

Global citizenship education

A handbook for parents, community

and learners in Asia-Pacific



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Published in 2023 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France and the UNESCO Regional Office in Bangkok, 920 Sukhumvit Rd., Phrakhanong, Khlongtoei, Bangkok 10110 Thailand and The Asia-Pacific Centre of Education for International Understanding (APCEIU), 120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289

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APCEIU library number: BE-ERI-2023-019



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BGK/C4-6836/EISD/23/022

S H O R T S U M M A R Y

Global Citizenship Education (GCED) is a collective effort that involves parents, caregivers and the entire community. Parents and caregivers play influential roles in the lives of learners, especially during the formative periods. As learners engage with the broader community, the individual or collective values of community members influence and inculcate GCED-related competencies in learners. By actively engaging these stakeholders, we can shape the future generation into responsible global citizens who contribute to building peaceful, just and sustainable societies.

This handbook aspires to engage and involve parents, caregivers and the community to join the mission of developing every learner into a global citizen. To achieve this, parents, caregivers and the community will need to be empowered with the necessary GCED knowledge and skills too. In this handbook, GCED related concepts are introduced, alongside adaptable step-by-step action plans and best practices collected across the Asia-Pacific region to support parents and the community to take action in developing GCED competences in learners.



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"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"



APCEIU

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

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Global citizenship education

A handbook for parents, community

and learners in Asia-Pacific

Foreword

Global Citizenship Education (GCED) is not just a responsibility of schools and teachers; it is a collective effort that involves parents, caregivers and the entire community. By actively engaging these stakeholders, we can shape the future generation into responsible global citizens who contribute to building peaceful, just and sustainable societies.

Parents and caregivers hold significant influence on the lives of learners, especially during formative periods. Quite often, the values, attitudes and dispositions of learners are shaped by those of their parents and caregivers. Moreover, as learners engage with the broader community, the individual or collective values of community members influence and instil GCED related competencies in young learners.

This handbook aspires to engage and involve parents, caregivers and the community to join in the mission of developing every learner into a global citizen. It serves as a guide to inform and enable parents, learners and the community by providing knowledge on key concepts and the importance of GCED. It also offers strategies for fostering positive attitudes, skills and knowledge related to GCED, adapting regional practices and utilizing these approaches to nurture competencies, skills, values and behavioural changes required for learners to become responsible global citizens.

This handbook has been compiled to support parents, learners and the community by equipping them with the mindset and competencies necessary for learners to actively participate as responsible and responsive global citizens. It also aims to inspire support for those around these groups to build more peaceful, just and sustainable societies.



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Acknowledgements

This handbook, **Global Citizenship Education: A Handbook for Parents, Community and Learners in Asia-Pacific**, was developed by the UNESCO Regional Office in Bangkok (UNESCO Bangkok) in collaboration with the Asia-Pacific Centre of Education for International Understanding (APCEIU).

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UNESCO Bangkok and APCEIU would like to express special appreciation to all who shared case studies of GCED best practices in the Asia-Pacific region used in this publication. Special thanks also to the following peer reviewers who supplied valuable input:

GCED Asia-Pacific Regional Network members, Dr Karena Menzie-Ballantyne, CQUniversity, Australia; and Dr Varada Nikalje, National Council for Educational Research and Training (NCERT), India.

Mr Renato Operti and Mr Hugo Labate, International Bureau of Education (IBE-UNESCO); Ms. Renuka Rautela and Dr Lima Margarida, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).

Ms Cecilia Barbieri, Ms Lydia Ruprecht, Ms Maria Mathilde Stoleroff, Mr Kuany Kiir and Mr Tariq Talal Mosaad, Section on Global Citizenship and Peace Education, UNESCO; Mr Nurbek Teleshaliyev, UNESCO Almaty office; and Ms Aisulu Sulaimanova, UNESCO Bishkek office.

The UNESCO Bangkok team extends a special thank you for support provided by Mr Kwang-Hyun Kim, Mr Jay Jaehong Kim, Ms Maggie Yang and Ms Akanksha Arya from Asia-Pacific Centre of Education for International Understanding (APCEIU). A heartfelt appreciation also goes out to the support from Ms Danting Cai and Ms Lingli Tang, UNESCO Bangkok.

Acronyms

| | |
|----------------|--|
| APCEIU: | Asia-Pacific Centre of Education for International Understanding |
| ASEAN: | Association of South-East Asian Nations |
| EFA: | Education for All |
| ESD: | Education for Sustainable Development |
| GCED: | Global Citizenship Education |
| GEFI: | Global Education First Initiative |
| OECD: | Organisation for Economic Co-operation and Development |
| SDGs: | Sustainable Development Goals |
| SEAMEO: | Southeast Asian Ministers of Education Organization |
| UNESCO: | United Nations Educational, Scientific and Cultural Organization |

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Executive summary

- This handbook is the third and the last in the series of GCED advocacy and awareness handbooks¹.
- It highlights the importance of taking a whole-of-society approach to raise and educate children to become global citizens.
- The responsibility to foster global citizens lies in the hands of everyone, not only schools and teachers, but also parents, caregivers and the community.
- With this in mind, the handbook empowers parents, learners and the community to shape the next generation of global citizens who will address issues in our local and global community, such as climate change and gender bias, to become agents of change to bring about improvements in our world.
- Through the clarification of GCED-related concepts, adaptable step-by-step action plans and best practices collected across the Asia-Pacific region feature in this handbook. We hope to provide guidance and inspiration to parents and the community to take action in developing GCED competences in learners.



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¹ The first handbook is UNESCO & APCEIU (2021) *Global Citizenship Education: A Policy Awareness and Advocacy Handbook*, Asia-Pacific Centre of Education for International Understanding (APCEIU). The second is UNESCO & APCEIU (2022) *Global Citizenship Education: Advocacy, Practice and Awareness Handbook for Teachers*.

Recommendations

For parents and caregivers

- Connect children with nature. Provide children with opportunities to immerse themselves in nature and develop a positive attitude towards caring for nature. This intervention could be something simple like sitting under a tree with your child(ren) and asking them what they can do to protect the nature around them.
- Expose children to diverse cultures and people from a young age. Parents and caregivers can act as role models by showing an interest in other cultures. For example, an easy way to do this is to explore food from a culture different from your home-based cuisine.
- Encourage students to participate in student-exchange programmes or study-abroad programmes.
- Host an international student in a home for a semester or a year.

For communities

- Support parents and caregivers by organizing workshops for them to provide them with more resources and guidance in developing their child(ren) as global citizens.
- Other workshops can be offered through 'lifelong learning', including on topics such as managing conflict, combating discrimination, empowering women leaders, entrepreneurship, learning other languages and specific topics relevant to the community.
- Schools and civil society organizations can collaborate to provide meaningful learning experiences in the local community, such as service-learning engagements and mapping GCED resources and opportunities.
- Provide information about GCED to local governments and non-governmental organizations with the aim to develop seminars, workshops and training opportunities to increase GCED awareness and build capacity in the populace to support global citizens.

- Join larger global organizations, such as Sister Cities or Intercultural Cities, to gain access to more resources and knowledge of best practices and to develop possible collaboration projects.
- Local libraries, museums and community centres can take an active role in offering programmes and resources that address global citizenship development within local citizens.
- Embrace high profile community events, including sporting events, as opportunities for expanding GCED awareness and capacity building, especially in intercultural competencies.
- Support a wide range of civil organizations in the local community to promote GCED topics through intercultural theatre, music, dance, festivals and fairs
- Local communities can organize UNESCO ‘Story Circles’ to bring diverse groups in the community together to learn from one another, hear each other’s stories and build bridges. For more details, see the open access Manual for Developing Intercultural Competences: Story Circles. This is available in more than six languages.

1. Introduction

‘We must foster global citizenship. Education is about more than literacy and numeracy – it is also about citizenry. Education must fully assume its central role in helping people to forge more just, peaceful and tolerant societies.’ – Ban Ki-moon, former UN Secretary-General (2012)

Globalization has created more opportunities as our world becomes more interconnected and interdependent. However, this has also exposed us to ‘problems without passports’ that pose tremendous challenges to the sustainable development of our planet – a world where we envision no hunger or extreme poverty, where all humans, across all countries, regardless of their gender and race, receive equal opportunities to a quality education, meaningful jobs, good health and well-being, with associated freedoms, peace and prosperity. This should be a world where all these benefits are achieved while protecting our planet through responsible consumption and ‘without compromising the ability of our future generations to meet their own needs’. (Brundtland, 1987).

In response to these cited issues facing humanity, in 2015, the United Nations (UN) adopted the 2030 Agenda for Sustainable Development which comprised of seventeen Sustainable Development Goals (SDGs) (United Nations, 2015). Out of these seventeen SDGs, SDG4 aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’. Global Citizenship Education (GCED), a key part of SDG Target 4.7, anchored in SDG4, is recognized as the key to achieving all of the SDGs and the ultimate goal of achieving a more peaceful and sustainable world with equal opportunities for girls and boys, women and men.

To achieve this, we need to empower future generations with the necessary skills and knowledge through GCED. Children grow to become global citizens over time through the mindsets they developed and the actions they take to help others – an approach which makes our world a better place.

This handbook is specifically designed to guide parents, caregivers, learners and the community. Teachers and policy makers can also use it as a reference to identify ways to collaborate and engage in GCED dialogue with parents, caregivers, learners and communities. Specifically, this handbook contains concrete ideas, suggestions, instructions and questions to direct parents and caregivers, as well as learners and communities, to further develop children and youth as global citizens. The ideas and suggestions were gathered from extensive research and literature and these are intended to be adapted to specific Asia-Pacific contexts.

