fair trade, equitable sharing and exchange of resources, goods, services, technology and knowledge, and provision of foreign aid to enable countries in the global South to ‘catch up’ with global North. The ‘critical’ paradigm would, however, critique this view of interdependence, highlighting the role of economic, political, social and cultural power and structural violence in shaping relations and creating dependency and inequalities.¹³

Similarly, the soft paradigm would view globalisation as mutually beneficial, while the critical paradigm would view corporate-led globalisation, unlimited growth and consumerism as disproportionately benefiting countries in the global North and elites in the global South, leading to a widening gap between and within nations and environmental unsustainability.

Thirdly, with respect to global citizenship or global competencies and skills, the critical paradigm would question the goals and outcomes underpinning global competencies and skills and the ‘development’ and ‘globalisation’ paradigm that is being promoted, as well as the fact that the soft paradigm’s view of global competencies and skills tends to

10. UNESCO, 2015.

11. Andreotti, 2006.

12. Toh, 2015.

13. Davies, 2006; Balarin, 2011; Jooste and Heleta, 2017; Wintersteiner et al., 2015; Torres, 2017.

exclude or de-emphasise the 'political literacy' and 'critical empowerment' that is essential for transforming a culture of violence into a culture of peace.

Learners need to understand both of these paradigms and their differing perspectives on the themes and issues addressed by GCED. Policymakers and educators also need to understand these alternative paradigms and their implications for GCED policy and implementation, as their differing perspectives influence teaching and learning, and deliver different outcomes.

Pedagogical Principles and Strategies for Implementing GCED

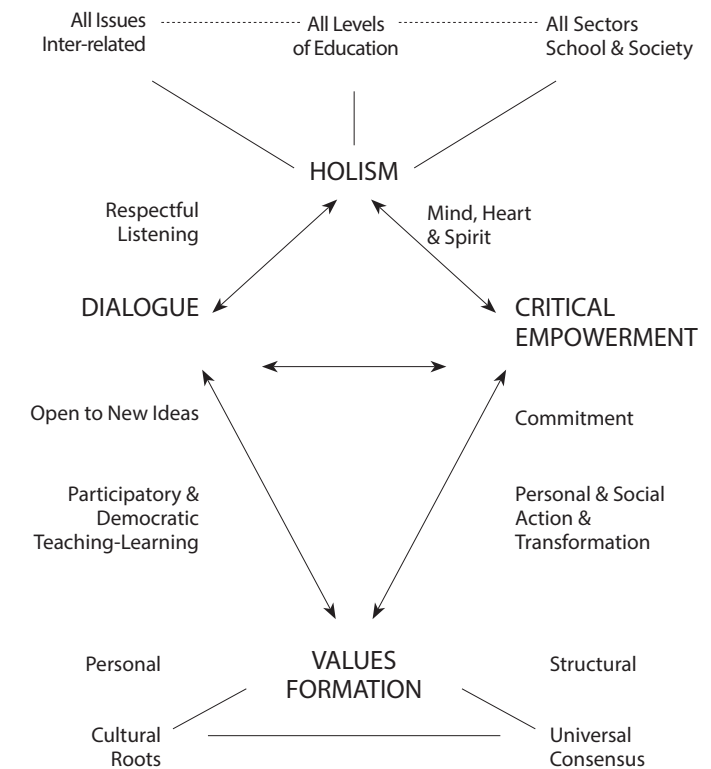
GCED can draw on pedagogical principles and strategies from a range of sources, including educational thinkers, other forms of transformative education, and GCED implementation practice. For example, Wintersteiner et al (2015) identified four pedagogical principles of GCED:

- Orientation towards human rights, values, peace and social justice
- Participation and competence for political action
- Critical inquiry
- Adopting a historical-critical position on an individuals or nation's part

Key principles and strategies developed for Peace Education and Education for International Understanding for a Culture of Peace (see Figure 1) include:

- Holism: Holistic perspective on conflicts and crises
- Dialogue: Participatory, dialogical and creative processes of learning
- Values: Formation of values reflective of peaceful people and a peaceful world
- Critical empowerment: To enable citizens to engage in personal and social action to build a peaceful, just, inclusive, compassionate, harmonious and sustainable world

Figure 1 Pedagogical principles of Peace Education



Source: Toh (2001). Education for International Understanding: Ariver flowing from the mountains. Sangsaeng, Vol. 1, pp. 1-12.

Drawing on strategies and practices in diverse regions, GCED implementation in the curriculum has commonly adopted the following principles:

- Promoting lifelong learning
- Fostering participatory, creative, inquiry-based, experiential, community service and democratic forms of learning
- Encouraging parental empowerment and engagement, as parents have a shared responsibility with schools to provide an enabling environment that is conducive to

- learning and motivates children to achieve their full potential, including as global citizens
- Promoting respect for the well-being of every citizen based on development, human rights, cultural diversity, inclusiveness, social and economic justice, gender equity, sustainability and values of life
 - Fostering the responsibility of citizens to critically examine and transform local and national government policies and strategies that undermine peace and security, social and economic justice, the fulfillment of human rights and sustainable development for themselves and for citizens of other nations

The following strategies for implementing GCED are also recommended:

- Mainstreaming GCED at all levels and in all forms of education (formal, non-formal and informal education, technical and vocational education and training, and adult literacy) and strengthening linkages between formal, non-formal and informal education
- Engaging young people and promoting their participation in GCED
- Integrating GCED into the curriculum or mainstreaming GCED across all learning areas, as this is more effective than teaching it as a separate subject
- Taking a whole school approach and establishing links with civil society, faith-based and other non-governmental organisations as well as with communities and institutions outside the education sector
- Ensuring that GCED addresses all four pillars in the Delors Commission Report, i.e. learning to know, to do and to be as well as learning to live together
- Integrating media literacy into a wide range of learning areas and fostering a critical understanding of the power and impact of hate or extremist messages transmitted through cyber networks and social media
- Preparing for the well-being of all citizens in the present and the future, based on principles of human rights, social and economic justice, cultural diversity, gender equity and sustainability

- Fostering citizens’ responsibility to examine and transform their nation’s domestic and foreign policies that can undermine peace, security, social and economic justice, human rights and sustainable development

Useful examples of GCED transformative teaching and learning can also be found in UNESCO’s 2015 pedagogical guidance report, which includes a range of topics and learning objectives appropriate for various school levels, in UNICEF Canada’s 2011 GCED framework and other UNICEF guides for educators. Oxfam has also developed an innovative teacher’s guide for “facilitating and assessing active global citizenship in the classroom and enabling students to participate fully in a global society” as well as activity-centred resource manuals for teachers.

GCED Learning Domains and Competencies

UNESCO’s 2015 guidance on GCED sets out three core dimensions or learning domains (see Figure 2).

Figure 2 UNESCO core learning domains of GCED

Learning domain	Purpose
Cognitive	To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations
Socio-emotional	To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for difference and diversity
Behavioural	To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

The socio-emotional domain includes skills and capacities in communication, such as active listening, clarity, cross-cultural, non-verbal, respect, empathy, open-mindedness and digital literacy.

This multi-dimensional framework of learning domains is consistent with the theory and practice of transformative education, which has demonstrated that effective learning needs to go beyond the cognitive to also develop learners' socio-emotional and behavioural competencies. It is these competencies, together with a critical understanding of issues and problems, which enable learners to engage in personal and social action for transformation. The process of teaching and learning in GCED also needs to be consistent with the principles and values of transformative education – for example, democratic, participatory, creative and inquiry-based learning—to facilitate the development of socio-emotional and behavioural capacities for action. Hence, GCED needs to query the limitations of the dominant 'banking' model of education that was critiqued by the Brazilian adult educator, Paulo Freire (1970).

As with paradigms of GCED, there are also different perspectives about GCED competencies, i.e. the knowledge, attitudes and skills that learners should acquire, nurture and develop. One perspective has been described as '21st Century' competencies. The OECD, for example, has identified the following dimensions of 21st Century competencies for learners in OECD countries: information (research and problem-solving skills, organising information); communication (communication, collaboration and virtual interaction); ethics and social impact (social responsibility, digital citizenship, environmental action).¹⁴ The Asia Society (2016) has identified 21st century competencies for global citizens as: interpersonal (communication, collaboration, responsibility, conflict resolution); intrapersonal (flexibility, initiative, appreciation for diversity, ability to reflect on one's own learning); and cognitive (critical thinking, information literacy, reasoning and argumentation, innovation).

Another perspective on GCED competencies is more explicitly linked to the vision of global citizenship building a peaceful and sustainable world. For example, UNESCO's pedagogical guidance identifies key learner attributes as:

- 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

Oxfam's framework also outlines GCED competencies (see Annex 3). While this framework includes competencies similar to the 21st Century competencies discussed above, it also emphasises knowledge, attitudes and skills for social justice, human rights, diversity, sustainable development, participation and inclusion.

Complementarities and Synergies

As discussed earlier, there are many forms of transformative education that share common goals with GCED. It is important to understand and build on the synergies and complementarities between GCED and other related fields of transformative education, including those related to SDG Target 4.7 such as education for sustainable development, gender and human rights. GCED is one form of transformative education and, in terms of its vision and goals, is not a totally new concept. GCED can be viewed as one of many diverse forms of transformative education or 'tributaries' flowing into a 'river of transformative education', where these tributaries mix with mutual respect and share learning from experiences and challenges.¹⁵

14. Ananiadou and Claro, 2009.

15. Toh, 2000.

PART 2

Global Citizenship Education:
Developing and Implementing Policy



This section provides an overview of strategies and approaches that can be used to develop and implement GCED policy. For the purposes of this Guide, GCED policy is a statement of intent with a strategic plan for integrating GCED in the curriculum, pedagogy, pre-service and in-service teacher training and assessment methods. GCED policy can also recognise and validate the different ways in which learning takes place outside formal education.¹⁶

In countries that already have goals, policies and curricula that are consistent with GCED principles and content, GCED policy will need to be contextualised within these existing frameworks. In other countries it may be necessary to develop new policies. It is also important to recognise that some countries face contextual challenges to developing and implementing GCED policy, for example, conflict, political and cultural sensitivities or fragmented or under-resourced education systems. In such contexts, a more in-depth assessment of the situation or of the education system may be needed to inform planning, and a more incremental approach to policy development and implementation may be more appropriate.

