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Forewords

Message from the Director of APCEIU

Since the inclusion of global citizenship education (GCED) in the United Nations' Sustainable Development Goals (SDGs) and the Education 2030 agenda, concerted efforts have been made to implement GCED across various educational settings. As a key institution promoting education for international understanding and GCED, the Asia-Pacific Centre of Education for International Understanding (APCEIU) has provided systematic support to develop and enhance GCED-related curricula at higher education institutions (HEIs) in the Republic of Korea and across the Asia-Pacific region.

In 2025, APCEIU collaborated with the Mongolian National University of Arts and Culture (MNUAC) to conduct a research project aimed at establishing the foundation for promoting GCED in Mongolian HEIs. This initiative seeks to develop a framework for integrating GCED into graduate-level curricula at Mongolian universities, using MNUAC as a case study. As one of six state universities in Mongolia, MNUAC is uniquely positioned to serve as a model institution for embedding GCED principles within arts and culture education programmes.

Following a description of the background, objectives, and methodology of the research, this report presents an overview of GCED integration in higher education, identifies five approaches for institutionalising GCED within MNUAC's curricula, and examines selected cases of GCED integration at Korean universities. The subsequent chapters explore the challenges and trends of Mongolian HEIs, followed by the results of the situational analysis on the current status of GCED at MNUAC. The report concludes with a proposed GCED integration roadmap for MNUAC, presenting a sequenced pathway that begins with achievable initiatives and which also offers insights for other HEIs in Mongolia.

While this report primarily aims to support MNUAC in facilitating GCED integration at the institutional level, I hope it also serves as a model framework for other Mongolian HEIs seeking to institutionalise GCED in a sustainable and systematic manner. Furthermore, I hope that this report contributes to raising awareness of GCED among students and educators, advancing research on GCED in higher education, and encouraging more institutions in Mongolia to join our shared efforts to foster dialogue, peace, and social responsibility through GCED.

Lastly, I would like to express my sincere appreciation to Professor Daehoon Jho, who led the Korean research team, and to Adjunct Professor Jihyang Lee for their dedicated leadership and contributions to this joint study. I am also deeply grateful to Associate Professor Odsuren Dagmid, who served as the lead researcher at MNUAC, together with the research team members—Mandukhai Baldandorj, Tumennast Dashtsedden, Amartuvshin Myagmarsuren, Delgertsetseg Chojjilsuren, and Punsaldulam Binderiya—for their valuable contributions as co-researchers. I look forward to continuing our collaboration with MNUAC and further strengthening our partnership to promote GCED in Mongolian higher education and beyond.

Lim Hyun Mook
Director
APCEIU

Message from the Acting Rector of MNUAC

MNUAC is a leading national higher education institution that has, over many decades, contributed to the study, development, and promotion of Mongolia's cultural heritage, traditions, and national arts. We regard arts and culture education as a bridge connecting a nation's traditions with the shared future of humanity.

In preparing professional artists and researchers, our university not only imparts knowledge and skills but also seeks to nurture responsible citizens who value creativity, integrity, and a commitment to the well-being of both the nation and the wider world.

In this spirit, our university community is delighted to collaborate with APCEIU to localise GCED within Mongolia's higher education sector.

This project, despite being conducted over a short period, has successfully assessed the current situation and developed a roadmap for integrating GCED content, making it both meaningful and impactful.

On behalf of MNUAC, I would like to express my sincere gratitude to Sunmi Ji and Jihyun Lee of APCEIU for their steadfast guidance and continuous support. I also extend my gratitude to the Korean professors whose knowledge and international experience greatly contributed to the quality and significance of this project.

I would further like to acknowledge the dedicated work of the Mongolian research team and the many faculty members who actively participated in the study and shared valuable insights, as well as the Office of Research and Graduate Programmes and the Student Development and Services Department, whose collaboration and support played an important role in the project's successful implementation. I am also pleased that this collaboration aligns with MNUAC's ongoing initiatives to promote and integrate Mongolia's esteemed cultural values into education, bridging national heritage with globally relevant learning.

Together, we have laid a solid foundation for advancing global citizenship through arts and culture education. I am confident that the collaboration between MNUAC and APCEIU will continue to flourish and serve as an inspiring platform for future generations of global citizens, artists, and educators.

Chinbat Bat-Erdene
Acting Rector
MNUAC

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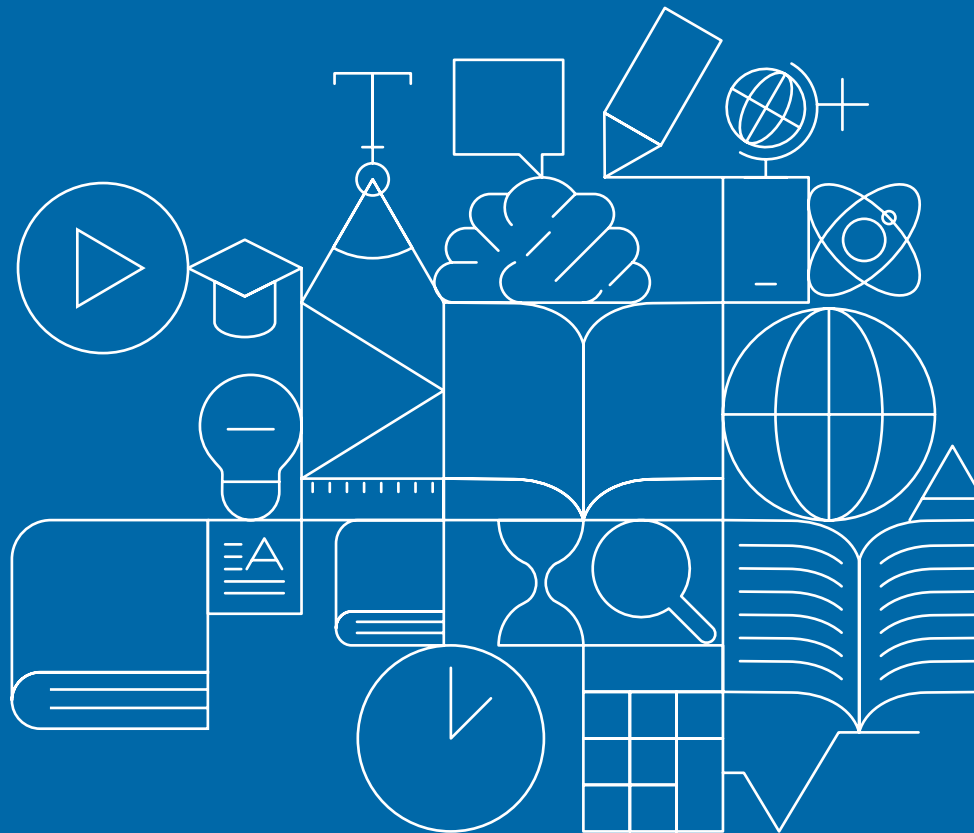
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1. Introduction

1.1 Background

1.2 Research Objectives and Expected Outcomes

1.3 Methodology



1. Introduction

This chapter describes the background, objectives, and methodology of the study, which aims to support the institutionalisation of global citizenship education (GCED) at the Mongolian National University of Arts and Culture (MNUAC). It begins by outlining the paradigm and conceptual framework of GCED. The chapter then specifies the research objectives and expected outcomes, emphasising how the study seeks to provide practical strategies and policy insights for integrating GCED into Mongolian higher education institutions (HEIs). Finally, it describes the methodological approach adopted in the research, including situational analysis, case studies, and roundtable discussions, each designed to capture diverse perspectives and generate evidence-based recommendations for MNUAC's future GCED initiatives.

1.1 Background

1.1.1 A Paradigm of Global Citizenship Education

GCED emerged as a salient paradigm within civic education as the world entered the 21st century. GCED is premised on the notion of global citizenship, a concept that may be considered synonymous with cosmopolitanism or planetary citizenship. While it does not entail legal status, global citizenship is underpinned by a shared sense of solidarity, collective identity, communicative competence, and a commitment to the common good of humanity at the global level (APCEIU, 2014; Han et al., 2015; United Nations Education, Scientific and Cultural Organization [UNESCO], 2014, 2015). UNESCO's 2014 report *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century* offers one of the most comprehensive and widely accepted definitions of GCED. According to this document, GCED aims to equip learners with the knowledge, skills, values, and attitudes necessary to contribute to a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2014). The emergence and expansion of GCED as an educational paradigm have been influenced by a confluence of historical, social, and institutional factors.

First, the mainstreaming of GCED has been informed by decades of scholarly contributions, particularly since the latter half of the 20th century. The conceptual roots of GCED can be traced to the fields of global education and education for international understanding (e.g., Pike & Selby, 1988, 1995; Merryfield, 1991, 1992), as well as to critical scholarship on citizenship (e.g., Andreotti, 2006; Andreotti & Souza, 2012; Appiah, 2006; Heater, 1996, 1999; Nussbaum & Cohen, 1996; Pike, 2008; Singer, 2002). These studies, responding to the accelerated processes of globalisation and multiculturalisation, criticised the limitations of nationalism- or patriotism-based models of citizenship that were bound to single nation-states, underscoring the need for alternative conceptions of citizenship that are capable of addressing shared global challenges and fostering peace and collective prosperity.

Secondly, the increasing salience of global crises has significantly contributed to the institutionalisation of GCED. Despite advancements in science and technology, the global community continues to grapple with persistent and interconnected challenges—poverty and hunger in the Global South, the spread of racism and cultures of hate, internal group conflicts and polarisation, the resurgence of reactionary far-right ideologies, escalating local wars and civil strife, the intensification of climate crises, the growing number of refugees and displaced populations, and widening disparities in wealth between nations. These crises have strengthened the global consensus on the need for international cooperation and collective action, thereby elevating the discourse of global citizenship and GCED as viable alternative approaches to contemporary problems.

Finally, the leadership of international organisations, particularly the United Nations (UN) and UNESCO, has played a pivotal role in advancing GCED as a global educational agenda. Initiatives such as the 2012 *Global Education First Initiative* laid the groundwork for GCED's inclusion in international policy (United Nations Secretary-General, 2012). These culminated in the 2015 Incheon Declaration adopted at the World Education Forum and the adoption of the Sustainable Development Goals (SDGs) by the 70th UN General Assembly. Most notably, after nearly five decades, the *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship, and Sustainable Development* has reaffirmed the centrality of GCED (UNESCO, 2024). The revised recommendation highlights key emphases such as peace, human rights, education for sustainable development, and transformative and inclusive learning, all of which now serve as a critical reference for national education policies and curricular directions around the world.

1.1.2 The Conceptual Framework of Global Citizenship Education

1.1.2.1 UNESCO's Curricular Framework of Global Citizenship Education

UNESCO proposed a comprehensive curricular framework in its 2015 publication, *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015). Table 1 outlines key thematic areas and learning objectives that can guide the integration of GCED into formal and non-formal educational settings. UNESCO's curricular framework for GCED is structured around three interrelated domains: *cognitive*, *socio-emotional*, and *behavioural*. These domains function not only as overarching categories of GCED's educational aims, but also as organising principles for curriculum content and learner competencies. Table 1 presents a reorganised synthesis of the definitions, key learning outcomes, and learner characteristics associated with each domain, as outlined in the UNESCO guideline. As demonstrated in the table, the framework begins with a clear distinction among the three core domains and then derives specific learning objectives, themes, and expected learner outcomes for each

Table 1 *UNESCO's Curricular Framework of Global Citizenship Education*

Category	Cognitive domain	Socio-emotional domain	Behavioural domain
Definition	<ul style="list-style-type: none"> Knowledge and thinking skills necessary to better understand the world and its complexities 	<ul style="list-style-type: none"> Values, attitudes, and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully 	<ul style="list-style-type: none"> Conduct, performance, practical application and engagement
Objectives	<ul style="list-style-type: none"> Acquire knowledge, understanding, and critical thinking regarding issues and interconnections at the local, national, regional, and global levels, as well as among various countries and peoples 	<ul style="list-style-type: none"> Foster a sense of humanity through respect for differences and diversity, solidarity, empathy, and the sharing of values and responsibilities 	<ul style="list-style-type: none"> Act effectively and responsibly at local, national, and global levels for a more peaceful and sustainable world
Key learner attributes	<ul style="list-style-type: none"> Informed and critically literate 	<ul style="list-style-type: none"> Socially connected and respectful of diversity 	<ul style="list-style-type: none"> Ethically responsible and engaged
Key learning outcomes	<ul style="list-style-type: none"> Learners acquire knowledge and understanding of local, national and global issues, as well as the interconnectedness and interdependency of different countries and populations Learners develop skills for critical thinking and analysis 	<ul style="list-style-type: none"> Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights Learners develop attitudes of empathy, solidarity and respect for differences and diversity 	<ul style="list-style-type: none"> Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world Learners develop motivation and willingness to take necessary actions

(Note: The contents of this table have been adapted from UNESCO [2015])

From a *cognitive perspective*, the curriculum should include thematic units that cultivate learners' critical understanding of global interdependence, including topics such as global inequality, climate change, migration, digital transformation, and international governance. These topics enable students to analyse the root causes and systemic structures behind global issues. The *socio-emotional domain* should be reflected in learning activities that promote intercultural dialogue, ethical reflection, and empathy-building exercises. Courses may incorporate experiential components such as service learning, multicultural team projects, or community engagement to foster a sense of belonging to a shared humanity and to cultivate solidarity across cultural and national boundaries. Within the *behavioural domain*, learners should be encouraged to translate their knowledge and values into action. This can be supported by action-oriented pedagogies such as project-based learning, problem-solving tasks related to global issues, and student-led initiatives that promote peace, human rights, and sustainable development at various levels

1.1.2.2 UNESCO's Pedagogical Principles of Global Citizenship Education

At the heart of this framework lies a distinct pedagogical orientation, which can be described succinctly as a transformative pedagogy. According to UNESCO documents (APCEIU, 2014, 2015), the transformative pedagogy promoted by GCED is characterised by the following features and aligns with GCED's broader vision of education as a process of empowerment, aiming not only to impart knowledge but also to nurture ethically responsible, critically conscious, and actively engaged global citizens

- It is learner-centred and promotes learner agency in the learning process.
- It encourages learners to examine and address social issues from the perspective of interconnectedness across the self, family, community, nation, and the world.
- It adopts an interdisciplinary and cross-curricular approach, breaking down silos between academic fields and integrating diverse bodies of knowledge.
- It fosters dialogue, mutual respect, and inclusive learning environments that value diversity.
- It emphasises whole-school and holistic approaches grounded in community engagement.
- It facilitates the translation of classroom learning into civic participation and meaningful action, both within and beyond the school context

Importantly, curriculum development should ensure vertical and horizontal alignment of learning objectives, content, pedagogy, and assessment strategies. GCED must not be confined to a single subject or course but instead embedded across disciplines and supported by institutional policies that uphold inclusivity, sustainability, and ethical responsibility as core educational values.

In sum, UNESCO's framework serves as a foundational reference point for designing GCED programmes that are contextually grounded yet globally relevant. For graduate-level institutions in Mongolia, it offers a strategic blueprint for fostering globally competent, socially responsible, and action-oriented citizens who can contribute meaningfully to both local and global communities. Based on this conceptual and pedagogical foundation, the development of GCED curricula in Mongolian universities should seek to translate the principles of transformative pedagogy into coherent and context-sensitive educational designs. This involves aligning curriculum content, instructional strategies, and assessment practices with the three domains of GCED and the holistic development of learners as critical, empathetic, and action-oriented global citizens.

1.2 Research Objectives and Expected Outcomes

1.2.1 Research Objectives

The purposes of this research are threefold:

- To develop graduate-level curricula and GCED courses for MNUAC;
- To provide implications for the development of a GCED curriculum framework at the graduate level in HEIs across Mongolian HEIs;
- To contribute to establishing a foundation for the promotion and mainstreaming of GCED within Mongolian HEIs.

1.2.2 Expected Outcomes

This report is expected to yield the following outcomes:

- **Establish a national policy framework for GCED in Mongolian higher education:** The Ministry of Education and relevant agencies should formally recognise GCED as a strategic priority within graduate programmes. This framework could align with Mongolia's national development plans and international commitments such as the SDGs and the *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development* (UNESCO, 2024).
- **Support institutional experimentation with multiple integration models:** Universities are encouraged—through incentives, grants, and/or policy guidance—to pilot diverse models of GCED integration, ranging from new programmes to curriculum infusion. A flexible policy environment will allow Mongolian universities to adapt models to their capacities and student needs.
- **Envision national GCED curriculum guidelines and faculty training programmes:** Curriculum frameworks, based on UNESCO's domains and transformative pedagogy, should be provided to universities. Capacity-building initiatives for faculty—particularly in interdisciplinary teaching, global competence, and critical pedagogy—are essential.
- **Foster partnerships with international organisations and universities:** Collaboration with entities such as APCEIU, the Asia-Pacific Network for GCED, or universities with UNESCO chairs can provide Mongolian institutions with technical support, materials, and opportunities for faculty and student exchange.