2. What is Global Citizenship Education (GCED)?

According to UNESCO (2015), GCED provides the knowledge, skills and competencies learners need to take active roles, both locally and globally, to address the challenges of the twenty-first century on the way towards a world which is more just, peaceful, tolerant, inclusive and sustainable².

To build such a world, learners will be introduced to important values and concepts such as intercultural understanding, peace and non-violence, justice for all, gender equality, and respect for human rights and diversity. These standards can be summarized in the three core GCED notions presented by UNESCO: (i) 'Respect for diversity'; (ii) 'Solidarity'; and (iii) a 'shared sense of humanity'. These notions have existed in root cultures across the Asia-Pacific region throughout history (UNESCO, 2018).

Three core notions of GCED



Source: *Global citizenship education: taking it local, 2018*

² GCED is a concept fostered by UNESCO since the 2010s and it was supported by former Secretary-General of the United Nations Ban Ki-moon. The latter launched a centre called the Ban Ki-moon Centre for Global Citizens. Access: <https://bankimooncentre.org>

2.1 The three domains of Global Citizenship Education

According to UNESCO (2015), there are three domains of learning in GCED: (1) Cognitive; (2) Socio-emotional; and (3) Behavioural. These three domains are interconnected in the learning process and they can help learners develop solidarity, empathy and critical thinking skills to promote global peace and sustainability.

Box 1: Core conceptual dimensions of GCED

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 differences and diversity.

Behavioural: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Source: Global Citizenship Education: Topics and Learning Objectives (UNESCO, 2015)

More examples of how these domains can be incorporated in effective GCED learning can be found in the suggested action plans in the respective sections for parents and caregivers, communities and learners.

2.2 Who is a global citizen?

Through the three core conceptual dimensions of GCED, a learner is expected to become a global citizen who has the following qualities:

- A shared sense of humanity – understands that our future and well-being are interdependent with the actions of others in our world. Recognizes the various gender and social challenges individuals face, including discrimination, inequality and violence, whether based on gender, race, religion, socioeconomic status or other factors;
- Responsibility to each other and the environment – acknowledges that both gender and social equality are essential for sustainable development. Recognizes that all individuals, irrespective of their gender, religion, social background or economic status have vital roles in environmental stewardship and understands humans' interconnectedness with all living beings;

- Global well-being – cares about the well-being of all people, transcending gender, social and economic boundaries. Advocates for the rights and opportunities of individuals, irrespective of their gender, religion, or social standing;
- Global belonging – feels a sense of belonging to the global community while respecting the diverse identities, genders, religions, cultures and social backgrounds present in one’s local and national roots;
- Respect for diversity – recognizes and appreciates the uniqueness of people across genders, cultures, religions, and social backgrounds. Challenges and confronts stereotypes and norms that limit opportunities and potential, whether they are based on gender or other social factors.
- Power of collective action and solidarity – believes that collective action should include diverse voices from all genders, identities, and social backgrounds. Opposes systems and norms that perpetuate gender and social inequality. Stands unified, irrespective of gender, nationality, socioeconomic status, ethnicity or religion, to promote equality and create a better more equitable future.
- Action for improvement – strives to initiate actions that address gender and social inequalities. This includes advocating for policies that protect the rights of all marginalized groups, whether they are women, transgender, non-binary, economically-disadvantaged or from marginalized ethnic, religious or racial backgrounds. Supports initiatives that empower these marginalized groups.



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3. Why is GCED important in the twenty-first century

GCED has always been important but given the current global challenges in the twenty-first century, the need to prepare learners for life in a global society has become more crucial than before.

3.1 GCED develops the intercultural competences needed in the twenty-first century workplace

The role of education is rapidly evolving in response to challenges and opportunities in the twenty-first century. At the Global Education First Initiative (GEFI) launch in 2012, former UN Secretary-General Ban Ki-moon specified fostering global citizenship as one of GEFI's three priorities:

He said: 'Education is much more than an entry to the job market. It has the power to shape a sustainable future and better world. Education policies should promote peace, mutual respect and environmental care.' – Ban Ki-moon, 2012.

More recently, at the Transforming Education Summit (TES) held in 2022, it was clearly stated in the vision statement of UN Secretary-General António Guterres that education should 'sow the seeds of a culture of peace' and prepare learners with the skills and knowledge to live together in harmony and build a more peaceful and sustainable world for all.

GCED is essential in developing the intercultural competences for individuals to succeed in their careers in the globalized economy. In the twenty-first century, the workforce will have an increasingly diverse individuals of different races, religions, genders, sexual orientations, and national origins,

To benefit from the opportunities and tackle challenges individuals need to foster the intercultural competencies to work across cultures (British Council, 2013).

According to UNESCO's 2013 publication, *Intercultural Competencies: Conceptual and Operational Framework*, 'intercultural competences' refers to having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact holding receptive attitudes that encourage establishing and

maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures. (p.16)

Recognizing the importance of intercultural or global competences which can be fostered by GCED, the Organization of Economic Cooperation and Development (OECD) added the innovative 2018 PISA Global Competence Assessment to their regular assessments. According to OECD (2019), 'the PISA 2018 Global Competence assessment measures students' capacity to examine local, global and intercultural issues, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development'.

The PISA Global Competence framework outlines key knowledge, skills, attitudes and values components essential to global competence.

The OECD PISA Global Competence definition of global competence noted the universal roots of global competence including *Ren*, which is linked to being altruistic in Confucianism; *Ahimsa*, 'do no harm', which is a major tenet in Hinduism, Jainism and Buddhism; and *Kokoro*, 'oneness of heart, mind and spirit' in Japan. UNESCO Bangkok published a guide on *Taking It Local in the Asia-Pacific* which explores more about how GCED concepts are manifested within Asia-Pacific cultures.

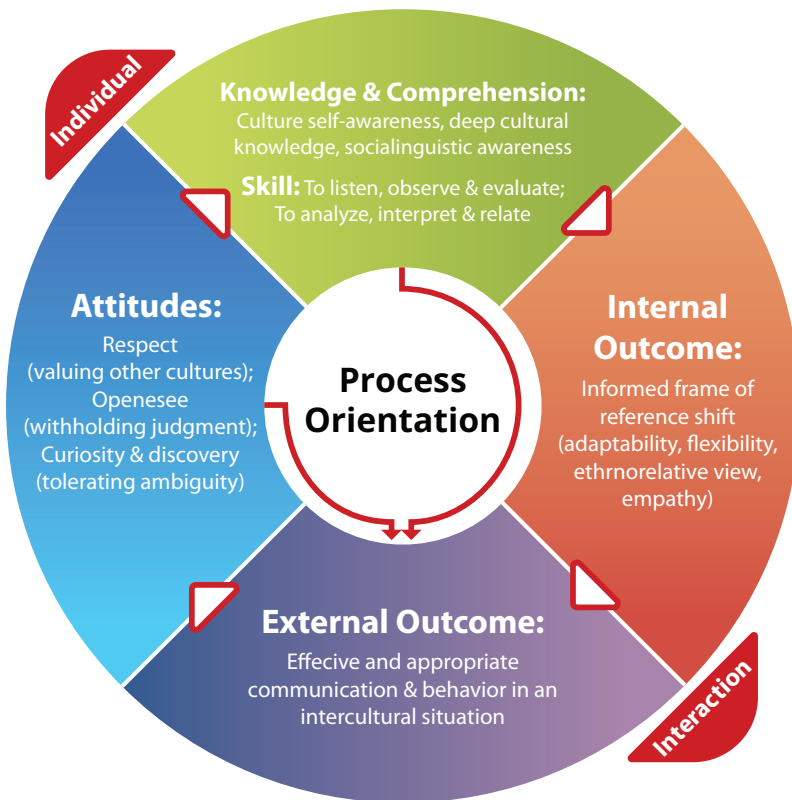
The competencies which are at the core of GCED, known as intercultural competencies, (UNESCO, 2013; Deardorff, 2020) include key attitudes of open-mindedness, curiosity and respect for all (see Figure 1) This means being curious to learn more about others and their related issues. As this learning continues, it is important to remain open-minded and refrain from forming opinions quickly and adopt the view that others have the right to share their own beliefs and thoughts. Throughout interactions and discussions, respect is a cornerstone of GCED competencies meaning that global citizens value all human beings as members of one human family, especially when these fellow humans do not look like us, think like us or believe what we do.

A key skill within these GCED competencies is communication skills, such as listening for understanding. Often as humans, we listen to respond, or to form a judgment (what is my opinion of what you are saying?) or to persuade. Yet as global citizens, it is important to listen for understanding, meaning that we seek first to understand what is being said, through the content as well as through non-verbal communication, such as gestures, facial expressions and tone.

Another key skill is perspective-taking, meaning that global citizens are able to see issues and others from multiple perspectives, seeking out these different perspectives. Global citizens understand 'the danger of a single story' and that individuals are so much more than a label or category.

These skills help enhance another key skill for global citizens, that of relationship-building. This is done through listening for understanding, developing empathy through perspective-taking and being committed to working through conflicts that will surely occur in any relationship, meaning that conflict resolution skills are also very important for global citizens. In the end, these competencies may be more about cultural humility as global citizens realize they have much to learn about the world and others and they continue to seek to learn and to understand.