2.1 Priority Action Area 1: Policy Review and Development

At the heart of any GCED policy is its transformative potential, either as a framing paradigm or a way of strengthening and enhancing the educational experience for learners and educators. Therefore, the values that inform GCED, such as justice, equality, dignity, inclusion and respect, should be reflected in GCED policy development processes, which should be collaborative, open and take account of diverse backgrounds and perspectives. It is especially important to engage those who are often excluded from policy processes, such as young people, women, ethnic and linguistic minorities, people from the poorest households and people with disabilities. Young people in particular, can be a driving force in promoting the ideals and values of GCED.

16. OECD, 2010.

A key step in GCED policy development is to review existing national education sector goals, policies and curricula to identify synergies with GCED and existing local and national processes, resources and structures to identify opportunities and mechanisms to support GCED. Key questions to consider include the strengths, weaknesses, opportunities and gaps in the current national policy environment.

It can also be helpful to review the policies, plans and curricula developed to address GCED in other countries (see Box 1) as well as evidence from other countries about what works.¹⁷

Box 1

Examples of national policies, plans and curricula that address GCED

National education policies promote peace and mutual understanding in countries including Afghanistan, Australia, Indonesia, Malaysia, Myanmar, Nepal, the Philippines, Republic of Korea, Sri Lanka and Thailand.

<http://unesdoc.unesco.org/images/0022/002272/227208E.pdf>

In Colombia, the national education policy for citizenship competencies is designed to foster the peaceful resolution of conflict and to develop clear thinking, ethical and respectful citizens. Citizenship competences have four main objectives: educating people in citizenship and human rights through an understanding of principles and institutions; learning to exercise one's judgment; acting responsibly and participating constructively in a democratic society; and living in peace with others.

<http://evaluacion.educacionbogota.edu.co/>

In Australia the Ministerial Council on Education, Employment, Training and Youth Affairs developed the Melbourne Declaration of Educational Goals for Young Australians. While not explicitly including GCED, the Declaration enables it by acknowledging the importance of nurturing active and informed citizens who can act responsibly locally and globally (See Melbourne Declaration). There is also a framework for incorporating GCED into the classroom, school and curriculum that includes comprehensive online resources, *Global perspectives: A framework for the Global Education in Australian schools*.

http://www.globaleducation.edu.au/verve/resources/GPS_web.pdf

The Third National Education Strategic Plan in Afghanistan seeks "to prepare skilled and competent citizens through the education system to sustain Afghanistan's socio-economic development and social cohesion".

http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/afghanistan_nesp_iii_2015-2020_draft.pdf

In Kenya, the Basic Education Curriculum Framework is designed to enable every learner to become an engaged, empowered and ethical citizen, and citizenship is one of the core competencies.

<http://www.kicd.ac.ke/images/downloads/CURRICULUMFRAMEWORK.pdf>

17. NCDO, 2012.

UNESCO Policy Guidelines on Inclusion in Education also provide a useful model for developing and strengthening national policy. Although these guidelines focus on inclusive education, the process of policy review and development can be adapted for GCED policy development.¹⁸

Another key step is to determine whether GCED can be integrated into existing policies or whether a new policy needs to be developed. In both cases, it is important to consider the objectives of mainstreaming GCED in education, the outcomes it is expected to deliver and the consequences of not mainstreaming GCED. It is also important to develop a clear rationale for GCED policy development, including the extent to which existing policies and curricula are or are not making a contribution to a better world, and to identify who will champion GCED and who may be opposed to it. Engaging with potential champions or critics, including education practitioners, researchers, politicians, community and religious leaders, CSOs and the media in a collaborative and open way can help to build support and counter potential opposition. In addition, it is also important to develop a plan setting out how and when GCED will be implemented, monitored and evaluated and who will be responsible.

Table 1 and subsequent tables for each priority action area illustrate suggested strategies and the outcomes these are expected to deliver. The suggested strategies are intended to guide thinking about how GCED can be conceptualised and developed in a way that reflects existing educational priorities, resources and capacity.

Table 1 Policy review and development

	How - Suggested strategies	What - Expected outcomes
Advocate and promote GCED	<ul style="list-style-type: none">• Identify, develop and support GCED advocates and champions.• Promote understanding of GCED and communicate the positive role it plays in the development of informed and responsible citizens.• Enlist and support a team to drive change.	<ul style="list-style-type: none">• Team of advocates and champions who can lead and support GCED policy development.• GCED regarded as a positive investment in citizenship.• Clear and compelling rationale for GCED inclusion in existing policy or a new GCED policy developed and communicated.• GCED policy agenda taken forward by a dedicated team supported by advocates and champions.

18. See <http://inclusive-education-in-action.org/iea/index.php?menuid=47>

Map the national context	<ul style="list-style-type: none">• Map existing education policy, plans, programmes and training and identify what elements of GCED are present e.g. in civics or citizenship education, mathematics, science, environmental studies or languages.• Identify non-formal and extra-curricular opportunities available to support GCED.	<ul style="list-style-type: none">• Attributes of GCED already present in formal and informal education and in current schooling policy and programmes identified.• Opportunities and gaps to include GCED in formal and informal education and extra-curricula domains identified.
Scope the international policy environment and literature	<ul style="list-style-type: none">• Scope initiatives and policies in other countries or at international level to identify those showing most promise and existing evidence of what works.• Identify international agencies and educational institutions that are sources of expertise and experience.	<ul style="list-style-type: none">• Benchmarks of international good practice and examples of policies and programmes.
Consult stakeholders	<ul style="list-style-type: none">• Map key stakeholders, design a consultation and planning process that reflects the needs of different stakeholders and identify tools and resources needed to support the consultation.• Identify people who may be excluded from consultation processes, and consider how to reach and engage them.• Undertake a consultation process with key stakeholders that builds ownership and incorporates a range of perspectives.• Foster the engagement and support of other stakeholders including CSOs, educational institutions, professional associations, youth organisations, community leaders, parents and the media.• Ensure that consultation reflects the GCED principles of respect, partnership, dialogue, collaboration and inclusion.	<ul style="list-style-type: none">• Key stakeholders engaged and consulted.• Marginalised stakeholders are included in the consultation process.• Consultation process builds partnerships, dialogue and collaboration and inspires action.• Rationale for GCED is tested, policy dimensions are shaped, and policy drafts are reviewed and refined.
Develop policy objectives and an implementation plan	<ul style="list-style-type: none">• Establish clear and measurable policy objectives.• Develop an implementation plan that takes a holistic approach and is adequately resourced and sustainable.	<ul style="list-style-type: none">• GCED policy with clear objectives and an implementation plan.
Secure approval of the policy and plan	<ul style="list-style-type: none">• Share the policy and plan with key stakeholders and other stakeholders.• Promote the policy, including through GCED advocates and champions.• Seek endorsement and approval of the policy.	<ul style="list-style-type: none">• Integration of GCED accepted as enriching all learning areas and fields of education.• GCED policy formally and publicly endorsed.

2.2 Priority Action Area 2: Curriculum Review and Development

According to UNESCO's International Bureau of Education, the curriculum represents a conscious and systematic selection of knowledge, skills and values, which shapes the way in which teaching, learning and assessment are organised by addressing questions such as what, when and how people should learn.¹⁹ Ensuring that GCED is reflected in curricula is, therefore, essential.

Adapting GCED to the country context, and consultation on policy development, will help to inform the content of the curriculum for learners in formal education and the integration of GCED into teacher training, as well as in non-formal and informal education curricula and activities. As with the GCED policy development process, a key step in curriculum development is identifying and reviewing existing national curricula. This will highlight where elements of GCED are already addressed, as well as opportunities and gaps, and help to inform advocacy and planning for curriculum changes. For example, GCED may already be addressed in education for sustainable development in science and in peace education in history, while opportunities to promote and strengthen participatory approaches through sports and arts, and digital citizenship through ICT, can also be considered.

The 2015 UNESCO publication *GCED: Topics and Learning Objectives* is a useful resource for curriculum review and development at country level. As well as describing the core competencies of GCED it also includes relevant themes and topics for different levels of formal education for learners aged 5-18 years. Another useful resource is a matrix developed by IBE and APCEIU, which includes suggested categories of curriculum content for global citizenship (see Annex 4). Box 2 includes other examples of resources that may be helpful for curriculum review and development.

In the formal curriculum, GCED can be delivered within existing subjects (such as civics or citizenship education, mathematics, social and environmental studies or health education), integrated into selected subjects, or delivered as a whole school approach, where it is

Box 2 Examples of frameworks and guidance for curriculum review and development

How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences. This 2009 Council of Europe publication sets out the core competences needed by teachers to put democratic citizenship and human rights into practice in school and the wider community. It is intended for all teachers and teacher educators working in higher education institutions or other settings and for both pre- and in-service training.

<http://www.worldcat.org/title/how-all-teachers-can-support-citizenship-and-human-rights-education-a-framework-for-the-development-of-competences/odc/3179293152>.

UNESCO's International Institute for Educational Planning (IIEP), Protect Education in Insecurity and Conflict Programme (PEIC) and IBE published a **Guide on Curriculum Review** for developing crisis-sensitive education content and planning to "strengthen the resilience of education systems and contribute to the safety and social cohesion of communities and education institutions" affected by conflicts and disasters.

<http://www.unesdoc.unesco.org/images/0023/002348/234815e.pdf>

The Elementary Teachers Federation of Ontario, in collaboration with the Government of Ontario, developed a resource for teachers called **Educating for Global Citizenship**. This provides teachers with individual or group units, written and modified by teachers as part of their involvement in a Global Education Community of Practice and based on their own practice and feedback from their peers.

