Concept Note

Background

Expanding globalization, complemented by rapid technological advances and increased transnational migration, have triggered a number of changes to modern society. These changes have provided mankind with remarkable benefits, such as increased access to educational opportunities, economic progress, international cooperation, and broadened networks. However, these have likewise brought about or exacerbated ongoing challenges affecting the entire world, including socio-geo-political conflicts, violence, poverty, climate change, among others. Extremism and gender-, religion-, and ethnic-based violence continue to exist not only at the global, but also school and classroom levels. In view of these, through the Global Education First Initiative (GEFI) launched in 2012, the international community underscored the need to prioritize global citizenship education (GCED) that looks not only at ensuring the wellbeing of individuals and countries, but more so of the entire humanity and the global community.

In general terms, “global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global”. Taking on a life-long and life-wide learning perspective, application of global citizenship in the teaching/learning context looks into three core interrelated conceptual dimensions, cognitive, socio-emotional, and behavioural.1

In recognition of its crucial contribution to sustainable development, GCED was re-emphasized in Education 2030 as one of the core areas that countries need to address. In this regard, UNESCO has included GCED as one of the strategic areas of the Education Sector programme for the period 2014-2021.2 It has been in the forefront of promoting GCED to the general public by engaging stakeholders in various advocacy and policy dialogues, developing guidance tools and reference materials, capacitating educational institutions, and monitoring global progress.

Operationally, GCED needs to be mainstreamed at all education levels in terms of education policies, curricula, teacher education, and learner assessment. As such, there is an urgent need for teachers to acquire competencies and relevant resources that will enable them to equip learners with the necessary knowledge, skills, values, and attitudes to understand, engage, assume active roles as global citizens, towards the promotion of a better future, where peace, tolerance, inclusiveness, and a feeling of security reside (UNESCO Bangkok, 29 July 2015). Furthermore, teachers need to realize the

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2 UNESCO’s main portal on GCED: [http://en.unesco.org/gced](http://en.unesco.org/gced)
immense potential of ICT in GCED, serving as a rich resource and tool to participate in global networks, facilitate collaboration, and provide opportunities for a healthy exchange of ideas and views across diverse cultures and environments. Through ICT, teachers can access rich content and an array of pedagogical tools, while learners can connect with various communities to enrich their learning experience.

Regional Seminar for UNESCO RDTCs

To contribute to regional efforts in promoting GCED and capacitating teachers, this year’s Regional Seminar for UNESCO Bangkok Resource Distribution and Training Centres will provide member institutions an avenue where they can actively engage in meaningful, scholarly discourse in order to enhance their understanding of GCED. The Regional Seminar also intends to help the RDTC members in enhancing their capacity to integrate GCED in the curriculum and their teaching and learning practices, and translate these into their teacher training programmes as well as in other scholarly works, as aligned to their respective needs and conditions.

Focusing on the theme “Global Citizenship Education: Digital Opportunities and Challenges”, the Regional Seminar will have the following sub-themes:

1) Introduction to GCED, integrating GCED into curricula

A deep appreciation and clear understanding of GCED is essential to facilitate its effective integration into teacher education and school curriculum. RDTC members need to have a solid grasp of GCED to implement such initiatives that highlight the use of innovative and appropriate pedagogies and technologies. For this purpose, regional experts on GCED will be invited to share the conceptual dimensions of and discourse updates on global citizenship education in the Asia-Pacific region, with special focus on policies, curriculum, teaching and learning practices, and learning assessment.

2) ICT in GCED teaching/learning practices and assessment: Knowledge, Pedagogy, Assessment

Invited regional experts and practitioners will orient RDTC members on global and regional models and actual cases where innovative ICT-supported pedagogical practices and relevant resources were used in designing and implementing GCED activities. An exploration of alternative modalities for learning assessment will likewise be incorporated. It is hoped that the RDTC members will be able to map multimedia resources relevant to GCED.

3) Sharing of ideas for local implementation

Guided by the previous discussions and available resources, the RDTC members will be invited to jointly explore ways to implement ICT-supported GCED activities, based on their local pre-service and/or in-service contexts. They can identify local initiatives that they can improve on, or sample GCED templates/cases that they can tweak, with potential collaborative projects or activities for 2018 in mind.

It is hoped that discussions, exchanges of ideas and collaborative actions will contribute to the evolving field of GCED within the Asia-Pacific region.

As with previous Regional Seminars, RDTC members will be given an opportunity, through a plenary session and poster presentations, to share their accomplishments and experiences in implementing their respective RDTC-related projects and activities for the years 2016-2017. These can include, but
are not limited to capacity building workshops, research activities, and proceedings of national conferences. A session to jointly plan other activities for 2018 will cap the regional event.

The Regional Seminar will be co-organized by UNESCO Bangkok, University of the Philippines Diliman as the lead RDTC Seminar host, University of the East, and Mindanao State University – Iligan Institute of Technology (MSU-IIT), on 06 – 08 November 2017 at Microtel Hotel, Commonwealth Avenue, Diliman, Quezon City, Philippines.

Objectives

The Seminar will provide the opportunity for the participants to:
- Demonstrate a clear understanding of GCED concepts and principles
- Identify and discuss the key issues facing teacher educators, teachers and school leaders in embedding and integrating GCED into their curriculum and teaching practices
- Design lesson plans to pilot ICT-supported GCED in the training of pre-service and in-service teachers within their local contexts
- Update each other on the RDTC activities for 2016-2017 and discuss work plans, themes and other issues crucial for the successful implementation of the RDTC network in 2018

Expected outputs
- Draft lesson plans by RDTC teams, piloting the integration of GCED in teaching and learning
- Action plans in integrating GCED in pre-service and in-service training programmes

Participants
- Two representatives (1 fully sponsored and 1 partly sponsored) from each of the 21 UNESCO RDTCs from 13 countries
- Resource persons and experts
- Selected faculty members/students from the University of the Philippines-Diliman
- Representatives of the partner organizations from private sector
- UNESCO staff

Venue and Date
Microtel Hotel, Diliman, Quezon City, Philippines, on 06-08 November 2017.

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