Figure 1: Intercultural Competence (Deardorff, 2006, 2020)



3.2 GCED helps to promote well-being and better educational outcomes for learners

According to the UNESCO publication *Behind the Numbers: Ending School Violence and Bullying* (2019), almost one in three students (32 per cent) had been bullied by their peers at school at least once in the last month. Children perceived to be 'different' such as 'different' in race, nationality and skin colour are more likely to be bullied. This shows the necessity of training children to acknowledge and understand diversity through the intercultural competencies

GCED can develop these essential enduring skills in schools. GCED ultimately helps strengthen enduring skills in learners. These enduring skills are lifelong skills that are essential to family, social, community and work relationships. Even before entering the workplace, school children need enduring skills in the form of intercultural competences to understand and navigate diversity. In addition, they need to develop other enduring skills such as social-emotional skills. These can include empathy, collaboration, communication and problem-solving skills. Parents, families, and communities also play an important role in introducing and supporting the development of these crucial enduring skills.

All of these enduring skills will contribute to a greater understanding of diversity, peace and harmony for all in the school setting – in turn leading to better well-being and educational outcomes for learners.



4. GCED in the Asia-Pacific region

In a multi-national survey jointly compiled by UNICEF and SEAMEO (2020), Grade 5 children in six countries in the Asia-Pacific – Cambodia, Lao PDR, Malaysia, Myanmar, Philippines and Viet Nam – said they engage in the following actions related to GCED:

Telling others to stop littering; standing up for classmates badly treated by others; helping other people; encouraging others to protect the environment; joining a group to help protect the environment; and to a lesser extent, making friends with those from other countries. More children indicated they might take up global citizenship activities in the future. This bodes well for future GCED advocacy.

According to the survey, protection of the environment is the most pressing issue. Across the six countries, the majority of teachers indicated that the children participated in school activities related to environmental sustainability (69 per cent) and helping poor or underprivileged people or groups (62 per cent). The survey indicated that more attention is paid to local issues by both students and teachers, than to regional or global issues. One of the survey's conclusions is that 'children's development of regional and global values relies on the efforts of teachers, schools and communities to encourage citizenship values and skills' (p.126) This points to the importance of community GCED efforts, in addition to school endeavours. While these data provide valuable insights, further studies are essential to provide disaggregated data by factors such as gender, location, socio-economic status (SES), disabilities, indigenous groups and other relevant categories.



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In the OECD PISA Global Competence 2018 Results (2020), fifteen-year-old students in several countries in the Asia-Pacific region – specifically Hong Kong (China), Republic of Korea, Singapore and Taiwan province of China – did quite well in cognitive tests focused on local, global and intercultural issues. Other countries such as Brunei Darussalam, Indonesia, Malaysia and Viet Nam reported some of the lowest levels of global awareness among fifteen-year-old students. Regarding respect for people from other cultures, the scores of countries such as Kazakhstan, Thailand and Viet Nam were among the lowest. Moreover, parents of students in countries such as Hong Kong (China) and Macao (China) reported the least interest in global issues and in learning about other cultures.

Students in Australia, New Zealand and Taiwan province of China reported some of the most positive attitudes towards immigrants, significantly higher than the OECD average, while the scores from Kazakhstan and Viet Nam indicate a negative attitude towards immigrants. Students in the Republic of Korea, Singapore and Taiwan province of China reported some of the highest levels of agency (taking action) regarding global issues. Students in Indonesia, the Philippines and Thailand reported engaging in more than seven global competence learning opportunities through their schools. Please note: not all countries in the Asia-Pacific region took the OECD PISA Global Competence Assessment.

5. Empowering parents and caregivers: What can parents and caregivers do?

Parents are the strongest role models in their children's lives and their values and behaviour have a direct influence on the overall development of their children (Kasapi, 2013, as cited in Ceka & Murati, 2016). In this regard, parents and caregivers can play a very important role in developing their children as global citizens – beginning from an early age – and helping children become attuned to global citizenship values such as gender equality and inclusivity.

As children, young global citizens are the ones who love the planet, are friends with others, regardless of their background and they live as active members of their communities, both locally and globally (Davidson, 2021). In loving the planet, children can start at an early age to explore nature and the natural world around them, understanding how interconnected we all are to the natural world. This can include planting seeds and nurturing a garden, learning how to eat sustainably and caring for other living beings, such as a pet. This can also mean actively engaging in recycling at home and in the community and learning where and how things are made. Parents and caregivers can encourage this exploration of nature and support children in their endeavours to eat well and care for our planet.

There is much that can be done to build friendships with others of different backgrounds, from joining play groups, to learning words in other languages, such as 'hello' and 'thank you,' reading stories and singing songs that are meaningful to other children and celebrating other nations' holidays through countries' food and games.

Supporting older children to engage in international exchanges and connect with others of different backgrounds in local communities or virtually in communities around the world can help children make friends with people who may not look or think the way they do.

Developing key communication skills, such as listening for understanding, instead of response, persuasion, or judgment approaches and being able to articulate

feelings can be important skills in developing such relationships. This involves asking children questions like: 'What makes you say so?' or 'How else might you say this and why?' (UNESCO, 2022). Building on children's natural curiosity about others can lead to discoveries of all the ways we are similar to those who may seem different at first.

Parents and caregivers can also help their children connect more closely with their communities, locally and globally. This can mean participating in local international festivals and events, volunteering in the local community and learning how to be a good neighbour, such as helping an older neighbour who lives nearby. Seeking out human connections with those from different age ranges, genders, religions and socio-economic backgrounds can be an important way to explore the community, such as by visiting local ethnic grocery stores, places of worship and even making food together with other groups and people from diverse cultural backgrounds.

This can also mean asking questions such as 'How do you know what you know about ____?' This recognizes the importance of getting to know others beyond labels and beyond what is found in different media platforms. This can also entail following major issues and world events, such as a pandemic or poverty and exploring the impact on children in local communities, as well as in communities in other parts of the world. A global mindset for global citizens starts at home and from an early age. Cultivating skills, such as open-mindedness, respect for all and listening for understanding will facilitate this growth. Here are some specific ways to develop a global mindset in young children:



Culinary adventures: Visit a local market or grocery store together and seek out diverse foods. Then, visit a market or grocery store in your town that sells foods not typically found in the local culture. While shopping, emphasize the importance of cultural humility and respect for the producers and cultures behind the foods.



Interactive geography: Post a world map in your home or use an inflatable globe interactively. Encourage empathy/perspective-taking by discussing the different lives people lead in various parts of the world, their needs and the various issues that may be impacting them, including climate and gender issues. Encourage curiosity about the places and cultures around the globe.



Cultural cooking: Try cooking dishes from various cultures. Learn about the cultures and the role gender plays in different cultures' culinary traditions. Teach open-mindedness and stress the importance of trying new things while respecting personal preferences.



Clothing exploration: Examine clothing labels, discuss their origins, and explore the locations on a map. Encourage communication and problem-solving as you learn about the workers' lives and the gender and cultural dynamics in those regions.



Diverse media: Introduce your child to media from different cultures and languages, including photos when possible. Use these experiences to foster listening for understanding and perspective-taking.



Multicultural literature: Read books from diverse cultural groups, emphasizing empathy and cultural humility. Encourage questions and curiosity about the groups and cultures depicted. For example, even if only looking at pictures, discuss the dynamics depicted.



Community exploration: Delve into your local community and learn about local histories and diverse groups, especially those who have been marginalized. This activity enhances respect for all.



Virtual globetrotting: Explore global locations virtually. Encourage your child to create a poster or PowerPoint about these places, the various groups that reside in these places and their local cultures (to share at school and/or with family and friends), emphasizing cultural humility and gender-awareness in their findings.



Cultural celebrations: Celebrate holidays from various cultures, highlighting the different gender roles and encouraging empathy, perspective taking, and respect while discussing similarities and differences in these holiday celebrations.



Games around the world: Introduce and play games from different cultures, emphasizing collaboration and conflict resolution skills when needed. Encourage children to understand the stories about how, why, and when these games are played.



Broaden social connections: Expand your social circle with diverse individuals, in the local community as well as online (such as connecting with members of an environmental group or women’s group in another country). Universities are excellent for connecting with international students. Promote open communication, listening for understanding, relationship-building, and asking questions about gender roles and experiences in their cultures.



Community service: Volunteer as a family in projects involving marginalized or vulnerable groups or environmental care. Emphasize relationship-building, cultural humility, and respect for all, understanding the different cultural and gender dynamics and challenges that might arise.

By integrating these skills and cultural dimensions into everyday activities, children can develop a holistic understanding of global citizenship.

Here are some questions that parents and caregivers can explore in further developing their children as global citizens:

1. Where are the most relevant and appropriate areas in my local community to explore as a family to gain greater insight into diversity and cultural differences, especially historical or religious places?
2. Which cultural, religious, and ethnic groups live in my local community? What can we learn about these groups, especially their different religious, linguistic, ethnic, or socio-economic backgrounds? Can we identify groups that may not be as visible in the community? Are there any other indigenous groups we can learn more about? How can we best connect with people from these groups? What are the similarities and differences between gender and social roles in the community within these groups?
3. What books do my child(ren) read and to what extent do these books represent different perspectives, languages and different people?
4. What songs do my child(ren) listen to and to what extent does this music represent different perspectives, languages and people?
5. What TV shows and movies do my child(ren) watch and to what extent do these represent different perspectives, languages and people?
6. To what extent does my child(ren) engage with toys, art, games and sports from different cultures?