<http://www.etfo.net/globaled/Educating4GlobalCitizenship.pdf>

Germany has adopted a **Curriculum Framework for Education for Sustainable Development**. The framework supports implementation of the national strategy and focuses on ensuring that, in times of rising global challenges, school education provides the foundation for sustainable development.

https://www.eineweltfueralle.de/fileadmin/user_upload/Orientierungsrahmen/or_abschlusssentwurf_din_a_4_final_en.pdf

integrated into every learning area and into the culture of the school. The last of these, where GCED is mainstreamed across learning and institutions, and the curriculum is understood as 'the totality of what children learn at school'²⁰ is the most desirable approach.²¹

In a whole school approach to GCED, the desired learning outcomes and competencies are everyone's responsibility. In addition, developing school values in collaboration with school administrators, teachers and the broader community as well as with learners can develop voice and agency, which are foundational skills for active local, national and global citizenship.

19. IBE, 2016.

20. IBE, 2006.

21. UNESCO, 2013.

Testing the design of any new curriculum with educators and learners is important, to ensure that content and learning are consistent with the principles and pedagogical approach of GCED and to provide evidence of efficacy. It is also important to consider the relationship between how the policy objectives will be monitored and how the curriculum will be assessed (see Section 2.5). Some GCED learning outcomes, particularly those for the socio-emotional learning domain, can be difficult to assess using standard assessment methods, and alternative methods, such as self-assessments, learner insights, portfolios and other reflective approaches may be more appropriate.²² These approaches build on the idea of assessment for learning²³ and use of other forms of assessment in the cognitive domain, such as critical and creative thinking and problem solving.

Implementing GCED within existing curricula or developing new curricula is likely to require time and sustained efforts. Regular review, as well as feedback and evaluation, should also be used to update and refine curriculum design and content.

Table 2 Curriculum review and development

	How - Suggested strategies	What - Expected outcomes
Map the curriculum	<ul style="list-style-type: none">• Map and review formal curricula, to identify existing GCED content and potential entry points for GCED. This should be done by curriculum experts or educators.• Identify pedagogical guidance required to support the teaching of core GCED competencies.• Map relevant non-formal and informal programmes and activities that support the GCED formal curriculum.	<ul style="list-style-type: none">• Curriculum map and analysis that outlines elements of the existing curricula, learning domains, topics, objectives and outcomes, and assessment practices relevant to GCED.• Acknowledgement and recognition of the pedagogy required to deliver GCED at different stages of learning.• Map of non-formal, informal and extra-curricula activities that promote and support GCED.

22. IBE, 2016.
23. UNESCO, 2015.

Consult stakeholders	<ul style="list-style-type: none">• Consult with key stakeholders on the findings and recommendations of the curriculum mapping and curriculum planning.• Build partnerships with CSOs working in intercultural, gender equality, human rights, social justice and sustainable development education, and with faith based organisations promoting peace, interfaith dialogue and justice, to strengthen support for GCED mainstreaming in the curriculum.	<ul style="list-style-type: none">• Agreement on GCED curriculum core competencies and learning outcomes and consultation outcomes evidence in curriculum design and content.• Strong and collaborative partnerships with organisations that can support and enhance mainstreaming of GCED.
Strengthen or develop GCED curriculum	<ul style="list-style-type: none">• Engage curriculum developers and teacher training institutions in revision of the formal curriculum to integrate GCED.• Develop detailed and specific guidance to support the implementation of GCED, emphasising the role of the educator as a facilitator and enabler.• Identify an appropriate range of methods to monitor and assess learning progress and outcomes.• Consult with developers of textbooks and other learning materials as required.	<ul style="list-style-type: none">• Curriculum design that outlines GCED domains, topics, learning objectives and outcomes, and assessment methods.• Core learning domains of GCED (cognitive, socio-emotional and behavioural) included in the curriculum/mainstreamed across all year levels.• Pedagogical guidance that supports and enhances GCED core competency teaching and learning.
Test the curriculum or sample lessons	<ul style="list-style-type: none">• Pilot and evaluate sample GCED topics, units and lessons whether adding to the existing curriculum or introducing a new curriculum, using qualitative as well as quantitative measures.• Make modifications as required.	<ul style="list-style-type: none">• Well-designed GCED curriculum with clear and realistic learning objectives and outcomes.• Curriculum reviewers and stakeholders have sufficient confidence in GCED curriculum design and content to proceed with implementation.
Introduce new curriculum	<ul style="list-style-type: none">• Introduce the GCED curriculum through briefings, sensitisation, pre-service training and professional learning for education planners and managers, trainers, school leaders, educators, and educational resource developers.	<ul style="list-style-type: none">• GCED curriculum accepted and mainstreamed across education institutions.• Key stakeholders conversant and competent to deliver the GCED curriculum.
Review the curriculum and pedagogy	<ul style="list-style-type: none">• Evaluate and review the curriculum design and content and the delivery of the curriculum on a regular and systematic basis.	<ul style="list-style-type: none">• Quality curriculum that reflects GCED goals and principles and is up to date and relevant to the lives and needs of learners in different learning areas and at different stages of education.

2.3 Priority Action Area 3: Capacity Building

Education policymakers, leaders and teachers need to understand the principles of GCED and how it can strengthen and enrich the educational experience of educators and learners. The principles of GCED also require them to examine their own practices, perceptions, values and world view²⁴ and to see educators themselves as learners and as global citizens. This means that educators should also be informed about the world, critically literate, socially connected, respectful of diversity and ethically responsible.²⁵

Educators, through their attitudes and behaviours and their relationship with learners, play a critical role in creating and conveying the culture and values of educational institutions. The culture and values of a school contribute to learning outside of the formal curriculum or what is sometimes referred to as the 'hidden curriculum'. Consequently, GCED will flourish in school environments where administrators and teachers are committed to the values of human rights, justice, peace, respect and inclusion.²⁶

Equipping teachers to use GCED pedagogies and to deliver the GCED curriculum can strengthen their capacity to promote these values and to address discrimination and violence. However, while individual teachers can make a significant difference in the classroom, a whole school approach is required to promote a respectful, peaceful and inclusive school culture.

Building the capacity of educators for GCED is critical. Training in GCED principles and practice, as part of quality continuous professional development, may be required for educators who are unfamiliar with transformative education. It is also important to create a culture of professional learning that is modelled on GCED principles, for example, that involves peer collaboration, observation and mentoring and action learning, and that promotes social responsibility, a sense of community and the active participation of learners.

Since GCED addresses issues that may be challenging in some contexts, professional learning must also build skills in critical thinking and critical assessment including of different forms of media. Exposing educators to different cultures and pedagogical approaches through local immersion experiences in diverse communities or international exchanges can also increase their knowledge and understanding of local, national and global issues; this form of professional learning can 'fast track' intercultural capability and a sense of global citizenship.

Providing professional support and administrative tools for school and teacher training institution leaders and administrators can strengthen capacity building. There is a range of capacity building resources and initiatives that schools can draw on (see Box 3).

Box 3 Examples of GCED capacity building resources and initiatives

New Pedagogies for Deep Learning (NPDL) is a collaborative research and development project involving countries including Australia, Columbia, Canada, Spain, Singapore, the USA and Uruguay. NPDL encourages schools to participate in projects, research and professional learning opportunities that are framed around six competencies including citizenship.

TakingItGlobal is a site for educators that supports use of technology in collaboration and promotion of transformative learning experiences for students.

<https://www.tigweb.org/tiged/>

The Department of Education and Training in Victoria, Australia has developed **Internationalising Schooling: A How To Guide for Schools**. Co-designed by teachers and school administrators, this online resource provides strategies and ideas for schools wanting to take a global approach in teaching and learning and shows how GCED can be developed at local level.

<http://www.education.vic.gov.au/about/programs/learningdev/Pages/connected.aspx>

The Melton Foundation is global fellowship programme with more than 500 young people – Melton Fellows – working in communities around the world to promote and support global citizenship. Melton Fellows model GCED as a way for individuals and organisations to solve challenges in an interconnected world. <http://meltonfoundation.org/global-citizenship/>

24. UNESCO, 2014.

25. UNESCO, 2015.

26. UN, 2015.

Table 3 Capacity building

How - Suggested strategies	What - Expected outcomes
Develop educator confidence in GCED <ul style="list-style-type: none"> • Demonstrate the benefits and transformative effect of GCED on teaching and learning. • Provide support and advice to pre-service and in-service teachers to increase their confidence, capacity and capability to teach GCED (Education First, 2015). • Provide opportunities for educators involved in delivering GCED through non-formal education to participate in formal training and professional learning for GCED. 	<ul style="list-style-type: none"> • Educators use GCED principles in their pedagogy, curriculum delivery and interaction with learners and the wider community. • Educators recognise that learning at school also includes the informal or 'hidden' curriculum. • Active collaboration between formal and non-formal educational settings enhances delivery of GCED.
Support continuous professional learning and development <ul style="list-style-type: none"> • Use the 70:20:10 principle to support educators' GCED training needs, i.e. 70% of professional learning occurs on the job through working in teams, observing and learning from others, 20% through mentoring and shadowing, and 10% from formal training and courses. 	<ul style="list-style-type: none"> • Effective learning environments that model inclusion and collaboration and promote agency of educators and learners. • New models of professional learning emerge.
Strengthen professional learning in the formal and informal curriculum <ul style="list-style-type: none"> • Promote GCED and transformative education principles through all professional development activities, in particular democratic participation of educators. • Strengthen induction and professional training for educational leaders in participatory approaches to management. • Include critical thinking and critical literacy in professional learning. 	<ul style="list-style-type: none"> • GCED attributes, such as human rights, gender equality, peace education, education for environmental sustainability, conflict resolution, intercultural capability, are present in the curriculum and contribute to more peaceful and inclusive learning environments. • Educators have the confidence and capacity to critically assess all forms of media and empower learners to be critical consumers of media.
Promote transformative pedagogies and approaches to education <ul style="list-style-type: none"> • Promote learner-centred, participatory approaches that develop capacity to use information technologies for collaboration and critical thinking. • Promote school and community initiatives that engage learners in responsible actions that contribute to social and environmental benefits. 	<ul style="list-style-type: none"> • Learning environments that contribute to inclusion, engagement and collaboration. • School and community linkages, where learners transfer knowledge, attitudes and skills to community practice.
Include exchanges or immersion experiences in pre-service and in-service training <ul style="list-style-type: none"> • Support educators' participation in local, national or international exchanges as a professional learning activity, to provide opportunities to connect with different cultures and communities, including marginalised groups, and develop a sense of global citizenship. 	<ul style="list-style-type: none"> • Educators participate in GCED training organised by international, regional and national agencies (e.g. APCEIU, UNESCO, UNICEF). • Educators who have participated in exchanges and immersion experiences support the delivery of GCED and lead professional development activities.