1.3 Methodology

The research is divided into three parts: situational Analysis, case studies, and roundtable discussion.

1.3.1 Situational Analysis

Situational analysis on the status of GCED in MNUAC is organised in two interconnected parts. The first part reviews institutional documents and curricula to examine how GCED principles are reflected in the university's policies, programmes, and learning outcomes. To enhance analytical precision, the research team developed a GCED Domain Evaluation Rubric that maps cognitive, socio-emotional, and behavioural dimensions across selected graduate courses. This tool served as a meta-framework for identifying existing GCED elements and areas for improvement.

The second part investigates faculty perceptions and readiness for GCED integration, using survey data and project discussions to understand how GCED is recognised, interpreted, and practised in teaching and research. The combined findings form the basis for the subsequent strengths, weaknesses, opportunities, and threats (SWOT) analysis.

1.3.2 Case Studies

Aside from the Guiding Principles, it is rare to find the Integration Model of GCED in higher education. Therefore, the research aimed to understand “integration model” mainly through cases in the Republic of Korea (hereinafter “Korea”). The cases analysed by the research team will illustrate how Korean universities integrate GCED through various levels of approaches. Based on a preliminary analysis of GCED implementation cases in Korean universities, the research team intends to propose five models for developing GCED courses, which will be introduced in detail in Chapter 2.

1.3.3 Roundtable Discussion

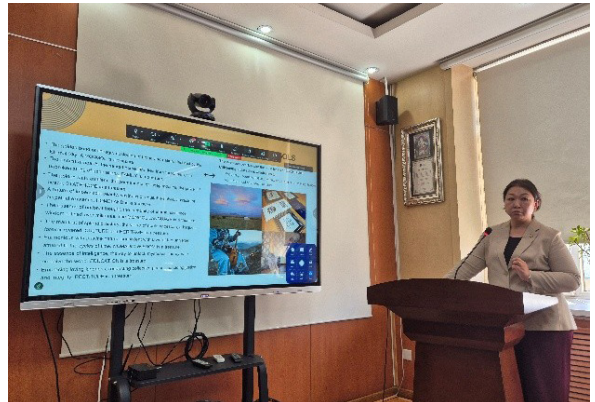
The final part of this research was the roundtable discussion to share the outcomes of the earlier two parts and identify appropriate approaches toward an “integration model” of GCED in the context of MNUAC.

The roundtable discussion was held for two days, from 10 to 11 July 2025, on the MNUAC campus, with the participation of the research team and APCEIU staff. Keynote speech 1 was delivered by Professor Daehoon Jho from the Department of Social Studies Education at Korea's Sungshin Women's University, under the title “Transformative Pedagogies for GCED.” He highlighted that transformative pedagogies and education in arts and culture naturally complement one another, and MNUAC's

mission and curriculum are uniquely positioned to take the lead in GCED. Arts and culture provide powerful mediums for expressing global citizenship, while integrating GCED into arts and culture degree programmes fosters critical thinking, creativity, and social transformation through innovative learning opportunities. With its new initiative to develop GCED courses, MNUAC can further strengthen students' understanding and ability to practise global citizenship values grounded in their artistic and cultural expertise, while also enhancing the university's external reputation as an institution actively contributing to the implementation of the SDGs—particularly Target 4.7—and advancing UNESCO's vision for education.

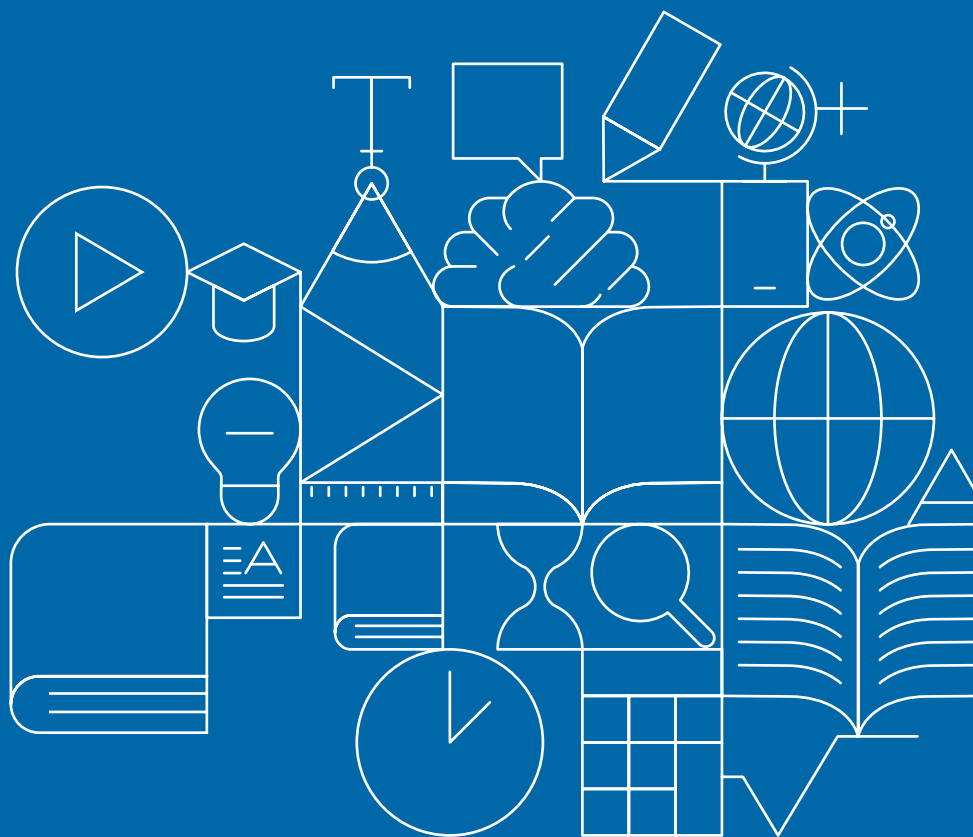
Keynote speech 2 was delivered by Adjunct Professor Jihyang Lee from the Department of Global Governance at Kyung Hee University, under the theme “Integrating Global Citizenship into Higher Education: Insights from Korean Universities.” Adjunct Professor Lee shared Korean case examples of how GCED was integrated into undergraduate and graduate programmes at Korean universities and demonstrated how GCED can be connected to diverse disciplines through project-based learning, fieldwork, and creative teaching strategies. The keynote speeches were delivered and recorded online for MNUAC faculty members.

Following this, Associate Professor Odsuren Dagmid and Ms. Mandukhai Baldandorj gave a presentation on the trends and challenges faced by Mongolian HEIs, as well as a SWOT analysis of the institutional strategic plan currently being developed by MNUAC. They examined the university's vision, mission, initiatives, and the relevance of certain course curricula to GCED. They also shared a draft outlining specific strategies for integrating GCED into the curriculum of MNUAC.



2. Integration of Global Citizenship Education in Higher Education

- 2.1 Curriculum Integration of Global Citizenship Education in Higher Education: Five Approaches
- 2.2 Contextualising Global Citizenship Education Integration Approaches for Mongolian Graduate Curricula
- 2.3 Examples of Global Citizenship Education Integration in Higher Education Institutions in Korea



2. Integration of Global Citizenship Education in Higher Education

This chapter examines the integration of GCED in higher education, with a particular focus on approaches applicable to the Mongolian context. It begins by outlining five key approaches to curriculum integration, providing a conceptual framework for how GCED can be embedded across HEIs. The discussion then contextualises these approaches for Mongolian graduate curricula, considering national educational priorities, institutional structures, and the evolving needs of learners. To illustrate practical applications, the chapter presents examples from HEIs in Korea, including initiatives such as the development of GCED courses and the Civic Education Competency Enhancement Programme for teacher training universities. Together, these analyses offer valuable insights and models for strengthening GCED integration within Mongolia's higher education landscape.

2.1 Curriculum Integration of Global Citizenship Education in Higher Education: Five Approaches


The integration of GCED into graduate degree programmes can be categorized into five approaches, each offering different degrees of curricular depth and institutional coordination (see Table 2.1):

- **Approach 1:** Establishing interdisciplinary GCED-related major programmes
- **Approach 2:** Creating micro-degree programmes through interdepartmental collaborations
- **Approach 3:** Developing GCED-centred courses within individual departments
- **Approach 4:** Developing mini course modules to integrate GCED themes within existing courses
- **Approach 5:** Implementing school-wide extracurricular GCED lectures and workshops

Each approach offers unique benefits and challenges, and institutions may choose to adopt a combination of approaches depending on their academic priorities, resource availability, and institutional culture. A hybrid implementation strategy may be particularly effective in fostering both formal and informal learning pathways that support transformative global citizenship.

2. Integration of Global Citizenship Education in Higher Education

Table 2.1 *Five Approaches for Curriculum Integration of Global Citizenship Education in Higher Education*

Approach	Description	Depth of integration	
1. Establishing interdisciplinary GCED-related major programmes	Developing and offering full-fledged interdisciplinary graduate programmes focused on global citizenship, sustainability, or international education that incorporate GCED as a central thematic foundation.	High	
2. Creating micro-degree programmes through interdepartmental collaboration	Launching GCED-focused micro-degree or certificate programmes by linking relevant courses across departments, thereby allowing students to specialize in global citizenship-related competencies without enrolling in a full major.	Medium-high	
3. Developing GCED-centered courses within individual departments	Encouraging departments to design and offer new courses that address core GCED themes—such as peacebuilding, human rights, or global ethics—within their respective disciplinary frameworks.	Medium	
4. Developing mini course modules to integrate GCED themes within existing courses	Modifying the content of existing courses to include selected GCED components or perspectives, enabling broader exposure to global citizenship issues without creating entirely new subjects.	Low-medium	
5. Implementing school-wide extracurricular GCED lectures and workshops	Organising extracurricular or co-curricular activities—such as workshops, seminars, or community action programmes—that provide experiential learning opportunities aligned with the values and practices of GCED.	Low	

2.2 Contextualising Global Citizenship Education Integration Approaches for Mongolian Graduate Curricula

These five models of integrating GCED at the graduate level can be further contextualised to reflect the specific realities, needs, and opportunities within Mongolian HEIs. In the context of the Mongolian National University of Arts and Culture (MNUAC), where academic programmes are deeply rooted in the arts, culture, and heritage, the integration of GCED requires thoughtful adaptation to the institution's disciplinary identity and strengths. The five approaches introduced above can be contextualised for MNUAC as follows:

- 1. Interdisciplinary GCED-related major programmes:** MNUAC may establish a full-fledged interdisciplinary graduate programme centred on GCED by designing a master's degree programme such as Global Arts, Culture, and Citizenship. This programme would integrate theories of global ethics, cultural diplomacy, human rights, and sustainability with practice-based training in traditional and contemporary art forms. It would provide students with opportunities to examine how artistic expressions contribute to intercultural understanding, global solidarity, and transformative social change. Such a programme would be particularly relevant for preparing future arts educators, non-governmental organisation (NGO) practitioners, and policymakers.
- 2. GCED micro-degree programmes through interdepartmental collaboration:** GCED could be embedded through the creation of micro-degree programmes or certificate tracks that link existing courses across departments. For example, a Certificate in Arts for Sustainable Futures might be developed by combining relevant coursework from the visual arts, performance studies, media, and art education. This type of micro-programme would allow students to deepen their competencies in global citizenship themes such as the UN SDGs, peace and conflict resolution, or cultural diversity, without the need to enroll in a full master's programme. Furthermore, at institutions that cannot commit to launching full-fledged degree programmes, this type of micro-programme could be attractive for in-service teachers, NGO professionals, or graduate students seeking another specialisation alongside their major field of study.

2. Integration of Global Citizenship Education in Higher Education

3. Independent GCED-centered courses within individual departments: Individual departments could develop new core or elective courses explicitly focused on GCED themes. Departments within MNUAC could be encouraged to develop new GCED-centred courses that align with their disciplinary focus. Potential course titles might include *Performing Peace: Arts-Based Approaches to Conflict Resolution*, *Cultural Narratives and Human Rights*, or *Global Ethics in Traditional and Contemporary Arts*. These courses would allow students to explore GCED content in a manner directly relevant to their artistic and cultural fields, fostering both critical reflection and practical engagement.

4. Infusing GCED themes into existing curricula by applying mini course modules: A pragmatic strategy would be to revise the content of existing major courses to incorporate GCED themes without designing entirely new courses. For instance, course modules on indigenous knowledge systems and environmental stewardship could be integrated into ethnomusicology courses; discussions on cultural heritage preservation in times of conflict could be added to art history curricula; and issues of migration and identity could be introduced in theatre or performance studies. These modifications would enable broader exposure to GCED themes while maintaining the integrity of established academic structures. Professional development workshops are highly recommended to support faculty instructors in making these revisions meaningfully and systematically.

5. School-wide extracurricular GCED lectures and workshop: Mongolian universities may develop non-credit extracurricular GCED lectures, workshops, or student-led civic engagement projects targeting all graduate students, across all majors. Activities such as World Arts for Global Justice Week, arts-based community engagement projects, or intercultural performance workshops could provide students with experiential learning opportunities that reinforce the values of empathy, inclusion, and global responsibility. Such initiatives would complement formal coursework by offering students meaningful spaces for civic expression and collaborative action. These could be implemented in partnership with local NGOs, international organisations, or community groups.

By adopting a flexible combination of these models, Mongolian HEIs can embed GCED across both formal and informal learning structures. Importantly, the selection of curricular integration approaches should be informed by a situational analysis that considers the university's readiness, faculty expertise, student needs, and institutional alignment with national educational priorities—particularly Mongolia's commitments to the SDGs, inclusive education, and cultural diversity. With these combined strategies, MNUAC can foster a distinctive model of GCED integration that is rooted in the expressive power of the arts and the transformative potential of cultural engagement.

2.3 Examples of Global Citizenship Education Integration in Higher Education Institutions in Korea

UNESCO (2022) notes that GCED holds particular importance in higher education because universities serve as critical environments where young adults transition into active global citizens. This stage of life is marked by personal, social, and professional exploration, making it an opportune time to develop key competencies such as critical thinking, empathy, and problem-solving. HEIs provide diverse and inclusive settings that foster intercultural exchange, collaboration, and civic engagement, enabling students to engage meaningfully with global challenges like sustainability, peace, and human rights. Moreover, HEIs extend the impact of GCED beyond the classroom through research, outreach, and community engagement, positioning themselves as catalysts for lifelong learning and social transformation. By embedding GCED into curricula and campus life, higher education not only equips students to carry global values into their adult and professional lives but also mobilizes local communities toward advancing shared global goals.

In line with global efforts in higher education, Korea's Ministry of Education has launched several initiatives to promote GCED in Korean HEIs. The following sections introduce two of these initiatives.

2.3.1 Support for the Development of Global Citizenship Education Courses in Higher Education Institutions

In 2016, APCEIU, with the support of the Korean Ministry of Education, launched the “Support for GCED Course Development for HEIs” Project to promote GCED in Korean higher education and strengthen students’ awareness and research engagement. These courses have been implemented in various forms across multiple disciplines, demonstrating the broadness and applicability of GCED as a field of study. From 2016 to 2021, the project focused on undergraduate courses and has expanded to include graduate courses since 2022. By 2024, a total of 68 undergraduate courses and 14 graduate courses had been developed and implemented under the project (see Table 2.2).

2. Integration of Global Citizenship Education in Higher Education

Table 2.2 *APCEIU's Support for Global Citizenship Education for Higher Education Institutions Project*

Year	Undergraduate course	Graduate course
2016	9	–
2017	6	–
2018	8	–
2019	10	–
2020	9	–
2021	6	–
2022	5	5 <ul style="list-style-type: none"> • Graduate School of Human Ecology • Ethics Education Major • Ethics Education Major • Early Childhood Education • Music Education Major
2023	7	4 <ul style="list-style-type: none"> • Graduate School of Human Ecology • Department of Women's Studies • Graduate School of International Studies • Global Education Major
2024	8	5 <ul style="list-style-type: none"> • Early Childhood Education • Department of Education • Global Education Major • Graduate School of International Studies • Department of Global Culture & Contents

Source: Adopted from the final reports of APCEIU's Support for GCED Course Development for HEIs Project (2016–2024)

Under the project, participating HEIs are supported for one semester (six months) with a maximum grant of eight million KRW. The grant is intended to support the operation of a course of at least three hours per week (3 credits), covering expenses related to student activities and research, meetings, and the purchasing and production of materials necessary for course implementation. The course is expected to meet the following criteria:

- Provide a foundational understanding of GCED, encompassing its content and pedagogy; characteristics across the cognitive, social-emotional, behavioural domains; its connections to character and creativity; and an overview of its current status and future directions;

- ▶ Incorporate GCED-related themes such as peace, globalisation, sustainable development, intercultural understanding, and human rights;
- ▶ Aim to raise students’ awareness of GCED and foster the development of “responsible global citizens.”