7. How is my child(ren) connecting virtually with others and do we understand the context of those in the interactions, including historical, social, and cultural contexts?
8. How often do I discuss local and global news with my child(ren)? What are the sources of this news? How can I bring in other sources?
9. How do my child(ren) know what they know about different groups of people?
10. How diverse is my own social network? How often do I introduce my child(ren) to others from a background or culture different from ours?
11. Are there any service projects in our local community that we can join as a family, especially those involving the environment or more marginalized and vulnerable groups in our community?

When engaging your child(ren) in conversations about different locations worldwide, delve deeper than the customary information such as location, food, language and music. Dive into the flora and fauna, the weather patterns, primary holidays, pivotal historic events, current news, local issues, and especially the intricate lives of the local citizens in that location. Strive to go deeper beyond common knowledge that can be read in books or found online. Prioritize first-hand accounts available online and seek to grasp the beliefs, values, cultural practices, and gender dynamics, roles, and personal lived experiences. Note that a gender-sensitive understanding enriches the learning experience. Here are some probing questions to deepen reflection on the respective location or culture:

1. **Sources and Perspectives:** What might be other sources of information to consider about this location and its history and culture(s)? Whose voices are represented, whose voices are missing, and what are some of the narratives around different perspectives, especially gender?
2. **Similarities:** What are the parallels between this specific location and our own local community, especially regarding issues, cultural practices and gender roles and interactions?
3. **Differences:** What are some of the differences between the issues, cultures and practices of those in these locations?
4. **Relatability:** How can we relate to individuals from this location – through understanding the issues, cultures and the different gender roles and challenges? How do we see ourselves in others in that specific location?

- 5. Connections:** What associations can we establish, including connections between our respective cultures, and gender dynamics in their community and ours? Who can we talk to in our local community so that we can learn more?
 - 6. Emotions:** How does this learning make us feel, especially regarding marginalized groups?
 - 7. Curiosity:** What are some pressing questions we have that we want to further investigate and understand, particularly about issues, culture, gender roles and experiences?
 - 8. Memorable Learnings:** What are two to three key takeaways we want to remember? How do these relate to GCED issues?
 - 9. New knowledge:** What new information have we acquired, especially about cultural values and practices, and why is this important? What more do we need to learn?
 - 10. Actionable insights:** Based on our understanding, what concrete actions and next steps can we take as global citizens?
-

By framing these questions with a gender-sensitive lens, we not only broaden children's global perspectives, we also cultivate an understanding of the diverse and intricate gender narratives that shape societies worldwide. Other GCED lenses can also be brought into the conversation through these questions, including integration of climate, poverty, health, housing, and peacebuilding.

Parents and families play a key role in developing global citizens through the home environment, through role modelling and through their support and guidance. Focusing on curiosity, communication, critical and creative thinking and open-mindedness are key in this development process. By providing experiences – be it those in the local community or virtually – parents and families can guide their child(ren) to see their identity as a global citizen, to explore the interconnections that exist and to understand that their choices impact others around them. Ultimately, global citizenship is about identity, connection and action – and parents and caregivers can play an important role in this.

A pivotal aspect of being a global citizen is proactive participation – taking action! Parents and caregivers can instil in their children the significance of voicing concerns about issues which affect communities globally.

Related actions include writing letters, creating and sharing a video that highlights stories, or crafting an action plan that engages peers. It is also essential for families to make time to collectively discuss such issues as gender-related topics. By actively participating in these discussions and actions, parents and caregivers can serve as role models – emphasizing the importance of gender equality while working towards a better world, starting at the local level.

There are many ways parents and caregivers can contribute to the development of their children’s global citizenship. Sharing and connecting with other parents and caregivers in the community can help provide support as part of these efforts. Being mindful of how parents and caregivers talk about diversity and other cultures is also particularly important to the overall mindset development of children. Through these approaches, parents and caregivers can foster their children’s capacity toward awareness, openness, respect, perspective-taking and action – all of which are fundamental for developing global citizens.

5.1 Suggested action plans

Here are some action plans with step-by-step guidance, with the incorporation of some of the suggestions discussed here, to kindle the curiosity and interest of children and youth to explore new cultures with a questioning mind.

Children might be curious as to why people from other countries and cultures look or dress differently. Encourage and instruct your child(ren) and youth to develop a questioning mind and ask questions about diversity in a sensitive and appropriate way. Please remember that these suggested action plans are highly flexible and can be customised according to your individual context and the resources available.

Action Plan 1



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Theme: Discover nature

Age group: Pre-school to primary school level

Objective:

- To develop appreciation of nature in learners
- To encourage children to take actions in protecting nature

GCED Domain: Cognitive, socio-emotional, behavioural

Resources: Plant, diary, sketchbook, drawing and writing materials

Process

Step 1

Find a spot outside your house with your child. It can be in a garden, park or forest, anywhere where there is flora and fauna. Sit there with your child in silence while observing the environment.

Step 2

Questions to ask:

- What can you see? What can you hear?
- Did you see flora and fauna that you like? Which is your favourite tree?

Ask your child to draw and colour his or her favourite type of flora and fauna.

Step 3

Take Action:

- Grow a plant with your child and encourage your child to be the plant's 'guardian' by taking care of it. This will encourage the child to 'protect' living things.

Action Plan 2



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Theme: The global explorer

Age group: Pre-school to high school level

Objective:

- To stimulate the curiosity of children and youth in different countries and cultures
- To develop an appreciation and respect of diverse cultures
- To encourage children and youth to use their learning to influence their peers

GCED Domain: Cognitive, socio-emotional, behavioural

Resources: World map, computer/mobile phone

Process:

Step 1

Ask your child(ren) to identify a country they want to know more about from viewing a world map. This can be identified online, through a printed format or on a globe if you have one at home.

Questions to ask:

- Why did you choose this country?
- What do you want to know about this country?
- What do you already know about this country and its people and culture(s) and how did you learn this? Be sure to compare this response to what they learned after completing this action plan.

Step 2

Depending on the age of the child, encourage them to put together a small presentation project about the people of the country and the culture(s) they chose for their study. Ensure that this goes beyond basic facts and common knowledge, such as the capitol city, type of government, historical dates, etc. Encourage the child to introduce facts and aspects about their chosen country, such as the different ethnic groups, religions, holidays, food, music, sports, games and languages, etc.

If the child is too young to create a presentation/poster/project, you can collaboratively work with them and even show them an online video about the country or use images found online. Be careful with your choice. Make sure that the images or videos show a variety of different people within the country under investigation and ensure that the chosen media represents differing cultures within a nation. Avoid sourcing material that leads to exoticizing or stereotyping – a misrepresentation that all the people are the same culturally.

Ask your child(ren) the following questions about this country/culture. These are based on age-appropriateness:

- What are the things you learned that surprised you?
- What new information did you learn about the people from this country/culture(s) and why is this important?
- What connections can you relate to your own experiences and to our local community?
- How do you 'see yourself in others' from this country and its culture(s)?
- What are two to three key ideas or insights that you found which are important and that you would like to reflect on further, as well as share with others?
- What changes in attitudes, thoughts or actions can you make in order to better navigate similarities and differences in the future?
- What burning questions do you still have that you want to learn more about?
- Ask your child to complete this sentence: 'I used to think... now I think...'
(about the people from this country/culture). For younger children, examples of questions could include: What foods do you want to try from this country or culture?

If there is a restaurant serving the country's cuisine or a supermarket or ethnic grocery store near you that sells food items from the country, it is a good idea to bring your child to one of these places to sample this food. Another approach is to make some of the country's dishes together. When they see your excitement in trying new foods, your child will also have a more open attitude towards this experience.

Please note the following guidance:

- As you explore these questions with your child, it is important to model and highlight to your child(ren) that all human beings are equal and deserve respect.
- Be mindful of the language you use to discuss different people and cultures and try not to make judgmental comments (“strange custom or food”) and talk too much about ‘us’ versus ‘them’ or give your opinions.
- If comments are made that seem disrespectful, you may want to have an open conversation by telling your child(ren) that saying unkind things about people and cultures that look different from us is disrespectful.
- Ask your child(ren) how they would feel if someone from another country or culture says unkind things to them.
- Ask your child(ren) if they have heard other children or adults make disrespectful comments about others and then discuss the best ways they can respond, such as asking: ‘What makes you say that?’
- Furthermore, it can be helpful to emphasize to your child(ren) that it is important to respect all differences, even if we may not like those differences, that differences are not right or wrong but just different, that being different is perfectly okay and this is what makes our world more interesting and beautiful.
- This is also a good time to emphasize how we are all members of the human family, so go beyond ‘us’ and ‘them’ to ‘we’ and focus on similarities by asking your child(ren) about ways in which their lives may be similar to the lives of people in other places.
- It is also useful to instruct children at this point to use helpful terminology to describe similarities and differences. For example, teach them the objective words to use when describing the different skin colours of different races.
- In general, it can be more appropriate to focus on similarities instead of differences when developing children as global citizens.

Step 3

Take action: What is an action we can take as a result of this learning? Possible actions include:

- 1) Ask your child to share what they have learned with their friends. Or invite their friends over to your home to make a food from the respective country, play a game, or watch a film together from that country or culture.

- 2) Seek out people in your local community from this country/culture/religion and look for ways to meet them personally, if appropriate, so your child(ren) can have meaningful conversations with them.
- 3) Continue learning about this individual country/culture by having your child(ren) read books written by authors from the country, listen to music from the country, learn some words of the local language, watch and discuss a film or learn to play a game together from the country or culture that they are exploring.
- 4) Follow news and get the latest updates from the country to gain greater insights into the issues and challenges impacting local citizens.