2.4 Priority Action Area 4: Knowledge Creation, Sharing and Dissemination

Building networks within and between countries can enhance conceptual clarity about GCED, support knowledge sharing and improve practice, as well as enhancing international cooperation and understanding.²⁷

There are many local, national and global organisations and networks that focus on GCED. At the international level these include the World Council for Curriculum and Instruction, Peace Education Commission, Global Education Network Europe, International Association for Intercultural Education, World Environment Congress and the Global Coalition for Human Rights Education. These organisations and networks are a useful source of knowledge, pedagogy, best practices and advocacy relevant to the promotion and implementation of GCED.

Collecting and sharing GCED success stories and establishing collaborative projects with teachers and learners in other countries can foster interest in GCED as well as intercultural understanding, youth leadership and global citizenship.

Young people can be a driving force in promoting GCED values and putting them into practice. Establishing and engaging youth networks as agents of change and advocates of global citizenship are fundamental to the success and sustainability of GCED. For example, The Global Digital Citizen Foundation and iEARN are non-profit organisations that connect young people and their schools with projects and forums that promote the development of global citizenship. The British Council and global youth networks supported by Oxfam, UNESCO and APCEIU also provide opportunities for young people from around the world to connect and engage with each other (see Box 4). GCED policy and curricula should also ensure that learners have opportunities to connect, collaborate and share ideas and knowledge with their peers in other countries, through ICT as well as, where feasible, immersion experiences, international exchanges, sister school programmes and involvement in international projects.

27. UNESCO, 2016

Table 4 Knowledge creation, sharing and dissemination

How - Suggested strategies		What - Expected outcomes
Identify and engage with national and global networks	<ul style="list-style-type: none">• Map and establish links with national and international networks and organisations that are involved in transformative education and that directly or indirectly support GCED.	<ul style="list-style-type: none">• Active participation in national and global GCED knowledge sharing activities.
Develop network and communities of practice	<ul style="list-style-type: none">• Establish local, national and global GCED networks of educators to share ideas and support the delivery of GCED.• Identify formal and informal opportunities that can serve as a way of sharing experience and resources.	<ul style="list-style-type: none">• Active collaboration and networking between educators that contribute to wider and more systematic delivery of GCED locally, nationally and globally.• Mutual sharing of ideas, experiences, resources, achievements, best practices and challenges.
Engage with multiple sectors and actors at multiple levels	<ul style="list-style-type: none">• Promote collaboration and open communication that fosters support for GCED at the same time as acknowledging local and national challenges.	<ul style="list-style-type: none">• GCED is developed and supported through dialogue and engagement with a variety of stakeholders who have an interest and expertise in global citizenship.
Support and sustain global projects and partnerships	<ul style="list-style-type: none">• Consider establishing an ICT expert group to support global projects.• Use ICT to provide learners with opportunities to participate in online and virtual global collaborations and projects.• Develop partnerships with schools in other countries to facilitate communication, collaboration and joint projects.• Ensure that educators and learners have opportunities to review, reflect and act on partnerships.	<ul style="list-style-type: none">• Learners and educators are connected to their peers in ways that develop and promote GCED.• Educational institutions are actively engaged in a global network of projects and activities that directly benefit young people, their teachers, schools and communities.• Examples of practice that provide models and can be shared among local and global education communities.

Box 4 Examples of knowledge creation, sharing and dissemination

Oxfam UK Education has a large range of ideas, resources and support for schools interested in developing global learning in the classroom and the whole school. This includes resources designed to support GCED. <http://www.oxfam.org.uk/education>

iEARN is a non-profit organisation made up of over 30,000 schools and youth organisations in more than 140 countries that enables learners to engage in projects with their peers in their countries and around the world. It provides a way for teachers and young people to work together using the Internet and other new communications technologies. <https://iearn.org/>

The British Council has an online portal called **Connecting Classrooms** that enables schools to connect with other schools globally. <https://schoolsonline.britishcouncil.org/linking-programmes-worldwide/connecting-classrooms/spotlight/Lebanon>

Since its establishment in 2000, **APCEIU** has conducted numerous training workshops for educators on education for international understanding toward a culture of peace and on GCED. Projects and teaching-learning resources on GCED and related transformative educational fields developed as a result of these capacity building activities are available on the UNESCO Clearinghouse for GCED hosted by APCEIU. <https://gcedclearinghouse.org/>

2.5 Priority Action Area 5: Monitoring and Assessment

“The ultimate goal of measuring is to improve the learning experiences and outcomes of learners”.²⁸ The purpose of monitoring and assessment is to provide feedback that can be used to improve learning and teaching and, specifically, to assess the extent to which learning outcomes are commensurate with learning objectives. Assessment is critical to improving the quality of education and the effectiveness of learning and teaching, and GCED assessment strategies should ideally include both learners and educators, and address processes, outcomes and contextual issues (see Figure 3).

28. UNESCO, 2013.

Traditional forms of assessment, such as testing and examinations, can be helpful in GCED but should be used together with other forms of assessment. These include performance-based, reflective, qualitative and formative forms of assessment that are better able than traditional testing methods to show how well learners are attaining GCED competencies.²⁹ Consequently, when developing and implementing GCED policy, it is important to include ‘formative’ assessments, based on a variety of participatory, creative and dialogical pedagogies, as well as ‘summative’ assessments, based on tests and examinations. Whole school approaches, including the hidden curricula and extra-curricular activities, should also be included in GCED assessment.

GCED assessment in the cognitive domain may include assessment of development of knowledge about the world and global issues as well as skills for critical thinking and analysis. In the socio-emotional domain, it may include assessment of openness to people from different cultural backgrounds, willingness to help others or the capacity for empathy and compassion. In the behavioural domain, it may include assessment of demonstration of active citizenship, including volunteering, standing up for human rights and gender equality, involvement in civic activities, social justice and environment campaigns.³⁰

Figure 3 Assessment of GCED

Processes	For example, teaching and learning practices, learner engagement
Outcomes	For example, individual and group knowledge, skills, values and attitudes and achievements
Contextual issues	For example, curricula, teaching and learning resources, institutional policies, teaching competencies, administrative commitment and support, resources, learning environments and community relationships

By monitoring and assessing their own practice, educators can make informed judgments about the quality of their teaching, the learning environment in which this takes place, and delivery of the curriculum. This can be done through methods including peer classroom observation, sharing lesson plans, learner feedback and self-assessment. Pre-service and in-service professional development for educators should ensure that they have the skills required to monitor and assess the pedagogies and curriculum approaches used in GCED.

In addition to monitoring GCED teaching and learning processes and outcomes, assessment should review progress against GCED policy objectives. In some contexts, self-assessment tools have been used to report on short- and long-term policy and implementation progress. For example, in Victoria, Australia, the Department of Education and Training’s *Framework for Improving Student Outcomes* monitors institutional progress in moving from emerging to evolving to embedding and to excelling.³¹

Participation in globally-recognised, large-scale assessments can provide useful data against which countries or local education authorities can assess their progress with GCED, where these assessments measure attainment across the different domains of GCED.

The Organisation for Economic Cooperation and Development (OECD) is developing measures for global competence as part of Programme for International Student Assessment (PISA) from 2018 onwards and these may help to answer policy questions such as ‘How well are students prepared for life and employment in culturally diverse societies and in a globalised world’ and ‘How well are schools contesting cultural and gender biases and stereotypes, including their own.’³² As in other PISA domains, the assessment will be based on scenario-based tasks. The tasks simulate activities that teachers can facilitate in the classroom or life situations that 15-year-olds could experience. In a typical test unit, students read about a case and then respond to questions that evaluate their capacity to

29. UNESCO, 2015.
30. UNESCO, 2014.

31. DET, 2016.
32. OECD, 2016.

understand its complexity and the multiple perspectives of the diverse actors involved and to suggest solutions. The background questionnaires completed by students, teachers and school principals will gather information about conditions that may enable or hinder the development of learners' global competence, such as their attitudes towards people from different cultures, teachers' training and self-efficacy in multicultural classrooms, schools' curricula and collaborative classroom activities.

Other opportunities exist for countries to report progress against GCED themes. For example, UNESCO invites UN Member States to report every four years on the policies and programmes they have in place in formal, non-formal and informal education to respond to the 1974 UNESCO recommendation on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance.

Table 6 Monitoring and assessment

How - Suggested strategies		What - Expected outcomes
Review existing assessment strategies	<ul style="list-style-type: none"> • Map local, national and global assessment criteria and tools used to assess GCED and other relevant transformational policy and curricula initiatives (e.g. International Civic and Citizenship Education Study, Global Alliance to Monitor Learning, Global Framework of Learning Domains, PISA 2018 Global Competence Assessment, Council of Europe's initiative on Competences for Democratic Culture). 	<ul style="list-style-type: none"> • Indicators, assessment tools and process measures to assess individual and collective progress identified. • Key assessment criteria and assessment methods, including both summative and formative assessment, established. • GCED policy and implementation progress is monitored.
Establish processes to collect and document learners' progress and achievement against curriculum expectations	<ul style="list-style-type: none"> • Incorporate GCED assessment into existing assessment practices, taking into account the additional administrative burden involved in assessing GCED performance. • Focus on assessing improvements in learning outcomes and adaptation of curricula and teaching and learning approaches to meet the needs of all learners. • Use appropriate methods to assess what is being taught and learned. 	<ul style="list-style-type: none"> • Assessment methods are appropriate to learning objectives and the pedagogy employed and take into account the needs and challenges of all learners. • Educational institutions and educators can report clearly on their progress with implementing GCED and are not over-burdened by the assessment process. • Progress is communicated to educators and learners.
Review progress towards achievement of policy objectives	<ul style="list-style-type: none"> • Develop clear criteria for assessing progress towards achievement of policy objectives. • Encourage schools and other educational institutions and providers to monitor their progress on the continuum towards GCED excellence using self-assessment tools and frameworks (DET, 2016). • Document and share evidence of good practice. 	<ul style="list-style-type: none"> • Clear criteria for measuring the progress of schools and other education providers towards GCED objectives. • Schools, other education providers and education authorities have a clear picture of progress with policy implementation and issues that need to be addressed to improve this.
Participate in internationally recognised assessments	<ul style="list-style-type: none"> • Align assessment criteria and reporting processes with global citizenship competences and indicators. • Participate in relevant international assessment activities and engage with global and other initiatives to keep up to date with evidence and good practice. 	<ul style="list-style-type: none"> • Progress reports are compatible with key global measures. • Commitment to participate in or learn from international studies and evaluation processes.