Graduate-level courses should also encourage students to participate in academic conferences and publish in scholarly journals. At the end of the course, a self-evaluation is conducted to assess student satisfaction, the usefulness and effectiveness of the curriculum, and to measure changes in students’ perceptions of GCED before and after the course.

An annual post-implementation workshop, supported by APCEIU, is held to share the outcomes of the project. It provides an opportunity for professors who have designed and implemented GCED courses at various universities across Korea to share and discuss course outcomes, operational strategies, and teaching methods.

Among the 82 courses developed under the project as of 2024, three graduate-level courses and one undergraduate course have been selected as representative examples. These cases illustrate how arts and culture can be effectively integrated into GCED within HEIs. By examining these curricula, it becomes evident that arts and culture not only serve as creative mediums for expression but also provide practical pathways for fostering intercultural understanding, critical reflection, and social engagement. The selected courses highlight the diverse ways in which GCED can be contextualised across disciplines, demonstrating its potential to enrich both academic content and student learning experiences.

Example 1 *Teaching and Learning for GCED: Graduate School of Education, Department of Education, Ewha Women’s University (2022)*

Course title	Teaching and Learning for GCED
Course description	<p>The purpose of this course is to enhance the GCED competencies of pre-service and in-service music teachers. As the significance of GCED continues to grow in educational institutions, it is essential for teachers to develop both the knowledge and pedagogical skills required to nurture global citizenship among students.</p> <p>Music, as a universal medium, plays a vital role in understanding diverse cultures and shaping human identity. In this regard, music education can serve as a powerful means to foster students’ global citizenship. This course, therefore, aims to help participants design and implement educational directions, content, and methodologies that integrate GCED principles into school music curricula.</p> <p>To achieve this, the course provides opportunities to explore theories and practices in multicultural and intercultural education through academic readings, research projects, and special lectures featuring domestic and international examples. Furthermore, participants will use music from various cultures and materials from national music textbooks to develop and implement lesson plans that promote GCED. The resulting lesson plan projects are expected to enhance participants’ professional expertise through activities such as teaching demonstrations, class competitions, and presentations at academic conferences.</p>

2. Integration of Global Citizenship Education in Higher Education

Curricular activities	
1	Introduction to the Course: The Need and Role of Music Education in GCED <ul style="list-style-type: none"> - Orientation - Understanding GCED through multicultural music education
2	Multicultural Music Education 1: Music and Cultural Diversity Education, Elliott's Theory <ul style="list-style-type: none"> - Understanding musical diversity - Discussion on Elliott's theory and its application in GCED
3	Multicultural Music Education 2: Theories of Hidalgo, Banks, Campbell, and Hess <ul style="list-style-type: none"> - Theoretical background for multicultural music education - Understanding the role of music education in GCED
4	Understanding Others through Music: Embracing "Difference" and "Diversity" <ul style="list-style-type: none"> - Understanding different musical cultures - Exploring how to appreciate and express diversity through music
5	World Music and GCED: Focus on Pansori and Fusion Music <ul style="list-style-type: none"> - Defining the concept and meaning of world music - Understanding cultural hybridity through fusion music
6	Multiculturalism and Music Education: Music Education for Social Change in the United States <ul style="list-style-type: none"> - Understanding the social context of multicultural music education in the United States - Examining examples of change through music
7	Gender and Children's Identity in Music Education: A Research Perspective <ul style="list-style-type: none"> - How music education can influence children's identity and gender sensitivity
8	Understanding Intercultural Education <ul style="list-style-type: none"> - Definition, purpose, and characteristics of Intercultural Education - Six stages of Intercultural Education
9	Popular Music and GCED <ul style="list-style-type: none"> - Genres and characteristics of popular music, and their social and cultural background - The role of popular music in GCED
10	The Music of a Unified Korea: Understanding the Music of South and North Korea, and the Korean Diaspora <ul style="list-style-type: none"> - Music of North Korea - Commonalities and differences in South/North Korean music - Case studies: school songs, music for reunification, diaspora music
11	GCED Music Lesson Planning and Teaching Project 1: Music Textbook Analysis and GCED <ul style="list-style-type: none"> - Analysing textbooks for GCED-based music education - Evaluating music textbooks for GCED integration
12	GCED Music Lesson Planning and Teaching Project 2: Developing Content and Lesson Plans <ul style="list-style-type: none"> - Group project: Developing GCED music class content and lesson plans
13	GCED Music Lesson Planning and Teaching Project 3: Class Content Development and Teacher Feedback <ul style="list-style-type: none"> - Group project: Content development and peer feedback on teaching materials
14	GCED Music Lesson Planning and Teaching Project 4: Field-based Class Feedback <ul style="list-style-type: none"> - Field-based review and consultation on lesson plan development
15	GCED Music Lesson Planning and Teaching Project 5: Presentation and Feedback <ul style="list-style-type: none"> - Final project presentations and peer review - Multicultural music experience and class reflection
16	GCED Music Class Contest

The Ewha Women’s University course centred on music education as a medium for cultivating global citizenship. The course emphasised the importance of preparing educators to integrate global citizenship into their teaching by using diverse musical materials and approaches. For graduate students, such courses are particularly valuable because they enable future educators and researchers to critically engage with global and cultural issues, expand their professional competencies, and develop teaching methods that connect theory with practice. By doing so, students are equipped not only with academic knowledge but also with the practical skills necessary for fostering global citizenship in diverse educational settings.

Example 2 *GCED in the Digital Age: Graduate School of Education, Department of Education, Silla University (2024)*

Course title	GCED in the Digital Age
Course description	<p>This course is a general elective for all graduate students in the master’s programme at the Graduate School of Education. The main content focuses on future core competencies needed to respond to changes in digital technology, emphasizing the learning and performance of knowledge, skills, and attitudes necessary for teaching <i>Digital Citizenship and Global Education</i>.</p> <p>To evaluate learning outcomes, the instructor will conduct pre- and post-course surveys using both the <i>Citizenship Measurement Tool for Pre-service Teachers</i> and the <i>Digital Citizenship Scale for University Students</i>. The findings will be analysed to assess students’ educational growth and inform improvements to the curriculum in the following academic year, thereby enhancing the course’s overall effectiveness and feedback process.</p>
Curricular activities	
1	Class Orientation and Pre-learning Diagnosis
2	Digital Citizenship and Digital Literacy
3	Understanding Digital Citizenship Education
4	Digital Safety and Recovery
5	Sharing and Consumption of Digital Information
6	The Path for Educators in the Digital Age
7	The Severity of Digital Sexual Crimes and Countermeasures
8	Digital Engagement: Online Communication and Cooperation
9	Midterm Exam
10	Digital Transformation and Creative Problem Solving
11	Digital Citizenship Module Development Project (1)
12	Digital Citizenship Education Case
13	Digital Citizenship Module Development Project (2): Practice
14	Digital Citizenship Module Development Project (3): Sharing and Feedback
15	Digital Citizenship Module Development Project (4): Shared and Spread

2. Integration of Global Citizenship Education in Higher Education

The Silla University course aimed to equip graduate students with the ability to critically analyse global issues and cultural values while connecting academic learning to real-world applications. In Week 10, a school teacher was invited to present an instructional platform that integrates formative assessment with dynamic media to support both synchronous and asynchronous learning. This engagement provided a practical example of technology-enhanced pedagogy and motivated students to design their own instructional modules utilising educational technologies.

Example 3 *GCED in Human Ecology: Graduate School, Department of Human Ecology, Korea University (2022)*

Course title	GCED in Human Ecology
Course description	This course consists of lectures by GCED experts and dedicated professors, field trips, and project-based learning. Students are expected to share their ideas on GCED and discuss them with their peers during class. Project-based learning includes designing, implementing, reporting, and presenting their projects related to GCED in the field of human ecology, focusing on topics such as environment, sustainable life, cultural diversity, poverty, and inequality. The ultimate goal is to equip students with the knowledge of global citizenship and the ability to conduct research related to global citizenship in the field of human ecology through project-based learning.
Curricular activities	
1	Course Introduction
2	Necessity and Status of Global Citizenship Education – Introduction to the GCED Project
3	Empathy for the Life of Global Citizens through the 'Reallives' Programme – Development of GCED programmes for middle school Home Economics classes
4	Environment and Sustainable Life (Dietary Life and Housing Areas) : Understand the impact of dietary habits and living environment management on climate change and the environment
5	Environment and Sustainable Life (Clothing and Consumption Areas) : Understand the impact of clothing production and consumption on climate change and the environment
6	Field Trip (on Zero Waste and Community)
7	The Diversity of Culture and Intercultural Understanding : Understand diversity and explore the process of cultural formation to appreciate the cultural diversity of countries around the world
8	Food Security and Value Consumption Practice Explore value-based consumption of the MZ generation, corporate social values applying CSR and CSV, and the concepts of fair trade and cooperatives Understand food security for life and issues related to food and disease in developing countries
9	Factfulness – Interim Presentation : Midterm project presentations by students and mutual peer feedback exchange

Curricular activities	
10	Gender Equality and Human Rights
11	War, Refugees, and Peace – Trends and Life Changes of Global Refugees : Sharing of refugee education cases in connection with the local community
12	Which Future Do You Want? – Comparison of SDGs by Country Using Reallives – Megatrends vs. Countertrends
13	Research and ChatGPT (AI Research Ethics) – SDGs4: Quality Education– Education for Sustainable Development Goals
14	Poverty and Inequality – Global Issues and International Efforts
15	Project Presentations – Q & A

The Korea University course was designed to help students understand the interconnectedness between their daily lives and global citizenship by linking academic learning with practical, real-life experiences. Its main goal was to cultivate the ability to critically analyse global issues and apply this knowledge in everyday contexts, thereby strengthening students' sense of responsibility as global citizens. Such courses not only broaden academic knowledge but also enhance students' ability to apply their learning to real-world challenges, fostering critical thinking, social responsibility, and practical problem-solving skills.

Example 4 *Global Citizen in a Closet: Chonnam National University Center for Educational Innovation (2022)*

Course title	Global Citizen in a Closet
Course description	<p>This liberal arts course is designed to foster global citizenship by cultivating students' understanding, awareness, and practical engagement with global issues such as human rights, peace, equality, poverty, multiculturalism, and environmental sustainability. The course combines lectures, discussions, expert talks, field experiences, and hands-on activities to explore these themes in depth.</p> <p>Initially, students were introduced to the concept and significance of GCED. In relation to human rights, the course addressed issues such as labour conditions in fast fashion and was supplemented by expert lectures on human rights and social justice to expand and deepen students' understanding.</p> <p>Subsequently, activities promoting sustainable practices were conducted, including organising closets, creating slogan T-shirts, and making laundry soap to encourage environmentally conscious clothing habits. The course also included Second Hand Day activities, documentary viewings on clothing waste pollution, and expert lectures such as The Earth System, Clothes, and Myself, prompting students to reflect on the global environmental impact of clothing.</p> <p>Finally, in sessions focused on cultural diversity, students explored the social influences and norms surrounding clothing. They also discussed issues of discrimination based on gender, race, age, and disability, and participated in donation activities to cultivate empathy, consideration, and understanding for others.</p>

2. Integration of Global Citizenship Education in Higher Education

Curricular activities	
1	Orientation: What is “Global Citizen in a Closet”? – Introduction to the course, definition of global citizenship in clothing, goals, methods
2	Necessity of GCED – History and background of GCED, goals and directions
3	Issue & Practice 1: Human Rights – labour and discrimination issues in clothing production
4	Special Lecture 1: Human Rights & Social Justice – Meaning of human rights and global citizenship – Concepts of human rights and directions of GCED
5	Issue & Practice 2: Environment – Environmental impacts of clothing and responses
6	Clothing and the Environment: Clothing We Can’t Throw Away – Thoughts on sentimental clothing and sustainable fashion
7	Clothing Recycling and Upcycling – Workshop on clothing recycling – Understanding the meaning of used clothes and upcycling
8	Making My Own Slogan T-Shirt [Activity] T-shirt creation workshop
9	Issue & Practice 3: Self-identity and Image – Documentary viewing: <i>The Clothes I Wore Don’t Go Away</i> – Discussion on clothing and self-identity
10	Special Lecture 2: Earth System and Clothing – Global environmental crisis and clothing – “Slow fashion” and sustainable clothing practices
11	Issue & Practice 4: Clothing and Discrimination (1) – Understanding prejudice through clothing – [Discussion] Exploring clothing discrimination cases
12	Thoughts on Difference and Discrimination (Gender, Race) [Activity] Reflecting on difference and discrimination through a film
13	Practising Consideration Through Volunteering [Activity] Participating in a volunteer activity: Knitting hats for the elderly
14	Special Lecture 3: Traditional Korean Clothing and Hairstyles [Activity] Enjoying diversity – Introducing food and dining etiquette from neighbouring countries
15	Final Exam

The Chonnam National University course aimed to bridge students' everyday experiences with the values of global citizenship, fostering reflection on how individual choices and social systems shape global issues. Through the course, students enhanced their ability to critically analyze global issues such as labour, the environment, and sustainability by connecting them to their own lives and the experiences of customers. They also improved their skills in communication, collaboration, and problem-solving through discussions, case studies, and project-based learning. In addition, the course fostered reflective thinking, creativity, and the capacity to link personal insights with broader social and global contexts, thereby strengthening their overall critical awareness and global citizenship competencies.

2.3.2 The Civic Education Competency Enhancement Programme for Teacher Training Universities

In 2017, the Korean government designated the promotion of democratic citizenship education as a national policy priority. In 2018, the country's Ministry of Education (MOE) established a comprehensive plan to revitalise democratic citizenship education across the country.

Civic education in Korea aims to cultivate competent democratic citizens who uphold the values of democracy and pursue mutual coexistence as autonomous individuals with critical thinking skills. It goes beyond the acquisition of knowledge in thematic areas—such as human rights, equality, peace, the environment, and media literacy—to encompass a holistic approach that fosters civic values, attitudes, and competencies through active participation and practical engagement.

One major initiative under this framework is “The Civic Education Competency Enhancement Programme for Teacher Training Universities,” which was launched by the MOE to strengthen civic education competencies among pre-service teachers. The programme supports teacher training institutions in improving curricula and providing training in key areas, including democratic citizenship, human rights, multicultural understanding, and education for sustainable development (ESD).

In 2019, the MOE established the Basic Plan for the Programme and initiated 12 projects across 12 teacher training universities (i.e., six national universities of education and six colleges of education) as part of Phase 1 (2019–2022), which spanned two stages (i.e., two years + two years). During this period, a total of 172 new courses were developed, and 1,723 existing courses were revised to systematically integrate civic education elements into the curriculum and enhance the civic education competencies of pre-service teachers.

The selection criteria for participating universities considered various aspects of institutional capacity and educational excellence, including:

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- ▶ The soundness of mid- to long-term plans and visions for fostering civic education;
- ▶ The quality of project development and institutional support plans;
- ▶ The composition and training capabilities of the project team;
- ▶ The specificity and feasibility of specialisation and advancement strategies in civic education;
- ▶ The alignment between civic education curricula and school-level teaching methods; and
- ▶ The effectiveness of dissemination plans for exemplary practices and outcomes.

To improve pre-service teachers' understanding and sensitivity toward civic education, participating universities implemented diverse student-centred teaching and learning programmes. This included legislative education with debate mentoring, experiential activities related to democratization movements featured in textbooks, disability awareness initiatives, empathy-building programmes, and community-based educational volunteer clubs.

As a result of the programme, 111 online courses were developed, while 39 books and 13 academic research papers on civic education were published.

However, the final evaluation report identified several areas for improvement:

- ▶ Although the programme's focus on primary and secondary school settings is crucial for enhancing field-relevant teaching competencies, most of the 12 projects primarily emphasised university-based civic education. Therefore, future initiatives should expand to include practical and participatory programmes involving both in-service and pre-service teachers.
- ▶ While the development of new civic education courses significantly improved the curricula within participating universities, there remain limitations in disseminating these outcomes to other HEIs and to the broader educational community.

The following sections present examples of projects implemented by one college of education and one college of teacher education that participated in this programme (Ministry of Education, 2022).

Example 1 *Korea National University of Education***Project description****• Project objectives**

The project focuses on strengthening pre-service teachers' competencies across school citizenship, national citizenship, global citizenship, and digital citizenship. It also aims to cultivate creative civic education competencies by enhancing the practical relevance and applicability of civic education within the teacher education curriculum.

• Implementation strategies

1. Learning: Civic education competencies will be fostered through the development and improvement of courses across subject curricula, including major, general education, and teacher training programmes.
2. Participation: Local learning opportunities will be provided through collaboration with communities and local education offices, while experiential learning will be supported through democracy-related field trips.
3. Practice: Collaborative learning will be encouraged through joint guidance with in-service teachers dispatched to graduate programmes. The implementation of curricular and extracurricular programmes will be carried out in connection with primary and secondary education, collaboration with in-service teachers, peer teaching among pre-service teachers, and the integration of curricular and extracurricular initiatives.