Action Plan 3

Theme: Informed global citizens



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Age group: Primary school to high school level

Objective:

- To develop youth into informed global citizens who are aware of current events and to promote the critical thinking skills to understand them
- To develop empathy for others
- To encourage youth to take actions to improve issues threatening sustainable development

GCED Domain: Cognitive, socio-emotional, behavioural

Resources: Television/newspapers/computer/Internet/mobile phone

Process:

Step 1

Watch or read local and global news and current events with your child(ren). This can be in the form of printed local newspapers and/or online news.

Step 2

Talk about it: Choose a story or topic to focus on with your child(ren) and start a conversation with them.

For example, one topic might be that girls are not allowed to attend school in Afghanistan.

Examples of questions to ask:

- Why do you think this is happening? Be sure to explore different explanations from different perspectives.
- If you were in this situation, how would you feel? Do you think this situation is fair? Why or why not?
- How does this situation fit in with human rights?
- How does this situation fit in with anything that is happening similarly either locally or nationally?
- Do you think we should care about this situation/issue even if we are not experiencing the same thing? Why or why not?
- What is one action you can take to do something about this situation/issue? Who else can you invite to join you in this action?

Step 3

Take Action: What is an action we can take as a result of this learning?

One action: Ask your child(ren) to find out and gather similar stories from their neighbourhood. This can be related to the issues you are discussing together. Such issues can be gender, inequality, racial discrimination, poverty, climate, etc. Encourage them to think of ways to become the voices of the victims and help them obtain justice and improvement in their lives. For older children, they can gather others to build a community, start a club in school or initiate a letter writing campaign to government officials to discuss global issues and think of other ways to advocate for issues threatening our sustainable development and peace.

Action Plan 4

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Theme: Promoting gender equality from an early age**Age group:** Pre-school to primary school level**Objective:**

- To raise awareness about gender stereotypes and biases
- To encourage open discussions between parents and children about gender equality and its importance.
- To foster critical thinking in children while promoting empathy and respect.
- To empower children and parents to become advocates for gender equality

GCED Domain: Cognitive, socio-emotional, behavioural**Resources:** Storybooks**Process:****Step 1**

Borrow storybooks that challenge traditional gender roles or stereotypes from your local library. For example, this could be a story on historical and contemporary female role models who have made contributions in our world while challenging gender stereotypes.

Step 2

Talk about it: Choose a story or topic to focus on and start a conversation with your child. Read the selected book aloud, pausing to ask open-ended questions to engage your child.

Questions to ask (to be customised to the story's contents):

- Do you think the characters are treated fairly?
- How would you feel if you were in the character's shoes?
- Why is it important to treat everyone equally, regardless of their gender?
- Do you think anyone can achieve great things, regardless of their gender?
- What can we do to promote gender equality in our own lives and in the world?

Step 3

Take Action: What is an action we can take as a result of this learning?

Taking actions can start from home. Parents should lead by example, and this can begin with sharing household chores with both male and female members in the family. Encourage children to take part in doing household chores, regardless of their gender and play with toys of their own choice. There is no “girl’s toy” or “boy’s toy”.

Children should also be encouraged to be inclusive in their friendships and activities. Teach them that everyone, regardless of their gender, should have the same opportunities and be treated with respect.



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6. Empowering the community: What can communities do?

Communities can play a vital role in developing global citizens of all ages. This can start with key community entities, such as libraries which contain books and movies from other parts of the world including in different languages. For example, story times with young children can feature those from different backgrounds in the community. Local and regional folktales should also be accessible to the public in local libraries. In line with UNESCO's Convention for the Safeguarding of Intangible Cultural Heritage (2003), many folktales play an important role in delivering age-old but still relevant messages for the local context.

Museums are another facility which provide the opportunity for the local community to grow as global citizens. This can be achieved through the various exhibits, speakers and activities designed to broaden perspectives and help make connections between local and global communities (UNESCO, 2013), as well as connections between humans and the natural world. For example, an art exhibition can focus on a relevant issue in society and feature both local and global artists. Also, public spaces such as libraries and museums may regularly hold intercultural events such as hosting an international film series or intercultural dialogues which help bring together groups in the community who may not normally connect with one another.

For more information on intercultural dialogue, see '[We Need to Talk: Measuring Intercultural Dialogue for Peace and Inclusion](#)'. UNESCO 'Story Circles' (Deardorff 2020) also provided a channel for communities to engage with each other in concrete ways by connecting with diverse people in the local community and bridging divides. UNESCO 'Story Circles' require little to no resources and can be facilitated by anyone in the community given that this tool follows a specific protocol that can be found in the open access *Manual on Developing Intercultural Competencies: Story Circles from UNESCO* (available in multiple languages).

Civil society organizations and local civic groups can help broaden the perspectives of those in the community through such venues as community theatre. A music or dance group can also engage in music and dance performances from diverse groups. Alternatively, sports groups can hold events that are open to others in the community as a way of building local connections.

Community groups can engage in exchanges, such as language or recipe exchanges or they can connect with local citizens through UNESCO 'Story Circles' (Deardorff, 2020). Community events, such as international festivals or events that celebrate the culture of a particular group of people, can help engage the broader community in learning more about different cultures. Community-wide projects such as collective art projects or environmental projects, including community gardens or neighbourhood clean-up days are effective ways to bring local citizens, including young learners, together to learn from each other and actively engage in building a better world.

Sister Cities programmes and Intercultural Cities efforts (Council of Europe, n.d.) can also engage local citizens in a wide variety of ways. For example, city governments are increasingly investing in providing services to immigrant communities, as well as training focused on improving intercultural competencies, along with anti-racism awareness training (UNESCO, 2022) so that immigrants feel welcomed and supported. Principles of Intercultural Cities include the following which can be adapted and adopted by local communities:

- Real equality is actively sought by preventing discrimination in programmes, policies, open spaces, etc.;
- Citizens regard diversity positively and as a resource;
- Citizens advocate for a shared vision and common values;
- Meaningful interaction between diverse individuals and groups is intentionally created;
- Active citizenship and participation are interlinked with equality, diversity and interaction to ensure that no one is left aside.

There are numerous ways communities can nurture youth as global citizens. This will vary within the diverse community contexts within the Asia-Pacific region. Borrowing from the work of Freire (1970) and studies in the Philippines conducted among indigenous communities (Bamba, et al, in process), the following questions can serve as a guidance for those in local communities keen to connect young people to local needs and issues as a way of developing their identity as global citizens:

- Consciousness-raising through experiential learning. Develop awareness and motivation for young people and local citizens to act upon their problems. What action emerges from the concrete experiences of needs in the local community?

- Participatory community organizing. How can members of the whole community, including young people, be involved in organizing experiences toward creating change?
- Democratic leadership. How can community leadership be member-centred, not leader-oriented? How will those in leadership be accountable to the community? How can young people help provide leadership in their communities?

Communities may organize themselves around a particular project aimed at effecting change which can involve a range of techniques and models, often building on community strengths. Conducting global citizenship development work within communities, it is often important to address principles related to intercultural dialogue (UNESCO, 2022) and intergroup conflict, since conflict will be inevitable as part of making change within communities. Whether through community organizing and projects, or through community entities, events, and local civic groups, the local community can play an instrumental role in further developing global citizens.

6.1 Suggested action plans

Here are some action plans for the community, with step-by-step guidance that has incorporated some of the above suggestions.

Action Plan 1



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Theme: World day for cultural diversity for dialogue and development festival – our Asian-Pacific neighbours

Age group: Suitable for all

Objective:

- To develop an understanding and appreciation of the cultural diversity in the Asia-Pacific region
- To provide a platform for people to gather and develop dialogue for cultural understanding

GCED Domain: Cognitive, socio-emotional, behavioural

Resources: Publicity materials

The UNESCO World Day for Cultural Diversity for Dialogue and Development is held every year on May 21 to celebrate the richness of the world's cultures and also the essential role of intercultural dialogue for achieving peace and sustainable development (UNESCO, n.d.).

Process:

Step 1

Organize a 'World Day for Cultural Diversity for Dialogue and Development' festival in a public space and engage the community to participate in the festival through social media channels, flyers, word-of-mouth, etc. For the target audience of this handbook, we can focus on the Asia-Pacific region first, given the rich and diverse cultures within the region.

Step 2

Encourage local groups to conduct activities to raise awareness about cultural diversity in the Asia-Pacific region, such as:

- An exhibition of photographs depicting the different cultures (festivals/food/traditional clothing/religions in the Asia-Pacific region);
- Dance performances and music concerts from different cultures;

- Visual arts, art workshops, and art exhibits from artists from different cultural backgrounds;
- Storytelling;
- Games and sports from different cultures;
- Food booths featuring traditional foods in other cultures.

Step 3

Create intercultural dialogue sessions.

Using the UNESCO 'Story Circle' methodology, invite community members of diverse backgrounds to gather and share their personal stories in order to create bonds and build relationships across generations, religions, and socio-economic backgrounds. This can happen in numerous places around the community and multiple times with a variety of local groups (Deardorff, 2020).

Action Plan 2



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Theme: Intercultural cities – this can be your city too!