Box 5 Examples of monitoring and assessment

A study by **NCDO**, the Dutch advisory centre for citizenship and international cooperation, asked more than 1,500 teachers and 300 school directors about their efforts to teach global citizenship education. The key findings indicate that, while more than 80% of primary school teachers and 74% of secondary school teachers think that GCED is important, lack of information about global citizenship was a considerable obstacle to effective implementation.

<https://www.ncdo.nl/sites/default/files/NCDO%20Teachers%20Global%20Citizenship.pdf>

The **Global Alliance to Monitor Learning (GAML)** was established to monitor progress towards all learning-related Education 2030 targets. Its goals include developing innovative methodologies to measure learning and strengthening country, regional and global capacity to implement reliable measurement of knowledge and skills (UNESCO, 2016). A Technical Cooperation Group and an Inter-agency Expert Group on SDG indicators have been established to build consensus on SDG 4 measurement. This provides an opportunity for Member States, multilateral agencies and civil society groups to make recommendations on the definition and implementation of global and thematic indicators. It is also anticipated that Member States will develop additional indicators that take account of national contexts and complement the global indicators.

<http://glossary.uis.unesco.org/Education/Documents/gaml-uis-concept-note-may-2016.pdf>

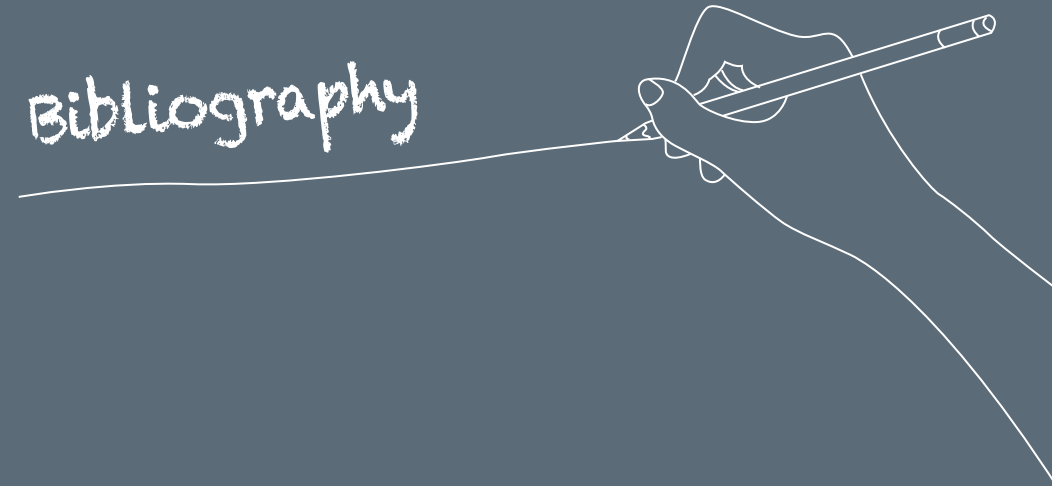
The **Global Framework of Learning Domains** (UNESCO Institute of Statistics and Centre for Universal Education at Brookings, 2013) highlights seven areas of measurement that relate to improving learning opportunities and outcomes. Some of the seven areas, such as reading and numeracy, are already monitored and measured, but approaches to measurement of areas such as 'citizen of the world' is still emerging. Skills for students to succeed as a 'citizen of the world' include environmental awareness, collaborative problem solving, ICT and social responsibility.

https://issuu.com/schneiderw/docs/global_framework_measuring_learning_634338507be264

The **IEA** is an international non-profit network of national research institutions, scholars and analysts working to evaluate, understand and improve education worldwide. More than 60 countries are actively involved in the network and more than 100 education systems participate in their studies. These include the series of International Civic and Citizenship Education Studies (ICCS), which assesses the ways in which young people are prepared to undertake their roles as citizens, collecting data on their knowledge, beliefs, attitudes and behaviours, as well as contextual information about the organisation and content of citizenship education in the curriculum, teacher qualifications, experiences and teaching practices, and the school environment. The ICCS is run by IEA, the Australian Council for Educational Research and the Laboratorio di Pedagogia Sperimentale in Italy, in partnership with national research coordinators in participating countries (Belgium, Bulgaria, Chile, Chinese Taipei, Colombia, Croatia, Denmark, Dominican Republic, Estonia, Finland, Germany, Hong Kong SAR, Italy, Korea, Latvia, Lithuania, Malta, Mexico, Netherlands, Norway, Peru, Russian Federation, Slovenia and Sweden).

<http://www.iea.nl/>

Bibliography



PART 1. GCED: Vision and Conceptual Framework

- Abdi, A., Schultz, L., & Pillay, T. (2015). *Decolonising Global Citizenship Education*. Rotterdam: Sense Publishers.
- Ananiadou, K., & Claro, M. (2009). 21st Century Skills and Competences for New Millennium Learners in OECD Countries. *OECD Education Working Papers*, 41.
- Andreotti, V. (2006). Soft versus critical global citizenship education. *Policy and Practice: A Development Education Review*, 3, 40-51.
- Asia Society. (2016). *Measuring 21st Century competences: Guidance for educators*. New York: Asia Society Global Cities Education Network.
- Balarin, M. (2011). Global citizenship and marginalisation: Contributions towards a political economy of global citizenship. *Globalisation, Societies and Education*, 9 (3-4), 355-366.
- Bourn D. (2014). What is Meant by Development Education? *Sinergias ED*, No. 1, December. <http://www.sinergiased.org/index.php/revista/item/51-douglas-bourn-what-is-meant-by-development-education>
- Cleaver, E., & Nelson, J. (2006). Active citizenship: From policy to practice. *Education Journal*, 98, 34-37.
- Council of Europe. (2010). *Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education*. Strasbourg Cedex: Council of Europe. <https://rm.coe.int/16803034e3>
- Cox, C. (2017). *Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis*. Seoul: APCEIU and Geneva: IBE. <http://unesdoc.unesco.org/images/0024/002477/247788E.pdf>
- Davies, L. (2006). Global citizenship: Abstraction or framework for action? *Educational Review*, 58(1), 5-25.
- Davies, L., Harber, C., & Yamashita, H. (2004). *Global citizenship: The needs of teachers and learners*. Birmingham: Centre for International Education and Research, University of Birmingham.
- DeNobile, J., & Hogan, E. (2014). Values education: What, how, why and what next? *Curriculum and Leadership Journal*, 12 (1). http://www.curriculum.edu.au/leader/values_education_what_how_why_what_next,3687.html?issueID=12833
- Faour, M. (2013). *Education for Citizenship in the Arab World: Key to the Future*. Washington D.C.: Carnegie Endowment for International Peace.
- Fountain, S. (1999). *Peace education in UNICEF*. New York: UNICEF, Programme Division. <https://www.unicef.org/education/files/PeaceEducation.pdf>
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Gaudelli, W. (Ed.) (2003). *World Class: Teaching and Learning in Global Times*. Mahwah, N.J.: Lawrence Erlbaum Associates Publishers.
- Global Commission on International Migration. (2015). *Migration in an interconnected world: New directions for action*. Geneva: Global Commission on International Migration.
- Global Education First Initiative (GEFI). <http://www.unesco.org/new/en/gefi/home/?>
- GNH Centre Bhutan. (n.d.). *What is GNH*. Retrieved November 11, 2017, from GNH Centre Bhutan Website, <http://www.gnhcentrebhutan.org/what-is-gnh/>
- Hahn, C., Davies, I., & Arthur, J. (2013). *The SAGE handbook of education for citizenship and democracy*. London: SAGE Publishers.
- Heater, D. (1999). *What is citizenship?* Hoboken, N.J.: John Wiley & Sons.
- Hicks, D. (n.d.). *A rationale for global education*. Retrieved November 11, 2017, from UNESCO Website, http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t05s02.html
- INEE. (n.d.). *Education in Emergencies*. Retrieved November 11, 2017, from INEE Website, <http://www.ineesite.org/en/education-in-emergencies>
- Jones, T. (2004). Conflict resolution education: The field, the findings, and the future. *Conflict Resolution Quarterly*, 22 (1-2), 233-267. http://www.creducation.org/resources/Jones_Article.pdf
- Jooste, N., & Heleta, S. (2016). Global citizenship versus globally competent graduates: A critical view from the South. *Journal of Studies in International Education*, 21, 39-51.
- Kehoe, J. (1994). Multicultural education v.s. anti-racist education: The debate in Canada. *Social Education*, 58 (6), 354-358. <http://www.socialstudies.org/sites/default/files/publications/se/5806/580605.html>