• Main activities

1. Revision of 42 curriculums
2. Development of six new courses, including School Democracy and Civic Education and Artificial Intelligence Ethics and Moral Education
3. National civic education teaching contest for pre-service teachers
4. Civic education volunteer camp
5. Democracy field trips in collaboration with universities in other regions
6. Development of civic education storybooks by pre-service teachers at the primary and secondary levels

Main results

Under the civic education storybook development initiative, five Civic Education Storybooks were published as teaching and learning materials. Based on these storybooks, lesson plans were developed in alignment with the elementary school curriculum for subjects such as Happy Life, Moral Education, and Korean Language. In addition, instructional videos were produced to support classroom implementation. To further enhance accessibility and dissemination, civic education storytelling animations connected to school self-governance activities were created and distributed via YouTube. Building on these outcomes, a new general education course, titled "Civic Education through Storybooks," was subsequently developed and implemented.



Source: Korean Ministry of Education (2022).

2. Integration of Global Citizenship Education in Higher Education

Through the active implementation of the newly developed and revised civic education curricula, which was in line with the project's objectives, student satisfaction with these courses has increased, and the project is expected to play a positive role in strengthening the civic education competencies of pre-service teachers. In particular, the civic education storybook development activity linked civic education with social needs such as diversity and digital literacy, and generated practical teaching and learning materials. Pre-service and in-service teachers jointly developed five storybooks, later adapted into storytelling animations for school use, while participating students further disseminated outcomes through seminars, volunteer activities, and mentoring. This initiative is recognised as a creative and sustainable model, culminating in the establishment of the formal course Civic Education through Storybooks, which demonstrates the continued expansion and institutionalisation of civic education within teacher training.

Example 2 *College of Education, Sungshin Women's University*

Project description	<ul style="list-style-type: none">• Project objectives To foster professional teachers in civic education who can actively contribute to coexistence and problem-solving in 21st-century local, national, and global communities, and to strengthen the competencies of pre-service teachers in community-based GCED.• Strategies for promoting learning communities and embodying GCED as a way of life<ol style="list-style-type: none">1. Support for the establishment and practice of autonomous learning communities2. Support for building democratic decision-making systems within schools3. Support for school space democracy initiatives led by pre-service teachers4. Support for strengthening democratic citizenship competencies among university community members in everyday campus life• Main activities<ol style="list-style-type: none">1. Revision of 37 curriculums2. Development of six new courses3. Development and implementation of two co-curricular courses, Global and Democratic Citizenship Education 1&24. Development and implementation of GCED practicum programmes to enhance competencies
Main results	

Students engaged in practical and participatory learning activities grounded in the theories and methods of community-based, village-linked, and social issue project-based civic education.

Through collaboration with secondary school teachers participating in the Social Issue Project-Based Learning Programme—a key civic education policy initiative of the City Office of Education—students gained firsthand experience in how civic education is implemented in real school settings.

- Students selected relevant social issues to integrate into classroom activities and collaboratively developed teaching and learning materials in teams, thereby enhancing their collaboration and communication skills.
- Mentor teachers also benefited from this process, strengthening their professional competencies while guiding pre-service teachers.

Furthermore, a Civic Education Practice Network was established, laying the foundation for sustained collaboration and mutual learning in civic education.



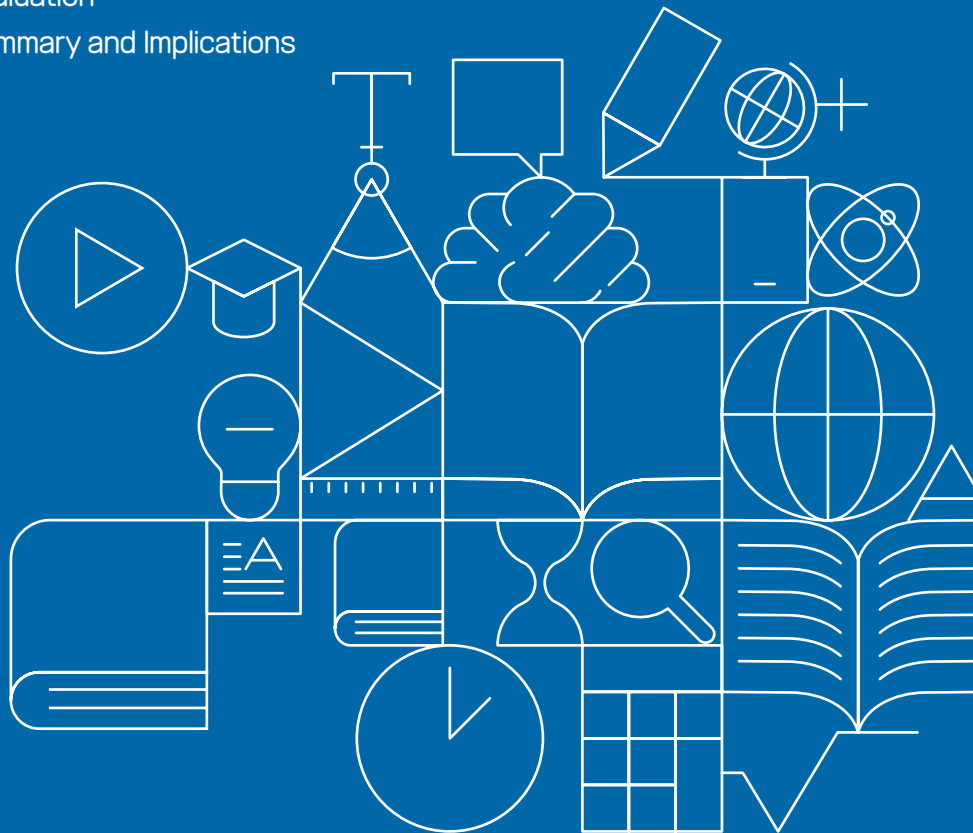
Source: Korean Ministry of Education (2022).

Under the project, Sungshin Women's University developed and implemented two elective courses, Global and Democratic Citizenship Education I and Global and Democratic Citizenship Education II, while also linking extracurricular programmes with the Seoul Metropolitan Office of Education. In collaboration with local schools and civic NGOs, pre-service teachers worked alongside in-service teachers to identify social issues relevant to classroom practice and develop corresponding teaching materials. These activities enhanced pre-service teachers' collaboration and communication skills and contributed to the establishment of a civic education practice network involving diverse stakeholders.

The two project cases underscored the pivotal role of HEIs that train both elementary and secondary school teachers in cultivating competent civic education educators. In particular, they highlighted that strengthening pre-service teachers' civic education competencies depends greatly on their voluntary participation, and that HEIs should take the lead in fostering an institutional environment and culture that support such engagement. Most importantly, the cases emphasized the need to design and implement curricula centred on civic education, employing experiential and participatory teaching and learning methods that pre-service teachers can apply in school contexts, while enhancing their practical competencies through field-based training and practice.

2. Integration of Global Citizenship Education in Higher Education

- 3.1 Overview of Higher Education in Mongolia
- 3.2 Institutionalisation and Practice of GCED
- 3.3 Faculty Awareness and Attitudes toward GCED
- 3.4 Institutional Strategy and Global Citizenship Education Readiness Evaluation
- 3.5 Summary and Implications



3. A Situational Analysis: The Status of Global Citizenship Education at the Mongolian National University of Arts and Culture

This chapter presents a situational analysis of GCED at MNUAC, offering an overview of how GCED principles are being integrated into the institution's educational landscape. It begins with a brief overview of the higher education context in Mongolia to situate MNUAC within the broader national framework. The following sections examine the institutionalisation and practice of GCED, highlighting the university's vision, mission, and values, as well as its efforts to promote student development, curriculum innovation, and experiential learning through both curricular and extracurricular initiatives. The chapter further explores faculty awareness, attitudes, and readiness for GCED integration, analysing their perceptions of institutional support and their preferred pathways for implementation.

3.1 Overview of Higher Education in Mongolia

Mongolia's higher-education system operates under two key laws: the General Law on Education (2023a), which defines education as a process that cultivates citizens who uphold human rights, creativity, and moral integrity (Articles 4, 5), and the Law on Higher Education (2023b), which sets principles for university autonomy, quality assurance, and research-based instruction. In terms of policy direction, Vision 2050: Mongolia's Long-Term Development Policy (2020) positions education and human development as the foundation of national progress. Its first strategic direction, Human Development, calls for nurturing citizens who are "educated, ethical, creative, and responsible for the sustainable prosperity of the nation" (State Great Khural of Mongolia, 2020, p. 1). This vision situates higher education as a key driver of social equity, innovation, and civic maturity. Together, these legal and policy instruments establish a framework consistent with Sustainable Development Goal 4.7, which calls for education that advances peace, human rights, gender equality, sustainable development, and global citizenship (UNESCO, 2015).

As of 2025, Mongolia had 65 higher-education institutions, employing 11,403 academic and administrative staff, including 5,151 full-time faculty members. There were a total of 150,282 students enrolled in higher education nationwide. Within the tertiary (graduate-level) segment, 24,830 master's and 5,488 doctoral students constitutes 20.2% of total enrolment (Ministry of Education, 2025).

Mongolia's higher education sector faces several structural challenges. Despite high enrolment demand, Mongolia's higher-education institutions are heavily concentrated in Ulaanbaatar, where more than

90% of HEIs operate and over 60% of academic and administrative personnel—including 65% of full-time teaching staff—are based. The concentration is even more pronounced at the tertiary level: 59% of master's and 64% of doctoral students study in the capital. Such centralization of both institutions and talent contributes to regional inequality and limits the potential of higher education to drive balanced national development. Furthermore, declining scholarships and limited dormitory capacity restrict access for rural students, while weak governance, underdeveloped research capacity, and insufficient data hinder effective policy planning and quality assurance (MOE, 2025; Ministry of Education, Culture, Science and Sports [MECSS], 2020).

Links between universities and the labour market also remain weak, with many graduates lacking job-relevant skills. According to recent studies, employers have identified significant gaps in essential competencies such as foreign-language proficiency, creative thinking, and leadership. Specifically, the average gap score for general skills ranges from 0.91 to 1.18 on a five-point Likert scale, with particularly large deficits in foreign-language proficiency (1.70), creative thinking (1.64), and leadership (1.41) (National Research Institute for Labour and Social Protection [NRILSP], 2021; Erkhemtugs et al., 2023). These findings underscore the need to strengthen global competencies and lifelong-learning capacities across disciplines.

Another concern is that Mongolian scholarship remains under-represented in high-impact international journals. *ScholarGPS* (Mongolia: Scholarly profile directory and metrics summary) recorded approximately 600 articles in 2020, rising to 847 in 2021 but falling again to 558 in 2022, reflecting volatility and systemic barriers. The *Scimago Institutions Rankings* (Journal rankings: Mongolia 2024) show that most domestic journals are classified in the lower Q3–Q4 quartiles, while publications in the highly prestigious Q1–Q2 categories are virtually nonexistent. For example, the *Mongolian Journal of Chemistry* published only ten papers in 2024, all ranked Q4, while collaborative titles such as *Mongolian Studies* achieve visibility largely through foreign authorship.

Within this national context, MNUAC occupies a distinctive niche. As a national university dedicated to arts and cultural studies, MNUAC contributes to national identity formation while advancing the creative economy. Its mandate naturally aligns with GCED, emphasising the cultivation of ethical, socially engaged, and globally competent graduates. Importantly, MNUAC's long-term research initiative—the Mongolian Esteemed Values Project (2013–2020)—provided a moral and philosophical foundation for national education. The project's outcomes—defining nine esteemed values: Mongol Citizen, Family, Statehood, Homeland, Language, Heritage, Wisdom, Education, and Rectitude (MNUAC, 2021)—became a key intellectual source for the “National Unified Values” articulated in Chapter One of Vision 2050: Mongolia's Long-Term Development Policy. This connection demonstrates that MNUAC's scholarship has informed national-level policymaking and underscores the university's potential to shape value-

based education consistent with both Mongolia's long-term vision and the global aspirations embodied in global citizenship and sustainable-development goals.

3.2 Institutionalisation and Practice of Global Citizenship Education

3.2.1 The Mongolian National University of Arts and Culture's Visions, Missions, and Values

MNUAC's vision—to become an open university specialising in arts and cultural education and research—expresses a clear commitment to inclusiveness, knowledge-sharing, and global engagement, as stated in its draft Strategic Plan 2025–2030 (MNUAC, 2024). Its mission emphasises social enlightenment through arts and culture, collaborative practice, and the integration of education, research, creation, and innovation. These institutional directions naturally resonate with the several key themes also emphasised in GCED, as outlined in UNESCO's frameworks (UNESCO, 2015; UNESCO, 2021), particularly: peace and human rights, sustainability, intercultural dialogue, and social responsibility. MNUAC's core values—such as safeguarding Mongolian cultural heritage, creative thinking, and sustainable development—provide fertile ground for GCED integration, reflecting principles that arise from the institution's own identity rather than external imposition.

MNUAC's draft strategic plan (2025–2030) reinforces this alignment through four priority directions: (1) quality education, (2) research for social good, (3) social responsibility for development, and (4) good governance and digital transformation. Each direction implicitly supports GCED's educational aims by fostering learner-centred pedagogy, ethical research, civic participation, and inclusive governance.

3.2.2 Student Development and Human-Centred Education

For any higher education institution, ensuring that graduates are competitive at the global standard is a crucial objective. This goal is closely linked to effective curriculum development that reflects both international benchmarks and local cultural strengths. MNUAC's leadership continues to explore systematic ways to embody this model as it seeks to harmonise global competencies with the university's human-centred educational philosophy.

Three landmark UNESCO's reports—*Learning: The Treasure Within* (Delors et al., 1996), *Rethinking Education: Towards a Global Common Good?* (UNESCO, 2015), and *Reimagining Our Futures Together:*

A New Social Contract for Education (UNESCO, 2021)—underscore education’s role in cultivating humanistic values in an interdependent world. MNUAC’s human-centred education model reflects this vision by linking intellectual, emotional, and ethical growth through artistic practice. Developed by Amartuvshin (2024), the model identifies three dimensions of learner development: self-cultivation, harmonious collaboration with others, and creative contribution to society (Figure 3.1). These correspond directly to GCED’s cognitive, socio-emotional, and behavioural domains, suggesting that MNUAC’s educational philosophy inherently supports the goals of GCED.

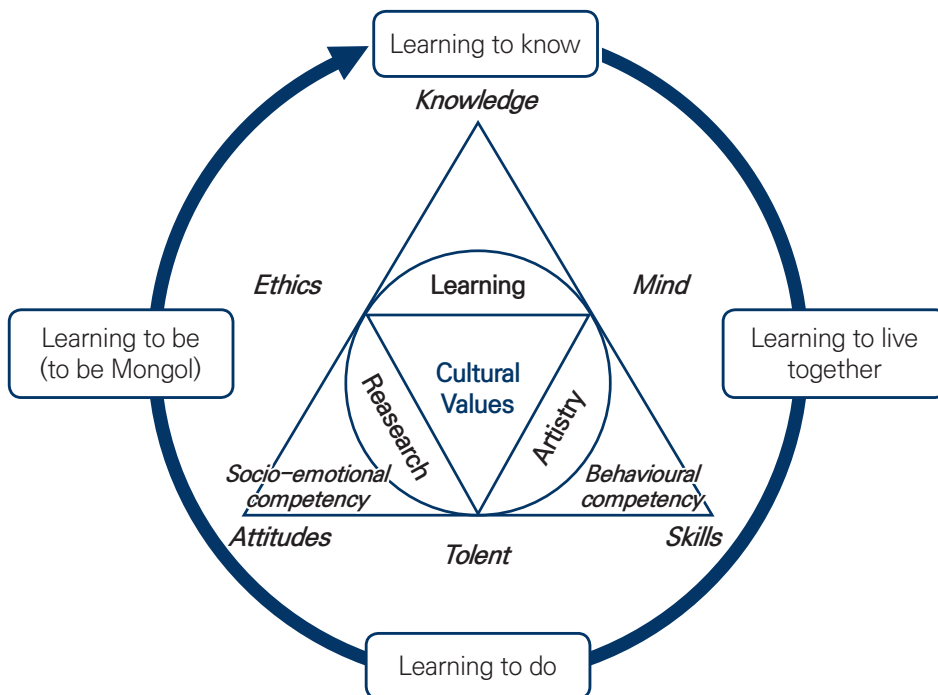


Figure 3.1 *The Mongolian National University of Arts and Culture’s Human-Centred Education Model*

Although the above is still awaiting formal approval under the Strategic Plan 2025–2030, the university is already building coherence across its education principles. The aim is to link student development initiatives more systematically with MNUAC’s human-centred education model, and thus integrate academic learning, creative practice, and social responsibility.

3.2.3 Curriculum Pathways and Pedagogical Practice

At MNUAC, curriculum design follows a structured framework consisting of programme educational objectives (PEOs) and programme learning outcomes (PLOs). The PEOs describe what graduates are expected to achieve within three to five years after completion, while the PLOs outline the competencies

students are expected to demonstrate during their studies. This structure is consistent with Mongolia's national higher education curriculum framework. At MNUAC, the development of PLOs is carried out by a curriculum development committee established by the Rector's Order. The committee includes programme lecturers, department heads, and quality assurance personnel, ensuring both disciplinary relevance and alignment with institutional and national education standards.