Age group: All age groups

Objective:

- To develop an understanding and appreciation of the diversity in the community and city
- To develop the socio-emotional skills needed for a tolerant intercultural city

GCED Domain: Cognitive, socio-emotional, behavioural

Resources: Depends on activities

Intercultural cities, which can be found in Australia and Japan, as well as other countries around the world, use the following three steps to drive change in their communities (Council of Europe, n.d.). These steps can be applied to any city or community.

The process:

Step 1

Identify the potential of your community/city and its strengths, needs and challenges. For example, a challenge could be tension and lack of understanding among different races/cultures/religions/genders.

Step 2

Plan how to use your community/city's potential and strengths to overcome challenges.

Step 3

Take action:

Involve everyone in the community, including young people, to create and conduct change for a better community/city for the future. This can be in the form of advocacy and raising awareness of the challenges, for example, creating posters and online campaigns to influence change in behaviour in the community. To build a peaceful and tolerant intercultural city, workshops can be held to promote and develop the essential socio-emotional skills such, as empathy for adults and youth.



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Action Plan 3



YummyBuum/Shutterstock.com*

Theme: GCED Story telling contest

Age group: All age groups

Objective:

- To raise awareness and promote global citizenship values and competencies
- To develop capacity of the community to foster global citizenship

GCED Domain: Cognitive, socio-emotional, behavioural

Resources: Localised GCED related stories/folktales

Process:

Step 1

Organize a local GCED story telling contest.

The contest may require participants to tell local real life GCED related stories, for example, acts of global citizenship from the local neighbourhood, or the contest may require participants to recite traditional folktales with cultural messages related to GCED.

Step 2 (optional)

Hold training workshops for parents and the community to find relevant and localized GCED related stories/folktales and storytelling techniques that they can use in teaching GCED values to children.

Step 3

Take Action: The contest winners get their stories published in the local media.

7. Empowering learners: What can learners do?

Learners are empowered to become global citizens through their families, communities, and schooling. Often, learners are more globally connected than the adults in their lives and they are frequently more attuned to the diverse global issues including gender dynamics. Connecting with other learners, locally and globally, to take action on relevant issues, including gender equity or climate change, can become one powerful method to exercise global citizenship.

Living an intercultural lifestyle, which acknowledges and appreciates various identities, is another way to embody global citizenship. This involves maintaining curiosity, embracing discomfort, expanding beyond traditional gender norms and boundaries, cultivating diverse friendships that break gender stereotypes and prioritizing understanding over judgment, all of which start with self-reflection. Such reflection encourages stepping back to consider others' perspectives, to actively see how one relates to others – recognizing their emotions, strengths and affirming their human dignity, irrespective of their gender.

Global citizenship encompasses identity, connection and action. For learners, recognizing one's identity as a global citizen is an evolving journey. Having an identity as a global citizen means understanding oneself as interconnected to others and the planet, including acknowledging the spectrum of gender experiences, both locally and globally. This expanded identity encompasses shared values with other global citizens, such as respect for all human rights regardless of gender and upholding responsibilities. Central to the identity of a global citizen are the following five values underlying identity, as highlighted by Katzarska-Miller and Reysen (2013):

- Empathy for others;
- Curiosity with a desire to learn about others;
- Social justice including equal rights and equitable treatment for all humans, regardless of race, religion, and gender;
- Desire to help others, regardless of race, religion and gender;
- Feeling of responsibility to act for the betterment of the world;

Responsibilities of global citizens include the following (Israel, 2015):

- Responsibility to understand one's own perspective and others' perspectives regardless of race, religion and gender;
 - Responsibility to respect the principle of cultural diversity;
 - Responsibility to make connections and build relationships with diverse others;
 - Responsibility to understand the interconnectedness of all;
 - Responsibility to understand global issues;
 - Responsibility to advocate for greater cooperation, embracing gender and social equality;
 - Responsibility to advocate for implementation of international solutions;
 - Responsibility for advocating for global equity and justice.
-

With these responsibilities in mind, here are some questions learners can use for further reflection on their identity and responsibilities as global citizens:

1. How would you describe your identity, including how you perceive and express your gender?
2. What are some of the ways you are connected with others in your local community and beyond?
3. How do you express empathy for others?
4. What are some ways you explore learning more about others different from you, including understanding diverse gender experiences?
5. How diverse is your friend group in terms of background, culture, and gender identity?
6. What are the ways you can connect with those who are different from you and build relationships with them, including through sports, arts, music, clubs, etc?
7. How do you engage in helping and supporting those who are different from you?

8. What are some global issues that you know about and/or want to learn more about and why?
9. What are some ways you can advocate for more equitable treatment for others, including promoting gender equality and equity?

Another aspect of global citizenship is in connecting with others and issues linked to understanding both cultural and gender nuances. The key to making connections is through communicating and building relationships with diverse individuals through skills, such as listening for understanding, instead of the more typical way of listening for response (Deardorff, 2012, 2020). This means focusing on the person speaking and listening deeply to them, respecting their unique identities and cultural backgrounds and not just thinking about how to respond or persuade.

Here are some questions to consider in making connections with others:

1. How truly open am I to those who are different from me?
2. How can I resist making quick assumptions about others?
3. Do I measure others' behaviours based on my own culturally and gender conditioned expectations or do I try to understand others' behaviours based on their own culturally and gender conditioned expectations?
4. Do I value those who are different from me? How do I demonstrate that I value others, even when I may disagree with their beliefs and opinions?
5. Am I eager to learn about others and their backgrounds, beliefs, and interests?
6. What are some of my core beliefs and how have those beliefs been culturally conditioned?
7. How much do I really listen for understanding (instead of response)?
8. How often do I seek to understand first, especially when misunderstandings occur?
9. Do I know how others want to be treated or do I assume they want to be treated by my cultural and gender standards?
10. Am I able to adapt my behaviour and communication to accommodate those from different culturally conditioned communication styles?

11. Can I view an issue or situation through multiple perspectives?
12. Do I reflect regularly on what worked well in an interaction and what I can improve upon?

(Adapted from Deardorff, 2012)

Taking action in building a better world is an integral part of being a global citizen. Here is a 'recipe' proposed by the Melton Foundation for learners to engage in acts of global citizenship. Also, please see some examples in this handbook from learners who follow this 'recipe' approach:

- Keep it simple – it only takes one individual to take an action in making a change;
- Drive your passion – powerful results come from action based on motivation to make a change. Consider how your passion fits within the Sustainable Development Goals (SDGs)
- Leverage your unique assets – make changes using your strengths and skills;
- Stay local! Implement action based on a needed change in a community you already know;
- Think global – consider how a local action connects with a global issue or perspective;
- Be realistic – decide how much time is available to make a change;
- Get creative – an action can range from having a deep conversation with friends and family, to changing the way you eat, to launching a recycling project in your community;
- Take one step at a time – making a change toward furthering the SDGs begins with one step;
- Spread the word – share 'what', 'why' and 'how' you implemented an action. This communication approach will inspire others to get involved and become global citizens. (Adapted from Acts of Global Citizenship - Melton Foundation)

Are you ready to engage as a global citizen? Based on the 'recipe' approach, here are some questions for you to address:

- 1.** What are you most passionate about? Examples could include the climate, women's rights, education for all (EFA) etc.
- 2.** How does your passion connect with a specific related issue in your local community?
- 3.** What motivates you the most? In other words, what kind of change do you want to see?
- 4.** How can a global perspective on this issue add to the local picture? What can be learned globally from how others are taking action on this issue?
- 5.** What unique strengths do you bring to this act (knowledge, skills, etc.) and how can you make the best use of these strengths?
- 6.** Who else can you invite to join you in this Act of Global Citizenship?
- 7.** What is the first step you can take for this Act of Global Citizenship?
- 8.** How much time will you devote to this Act of Global Citizenship?
- 9.** How will you tell others about your Act, including what you did and why you did it?

7.1 Suggested action plans

Action Plan 1

Global Citizen Action Worksheet

Here is a worksheet you can use to plan a concrete action you will take as a global citizen:

- What I am passionate about:

- The change I would like to see happen in my community:

- Examples from other places in the world that relate to this change:

- The knowledge, skills and strengths that I have in addressing this change:

- Others in my community that I can invite to join me in this action for change:

- The first step we can take to make this change happen:

8. Get Inspired: Promising practices in the Asia-Pacific Region

A selection of examples were identified in contexts across the Asia-Pacific region to inspire ideas, actions and strategies aimed at promoting global citizenship among parents, learners and the community. These promising practices created platforms for a collective approach to GCED, with the aim to educate parents, learners and the community on GCED, as well as engaging them to act on global citizenship values and beliefs and be part of the solution to a more peaceful and sustainable world. These promising practices were collected through a survey administered by UNESCO Bangkok, as well as through desk research.

1

Theme: Intercultural city – raising public awareness of *tabunka kyosei* and diversity

Location: Various cities in Japan

Target audience: Parents, learners and the community

Local efforts in Japan that advocate for intercultural cities have resulted in nationwide initiatives aimed at acknowledging migrant communities and delivering education and second language learning services. (UNESCO, 2022).

Such activities aimed at increasing the awareness of *tabunka kyosei*, or intercultural cohesion. *Tabunka kyosei* at the local level was defined as ‘for people with different nationalities and ethnicities to live together as members of local communities, recognizing one another’s cultural differences and trying to build equal relations.’

In 2009, the Aichi Prefecture established an award system to recognize individuals contributing to the advancement of intercultural harmony and inaugurated an essay competition on intercultural harmony for elementary and junior high school students in the prefecture.

