



Teacher Preparation for Global Citizenship Education in Southeast Asia: Key Issues, Challenges, and Possibilities

Co-organized by APCEIU and UNESCO Bangkok
5-7 December 2013
Bangkok, Thailand

Background

Every modern nation-state has its own vision for education on how to bring up young people to become “good citizens”. While such citizenship education in the past would place much emphasis on patriotism, national identity and civil conformity in view of nurturing “good citizens”, however, citizenship education today calls more for quality education that can truly accommodate young people to become “responsible and capable” member of the community, who are motivated and empowered to engage in democracy, development and the building of peaceful and sustainable community.

At the same time, one’s identity and responsibility as a member of community nowadays goes beyond the boundary of nation-state: Contemporary issues such as conflict and war, development, global warming and climate change, movements of people, commodities and cultures, and so on are hardly bound to the concerns of solely one country but they are matters affecting many across the borders.

The notion of citizenship education has received much attention in the context of globalization and promotion of democracy, diversity and peace (cf. *Citizenship Education for the 21st Century*, UNESCO, 1998). More recently, in recognition of education’s central role in addressing interconnected global challenges, fostering global citizenship is one of the three priorities of the UN Secretary-General’s Global Education First Initiative launched in 2012 (GEFI, 2012). Furthermore, according to the draft UNESCO’s new Medium-Term Strategy 2014-2021, promoting education that empowers learners to be creative and responsible global citizens is one of the nine strategic objectives which will guide future UNESCO activities (37 C/4 Draft Medium-Term Strategy, UNESCO, 2013).

In this regard, UNESCO and the Republic of Korea’s Ministry of Foreign Affairs and Ministry of Education, in cooperation with the Asia-Pacific Centre of Education for International Understanding (APCEIU), held its first technical consultation to deepen the understanding of Global Citizenship Education (GCE) in Seoul, Korea, on 9-10 September 2013. The meeting brought together thirty experts to identify contexts, conceptual frameworks, and strategies in the promotion of GCE. (Please refer the annexed document, “Global Citizenship Education: An Emerging Perspective” for details.)

This initial discussion will continue and be further refined and developed in the upcoming “UNESCO Forum on Global Citizenship Education: Preparing learners for the challenge of the 21st Century”, to be held in Bangkok, Thailand on 2-4 December 2013. The Forum will bring a broader spectrum of stakeholders to discuss further on conceptual and measurement issues and effective strategies for advocacy and implementation, while sharing experiences and identifying situations and challenges.

Undoubtedly, teachers play a critical role in promoting any transformative educational initiatives. The global citizenship education cannot be realized without teachers who can inspire young generation to think and understand contemporary issues with global perspectives. This requires a pedagogical shift from the conventional conservative “civic education” approaches to more progressive “citizenship education” approaches in teacher education. To promote the GCE, teachers must be well trained and well supported to provide new kind of education that instills values, attitudes, skills and knowledge that enable learners to function as global citizens.

It is against this background that APCEIU and UNESCO Bangkok will co-organize a consecutive sub-

regional workshop in Bangkok, Thailand on 5-7 December 2013 to discuss and identify key issues, challenges and innovative strategies for the promotion of GCE, particularly in teacher education, in Southeast Asian countries.

Objectives

This Sub-regional Workshop aims

- to advocate and publicize the importance of GCE and to share good practices of education initiatives that are relevant to GCE;
- to document promising cases on GCE and teacher education systems that are promoting GCE in the national and local contexts of Southeast Asian countries;
- to discuss concepts, most appropriate and effective approaches, pedagogies, and methodologies to support GCE in national contexts, with particular regard to teacher education systems;
- to exchange ideas and insights on ways to effectively integrate GCE with other key education initiatives such as inclusive education, Education for International Understanding (EIU) and Education for Sustainable Development (ESD);
- to identify key intellectual resources, actors and players, and networks for the promotion of GCE; and
- to build a sub-regional network of concerned educators and professionals in the field which may eventually lead to a regional network.

Expected Outcomes

- A workshop report of situations of GCE and good practices in promoting GCE in Southeast Asia;
- A summary of key issues, challenges and strategies on the promotion of GCE in teacher education from round-table discussions;
- An established sub-regional network of concerned educators and professionals for the promotion of GCE;
- A draft action plan for follow-up at the country level.

Dates and Venue

The workshop will be held for two and a half days on 5 – 7 December 2013, at the Marriott Bangkok Sukhumvit, Bangkok, Thailand.

Participants

The workshop will bring together 30 experts in the fields of teacher education, curriculum development, and education initiatives that are relevant to GCE, such as EFA, inclusive education, human rights education, EIU, and ESD

Organizers

The workshop will be jointly organized by the Asia-Pacific Centre of Education for International Understanding (APCEIU) and the Asia-Pacific Programme of Education for All (APPEAL) unit of UNESCO Bangkok.

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