Here, as a case we examine how the Cultural Studies graduate programme at MNUAC aligns with the core values and learning domains of GCED. As one of the university's most interdisciplinary and socially engaged programmes, Cultural Studies provides a relevant case for exploring how GCED principles—such as intercultural understanding, peace, sustainability, and ethical action—are embedded or can be further integrated into curriculum design and learning outcomes (Table 3.1).

Table 3.1 *Programme Educational Objectives and Programme Learning Outcomes of Cultural Studies*

Classification	Description
PEO 1	Develop deep knowledge of cultural heritage, theory, and methodology.
PEO 2	Foster ethical, socially responsible cultural professionals.
PEO 3	Promote critical thinking and academic independence.
PLO 1.1	Understand cultural diversity and global interconnections.
PLO 1.2	Analyse cultural phenomena using interdisciplinary methods.
PLO 1.3	Apply research methods and interpretive tools to investigate cultural processes and practices.
PLO 2.1	Engage with communities to promote cultural sustainability.
PLO 2.2	Demonstrate intercultural communication skills.
PLO 2.3	Manage and lead collaborative activities, coordinate teamwork, and make informed decisions in complex or uncertain situations.
PLO 3.1	Practise ethical reasoning and decision-making.
PLO 3.2	Conduct independent, evidence-based cultural research.
PLO 3.3	Demonstrate leadership in collaborative research, policy development, or community-based projects.
PLO 4.1	Apply knowledge creatively in arts and culture settings.
PLO 4.2	Produce scholarly works and generate innovative products, services, or cultural initiatives based on research outcomes.
PLO 4.3	Apply creativity, critical thinking, and methodological innovation in research, teaching, and cultural production.

Note. Mongolian National University of Arts and Culture. (2020). Graduate curriculum book: Cultural studies program, 11–16.

To contextualise these learning outcomes within a GCED framework, the following tables demonstrate how Cultural Studies supports global citizenship competencies across three academic levels—bachelor’s, master’s, and doctoral. These competencies are mapped against GCED domains and highlight how cultural diversity, ethics, sustainability, and global engagement are systematically reinforced through MNUAC’s academic structure (Table 3.2).

Table 3.2 *Global Citizenship Education–Aligned Competencies by Academic Level*

Level	GCED–aligned competencies	Relevant PEO / PLO
Bachelor’s	Values national heritage and respects other cultures	PEO 2, PLO 2.1, 2.2, 2.3
	Embraces mutual understanding, peace, and collaboration	PEO 3, PLO 3.2, 3.3
	Contributes to the protection and international promotion of Mongolian heritage	PLO 1.3, 1.4, 4.1, 4.3
	Communicates the foundations of sustainable development through cultural perspectives	PLO 4.1, 4.2
Master’s	Demonstrates global citizenship and intercultural understanding	PLO 3.2, 3.3
	Practises ethics and assumes social responsibility as a researcher	PEO 2, PLO 2.1, 2.2
	Exercises critical thinking and conducts comparative studies on cultural differences	PLO 1.1, 1.2, 1.3
	Engages with education for sustainability and innovation	PLO 4.1, 4.2, 4.3
Doctorate	Produces new knowledge and critically examines global issues	PLO 1.1, 1.2
	Demonstrates ethical and social responsibility	PLO 2.1, 2.2
	Operates professionally and collaboratively in international contexts	PLO 3.1, 3.2
	Conducts research and applies it to practice in alignment with innovation and sustainable development	PLO 4.1, 4.2

The analysis shows that although the programme does not explicitly employ GCED terminology, many of its core values—such as cultural diversity, ethical responsibility, sustainability, and intercultural understanding—are embedded within its curriculum. These outcomes align with GCED’s cognitive, socio-emotional, and behavioural domains, preparing students to become reflective, responsible, and globally competent professionals.

A mapping rubric (Table 3.3) was developed to evaluate how existing courses correspond to GCED domains. While still exploratory, the tool provides a framework for reviewing and enhancing course design. Preliminary mapping of selected Cultural Studies courses—such as Intercultural Communication, Cultural Heritage and Identity, and Globalization & Local Cultures—indicates strong alignment with all three GCED domains, demonstrating that arts and cultural education provides natural entry points for GCED integration through creative inquiry, intercultural dialogue, and applied research.

Table 3.3 *Global Citizenship Education Domain Evaluation Rubric*

GCED Domain	Fully addressed: 2 points	Partially addressed: 1 point	Not addressed: 0 point
Cognitive	Course includes substantial content on global issues, interdependence, or cultural diversity	Course includes some related topics or examples	No relevant content present
Socio-Emotional	Course fosters empathy, dialogue, and intercultural understanding through learning activities	Course includes some reflective or values-based components	No socio-emotional elements identified
Behavioural	Course includes experiential, participatory, or action-oriented components (e.g. group projects, community engagement)	Course raises awareness but lacks practical engagement	No opportunities for applied learning

(Note: The contents of this table have been adapted from UNESCO [2015])

This illustrative rubric supports curriculum alignment discussions among faculty and stakeholders, laying the groundwork for systematic GCED integration in future course reviews and development initiatives.

3.2.4 Initiatives for Curriculum Enhancement

During the 2021–2022 academic year, the Department of Humanities and Education implemented the Promoting Mongolia’s Esteemed Values through Independent Student Work Project, engaging 2,480 undergraduate students across seven general education courses. This initiative, launched under MNUAC’s internal grant scheme for faculty initiatives and grounded in the outcomes of the Mongolian Esteemed Values Project (2013–2020), responded to Presidential Decree No. 149 (2020), which mandates the broad dissemination of the nation’s unified values, and sought to promote national identity through reflective essays, multimedia work, and artistic creation (Bolormaa, 2023). Though not explicitly labelled as a GCED initiative, it effectively embodied GCED principles by encouraging ethical reasoning, intercultural dialogue, and creative expression. Students produced essays, short films, calligraphy, and digital projects reflecting the nine national values identified through the Mongolian Esteemed Values Project (2013–2020), linking heritage appreciation with global cultural awareness (Figure 3.3). Faculty feedback indicated improved student motivation, reflective thinking, and cultural pride—key indicators of the socio-emotional learning central to GCED.



Figure 3.2 *Outcomes of the Mongolian National University of Arts and Culture's Promoting Mongolia's Esteemed Values Through Independent Assignments Project*

This initiative proved to be a strong case for GCED integration, not only through its classroom impact but also through its lasting institutional legacy. The teaching manual developed from the project was later uploaded to MNUAC's e-learning platform, where it remains accessible to both faculty and students as a digital open resource. This move extended the project's reach beyond its initial phase, transforming it into a sustainable reference for reflective and intercultural learning. By digitising the material and making it part of the university's online repository, MNUAC effectively ensured the continuity of gender-related practice, demonstrating how local initiatives can evolve into enduring institutional assets.

Parallel to this, the university piloted gender-sensitive teaching through MNUAC's Gender-Sensitive Syllabi Manual (2020), which was developed with the support of the United Nations Population Fund (UNFPA) and the Swiss Agency for Development and Cooperation (SDC). The manual provided sample lessons integrating gender equality themes into six general education courses (e.g., Cultural Studies, Economics, History, Philosophy, and Language). While the initiative marked a constructive step toward inclusion and human rights education, faculty interviews revealed ongoing challenges. Many noted that only a small batch of printed manuals was distributed and no digital versions were made accessible. In addition, there were no incentives or formal recognition for lecturers who incorporated the material into their courses, and institutional follow-up was minimal, leaving implementation largely dependent on individual initiative. These experiences underscore the need for systematic support to sustain GCED-aligned pedagogical reform.

3.2.5 Extracurricular and Co-Curricular Engagement

MNUAC's extracurricular and co-curricular initiatives represent vital dimensions of the university's holistic education model. The Department of Student Development and Services plays a pivotal role in coordinating and implementing these programmes, ensuring that learning extends beyond the

classroom and supports the formation of socially responsible, culturally aware graduates. Under the Rector-approved Five-Year Student Development Strategic Plan, the department promotes a coherent approach to student support, leadership, and engagement.

The table below (Table 3.4) outlines MNUAC’s ongoing student development and engagement programmes. These activities exemplify how academic and cultural experiences converge to build empathy, intercultural understanding, and civic responsibility among students.

Table 3.4 *The Mongolian National University of Arts and Culture Student Development and Global Engagement Programmes*

Category	Key activities and outputs
Learner empowerment	Student Council activities, mentorship, and orientation programmes to strengthen self-efficacy and participation.
Holistic personal development	Student well-being programmes, annual sports festivals and parades, student clubs for vulnerable learners, and initiatives in ethics, cultural values, and professional mental health support that foster holistic growth.
Social justice and protection	Health and safety education, human rights and gender equality seminars, and workshops on financial literacy and social protection.
Active and creative citizenship	Grants for student-led cultural and civic initiatives, recognition for volunteerism, and support for student-led creative projects that promote social innovation.
Intercultural and global engagement	International joint performances, exhibitions, exchange programmes, and annual cultural language days celebrating diversity.

These activities bridge MNUAC’s academic mission with practical, values-based learning. They transform human-centred principles into concrete experiences that enhance GCED-related competencies while reinforcing coherence between academic and extracurricular dimensions.

The department also contributes to policy-level discussions, such as the April 2025 National Forum on “Comprehensive Student Development: Issues and Solutions,” which focused on developing a unified national vision for youth formation. MNUAC’s participation in such dialogues reflects its commitment to advancing education that cultivates the “global Mongolian citizen”—a learner who is educated, ethical, and creative, capable of contributing meaningfully to both national culture and global society.

3.3 Faculty Awareness and Attitudes toward GCED

To understand the current status of GCED integration across the MNUAC, a faculty survey was conducted from 5 May to 12 September 2025. The survey aimed to capture the awareness, understanding, and perceived limitations of academic staff regarding GCED and its integration into teaching and curriculum. The findings serve as a baseline for institutional readiness and inform strategies for faculty capacity-building and curriculum enhancement.

The survey was distributed through Google Forms and consisted of three sections and 15 questions. Out of 212 eligible full-time and contract faculty members, 120 valid responses were received after data cleaning, resulting in a 56.6% response rate. A summary of participation by school is presented to show representativeness and institutional coverage (Table 3.5). This sample ensures credible proportional representation, with a margin of error of $\pm 6.6\%$ at the 95% confidence level, suggesting that the results can be reasonably generalised to MNUAC's teaching population. The analysis demonstrated an overall Cronbach's alpha of 0.86, confirming high internal consistency and reliability of the survey instrument.

Table 3.5 *The Mongolian National University of Arts and Culture Faculty Member Survey Participation by School*

No.	Constituent school	Total faculty	Respondents	Participation rate
1	School of Dance Arts	18	12	66.7%
2	School of Fine Arts	24	9	37.5%
3	School of Theatre Arts	34	32	91.2%
4	School of Music	84	39	46.4%
5	School of Cinema and Media Arts	22	14	63.6%
6	School of Culture	30	14	46.7%
	Total	212	120	56.6%

Most respondents were highly experienced, with 87.2% having taught for more than 10 years. They worked at the bachelor's (59.8%), master's (31.8%), or doctoral (8.4%) levels, demonstrating broad pedagogical engagement across degree programmes. The distribution between foundation courses (42.9%) and specialisation courses (45.7%) was relatively balanced, reflecting MNUAC's diverse and practice-oriented academic environment. Taken together, these demographic indicators show that the dataset credibly represents the perspectives of seasoned faculty across disciplines and contributes to the reliability of the overall analysis.

Beyond numerical analysis, the interpretation of survey findings was enriched through interviews and internal discussions conducted during the project. This mixed approach provided a deeper understanding of the faculty's conceptual, emotional, and institutional readiness for GCED integration.

3.3.1 Initial Faculty Perception and Institutional Context

When the project was first introduced at MNUAC, discussions were held with several faculty members and administrative staff to gauge their initial impressions. The most common question was: “Why do we need this? We already have citizenship education included in the first-year undergraduate curriculum.”

This reaction revealed two important insights. First, the concept of global citizenship was often conflated with existing civic or moral education, which is typically taught at the undergraduate level. Second, there was limited awareness of GCED as a broader educational paradigm encompassing global interdependence, sustainability, intercultural understanding, and peacebuilding — themes that extend beyond conventional citizenship education and connect directly with Mongolia's role in global society.

Language barriers and workload allocation also emerged as major deterrents to broader faculty participation. Many lecturers were hesitant to join project meetings or workshops conducted in English, and several expressed that their teaching schedules left little room for new initiatives. Consequently, while awareness of the project existed, active participation remained limited to a small group of bilingual faculty members closely involved in international collaboration and curriculum development.

The survey data further clarifies this dynamic. International project participation over the past five years reached 71.7%, with artistic collaborations (43.3%) being the most common form of international engagement. Nevertheless, a significant proportion (28.3%) selected “Did not participate,” signaling a divide between active and less-involved faculty. Financial and material support (75.8%) and language or interpreter assistance (50%) were identified as the most critical needs for effective collaboration. These findings emphasise that resource-related barriers remain the most pressing for faculty seeking international engagement. In comparison, fewer respondents highlighted flexible workloads (28.9%) or supportive institutional policies (27.3%), suggesting that institutional adjustments are a secondary yet necessary concern for strengthening participation and long-term capacity.

These findings indicate that while MNUAC faculty members conceptually support GCED and international engagement, their readiness is shaped by the availability of institutional support systems. Therefore, capacity-building measures should focus not only on content delivery but also on creating supportive environments that sustain participation.

3.3.2 Awareness, Familiarity, and Integration Themes

The readiness of faculty members plays a pivotal role in embedding GCED within higher education. Sustainable implementation depends not only on curriculum design but also on engaging faculty early as co-creators of change. Acting as mediators of transformative pedagogy, their understanding and values determine whether GCED becomes an enduring educational culture or remains a short-lived initiative.

Survey results revealed consistently high endorsement of GCED principles, with mean scores ranging from 4.2 to 4.6 on a five-point scale. This pattern suggests that faculty view higher education as a means of fostering social responsibility, intercultural empathy, and ethical awareness—showing clear conceptual alignment with GCED values.

Most respondents (91.5%) reported some familiarity with GCED, and more than half indicated a strong or very strong understanding of its core principles. Yet, some misconceptions persist, as GCED is often perceived narrowly as civic or moral education. In practice, GCED-related content appears moderately but unevenly integrated across disciplines.

Figure 3.3 summarises the extent of GCED theme integration across teaching subjects. The themes of Human Rights and Cultural Diversity showed the highest incorporation ($M = 3.74$), whereas Gender Equality ($M = 3.16$) and Poverty and Social Inequality ($M = 3.10$) were less emphasised. The overall mean score across nine thematic areas was 3.40, reflecting a moderate but increasing level of integration.

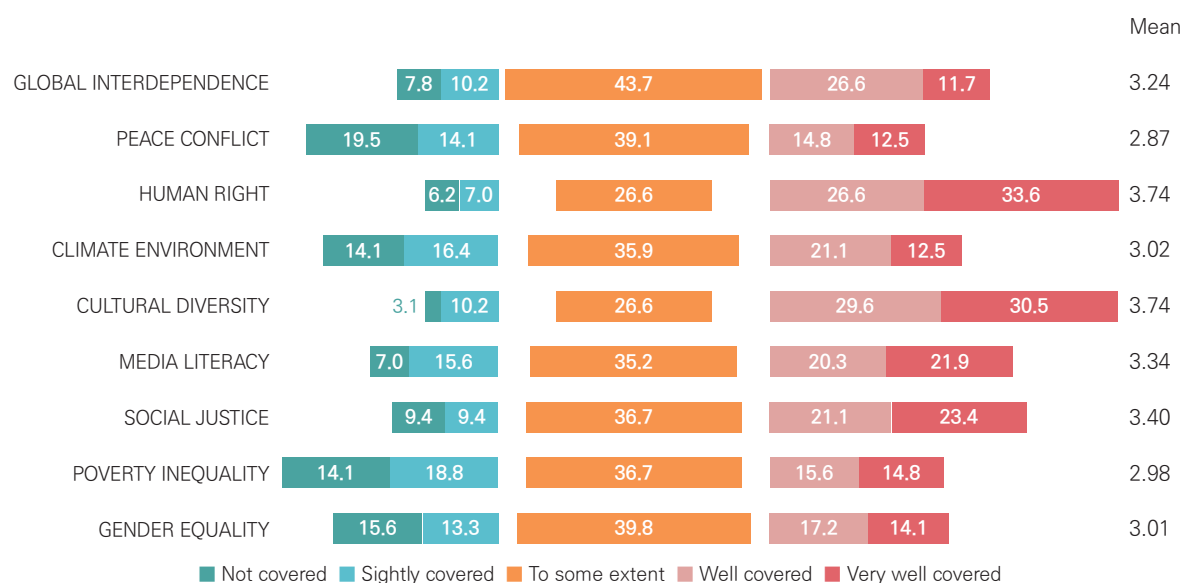


Figure 3.3 *Level of Global Citizenship Education Integration by Thematic Areas*

A correlation analysis indicated modest positive associations between faculty members' GCED value orientations and the extent of GCED theme integration in their teaching (Pearson's $r \approx 0.10-0.35$, $p < 0.05$). Although not strong, these relationships suggest that faculty who demonstrate stronger commitment to GCED values tend to incorporate related themes more actively in their courses. Such modest yet consistent trends align with findings from education research, which recognise small to moderate correlations ($0.10 \leq r \leq 0.30$) as evidence of meaningful attitudinal-behavioural coherence in complex academic contexts (Cohen, 1988).