Source: Citizenship education for democratic and sustainable communities (2021)

2

Theme: UNESCO learning cities – what communities can do to promote GCED**Location:** Bucheon, Republic of Korea**Target audience:** Parents, learners and the community

In Bucheon, Republic of Korea, liberal arts plays a crucial role in fostering active citizenship and nurturing essential critical abilities for civic literacy. They employ a 'One-Line Poem Contest' as a means to raise awareness about global citizenship, encouraging individuals to craft creative, one-line poems that depict the concept of global citizenship. The selection of winners involves both citizens and experts, a practice that offers advantages to both participants and the broader community. To facilitate the wider sharing of these one-line poems, digital wallpapers and ballpoint pens are distributed.

Source: Citizenship education for democratic and sustainable communities (2021)

Theme: 'Together for peace' silent manga exhibition and special event

Location: Bangkok, Thailand

Target audience: Parents, learners and the community

In 2021, UNESCO Bangkok collaborated with Silent Manga Audition and the Japan Foundation, Bangkok to organise the 'Together for Peace Silent Manga Exhibition' at the Bangkok Art and Culture Centre (BACC).

The exhibition showcases short stories expressed entirely through illustrations in the style of Japanese manga (comics) by artists around the world. The manga in this exhibition, sourced from a contest organized by UNESCO Bangkok and Silent Manga Audition, revolve around various themes related to global citizenship education and peace, covering subjects such as compassion, combating bullying, conflict resolution, youth issues, the refugee experience, and shared histories.

Silent manga serves as a powerful medium of communication in the Asia-Pacific region. Despite the region's remarkable diversity, these manga tales can be appreciated by individuals from all backgrounds and linguistic origins, as the narratives are conveyed solely through visuals, eliminating the need for dialogue.

Similar to the previous best practices in Bucheon, Republic of Korea, the silent manga exhibition uses liberal arts to engage the community in global citizenship.

Source: UNESCO Regional Office in Bangkok, <https://www.unesco.org/en/articles/together-peace-silent-manga-exhibition-online-repository>

4

Theme: International friendship day/globalopolis bazaar**Location:** Singapore**Target audience:** Parents, learners and the community

In 2019, in observance of International Friendship Day in Singapore, the Singapore Discovery Centre, in collaboration with the embassies of the Association of South-East Asian Nations (ASEAN), hosted the 'Globalopolis.sg' Embassy Showcase as a part of the International Friendship Day Fiesta.

This initiative emphasized the significance of diplomacy and the global interconnectedness, all the while fostering understanding and knowledge of the diverse cultures in ASEAN nations.

During the exhibition, attendees had the opportunity to immerse themselves in the cultures of South-East Asia and other global regions by engaging in a variety of performances, demonstrations, and sampling diverse cuisines.

The International Friendship Day Showcase also enabled visitors to interact with country booths, unveiling how nations are pioneering new economic and cultural innovations to enhance our lifestyles, professions, and leisure activities.

This is a good example of GCED engagement involving parents and caregivers with children, where parents and caregivers are equipped with cultural knowledge through activities that can be conducted as a family bonding event, between parents and caregivers, along with learners.

Source: Singapore Discovery Centre, <https://www.defencecollectivesg.com/sdc>

5

Theme: Sandwatch – GCED and climate change adaptation

Location: Australia, Cook Islands, Fiji, Kiribati, Maldives, Samoa, Timor-Leste and Tuvalu

Target audience: Learners and the community

Through a combined approach of global citizenship education and climate change adaptation, Sandwatch is an educational tool that brings together teachers, students and local communities to work in the field to monitor coastal environments, identify and evaluate the threats, the problems and conflicts facing them and to develop sustainable approaches to address the issues.

Groups not only learn curriculum material, but also study their beaches and coastal areas, develop critical thinking and teamwork skills, while instilling a sense of caring for their local environment through various channels such as training workshops and photo competitions.

Sandwatch is coordinated by the Sandwatch Foundation, a non-profit organization.

6

***Theme: Planting trees in the community**

Location: Bangladesh

Target audience: Learners and the community

Students from the Dhanmondi Government Girls' High School set up empathy rooms by collecting various books, and historical books to increase awareness, knowledge, and empathy globally. The students also collected and purchased trees to plant at the school, in the community and at the community mosque. By looking after the trees, the students are practicing a feeling of empathy with the environment. This raises awareness of the necessity of trees and environmental protection in the global context among community and family members.

7

Theme: Clean-up of waste blackspots*Location:** India**Target audience:** Learners and the community

Waste management and the safe disposal of refuse is a big concern in numerous countries since this can lead to the transmission of diseases and poor health when such safe disposal methods are not in place. This often begins with awareness of important aspects, such as wet/dry waste segregation and implementing safer disposal procedures and systems. In one agricultural village, some students raised awareness by conducting a door-to-door awareness drive among villagers about the importance of waste segregation. Participants then cleaned up two areas in the village where refuse was being dumped. The results motivated the villagers to implement cleaner methods of disposal, including segregation of waste.

8

Theme: Human library for intercultural understanding*Location:** China**Target Audience:** Learners

To help build a bridge of intercultural communication between Chinese students and their foreign counterparts, one Chinese student created a 'human library' at her school cafeteria. She gathered students from over ten countries and they 'read' each other like a book in order to learn and be more open-minded to other cultures. A variation on this idea in another country is a group of students who interviewed local citizens of different backgrounds who then wrote online articles featuring these citizens, to appreciate the diversity in the community.

Theme: Imparting GCED values through folktales of North-East

Location: India

Target audience: Parents, learners and the community

The National Council of Educational Research and Training (NCERT) instigated a project titled 'Imparting values of Global Citizenship Education (GCED) values through Folktales of North-East.' The project develops supplementary reader series for primary school children and these series contain fifteen folktales from eight states in North-East India which are culturally and linguistically diverse. All of the folktales feature the transformative power of 'kindness', 'love', 'peace', 'solidarity' and 'justice' which are all GCED values and are therefore capable of enriching and influencing societies. The folktale series is part of NCERT's educational programmes aimed towards advancing GCED at the local level in India.

The series may be introduced in reading corners, libraries or could be used to supplement curriculum. At the end of every folktale, an activity or exercise is included which is related to the themes in the folktale. This was conceptualized to engage learners in GCED related activities which will enable them to learn GCED concepts and skills in a much more effective manner.

This best practice can be an inspiration to parents and the community to use similar approaches to develop the intercultural competencies of learners through local folktales.

Theme: Telling tales from South-East Asia and the Republic of Korea

Location: South-East Asia and the Republic of Korea

Target Audience: Learners, parents, caregivers and the community

The Asia-Pacific Centre of Education for International Understanding (APCEIU), the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and the SEAMEO Regional Centre for Archaeology and Fine Arts (SPAFA) jointly advocated one of the objectives of GCED: 'learning to live together'. This was approached through 'SEAMEO-APCEIU Collaboration on the Development of Educational Materials' project. This showcases localized educational materials and support for the sharing of folktales collected from eleven South-East Asian nations, plus the Republic of Korea:

- Telling Tales from South-East Asia and the Republic of Korea: Teachers' Guide (2010);
- Telling Tales from South-East Asia and the Republic of Korea: DVD and Guide for Storytelling (2011);
- Telling Tales from South-East Asia and the Republic of Korea: Story Picture Cards (2012).

Originally designed for teachers and children in a classroom setting, similar to the previous best practice examples by NCERT (India), parents and the community can make use of these local or regional folktales to foster GCED competencies in learners.

These materials were developed with the belief that folktales, which feature GCED values relevant to the local and regional context, are easier for learners to relate to and learn about cultural diversity. Using these materials, learners are also encouraged to become storytellers – once they are well acquainted with the folktales.

11

Theme: Exploring different cultures through film*

Location: –

Target audience: Parents, learners and the community

Members of the local community host a monthly 'Film, Friends, and Food Evening' by inviting families, learners and local citizens to come together once a month to watch a current film from another culture, often in a different language with subtitles, with each family bringing some food to share with others who participate. Afterwards, there is a discussion about the film, including surprises, what could be learned about the culture and ways to engage with those from that culture within the local community or virtually. When possible, international students from a local university are invited to join-in.

12

Theme: Building our common humanity

Location: Australia, Japan

Target audience: Parents, learners and the community

Community members facilitate UNESCO 'Story Circles' to bring local citizens together to learn from one another by hearing each other's stories, developing empathy and building relationships with one another. Specific invitations are issued to both teachers and learners to join these 'Story Circles'. The outcomes in the ninety minutes of the 'Story Circles' far exceed outcomes in more traditional half-to-full day intercultural workshops and these are a great way to engage with diverse local citizens.

* Adapted from *Acts of Global Citizens in the Asia-Pacific (Resource – the Melton Foundation)*

9. Conclusion

To foster active global citizens, parents and caregivers, the community and learners themselves play a highly influential role. Therefore, it is important to engage parents, caregivers and the community to be part of the team – aside from teachers and learners in schools – to instil global citizenship values, attitudes and the behaviour required in learners. However, parents and the community will need to be empowered first before they can provide guidance and support to learners.

Through the clarification of GCED related concepts, adaptable step-by-step action plans and best practices collected across the Asia-Pacific region are feature in this handbook. We hope to provide some guidance and inspiration to parents, caregivers, and community members to take action in developing GCED competences in learners. Based on the synthesis of research, review and current practices of GCED in the Asia-Pacific region, specific recommendations to enable parents, caregivers and local communities include the following:

For parents and caregivers

- 1) Parents and caregivers can encourage their child(ren) to participate in student- exchange programmes or study-abroad programmes that offer an immersive experience in another culture. Another option is to host an international student in their home for a semester or a year.
- 2) Parents and caregivers can connect with international students at local universities through a university's international student office. Often these universities have programmes that connect such students with families in the local community.