- Kymlicka, W., & Norman, W. J. (Eds.) (2000). *Citizenship in Diverse Societies*. Oxford: Oxford University Press.
- Lee, W. O. (2009). *Conceptualising Citizenship and Citizenship Education: A Trajectory of Exploring Asian Perspectives* (Chair Professors Public Lecture Series). Hong Kong: The Hong Kong Institute of Education.
- McEvoy, C. (2016). *Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>
- Meiklejohn J., Phillips C., Freedman M. L., et al. (2012). Integrating Mindfulness Training into K-12 Education: Fostering the Resilience of Teachers and Students. *Mindfulness*, 3 (4), 291–307.
- Mezirow, J. (1978). Perspective Transformation. *Adult Education*, 28 (2), 100–110.
- National Association for Multicultural Education. (n.d.). *Mission, Goals and Objectives*. Retrieved November 11, 2017, from *National Association for Multicultural Education Website*, http://www.nameorg.org/mission_goals_objectives.php
- Nussbaum, M. (2002). Education for citizenship in an era of global connection. *Studies in Philosophy and Education*, 21 (4), 289–303.
- OHCHR. (2012). *United Nations Declaration on Human Rights Education and Training*. Geneva: OHCHR.
- Oxfam. (2015). *Education for Global Citizenship – A Guide for Schools*. Oxford: Oxfam.
<https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-school>
- Oxfam. (2015). *Global Citizenship in the Classroom – A Guide for Teachers*. Oxford: Oxfam.
<https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>
- Pigozzi, M. J. (2006). A UNESCO view of global citizenship education. *Educational Review*, 58 (1), 1–4.
[http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx)
- Reaching Critical Will. (n.d.). *Disarmament education*. Retrieved November 11, 2017, from *Reaching Critical Will Website*, <http://www.reachingcriticalwill.org/resources/fact-sheets/critical-issues/4648-disarmament-education>
- Religions for Peace. (2008). *Annual Report 2007: We Can Cooperate for Peace*. New York: Religions for Peace.
<http://religiondev.ipadpetereview.com/wp-content/uploads/2015/02/rfp-annual-report-2007pdf.pdf>
- Ross, A. (2012). Education for Active Citizenship: Practices, Policies, Promises. *International Journal of Progressive Education*, 8 (3), 7–14.
- Tawil, S. (2013). Education for 'global citizenship': A framework for discussion. *Education Research and Foresight Working Papers*, 07 August.
- Toh, S-H. (2000). Education for international understanding: A river flowing from the mountains. *Sangsaeng*, 1, 1–5.
- Toh, S-H. (2002). Pathways to the Building of a Culture of Peace. In APNIEVE (Ed.), *Learning to Be: A Holistic and Integrated Approach to Values Education for Human Development* (pp. 165–174). Bangkok: UNESCO Bangkok.
<http://unesdoc.unesco.org/images/0012/001279/127914e.pdf>
- Toh, S-H. (2015). Educating for Global and Local Peace: Emerging Visions, Hopeful Practices. In R. Reynolds, et al. (Eds.), *Contesting and Constructing International Perspectives in Global Education* (pp. 209–222). Rotterdam: Sense Publishers.
- Toh, S-H., & Cawagas, V. (Eds.) (2006). *Cultivating Wisdom, Harvesting Peace: Educating for a Culture of Peace through Values, Virtues and Spirituality of Diverse Cultures, Faiths and Civilizations*. Brisbane: Griffith University.
- Tolouse, P. R. (2016). *What matters in indigenous education: Implementing a Vision Committed to Holism, Diversity and Engagement*. Toronto: Measuring What Matters, People for Education.
<http://peopleforeducation.ca/wp-content/uploads/2017/06/P4E-MWM-What-Matters-in-Indigenous-Education.pdf>
- Torres, C. (2017). *Theoretical and Empirical Foundations of Critical Global Citizenship Education: 1st Edition*. Routledge.
- UN Documents – Gathering a body of global agreements.
<http://www.un-documents.net/k-003009.htm>
- UNESCO. (1974). *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Paris: UNESCO.
http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html

- UNESCO. (1996). *Learning: The treasure within* (Report to UNESCO of the International Commission on Education for the Twenty-first Century). Paris: UNESCO.
<http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>
- UNESCO. (1998). *Citizenship Education for the 21st Century*. Paris: UNESCO.
http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm
- UNESCO. (2006). *UNESCO Guidelines on Intercultural Education*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>
- UNESCO. (2013). *Global Citizenship Education: An emerging perspective* (Outcome document of the Technical Consultation on Global Citizenship Education). Paris: UNESCO.
<https://www.gcedclearinghouse.org/resources/competences-democratic-culture-living-together-equals-culturally-diverse-democratic>
- UNESCO. (2014). *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century*. Paris: UNESCO.
- UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>
- UNESCO. (2015). *Global Citizenship Education: Topics and learning objectives*. Paris: UNESCO.
- UNESCO. (2016). *A teacher's guide on the prevention of violent extremism*. Paris: UNESCO.
- UNESCO. (2017). *Preventing violent extremism through education: A guide for policymakers*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0024/002477/247764e.pdf>
- UNESCO. (n.d.). *What is ESD?* Retrieved November 11, 2017, from UNESCO Website, <https://en.unesco.org/themes/education-sustainable-development/what-is-esd>
- UNESCO. (n.d.). *Education as a tool to prevent violent extremism*. Retrieved November 11, 2017, from UNESCO Website, <http://en.unesco.org/preventing-violent-extremism/edu-as-tool>
- UNESCO. (n.d.). *General introduction to the standard-setting instruments of UNESCO*. Retrieved November 11, 2017, from UNESCO Website, http://portal.unesco.org/en/ev.php-URL_ID=23772&URL_DO=DO_TOPIC&URL_SECTION=201.html

- UNICEF. (2013). *Exploring Our Roles As Global Citizens: An Educator's Guide (Grades 3 -5)*. New York: UNICEF.
http://people.uncw.edu/crawforde/documents/Crawford_2013_Exploring_Our_Roles_as_Global_Citizens.pdf
- UNICEF. (2013). *Global Citizenship: A High School Educator's Guide (Grades 9-12)*. New York: UNICEF.
https://www.gcedclearinghouse.org/sites/default/files/resources/Global%20citizenship_0.pdf
- UNICEF. (n.d.). *Life skills*. Retrieved November 11, 2017, from UNICEF Website, https://www.unicef.org/lifeskills/index_7308.html
- UNICEF Canada. (2011). *Educating for global citizenship: A practical guide for schools in Atlantic Canada*. Toronto: UNICEF Canada.
http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Educating_for_Global_Citizenship.pdf
- Wintersteiner, W., Grobbauer, H., Diendorfer, G., & Reitmar-Juarez, S. (2015). *Global Citizenship Education. Citizenship Education for Globalizing Societies*. Klagenfurt: Zentrum für Friedensforschung und Friedenspädagogik.
http://www.uni-klu.ac.at/frieden/downloads/Unesco-Broschure_engl_Online2_12.pdf

PART 2: GCED: Developing and Implementing Policy

- UNESCO. (2014). *Global Citizenship Education: Preparing learners for the challenges of the 21st century*. Paris: UNESCO.
- UNESCO. (2016). *Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks Background Paper*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0024/002463/246382e.pdf>
- Werquin, P. (2010). *Recognising non-formal and informal learning: Outcomes, policies and practices*. Paris: OECD.
http://www.eucen.eu/sites/default/files/OECD_RNFIFL2010_Werquin.pdf

2.1 Policy review and development

NCDO. (2012). *Global citizenship in primary and secondary education in the Netherlands: Opinions, attitudes and experiences of primary and secondary education teachers in relation to global citizenship*. Amsterdam: NCDO.

<https://www.ncdo.nl/sites/default/files/NCDO%20Teachers%20Global%20Citizenship.pdf>

UNESCO. (2015). *Global Citizenship Education: Topics and learning objectives*. Paris: UNESCO.

2.2 Curriculum review and development

Council of Europe. (2009). *How All Teachers Can Support Citizenship and Human Rights Education: A Framework for the Development of Competences*. Strasbourg: Council of Europe.

http://www.theewc.org/uploads/content/archive/6555_How_all_Teachers_A4_assemble_1.pdf

Cox, C. (2017). *Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis*. Seoul: APCEIU and Geneva: IBE.

<http://unesdoc.unesco.org/images/0024/002477/247788E.pdf>

IBE. (2016). *What makes a quality curriculum?* Geneva: IBE.

<http://unesdoc.unesco.org/images/0024/002439/243975e.pdf>

IIEP-UNESCO, PEIC, & IBE-UNESCO. (2015). *Curriculum review: Where are we now and where do we want to go?* Paris: IIEP.

UNESCO. (2014). *Global Citizenship Education: Preparing learners for the challenges of the 21st century*. Paris: UNESCO.

UNESCO. (2015). *Global Citizenship Education: Topics and learning objectives*. Paris: UNESCO.

2.3 Capacity building

IBE. (2016). *What makes a quality curriculum?* Geneva: IBE.

<http://unesdoc.unesco.org/images/0024/002439/243975e.pdf>

New Pedagogies for Deep Learning.

<http://npdl.global/Project--tools-and-lessons-page>

<http://www.newpedagogies.org>

UNESCO. (2014). *Global Citizenship Education: Preparing learners for the challenges of the 21st Century*. Paris: UNESCO.

UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action*. Paris: UNESCO.

<http://unesdoc.unesco.org/images/0024/002456/245656e.pdf>

2.4 Knowledge creation, sharing and dissemination

Global Coalition for Human Rights Education. <http://protectingeducation.org>

Global Digital Citizen Foundation. <https://globaldigitalcitizen.org>

Global Education Network Europe. <http://gene.eu>

International Association for Intercultural Education. <http://iaie.org>

Peace Education Commission. <http://iprapeace.org>

World Environment Congress. <http://weec2015.org>

2.5 Monitoring and assessment

Department of Education and Training, Victoria, Australia. (2016). *Framework for Improving Student Outcomes*. Melbourne: State Government of Victoria, Australia.

<http://www.education.vic.gov.au/about/educationstate/Pages/outcomes.aspx>

OECD. (2016). *Global Competency for an Inclusive World – A summary* (This describes the OECD's proposal for the PISA 2018 Global Competence assessment). Paris: OECD.

<https://www.oecd.org/pisa/aboutpisa/Global-competency-for-an-inclusive-world.pdf>

UNESCO. (2013). *Learning Metrics Task Force Summary Report: Toward Universal Learning Recommendations from the Learning Metrics Task Force* (A UNESCO publication developed by the UNESCO Institute for Statistics and the Center for Universal Education). Paris: UNESCO.