Despite high awareness, practical implementation remains constrained by common challenges. The most frequently cited were lack of knowledge or experience (60.8%), limited time (44.2%), and absence of institutional strategy or policy alignment (34.2%). These findings underscore the need for structured faculty development, curriculum collaboration, and accessible bilingual teaching resources that contextualise GCED in arts-based education.

3.3.3 Readiness and Preferred Integration Pathways

When asked about preferred approaches to integrating GCED, faculty members demonstrated openness to gradual, collaborative implementation. The majority favored professional development training (66.4%), access to relevant teaching materials (69.7%), and project-based or elective integration (68%), while 61.8% agreed that embedding GCED across all programmes should be a long-term institutional goal (Figure 3.4).

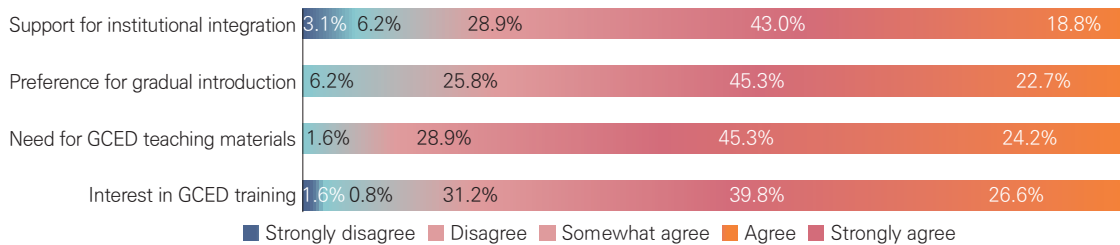


Figure 3.4 *Faculty Perceptions of Global Citizenship Education Integration in Teaching*

In conclusion, MNUAC faculty members show conceptual readiness and willingness to engage, but face constraints related to resources, policy guidance, and language capacity. Their preferences suggest that stepwise integration—beginning with targeted training and elective courses—would be the most suitable strategy. This readiness provides a strong foundation for subsequent phases of the GCED Framework Project, particularly in linking faculty development with curriculum innovation and institutional policy alignment.

3.4 Institutional Strategy and Global Citizenship Education Readiness Evaluation

Building on the analysis of existing curricula and pedagogical practices, this section evaluates MNUAC’s institutional readiness for GCED through a SWOT perspective.

MNUAC’s strategic directions reflect a strong philosophical and operational resonance with GCED. The university’s four strategic pillars—(1) Quality Education, (2) Research for Social Good, (3) Social Responsibility for Development, and (4) Good Governance and Digital Transformation—collectively promote human-centred, socially engaged, and globally connected education. Each of these pillars creates an entry point for advancing GCED at institutional and programmatic levels. For instance, Quality Education promotes learner-centered pedagogy and inclusion; Research for Social Good encourages interdisciplinary inquiry addressing societal needs; Social Responsibility for Development reinforces community engagement and ethical practice; and Good Governance and Digital Transformation ensures transparency, participation, and innovation in the university’s management and teaching systems.

The analysis of curriculum pathways shows that many GCED principles are already reflected in MNUAC’s educational practice. Yet, the degree to which these principles can be sustained and expanded depends on the university’s overall institutional readiness. To assess this broader context, the following section summarizes key institutional factors through a SWOT lens, highlighting areas of strength and limitation, as well as the external opportunities and challenges that shape MNUAC’s capacity to advance GCED:

- **Strengths:** MNUAC's human-centered educational philosophy provides a robust conceptual foundation for GCED, as it harmonizes cognitive, socio-emotional, and behavioral dimensions of learning. The university's long-standing engagement with national value education—exemplified by the Mongolian Esteemed Values Project (2013–2020)—demonstrates institutional capacity to translate abstract ideals into pedagogical and cultural practice. Faculty survey results show that more than 90% of respondents recognise the importance of GCED-related competencies and identify empathy, sustainability, and intercultural understanding as key attributes for graduate students. MNUAC's active collaborations with APCEIU, International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP), and other UNESCO-affiliated institutions further strengthen its external networks for GCED promotion.
- **Weaknesses:** Despite these philosophical and motivational strengths, GCED remains largely implicit in institutional policy and curriculum governance. The absence of a dedicated GCED framework results in fragmented implementation and reliance on project-based initiatives. Limited faculty exposure to international training opportunities—only 5.8% of respondents had participated in GCED-related capacity-building—constrains pedagogical innovation. Moreover, language barriers and limited access to digital teaching resources hinder broader participation in global academic discourse and exchange.
- **Opportunities:** Mongolia's national policy environment provides favorable momentum for GCED mainstreaming. The Vision 2050 long-term development policy emphasises global competence, sustainability, and civic participation as core educational outcomes, aligning closely with GCED principles. Expanding partnerships with UNESCO, APCEIU, and other international organisations could enhance faculty capacity, resource mobilisation, and visibility. The ongoing digital transformation of MNUAC offers opportunities to integrate GCED into online courses and e-learning systems, extending access to remote learners. Additionally, student activism and creative community projects—such as arts-based peace initiatives and environmental campaigns—reflect an emerging demand for values-driven learning that connects global issues with local contexts.
- **Threats:** Several contextual challenges may hinder long-term institutionalisation. Competing administrative priorities and limited financial resources risk fragmenting or slowing GCED initiatives. Brain drain among faculty and graduates undermines capacity retention, while the national policy emphasis on science, technology, engineering, and mathematics (STEM) disciplines continues to overshadow the role of arts-based education and its contributions to global citizenship. Broader geopolitical polarisation and the spread of misinformation also threaten the values of dialogue, empathy, and mutual understanding that underpin GCED.

These factors collectively illustrate MNUAC's current readiness for GCED integration (Figure 3.5).

Strengths <ul style="list-style-type: none">• Human-centred educational philosophy• High faculty awareness and motivation• Esteemed Values Project legacy• Active international collaboration	Weaknesses <ul style="list-style-type: none">• Lack of explicit GCED framework• Limited training and incentives• Uneven curriculum integration• Resource and language constraints
Opportunities <ul style="list-style-type: none">• Policy alignment with Vision 2050• Partnership with with UNESCO/APCEIU• Digital transformation and e-learning• Student civic and creative engagement	Threats <ul style="list-style-type: none">• Competing institutional priorities• Funding sustainability risks• Brain drain and limited faculty capacity• STEM-dominant policy climate

Figure 3.5 *SWOT Summary of the Mongolian National University of Arts and Culture's Readiness for Global Citizenship Education Integration*

Overall, the SWOT findings suggest that MNUAC is well positioned philosophically and strategically to advance GCED, yet practical institutionalisation remains at an early stage. The university's values and partnerships provide a strong base, but sustained progress will depend on translating these orientations into policy frameworks, faculty development, and coordinated initiatives across schools.

3.5 Summary and Implications

The situational analysis combining institutional review and faculty survey provides a comprehensive understanding of MNUAC's current readiness and future potential for GCED integration. Key findings from this chapter can be summarised across conceptual, structural, and practical dimensions:

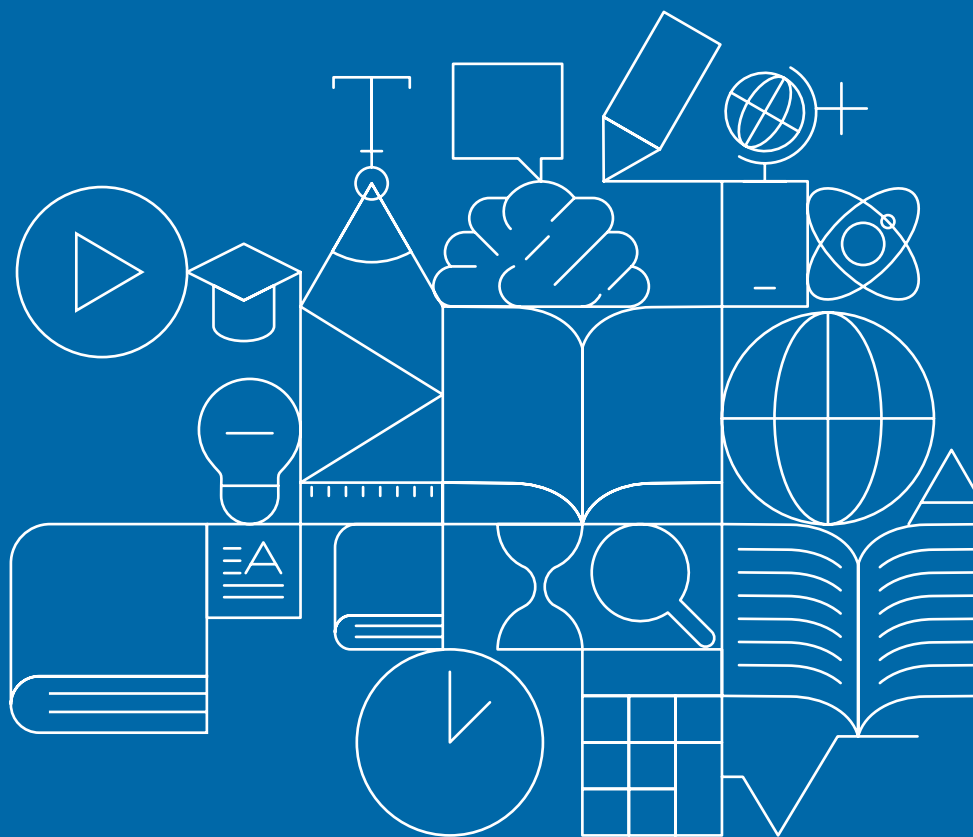
- **High conceptual and normative readiness:** MNUAC's vision, mission, and strategic directions are already closely aligned with the ethical and humanistic values at the heart of GCED. Faculty members demonstrate strong awareness and acceptance of global citizenship principles, reflecting a solid foundation for integration. This alignment provides a favorable normative environment for embedding GCED across both academic and extracurricular domains.

- **Moderate structural and procedural readiness:** MNUAC has already made meaningful progress in building the institutional foundations for GCED. Successful curriculum development initiatives, such as the Esteemed Values project, provide strong examples of how GCED principles can be embedded into teaching and research. Building on these achievements, MNUAC can further enhance structural readiness by formalizing GCED policies, refining curriculum mapping mechanisms, and developing performance indicators to ensure consistency across departments and programmes. Strengthening coordination and establishing clear guidelines will help transform these emerging successes into a coherent, system-wide framework.
- **Significant capacity-building needs:** Survey data reveal that faculty are conceptually supportive but require greater pedagogical competence and institutional backing. Professional development programmes focused on GCED pedagogy, intercultural dialogue, and global competence—particularly through training-of-trainers models—should become integral to staff development. Additionally, bilingual and context-specific teaching materials would help bridge current language barriers and promote broader faculty engagement.
- **Incremental and flexible integration pathways:** Given current capacities and institutional conditions, a phased approach to GCED integration is recommended. Pilot initiatives—such as elective courses, micro-credentials, and extracurricular projects—can serve as laboratories for innovation. These should be supported by monitoring and feedback systems to refine strategies and gradually embed GCED within curricula and institutional culture.
- **Enhancing social relevance and international standing:** GCED integration offers MNUAC the opportunity to strengthen its social role and global reputation as a cultural and artistic institution that cultivates responsible, globally aware graduates. Embedding global citizenship values into arts-based education can amplify the university’s contributions to peace, sustainability, and intercultural understanding, reinforcing Mongolia’s cultural diplomacy and soft power.

In conclusion, MNUAC exhibits both the capacity and the institutional commitment to advance GCED integration. The challenge lies in converting this conceptual alignment into operational systems of practice. Building on the findings presented here, Chapter 4 outlines practical approaches and phased implementation strategies designed to translate readiness into institutional action within MNUAC’s graduate programmes and broader academic ecosystem.

4.1 Sequencing the Approaches: A Roadmap for the Mongolian National University of Arts and Culture

4.2 Illustrative Syllabi for Selected Approaches



4. Developing Graduate-level Global Citizenship Education Courses at the Mongolian National University of Arts and Culture

This chapter outlines strategic pathways for developing graduate-level GCED courses at MNUAC, presenting a practical roadmap tailored to the institution's context and capacity. It begins by sequencing five potential approaches for integrating GCED, ranging from the establishment of an independent master's programme to the embedding of GCED themes within existing curricula and extracurricular initiatives. Each approach is assessed in terms of its regulatory alignment, institutional feasibility, and potential for sustainable implementation. The chapter then provides illustrative syllabi for selected approaches, offering concrete examples of course design and learning outcomes that align with MNUAC's educational vision. Through these proposed strategies and exemplars, the chapter aims to guide MNUAC toward a structured, scalable, and contextually grounded model for advancing GCED in graduate education.

4.1 Sequencing the Approaches: A Roadmap for the Mongolian National University of Arts and Culture

MNUAC envisions GCED not as a one-off project but as a long-term institutional commitment. To ensure sustainable integration, the five approaches introduced above can be sequenced progressively, offering both immediate entry points and a visionary goal. This sequencing also aligns with MNUAC's current capacity and the timeframe of its 2025–2030 strategic direction. The roadmap follows a pyramid structure: broad-based, short-term initiatives form the foundation, while more ambitious reforms build upward toward the ultimate goal of establishing a dedicated graduate programme.

Before reviewing the detailed steps, it is important to emphasise that the roadmap is not linear but cumulative. Short-term approaches create readiness, cultivate faculty and student interest, and generate evidence of impact. Medium-term approaches consolidate institutional structures and broaden outreach. Finally, the long-term approach embodies the university's global aspirations and unique contribution rooted in Mongolian culture and nomadic heritage.

MNUAC's GCED integration roadmap (Figure 4.1) begins with short-term measures that can be implemented immediately. Extracurricular activities such as workshops, civic engagement, and student-led initiatives can nurture communities of practice, while infusing GCED into existing syllabi offers a practical entry point that strengthens classroom impact without disrupting current

programmes. In the medium term, the university may pilot standalone GCED-centred courses—one possible title being Nomadic Heritage and Global Futures—to connect Mongolia’s worldview with global citizenship themes, and develop micro-credentials that create flexible learning pathways and extend outreach to rural learners. In the long term, MNUAC could explore establishing a graduate programme, such as a Master of Arts in Arts, Heritage, and Global Futures, co-created with international partners and rooted in Mongolia’s traditions of harmonious coexistence with nature. While still at the proposal stage, such a programme represents the guiding vision toward which these incremental steps are directed.

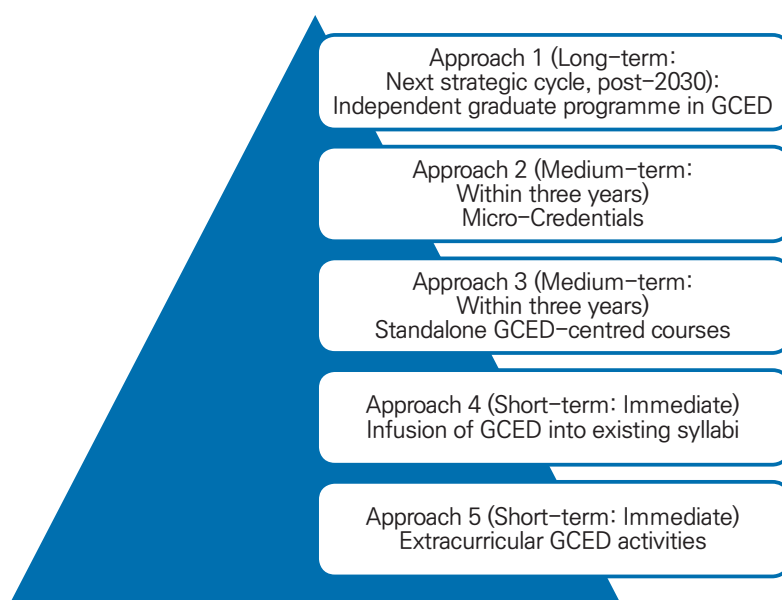


Figure 4.1 *The Mongolian National University of Education's Global Citizenship Education Integration Roadmap*

4.1.1 Regulatory and Institutional Fit of Approach 1: Independent Master's Programme in Global Citizenship Education

Among the five approaches to integrating GCED into graduate-level curricula at MNUAC, establishing an independent master's programme carries the highest strategic weight. Internationally, only a handful of precedents exist. One notable case is Seoul National University, which has developed a dedicated GCED graduate programme. The international recognition of this programme can be partly attributed to its delivery in English and its implementation through international collaboration, and its efforts to build a strong reputation. For MNUAC, such a programme would not only serve national priorities in human resource development but also raise its global academic standing by connecting Mongolian arts and culture education with international higher education networks.