For communities

- 3) Support parents and caregivers by organizing workshops to provide them with more resources and guidance in developing their child(ren) as global citizens, including how to transmit knowledge about global issues, show interest in other cultures, connect their child(ren) to diverse others and act as role models in defining their children's behaviour as global citizens.

Other workshops can be offered through 'lifelong learning' including on topics such as managing conflict, combating discrimination, empowering women leaders, developing entrepreneurship, learning other languages and specific topics relevant to the community.

- 4) Building on a recommendation in handbook two in this series, civil society organizations in the local community can collaborate with local schools to provide meaningful learning experiences within the local community through connections with diverse members of the community, marginalized groups as well as with the natural environment. Such collaborations could take the form of service-learning engagement in a collaboration between school, local organizations and learners. Schools and civil society organizations can also collaborate to map GCED resources and opportunities in the local community.
- 5) Provide information about GCED to local governments and non-governmental organizations with the aim to develop seminars, workshops and training opportunities in order to increase GCED awareness and build capacity in the local community to support global citizens. UNESCO has a wealth of resources on GCED, as well as impactful networks including the UNESCO Power of Peace Network. These resources are available for these organizations.
- 6) Local communities may wish to join larger global organizations such as Sister Cities or Intercultural Cities to have access to more resources and knowledge of best practices. This can also lead to collaborations.
- 7) Local libraries, museums, and community centres can take an active role in offering programmes and resources that address global citizenship development within local citizens, including younger learners, through film festivals, art exhibits, speakers, music concerts, intercultural/intergenerational/interreligious dialogues, storytelling, etc.
- 8) Embrace high profile community events, including sporting events as opportunities for expanding GCED awareness and capacity building, especially in intercultural competencies.
- 9) Support a wide range of civil organizations in the local community to provide intercultural theatre, music, dance, festivals and fairs by connecting with members of different cultural groups in the community to be engaged and to speak for themselves.

- 10) Local communities can organize UNESCO 'Story Circles' to bring diverse groups in the community together to learn from one another, hear each other's stories and build bridges. For more details, see the open access *Manual for Developing Intercultural Competences: Story Circles*. This is available in over six languages.

Connect with other UNESCO Story Circles facilitators by joining the World Council for Intercultural and Global Competence (free to join!) at www.iccglobal.org which is a partner to the UNESCO Chair on Intercultural Competence.

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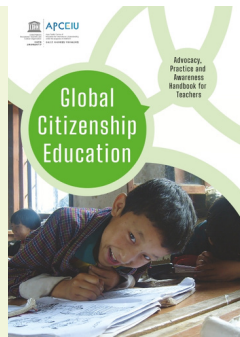
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Annex: List of Resources

Some other resources to consider:

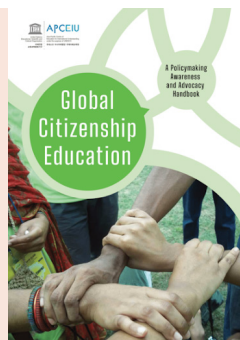
- *Teaching Global Citizenship To Young Children* – Multicultural Kid Blogs;
- *Global citizenship in Early Childhood Education*. (Podcast). Access: himama.com;
- *Travel to Transform: Awaken the Global Citizen in You and Thrive in the Modern World*. Freeman Fung. Conscious Travellers Publishing 2022.
- Folktales of 11 Southeast Asian countries and Korea. APCEIU. Access: <http://asianfolktales.unescoapceiu.org/sub2.htm>
- *Once Upon A Time in Asia*. Short Animations. APCEIU. Access: http://asianfolktales.unescoapceiu.org/once_asia.htm
- *Global Citizenship Education in Asia*. Theresa Alviar-Martin and Mark C. Baildon. 2018. Routledge International Handbook of Schools and Schooling in Asia.

Resources



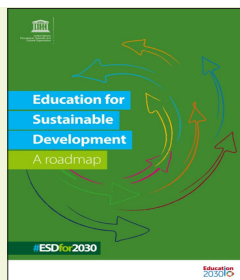
Global citizenship education: advocacy, practice and awareness handbook for teachers (2022)

Language: English



Global citizenship education: a policymaking awareness and advocacy handbook (2021)

Language: English



Education for sustainable development: a roadmap (2021)

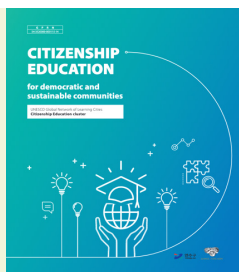
Language: English, Khmer and more



Reimagining our futures together: a new social contract for education (2021)

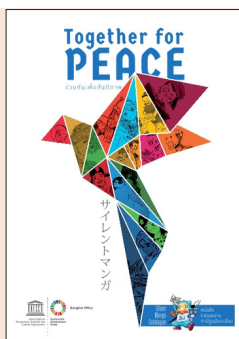
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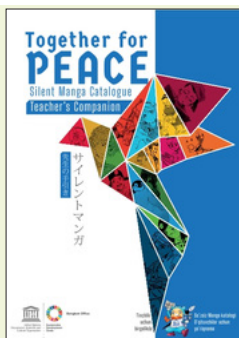
Citizenship education for democratic and sustainable communities (2021)

Language: English, Korean and more



Together for peace: silent manga catalogue (2020)

Language: English and Thai

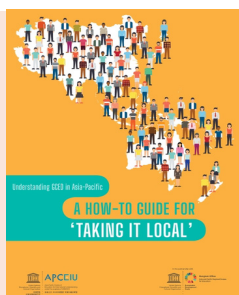


Together for peace, silent manga catalogue: teacher's companion (2021)

(Note: this can be used by parents too)



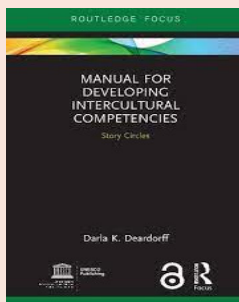
Language: Bengali, English, Chinese, Indonesian, Japanese, Korean, Lao, Mongolia, Nepali, Thai and Uzbek



Understanding GCED in Asia-Pacific: a how-to guide for 'taking it local' (2020)

Language: English





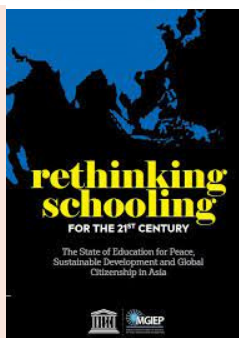
Manual for developing intercultural competencies: story circles (2020)

Language: English



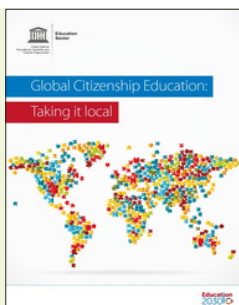
SEA-PLM 2019 global citizenship framework (2019)

Language: English



Rethinking schooling for the 21st century, the state of education for peace, sustainable development and global citizenship in Asia (2019)

Language: English



Global citizenship education: taking it local (2019)

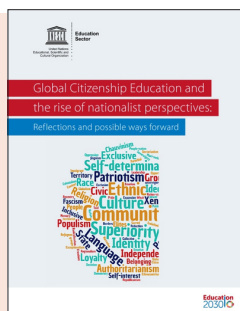
Language: English, French and more





Education for sustainable development: partners in action; halfway through the global action programme on education for sustainable development (2017)

Language: English and French



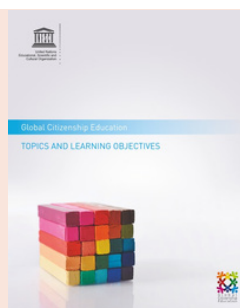
Global citizenship education and the rise of nationalist perspectives: reflections and possible ways forward (2017)

Language: English and French



Education for sustainable development goals: learning objectives (2017)

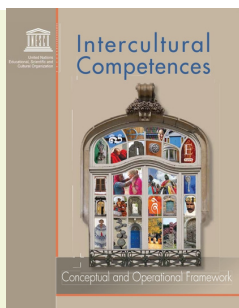
Language: English



Global citizenship education: topics and learning objectives (2015)

Language: English





Intercultural competences: conceptual and operational framework (2013)

Language: English and French





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United Nations
Educational, Scientific
and Cultural Organization

APCEIU

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

유네스코 아시아태평양 국제이해교육원

Global citizenship education

A handbook for parents, community

and learners in Asia-Pacific

Global Citizenship Education (GCED) is a collective effort that involves parents, caregivers and the entire community. Parents and caregivers play influential roles in the lives of learners, especially during the formative periods. As learners engage with the broader community, the individual or collective values of community members influence and inculcate GCED-related competencies in learners. By actively engaging these stakeholders, we can shape the future generation into responsible global citizens who contribute to building peaceful, just and sustainable societies.

This handbook aspires to engage and involve parents, caregivers and the community to join the mission of developing every learner into a global citizen. To achieve this, parents, caregivers and the community will need to be empowered with the necessary GCED knowledge and skills too. In this handbook, GCED related concepts are introduced, alongside adaptable step-by-step action plans and best practices collected across the Asia-Pacific region to support parents and the community to take action in developing GCED competences in learners.

Stay in touch

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