UNESCO. (2014). *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*. Paris: UNESCO.

UNESCO. (2015). *Global Citizenship Education: Topics and learning objectives*. Paris: UNESCO.

Additional references and resources

APCEIU teacher exchanges programme.

<http://www.unescoapceiu.org/en/m211.php?pn=2&sn=1&sn2=1&seq=34>

Council of Europe. (2012). *Compass: Manual for Human Rights Education with Young People*.

Retrieved November 11, 2017, from Council of Europe Website,

<https://www.coe.int/en/web/compass>

Department of Education and Training, Victoria, Australia. (2016). *A Guide for Internationalising Victorian Schooling*. Melbourne: State Government of Victoria, Australia.

Department of Education, New South Wales, Australia. (2014). *Global Education Project Global Perspectives: A framework for development of active global citizenship in NSW schools*.

Sydney: State Government of New South Wales, Australia.

European Council. (2016). *Competencies for democratic culture: Living together as equals in culturally diverse democratic societies*. Brussels: European Council.

<https://www.gcetclearinghouse.org/resources/competences-democratic-culture-living-together-equals-culturally-diverse-democratic>

Global Citizen - Civil Society Organisation with online resources and materials.

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

Jensen, B. (2012). *Catching up: Learning from the best school systems in the world*. Carlton: Grattan Institute.

OECD. (2016). *Global competency for an inclusive world*. Paris: OECD.

Organization of American States. (2013). *Inter-American Program on Education for Democratic Values and Practices*. Washington D.C.: Organization of American States.

<http://portal.oas.org/LinkClick.aspx?fileticket=oDDnK5WkfUA%3D&tabid=1227>

Oxfam. (2008). *Global Citizenship Guides. Getting started with global citizenship: A guide for new teachers*. Oxford: Oxfam.

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

SDG Collaboration Platform – Successful stories of 2030 Agenda Implementation.

<http://www.un2030agenda.org/>

Taylor, V. (2013). Education for Democratic Citizenship in the Caribbean. Plenary Presentation at the UNESCO Forum on Global Citizenship Education, Bangkok, Thailand.

The Global Citizens' Initiative (TGCI): Building A Sustainable World Community For All.

<http://www.countryreportcard.org/>

The Global Teenager Project. <http://www.globalteenager.org/>

Tucker, M., & Eaver, D. (2013). A longitudinal Study of Student Outcomes from participation in an International Study Tour: Some Preliminary Findings, *Journal of University Teaching and Learning Practice*, 10 (2).

<http://ro.uow.edu.au/jutlp/vol10/iss2/6>

UNESCO. (2009). *Policy guidelines on inclusion in education*. Paris: UNESCO.

UNESCO. (2013). *Education for global citizenship: A framework for discussion*. Paris: UNESCO.

UNESCO. (2013). *Global Citizenship Education: An emerging perspective* (Outcome document of the Technical Consultation on Global Citizenship Education). Paris: UNESCO.

<http://www.gcetclearinghouse.org/resources/outcome-document-technical-consultation-global-citizenship-education-global-citizenship>

UNESCO. (2013). *Intercultural Competences: Conceptual and Operational Framework*. Paris: UNESCO.

UNESCO. (2014). *Learning to Live Together: Education Policies and Realities in the Asia-Pacific*. Bangkok: UNESCO Bangkok.

<http://unesdoc.unesco.org/images/0022/002272/227208E.pdf>

UNESCO. (2014). *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*. Paris: UNESCO.

UNESCO. (2016). *A Policy Review: Building Digital Citizenship in Asia-Pacific through Safe, Effective and Responsible Use of ICT*. Paris: UNESCO and Bangkok: UNESCO Bangkok.

UNESCO. (2016). *The Rapprochement of Cultures Roadmap*. Paris: UNESCO.

UNESCO ASPnet in Action: Global Citizens Connected for Sustainable Development.

<http://en.unesco.org/aspnet/globalcitizens>

UNESCO Clearinghouse on Global Citizenship Education.

<http://www.gcetclearinghouse.org/>

Wierenga, A. (2013). Learning through connections. In Wierenga, A., & Guevara, J. (Eds.), *Educating for Global Citizenship: A youth led approach to learning through partnerships*. Melbourne: Melbourne University Press.

Organisations

Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA).

<https://www.hurights.or.jp/english>

Association for Childhood Education International.

<http://www.acei.org>

British Council's Connecting Classrooms.

<https://schoolsonline.britishcouncil.org/about-programmes/connecting-classrooms>

E-Pals.

<http://www.epals.com/#!/main>

Flat Connections Global Project.

<http://flatconnectionsproject.net>

Global Campaign for Peace Education.

www.peace-ed-campaign.org

Global Coalition for Human Rights Education.

<http://protectingeducation.org>

Global Education Network Europe.

<http://gene.eu>

International Association for Intercultural Education.

<http://iaie.org>

International Bureau of Education (IBE).

www.ibe.unesco.org

National Association of Independent Schools (NAIS) – Challenge 20/20.

<https://www.nais.org>

New Pedagogies for Deep Learning Project.

<http://www.newpedagogies.org>

Oxfam.

<https://www.oxfam.org>

Peace Education Commission.

<http://iprapeace.org>

Southeast Asian Ministers of Education Centre for Innovation & Technology (SEAMEO-INNOTECH).

www.seameo-innotech.org

UNESCO Associated Schools Project.

<http://www.unesco.org/new/en/education/networks/global-networks/aspnet>

World Council for Curriculum and Instruction.

<http://wcci-international.org>

World Environment Congress.

<http://weec2015.org>

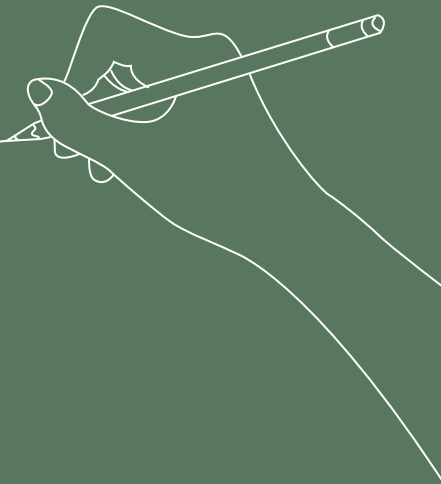
World Bank.

<http://blogs.worldbank.org/voices/Where-do-the-world-talents-immigrate-to>

Young Leaders Initiative – Youth Envoy connecting youth and business partners.

<http://aim2flourish.com>

Annexes



Annex 1 UN declarations, commitments and initiatives

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (19 November 1974)
Declaration on Race and Racial Prejudice (27 November 1978)
Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War (28 November 1978)
United Nations Decade for Women: Equality, Development and Peace (1976-1985)
Third Disarmament Decade (1990s)
Declaration of Principles on Tolerance (16 November 1995)
Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995)
Declaration on the Responsibilities of the Present Generations Towards Future Generations (12 November 1997)
Third Decade to Combat Racism and Racial Discrimination (1993-2003)
International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)
UNESCO Universal Declaration on Cultural Diversity (2 November 2001)
Second United Nations Decade for the Eradication of Poverty (2008-2017)
United Nations Decade of Education for Sustainable Development (2005-2014)
United Nations Decade for Human Rights Education: Towards a culture of peace (1995-2004, 2005-2014)
United Nations Decade for Human Rights Education and Public Information Activities in the Field of Human Rights (1996-2005, 2006-2015)
International Decade of the World's Indigenous People (1996-2005, 2006-2015)
International Decade for the Rapprochement of Cultures (2013-2022)
Education 2030: Incheon Declaration and Framework for Action (2015)
Transforming our world: The 2030 Agenda for Sustainable Development. Sustainable Development Goals

General introduction to the standard-setting instruments of UNESCO:

http://portal.unesco.org/en/ev.php-URL_ID=23772&URL_DO=DO_TOPIC&URL_SECTION=201.html

UN Documents - Gathering a body of global agreements: International Decades:

<http://www.un-documents.net/k-003009.htm>

Annex 2 Different forms of transformative education

Form	Definition/Purpose
Disarmament Education	Disarmament and non-proliferation education focuses on reducing, controlling, and eliminating weapons of all kinds in order to undermine militarism and prevent armed conflict and armed violence. http://www.reachingcriticalwill.org/resources/fact-sheets/critical-issues/4648-disarmament-education
Peace Education or Education for a Culture of Peace	Refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (Fountain, 1999). https://www.unicef.org/education/files/PeaceEducation.pdf Promotes a critical understanding of the root causes of conflicts, violence and peacelessness in the world across the full diversity of issues and problems and from macro to micro levels of life and, simultaneously, develops an empowered commitment to values, attitudes and skills for individual and societal action to transform selves, families, communities, institutions, nations and the world from a culture of war, violence and peacelessness to a culture of peace and active non-violence (Toh, 2002). http://unesdoc.unesco.org/images/0012/001279/127914e.pdf
Education for Conflict Resolution and Transformation	Models and teaches, in culturally meaningful ways, a variety of processes, practices and skills that help address individual, interpersonal and institutional conflicts, and create safe and welcoming communities (Association for Conflict Resolution, 2002). Provide students with a basic understanding of the nature of conflict, the dynamics of power and influence that operate in conflict, and the role of culture in how we see and respond to conflict (Jones, 2004). http://www.creducation.org/resources/Jones_Article.pdf

Form	Definition/Purpose
Human Rights Education	<p>Comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights (UN Declaration on Human Rights Education and Training)</p> <p>http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx</p> <p>Human rights education means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms (Council of Europe, 2010).</p> <p>https://rm.coe.int/16803034e3</p>
Education for International Understanding	<p>Promotes 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; readiness ... of the individual to participate in solving the problems of his community, his country and the world at large. (UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 1974).</p> <p>http://portal.unesco.org/en/ev.php-URL_ID=13088%26URL_DO=DO_TOPIC%26URL_SECTION=201.html</p>
Development Education or Education for Local/ Global Justice	<p>An active learning process, founded on values of solidarity, equality, inclusion and co-operation. It enables people to move from basic awareness of international development priorities and sustainable human development, through understanding of the causes and effects of global issues to personal involvement and informed actions. ... (and) fosters the full participation of all citizens in influencing more just and sustainable economic, social, environmental, and human rights based national and international policies (DARE Forum).</p> <p>http://www.sinergiased.org/index.php/revista/item/51-douglas-bourm-what-is-meant-by-development-education</p>