- National policy and legal framework:** The creation of a GCED master's programme requires compliance with Mongolia's higher education regulations. The foundation lies in two ministerial orders: Order No. A/146 (20 March 2024) and Order No. A/287 (2 June 2025), which regulate the list of disciplines, programme names, and indices approved for graduate-level training. Since GCED is not yet included in the official programme registry, MNUAC must submit a formal proposal for its inclusion. This aligns with the General Law on Education (2023), which defines programme approval, licensing, and quality assurance processes, and the Law on Licensing (2022), which requires institutions to secure accreditation and meet standards of faculty, infrastructure, financing, and curriculum design.
- Institutional fit at MNUAC:** MNUAC's situational analysis shows a growing demand for interdisciplinary training that combines cultural studies, international relations, and sustainability with applied arts education. Graduate-level syllabi already include relevant foundation courses such as Contemporary Issues in Cultural Studies (C.CS704), Theory and Methodology of Intercultural Communication (C.CS704), International Relations (C.CL708), and Academic Research Methodology (S.RS701). These provide a strong institutional base for constructing an interdisciplinary GCED programme. In addition, graduate student surveys indicate the importance learners place on competencies such as international cultural communication, ethical development, and problem-solving. While not explicitly framed as GCED, these areas overlap significantly with GCED learning outcomes, suggesting an underlying demand for broader global competencies.
- Implementation and accreditation pathway:** The process for programme establishment can be summarized in five phases (Figure 4.2):

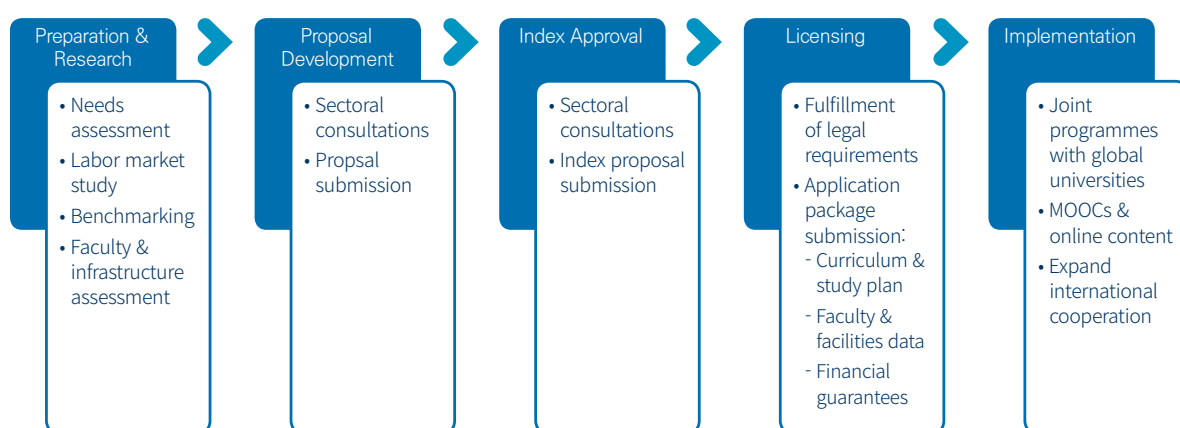


Figure 4.2 *Master's Programme Development Phases*

- ▶ **Preparation:** Conduct needs assessment, labour market research, benchmarking of international experiences (e.g., Seoul National University, UNESCO Chairs), and institutional feasibility studies.
- ▶ **Approval:** Draft proposal, hold sectoral consultations, and submit to the Ministry of Education for inclusion in the national index.
- ▶ **Legal recognition:** Secure ministerial approval of “GCED” as an official programme name and index.
- ▶ **Licensing:** Fulfill requirements under the General Law on Education and the Law on Licensing, including accreditation review of faculty, facilities, and resources.
- ▶ **Implementation:** Explore international collaboration (dual degrees, joint research, student exchanges) and online dissemination through massive open online courses (MOOCs), ensuring both accessibility and global recognition.

Institutionally, this approach would represent the first dedicated GCED graduate programme in Mongolia. It would align with Mongolia’s commitments under UNESCO’s (2024) Recommendation on Education for Peace, Human Rights and Sustainable Development, and contribute to national education reforms aimed at preparing globally competitive citizens. For MNUAC, such a programme would strengthen its profile as an innovator in arts and culture education, enabling students to bridge Mongolian nomadic heritage and global citizenship values, and providing the country with graduates trained in intercultural leadership, sustainability, and global ethics.

4.1.2 Feasibility of Approach 2: Micro-Credentials

Micro-credentials only gain value when learners and institutions recognise them as meaningful achievements that can be connected to broader learning and professional pathways (Organisation for Economic Co-operation and Development [OECD], 2021; UNESCO, 2021). At MNUAC, the Institute for Continuing Education in Arts and Culture provides a natural home for piloting GCED micro-credentials. The Institute already delivers short-term and non-degree programmes and is institutionally positioned to develop courses that are both flexible and stackable. A learner may begin with a short course such as Mongolian Core Values and Global Citizenship Competencies, accumulate additional modules, and ultimately transfer them into a graduate-level programme. This layered pathway reflects global practices in higher education that emphasize inclusivity and lifelong learning (OECD, 2021; UNESCO, 2021).

During stakeholder interviews, however, it was noted that existing short-term trainings generally replicate the curricula of degree programmes. While this ensures academic rigour, it also reproduces the current imbalance: degree courses at MNUAC are largely situated in the cognitive domain (e.g., knowledge, analysis, theory), with limited integration of socio-emotional and behavioural domains. If

micro-credentials are developed in the same way, they risk becoming condensed lectures rather than transformative GCED experiences.

For this reason, the roadmap recommends that each micro-credential incorporate project-based assignments or capstone activities (e.g., designing a student workshop, producing a storytelling campaign, or piloting a peace club). These outputs explicitly integrate the socio-emotional and behavioral domains, ensuring that learning moves beyond knowledge into empathy, dialogue, and action (Freire, 2000; Hooks, 1994).

Figure 4.3 illustrates the five development phases of micro-credentials currently used at MNUAC—Preparation, Planning, Implementation, Quality Assurance, and Sustainability. This model is a practical workflow rather than an externally validated framework. Nevertheless, it provides a structured entry point for embedding GCED values if each step is deliberately linked to all three domains of learning.

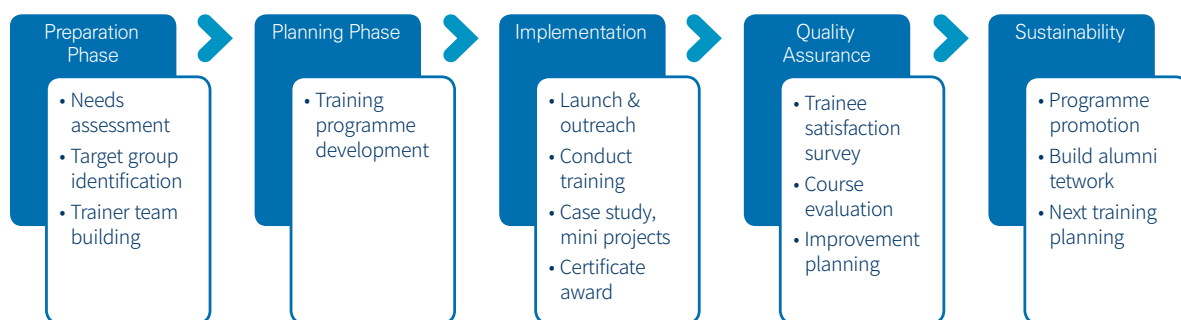


Figure 4.3 *Micro-credentials Development Phases*

Our observations show that the current design skews cognitive (knowledge and analysis). To address this, each step in the development sequence now carries a domain check and evidence prompt to ensure that socio-emotional and behavioral learning are integrated alongside the cognitive.

- **Preparation → Domain check.** Do the stated learner needs include empathy, perspective-taking, or civic action needs, not just knowledge gaps?
(Evidence: needs-analysis items tagged to socio-emotional/behavioural aims).
- **Planning → Domain check.** Are course learning objectives (CLOs) and activities mapped to all three GCED domains?
(Evidence: CLO map with at least one socio-emotional outcome and one behavioural outcome; rubrics specify criteria for dialogue quality and action design.)

- ▶ **Implementation → Domain check.** Does weekly work include dialogue/arts-based engagement and an action design step, not only readings and quizzes?
(Evidence: facilitation plan; peer-dialogue protocol; action canvas.)
- ▶ **Quality assurance → Domain check.** Do evaluations capture attitude/agency shifts as well as knowledge?
(Evidence: brief pre/post items on empathy/agency; instructor observation notes.)
- ▶ **Sustainability → Domain check.** Are there post-course continuations (club seed, partner link, or dissemination) to carry behaviour beyond the course?
(Evidence: alumni mailing list, micro-grant call, or showcase page.)

By making these domain checks explicit, MNUAC avoids the risk of replicating cognitive-heavy syllabi and ensures that its GCED micro-credential programmes genuinely embody transformative education.

4.1.3 Feasibility of Approach 3: Introducing New Global Citizenship Education Courses

Introducing new GCED courses is a feasible and structured pathway for MNUAC to embed global citizenship into graduate curricula without the high resource demand of launching a new programme. The process is already well defined through national regulations and internal procedures (see Figure 4.4). What determines its success, however, is not the approval steps themselves but the clarity of vision, resources, and faculty readiness invested into course design.

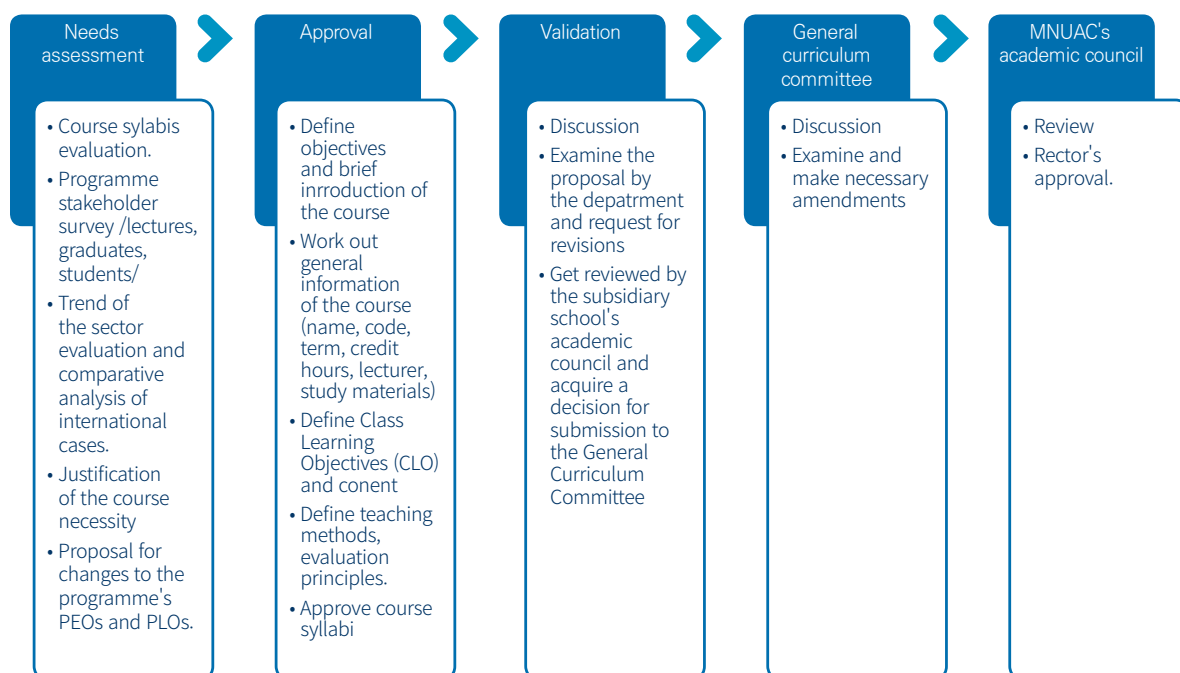


Figure 4.4 *New Course Development Phases in the Existing Programme Curriculum*

For MNUAC, this approach carries particular significance. As outlined in Chapter 3, the university has committed itself to uncovering and strengthening Mongolians' common values, which were weakened by decades of external influence and identity fragmentation. Embedding these values into GCED courses enables MNUAC to contribute to social harmony and collective betterment while situating Mongolian heritage in dialogue with global citizenship themes. In doing so, the university reaffirms its graduate profile: producing culturally grounded professionals who can engage ethically, critically, and collaboratively on global challenges. To realise this, several conditions must be prepared:

- ▶ Faculty capacity-building in GCED pedagogy and interdisciplinary teaching.
- ▶ Learning resources that integrate UNESCO's three GCED domains (cognitive, socio-emotional, behavioural) while being rooted in Mongolian cultural values research.
- ▶ Course visibility and positioning, ensuring that new GCED electives are marketed not only to full-time graduate students but also to in-service educators, NGO professionals, and cultural practitioners seeking continuing education.

Standalone GCED courses may appear modest in scope, but they function as strategic anchor points. Once developed, they can be bundled into micro-degree tracks (Approach 2), inspire curriculum

renewal across existing syllabi (Approach 4), and ultimately contribute to the foundation of a full interdisciplinary programme (Approach 1). Thus, Approach 3 balances procedural feasibility with long-term transformative potential, advancing MNUAC's mission of linking Mongolian values with global citizenship for social and cultural renewal.

4.1.4 Feasibility of Approach 4: Embedding Global Citizenship Education Content into Existing Courses

Among the five approaches reviewed, embedding GCED into existing courses provides the most immediate and low-cost entry point. It allows MNUAC to build on what is already in place while gradually transforming graduate education. Because syllabus revisions are decided at faculty and departmental level, they are more agile than programme-level reforms and can be piloted without heavy institutional burden.

At present, many of MNUAC's non-arts courses, such as Academic Research Methodology or Intellectual Property Law, remain highly cognitive in orientation. While they effectively cultivate analytical knowledge, they often underrepresent the socio-emotional and behavioral domains of GCED. This creates both a challenge and an opportunity: embedding GCED content encourages lecturers to re-examine the balance of their courses and expand beyond knowledge transmission.

For faculty, the value of this approach lies in three areas:

- **Balanced learning domains:** Revising CLOs to ensure that empathy, intercultural dialogue, and civic action are addressed alongside cognitive competencies.
- **Transformative pedagogy:** Integrating methods such as dialogue, project-based learning, role play, and reflective practice to create learner-centred, action-oriented classrooms.
- **Incremental feasibility:** Starting with modular updates (readings, case studies, assignments) rather than full course redesigns, making the transition manageable for instructors.

The embedding process follows a three-stage cycle already familiar to the university (Figure 4.5). This structured path allows lecturers to gradually introduce GCED components into their syllabi, monitor outcomes, and refine their teaching.

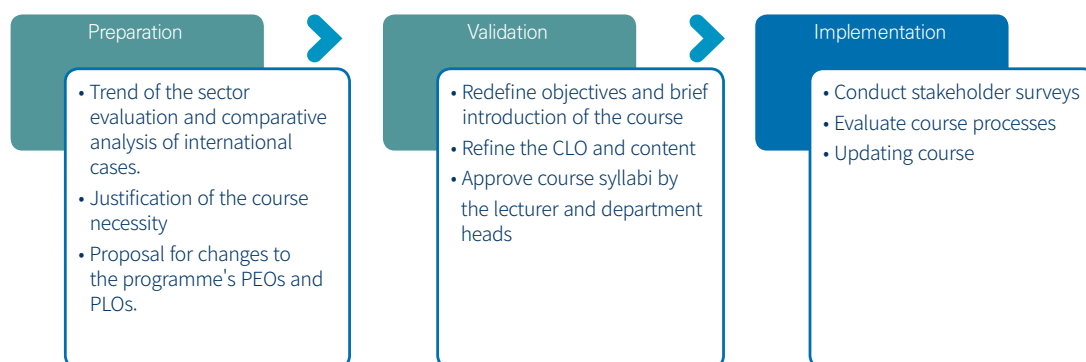


Figure 4.5 *Embedding Global Citizenship Education Content into Existing Courses*

4.1.5 Feasibility of Approach 5: Extracurricular and Co-Curricular Integration of Global Citizenship Education

Extracurricular and co-curricular activities offer a complementary pathway to advance GCED in ways that are experiential, participatory, and action-oriented. They balance the cognitive emphasis of formal curricula by strengthening socio-emotional and behavioural learning, while extending GCED into everyday university life.

