Innovative Practices to Empower Learners to Be Global Citizens

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Key GCED Learner Attributes

Informed and critically literate

Socially connected and respectful of diversity

Ethically responsible and engaged

Source: Global Citizenship Education: Topics and Learning Objectives; UNESCO, 2015
## Conceptual Dimensions of GCED

### Cognitive
- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

### Socio-Emotional
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

### Behavioural
- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

*Source: Global Citizenship Education: Topics and Learning Objectives; UNESCO 2015; p.15*
Core Themes of GCED

CULTURE OF PEACE

Peace
Human Rights
Sustainable Development
Globalization
Cultural Diversity
Approaches to GCED

- **Holistic**: addressing learning content and outcomes, pedagogy and the learning environment in formal, non-formal and informal learning settings

- **Transformative**: enabling learners to transform themselves and society

- **Value based**: promoting universally shared values such as non-discrimination, equality, respect and dialogue

- **Part of a larger commitment** to support the quality and relevance of education
APCEIU
Work with
UNESCO Member States in Asia and the Pacific

1. Capacity Building of Educators
2. Research and Development
3. Dissemination of Information
4. International Teacher Exchange
5. Strengthening of EIU Network
APCEIU Initiatives: Capacity Building
Global Capacity-Building Workshop on GCED

Educators and curriculum developers from 24 countries gathered during the Global Capacity-Building Workshop on GCED
A National Initiative of Korea

- **Participants**: 64 National and 664 Provincial Lead Teachers from 17 MPOEs
- **Supported by**: APCEIU in collaboration with MOE and 17 MPOEs
Capacity Building for Youth Leaders and Local Governments

Youth leaders from all-over the world gather during the annual Global Youth Advocacy Workshop on GCED, co-organized by APCEIU, UN GEFI and MGIEP
APCEIU Initiatives: Support for GCED Curriculum Development & Integration

for Cambodia, Colombia, Mongolia and Uganda

- Duration: Three-year starting from 2016
- Strategic Objectives: Support and facilitate the development of effective national and/or local curricula on
- Target Countries: Cambodia, Colombia, Mongolia, Uganda (1st three year)
- Target Beneficiaries: Key institutions and practitioners in curriculum development, educators and learners

Kick-off Meeting for GCED Curriculum Development & Integration (20-22 April 2016)

Year 1
Establishment of the Mechanism for GCED Curriculum Development

Year 2
Development of GCED Curriculum and pilot-testing

Year 3
Dissemination, Field-application, Monitoring Mechanism and Networks
APCEIU Initiatives: Best Practices Monographs
SEVA Programme – HIM Academy Public School, India

Student Empowerment through Values in Action

- A whole-school programme for K1-K10
- Objectives
  - To transform children in the context of an eco-system of relationships
  - To put 6 core values into practice within the context of real life situations involving self domain and social domain
6 Core Values – for 6 working days

- **Respect** - believe in their own self worth and the intrinsic worth of all other people
- **Responsibility** - recognizes one’s duty to oneself, family, community, nation, world, and environment and fulfils one’s responsibilities with love and commitment
- **Care** – act with kindness and compassion
- **Resilience** – develop emotional strength and perseverance
- **Integrity** – uphold ethical principles and imbibe moral courage
- **Cyber Wellness** – understand and practice appropriate and responsible use of technology

**SEVA Programme** – HIM Academy Public School, India

**Student Empowerment through Values in Action**
SEVA Programme – HIM Academy Public School, India

Student Empowerment through Values in Action

Implementation mechanisms

• **Positive motivation system** – EARN while you LEARN
  - scoring system on a school log book with smileys, recognizing desired behaviours

• **Student-led monthly meeting** – SEVA Meet
  - to share experiences and encourage each other

Positive changes to both students and teachers leading to a happier school
A curricular programme for youths of 13-16 years old

Duration: 5-8 weeks (50 minutes per session)

Target Group: disadvantaged youths of 13-16 years old at a school located in a very low socio-economic area of Auckland
- Characterized as: Self-harm, violent, abusive, passive aggressive, disengaged, drug and alcohol abuse
- Majority see themselves as worth-less with no hope for future

Objectives
- To allow students to stop, pause and think of their consumer behaviour and how it affects other people in the world
- To allow students to see themselves as capable of making a difference
Embracing Sustainability – You Can Make a Difference
– Manukau Institute of Technology, New Zealand

Class Activities – credits earned for national qualification
- Discuss on consumption habits and reflection on how their actions as a consumer in New Zealand can affect the lives of other people around the world and earth’s natural resources
- Study on cotton production and garment factory workers in other countries
- Bring used and old clothes from home and create something from recycled clothing ➔ Up-cycling

Positive changes of students
- a sense of accomplishment
- self-worth,
- see their place in the global society
GCED Clearinghouse hosted by APCEIU: www.gcedclearinghouse.org

Online database of policies, good practices, teaching and learning materials, etc.
Thank you!

www.unescoapceiu.org