Form	Definition/Purpose
Intercultural Education or Multicultural Education	<p>Provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society. ... (and) enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations (UNESCO, 2016).</p> <p>http://unesdoc.unesco.org/images/0014/001478/147878e.pdf</p> <p>To respect and appreciate cultural diversity ... promote the understanding of unique cultural and ethnic heritage ... (and) the development of culturally responsible and responsive curricula ... facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures ... eliminate racism and discrimination in society ... achieve social, political, economic, and educational equity (National Association for Multicultural Education).</p> <p>http://www.nameorg.org/mission_goals_objectives.php</p>
Anti-Racist Education	<p>Based on the notion of race and racial discrimination as systemic and embedded within the policies and practices of institutional structures ... (it) confronts prejudice through the discussion of past and present racism, stereotyping and discrimination in society ... (and seeks to overcome) the institutional racism within the very structure of the educational system (Kehoe, 2004).</p> <p>http://www.socialstudies.org/sites/default/files/publications/se/5806/580605.html</p>
Indigenous Education	<p>Children, youth, adults and elders have the opportunity to develop their gifts in a respectful space ... all community members are able to contribute to society (indigenous and non-indigenous) and are physically, emotionally, intellectually and spiritually balanced ... fostering identity, facilitating well-being, connecting to land, honouring language, infusing with teachings and recognising the inherent right to self-determination (Toulouse, 2016).</p> <p>http://peopleforeducation.ca/measuring-what-matters/wp-content/uploads/2016/04/P4E-MWM-What-Matters-in-Indigenous-Education.pdf</p>
Citizenship Education	<p>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 judgment and critical faculty; and acquiring a sense of individual and community responsibilities (UNESCO, 1998).</p> <p>http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm</p>

Form	Definition/Purpose
Education for Democratic Citizenship	Education for democratic citizenship means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law (Council of Europe, 2010). https://rm.coe.int/16803034e3
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; works towards achieving a more just and sustainable world in which power and resources are more equitably shared (Hicks, n.d.). http://www.unesco.org/education/tlsf/mods/theme_c/popups/mod18t05s02.html Gives learners the opportunity and competencies to reflect and share their point of view within a global, interconnected society, as well as to understand and discuss complex relationships of common, social, ecological, political and economic issues, so as to derive new ways of thinking and acting. (However, it recognises that there are) dilemmas, tensions, doubts and different perceptions in an education process when dealing with global issues (Council of Europe). http://www.developmenteeducation.ie/media/documents/GEguidelines-web.pdf
Values Education	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, and contribute to society through good citizenship and ethical practice (DeNobile and Hogan, 2014). http://www.curriculum.edu.au/leader/values_education_what_how_why_what_next,36873.html?issueID=12833

Form	Definition/Purpose
Education for the Four Pillars of Learning or Life Skills Education	Deemed “fundamental principles for reshaping education”, the four pillars of learning are “learning to know”, “learning to do”, “learning to be” and “learning to live together” (UNESCO, 1996). http://www.unesco.org/new/en/education/networks/global-networks/aspnet/about-us/strategy/the-four-pillars-of-learning/ Life skills education is a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practice psycho-social skills that minimise risk factors and maximise protective factors (UNICEF, n.d.). https://www.unicef.org/lifeskills/index_7308.html
Education for Sustainable Development and Sustainable Futures	Enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies ... 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.). http://en.unesco.org/themes/education-sustainable-development/what-is-esd
Education for Gross National Happiness	Promoting Bhutan's “approach to Gross National Happiness, or GNH... a holistic and sustainable approach to development, which balances material and non-material values with ... (the) search for happiness” based on the four pillars of Good Governance, Sustainable Socio-economic Development, Preservation and Promotion of Culture, and Environmental Conservation and nine domains of Living Standards, Education, Health, Environment, Community Vitality, Time-use, Psychological Well-being, Good Governance and Cultural Resilience and Promotion (GNH Centre Bhutan, n.d.). http://www.gnhcentrebhutan.org/what-is-gnh/
Education for Inner Peace or Mindfulness Education	To develop a deep sense of inner peace for psycho-emotional well-being and understand the inner dimensions and sources of peaceful values and practices ... (and that) peoples from diverse traditions, faiths and cultures are better prepared ethically, emotionally and spiritually to work for outer or societal peace (Toh, 2004). Training in mindfulness – the intentional cultivation of moment-by-moment non-judgmental focused attention and awareness – which can enhance attentional and emotional self-regulation and promote flexibility ... working memory, attention, academic skills, social skills... and self-esteem ... and decreases in anxiety, stress, and fatigue (Meiklejohn et al., n.d.). http://www.mindfuleducation.org/#

Form	Definition/Purpose
Education for Interfaith Dialogue	Promote understanding and respect of diverse faiths and religions, and cooperating to build a peaceful, just and sustainable world based on common values and principles (Toh and Cawagas, 2006).
Education in Emergencies	Refers to quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives. Situations of crisis in which education in emergencies is essential include conflicts, violence, forced displacement, disasters and public health emergencies (International Network on Education for Emergencies, n.d.).
Global Citizenship Education	A framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It represents a conceptual shift in that it recognises the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation (UNESCO 2015).
Education for Preventing Violent Extremism	Programmes that help build learners' resilience to violent extremism and mitigate the drivers of the phenomena ... seek to strengthen the capacities of national education systems (e.g. policies, teachers, educational contexts) to appropriately and effectively contribute to national prevention efforts ... equipping learners of all ages, and notably young women and men, with the knowledge, values, attitudes and behaviours, which foster responsible global citizenship, critical thinking, empathy and the ability to take action against violent extremism (UNESCO, n.d.). http://en.unesco.org/preventing-violent-extremism/edu-as-tool

Annex 3 Oxfam's GCED competencies

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none">• Self awareness and self identity• Emotional intelligence• Social cohesion• Knowing and living with self• Knowing and living with others• Human Rights-based Approach• Social justice and equity• Identity and diversity• Globalisation and interdependence• Peace and conflict• Human rights• Power and governance• Gender equity• Preventing violent extremism, terrorism and radicalisation• Earth rights• Animal freedoms• Climate change	<ul style="list-style-type: none">• Critical and creative thinking• Empathy• Self-awareness and reflection• Communication• Collaboration and conflict resolution• Ability to manage complexity and uncertainty• Informed and reflective action• Interpersonal relations	<ul style="list-style-type: none">• Sense of identity and self-esteem• Commitment to social justice and equity• Respect for people and human rights• Value diversity• Concern for the environment and commitment to sustainable development• Commitment to participation and inclusion• Belief that people can bring about change• Care for others and animals

Annex 4 Matrix for coding categories of curriculum contents on GCED and associated concepts

I. Justification and general orientations about GCED	III. Attitudinal (socio-affective) domain categories
1. Justification of GCED (socio-economic, political, cultural, moral) 2. Global Citizenship (affirmation; characterisation)	<u>Multiple identities:</u> 14. Humanity as privileged referent of identity 15. Nation as privileged referent of identity 16. 'Embedded identities': local, national, regional (supra-national), and global <u>Difference and respect for diversity:</u> <u>multicultural and/or international contexts-levels:</u> 17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts) 18. Discrimination, racism. (Referred to intercultural or international, regional or worldwide contexts) 19. Values and attitudes for Global Citizenship
II. Cognitive domain categories	IV. Behavioural domain categories
<u>Global systems, structures and processes:</u> 3. Global governance systems, structures (institutions) and processes 4. Humanitarian law, human rights, peace building, rule of international laws 5. Transnational corporations 6. Other (global systems) <u>Global issues:</u> 7. Globalisation (socio-economic, political, cultural) 8. North-south relationships, developed-developing interconnections, interdependence 9. Climate change, biodiversity, sustainable development 10. Global poverty, global inequality 11. Genocide, terrorism, war, refugees 12. Diseases (Ebola, HIV & AIDS) 13. Other (global issues)	<u>Engagement, participation, actions:</u> 20. Current and future participation in civic protest on global issues 21. Information and debates on socio-political issues of global reach 22. Direct action on issues of global reach

Annex 5 List of acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
APNIEVE	Asia-Pacific Network for International Education and Values Education
ASPNet	UNESCO Associated Schools Project
COE	Council of Europe
CSO	Civil Society Organization
EFA	Education for All
EIE	Education in Emergencies
ESD	Education for Sustainable Development
GAML	Global Alliance to Monitor Learning
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
GNH	Gross National Happiness
HEI	Higher Education Institution
IBE	International Bureau of Education
ICCS	International Civic and Citizenship Education Study
ICT	Information and Communication Technologies
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
IOM	International Organization for Migration
MDGs	Millennium Development Goals
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
PEIC	Protect Education in Insecurity and Conflict Programme
PISA	Programme for International Student Assessment
PVE	Preventing Violent Extremism
SDGs	Sustainable Development Goals
TEI	Teacher Education Institution
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

For the future GCED policy development and implementation

In a globally interconnected and interdependent world, education needs to address values and communication skills as well as cognitive knowledge and skills. Global Citizenship Education (GCED) plays a critical role in helping learners of all ages and backgrounds to be informed, critically literate, socially connected, ethical and engaged global citizens.

The Asia-Pacific Centre of Education for International Understanding (APCEIU) has developed *Global Citizenship Education: A Guide for Policymakers* to integrate and strengthen GCED in national education policies, strategies and plans in order to achieve SDG Target 4.7, and to respond to requests for guidance from policymakers, curriculum developers, teacher educators and teachers. The guide will assist the education sector to take forward GCED and maximise its potential contribution to building a peaceful, just, inclusive and sustainable world. Furthermore, since GCED is an evolving concept, policymakers and practitioners are invited to share their experience and insights in order to strengthen future GCED policy development and implementation.