MNUAC already has a foundation through its four-year student development programme, which includes arts festivals, heritage initiatives, and student-led clubs linking cultural values with social responsibility. Building on this experience, GCED can be introduced in formats such as:

- **GCED lecture series and thematic weeks:** Thematic events where guest speakers and cultural practitioners engage students in dialogue on peace, sustainability, and intercultural understanding. Such initiatives are consistent with APCEIU-supported extracurricular models in Korean HEIs;
- **Student-led action labs:** Small-scale projects designed and implemented by graduate students to apply GCED values to real-world cultural and social challenges, reflecting UNESCO's action-oriented pedagogy;
- **Arts-based civic engagement projects:** Performance, visual arts, and media are used to foster empathy, non-violence, and inclusion. This aligns with MNUAC's disciplinary strengths in arts and culture;
- **Collaborations with NGOs and international organisations:** Partnerships that extend learning beyond campus and align extracurricular programme with SDG 4.7.

The feasibility of this approach is reinforced by Mongolia's General Law on Education (2023a, revised), which explicitly recognises informal and lifelong learning as part of the education system (Art. 7.1–7.4)

and affirms students' rights to participate in voluntary and humanitarian activities (Art. 10.1). At the institutional level, MNUAC also has a regulation on employing students and appointing master's and doctoral candidates as assistants, which can be mobilised to support extracurricular GCED programmes. This provides a practical mechanism to address one of the main bottlenecks—the lack of dedicated administrative staff to regulate or sustain such activities—by enabling student assistants to take coordination roles under faculty supervision.

Implementation follows the established four-stage cycle (Figure 4.6):

- **Preparation:** Needs assessment and co-design of activities with faculty and students
- **Validation:** Endorsement within the student development framework
- **Implementation:** Delivery of extracurricular programmes and partnerships
- **Quality assurance:** Monitoring, evaluation, and iterative improvement

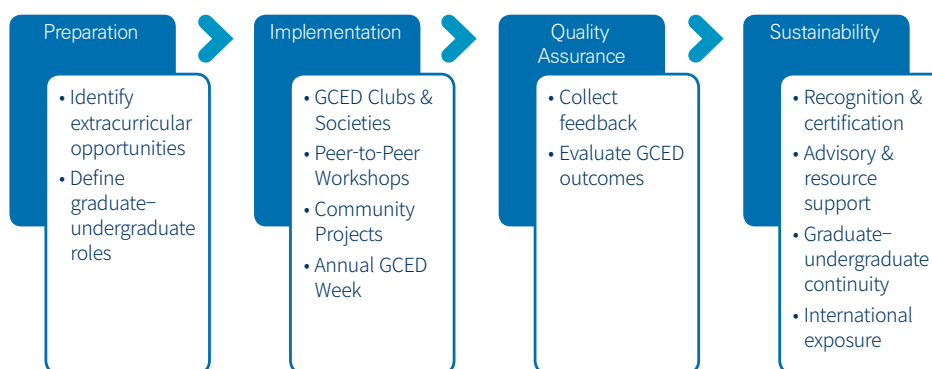


Figure 4.6 *Extracurricular and Co-Curricular Activity Development Phases*

Overall, Approach 5 is highly feasible for MNUAC. While its curricular depth is lower than formal degree programmes or standalone courses, it leverages existing structures, requires modest resources, and ensures inclusivity by engaging students across disciplines. It therefore provides both an immediate entry point and a sustainable complementary channel for embedding GCED values at the university.

4.2 Illustrative Syllabi for Selected Approaches

In the previous section, we examined the feasibility of five distinct approaches to integrating GCED into graduate education at MNUAC, ranging from comprehensive programme development to extracurricular initiatives. Each approach was assessed against institutional policies, regulatory frameworks, and

long-term aspirations. While the analysis helped to identify possible pathways, the following question remains: How would GCED actually take shape inside the classroom and through student learning?

This section presents illustrative syllabi developed by drawing selected approaches from APCEIU's (2023b) *Common Curriculum Guide*. These examples serve as prototypes for faculty and curriculum developers. The intention is not to prescribe fixed course designs, but to demonstrate how GCED domains—cognitive, socio-emotional, and behavioural—can be translated into concrete course objectives, weekly topics, teaching methods, and evaluation strategies.

By positioning GCED within both new offerings (such as micro-credential programmes) and existing courses (through embedded modules), as well as within extracurricular activities, these examples bridge vision and practice. They further underscore the potential of Mongolian cultural values—such as nomadic coexistence, heritage preservation, and intercultural dialogue—to serve as anchors for cultivating global citizenship competencies. The following subsections therefore illustrate selected syllabi under three approaches:

- ▶▶ Micro-credential course prototypes (Approach 2)
- ▶▶ Embedded GCED components in existing courses (Approach 4)
- ▶▶ Extracurricular programme models (Approach 5)

Together, these examples offer a practical reference point for turning policy alignment and feasibility studies into tangible curriculum designs, making GCED integration a concrete and actionable step for not only MNUAC, but also other Mongolian HEIs.

4.2.1 Illustrative Syllabus for Approach 2: Micro-Credential Courses

The micro-credential course presented here builds on MNUAC's roadmap in Section 4.1, where it was noted that MNUAC's short-term trainings typically replicate degree programme syllabi, leading to an overemphasis on the cognitive domain. To correct this imbalance, the micro-credential prototype incorporates all three GCED domains, concluding with a capstone project that requires learners to demonstrate leadership through applied action. The one-month course (3 credits) follows the Common Curriculum Guide format (APCEIU, 2023b).

Table 4.1 *Prototype Micro-Credential Syllabi*

Course title	Global Citizenship in Action: Skills for Leadership and Engagement			
Credit hours	3 credits (45 contact hours + 90 independent learning hours)			
Course description	This intensive one-month course introduces participants to global citizenship as a lived practice rather than an abstract concept. Through dialogue, creative methods, and project-based learning, learners will build the skills needed to lead, engage, and take action in diverse cultural and community settings. Emphasis is placed on transformative leadership that bridges Mongolian cultural values with global challenges, empowering learners to move from reflection to real-world impact.			
Course learning objectives (CLOs)	<p>By the end of the course, learners will:</p> <ol style="list-style-type: none"> 1. Cognitive: Identify key GCED frameworks and explain their relevance to leadership in higher education and cultural sectors. 2. Socio-emotional: Strengthen empathy, dialogue, and intercultural communication through participatory exercises. 3. Behavioural: Apply leadership skills to design and implement a small-scale GCED action project. 			
Weekly topics and activities	Week	Theme	Learning activities	GCED domain focus
	1	Becoming a global citizen	Interactive lecture: What is GCED? Dialogue circle: "Who am I as a citizen of my community and the world?"	Cognitive, Socio-emotional
	2	Skills for leadership and engagement	Theatre of the Oppressed workshop; storytelling and empathy-building activities	Socio-emotional
	3	From awareness to action	Case labs on peace clubs, arts campaigns, climate action; team-based project design	Cognitive, Behavioural
	4	Capstone in action	Showcase of group projects; reflection essays; peer assessment and feedback	Behavioural, Socio-emotional

Teaching methods	<ul style="list-style-type: none"> • Interactive lectures with open dialogue • Arts-based activities (theatre, storytelling, creative expression) • Peer learning and teamwork • Project-based learning with community relevance
Assessment	<ul style="list-style-type: none"> • Reflection journals (20%) • Active participation in dialogue and workshops (20%) • Capstone project (60%): design and present a leadership initiative or action plan (e.g., campaign, workshop, club, creative intervention).
Note	Capstone projects are intended as starting points for extracurricular engagement. Students are encouraged to extend their work into peace clubs, dialogue groups, or creative campaigns to sustain impact beyond the course.

This prototype illustrates how GCED can be piloted as a short, credit-bearing micro-credential that balances the three domains and concludes with applied leadership projects. Such courses provide flexible entry points and can connect directly to extracurricular initiatives, reinforcing learning beyond the classroom. Yet, for GCED to take root across MNUAC, it cannot rely on new courses alone. The next subsection therefore turns to embedded syllabi, demonstrating how GCED competencies may be integrated into existing graduate courses, ensuring that transformation extends into the heart of the curriculum.

4.2.2 Illustrative Syllabi for Approach 4: Embedding Global Citizenship Education into Existing Courses

By embedding GCED into existing graduate courses, MNUAC ensures that global citizenship is not treated as an optional theme but is woven into the intellectual and professional formation of students. The illustrative syllabi (Table 4.2) demonstrate that even long-established subjects can be reframed to balance analytical knowledge with intercultural empathy, civic agency, and Mongolian cultural values such as hospitality, coexistence, and respect for nature.

Table 4.2 *Prototype GCED-Embedded Course Syllabi*

Course title	Theory and Methodology of Intercultural Communication – GCED Embedded Version
Credit hours	3 credits (48 contact hours + 96 independent learning hours; 12 weeks)
Course description	This graduate-level course introduces students to the theories and methodologies of intercultural communication (ICC) while embedding GCED domains throughout. Learners will explore how communication is shaped by cultural values, including Mongolia's traditions of hospitality, nomadic coexistence, and respect for nature, alongside global theories and practices. Emphasis is placed on intercultural empathy, ethical responsibility, and applying communication strategies to address contemporary global challenges.

4. Developing Graduate-level GCED Courses at MNUAC

Course learning objectives (CLOs)	<p>By the end of the course, learners will:</p> <ol style="list-style-type: none"> 1. Cognitive: Explain key ICC theories and apply them to both global contexts and Mongolia's cultural practices of dialogue and coexistence. 2. Socio-emotional: Demonstrate empathy and tolerance by reflecting on Mongolian traditions of hospitality, solidarity, and respect for difference in intercultural encounters. 3. Behavioural: Apply intercultural skills in real or simulated contexts, designing strategies that draw on Mongolian cultural values while addressing global challenges. 			
Weekly topics and activities	Week	Theme	Learning activities	GCED domain focus
	1	Culture and communication	Introductory lecture on ICC; dialogue circle: "Culture in my identity"	Cognitive, Socio-emotional
	2	Five dimensions of culture (Hofstede, Hall)	Group analysis of case studies; mapping Mongolian vs. global contexts	Cognitive
	3	Fundamental factors of ICC	Seminar on meta-theories; critical discussion of cultural stereotypes	Cognitive, Socio-emotional
	4	Entering a foreign culture	Role-play on culture shock and adaptation; reflection journals	Socio-emotional
	5	Comparing cultural systems	Debate: "High vs. low context communication in the digital age"	Cognitive, Behavioural
	6	Verbal and non-verbal communication	Workshop on paralanguage, gestures, proxemics; intercultural miscommunication case lab	Cognitive, Socio-emotional
	7	Intercultural business communication	Simulation: intercultural negotiation and conflict resolution	Behavioural
	8	Dialogue and Asian communication philosophy	Seminar on dialogue theory; reflective essay: "Listening as global citizenship"	Socio-emotional
	9	Researching intercultural communication	Methodology lecture; assignment: design a mini-ICC research proposal addressing a global issue	Cognitive, Behavioural
	10	ICC and global issues	ICC and Global Issues: Case lab on migration, climate, and solidarity, as linked to Mongolia's heritage of living with nature.	All three domains
	11	Student-led workshops	Small groups design and lead intercultural dialogue activities	Behavioural, Socio-emotional
	12	Capstone reflection	Presentation of projects; peer feedback; reflective essay on personal growth as intercultural communicator	Socio-emotional, Behavioural

Teaching methods	<ul style="list-style-type: none"> • Interactive lectures and seminars • Case study analysis and debates • Role-play and simulations • Peer-led workshops • Reflective writing and journals
Assessment	<ul style="list-style-type: none"> • Participation and reflective journals (20%) • Independent assignment: comparative ICC analysis (20%) • Group project: intercultural negotiation or dialogue workshop (30%) • Final project: mini research proposal with GCED dimension (30%).
Note	Capstone projects are encouraged to connect with extracurricular GCED initiatives (see Section 4.3.3), enabling students to extend their dialogue or research projects into student clubs, community workshops, or creative campaigns.

In this way, the classroom becomes a space where local heritage meets global challenges, preparing graduates to act with both national responsibility and international awareness. At the same time, classroom integration alone is not sufficient; for GCED to shape student identity in lasting ways, learning must extend into lived experiences of collaboration, creativity, and engagement. The next subsection therefore turns to extracurricular programmes (Approach 5), where students carry GCED competencies into dialogue clubs, cultural campaigns, and community-based initiatives that bridge academic knowledge with real-world action.

4.2.3 Illustrative Syllabus for Approach 5: Extracurricular Programmes

The previous examples demonstrate how GCED can be piloted as credit-bearing micro-credentials and embedded within existing graduate courses. Yet, both models highlighted the importance of sustaining student projects and dialogue beyond the classroom. Extracurricular programmes provide that continuity: it is the space where capstones evolve into practice, where intercultural dialogue becomes lived experience, and where students can take ownership of GCED as part of their daily university life.

This approach also reflects MNUAC's designation of the 2025–2026 academic year as a Year for Advancing Curriculum Diversity, which calls for expanding learning opportunities in both formal and non-formal modes. Extracurricular activities at MNUAC—such as cultural festivals, heritage clubs, and community initiatives—already embody this diversity. By structuring them within the *Common Curriculum Guide* format (APCEIU, 2023b), they can gain clearer direction, alignment with GCED domains, and recognition through certificates of completion.

Importantly, this prototype extracurricular programme is designed to connect with both micro-credential and embedded courses. Students completing Global Citizenship in Action (Table 4.1) may extend their capstone projects into clubs or campaigns through this programme. Those in Intercultural Communication (Table 4.2) may test dialogue models or research proposals in real community contexts.

The extracurricular programme thus becomes a bridge where academic knowledge, leadership skills, and civic engagement converge.

Table 4.3 *Prototype Extracurricular Programme Syllabi*

Course title	World Arts for Global Justice			
Duration	6 weeks (2 hours per week + project work)			
Programme description	This extracurricular programme introduces GCED as a lived practice through arts and cultural engagement. Designed as a six-week non-credit workshop series, it emphasises experiential learning, creativity, and student initiative. Participants explore how global issues such as peace, sustainability, and intercultural dialogue intersect with Mongolian cultural values, while graduate student assistants support facilitation and project design. The programme culminates in a student-led showcase, ensuring that knowledge is transformed into action and community engagement.			
Programme objectives	<ul style="list-style-type: none"> • Cognitive: Understand GCED values (peace, sustainability, intercultural dialogue) and link them to Mongolian cultural heritage. • Socio-emotional: Build empathy, teamwork, and intercultural skills through arts-based dialogue. • Behavioural: Apply GCED values in student-led projects addressing local/global challenges. 			
Course learning objectives(CLOs)	Participants will be able to: Explain GCED concepts and relate them to Mongolian cultural values. Demonstrate empathy and intercultural collaboration. Design and implement a small-scale arts-based civic engagement project. Reflect critically on their growth as global citizens.			
Weekly topics and activities	Week	Theme	Content and methods	GCED domain focus
	1	Introduction: Arts and global citizenship	Orientation, keynote lecture, team-building	Cognitive, Socio-emotional
	2	Peace, justice and sustainability through arts	Case studies, guest dialogue	Cognitive
	3	Dialogue and empathy workshop	Intercultural role-plays; collaborative arts	Socio-emotional
	4	Design lab I	Teams plan mini-projects	Behavioural
	5	Design lab II	Project implementation + peer feedback	Behavioural, Socio-emotional

Weekly topics and activities	6	Showcase and reflection	Project presentations + reflection circle	Behavioural, Cognitive
Teaching and learning activities	<ul style="list-style-type: none"> • Lectures and guest talks • Arts-based workshops • Group design labs • Reflection journals and peer dialogue 			
Evaluation (Non-credit Recognition)	<ul style="list-style-type: none"> • Attendance and active participation (required) • Reflective journal (weekly entries) • Group project (concept note + final presentation) • Certificate of completion issued upon fulfillment 			
Note	<p>This extracurricular programme is primarily designed for graduate students across all schools, though interested undergraduates may also participate. Activities are guided by a faculty mentor and supported by graduate student assistants in accordance with MNUAC's regulation on employing master's and doctoral candidates as assistants. Upon successful completion of all sessions and the final showcase, participants receive a certificate of completion as formal recognition of their engagement.</p>			

While the prototype syllabus outlines themes and weekly flow, its success also depends on how extracurricular programmes are facilitated. APCEIU's (2023b) *Common Curriculum Guide* emphasizes that such activities should be structured and sustainable, not one-off events. For MNUAC, this means:

- **Framing the programme clearly:** Choosing a format (such as a lecture series, action lab, or arts-based project), setting intended learning outcomes, and linking each activity to GCED domains as well as formal courses for coherence;
- **Empowering student roles:** Appointing graduate student assistants as facilitators under existing regulations, not only for administrative tasks but also as co-designers and peer guides to sustain student ownership of GCED practices;
- **Structuring the activities:** Offering at least six sessions per semester, with each session mapped to one of the three GCED domains—cognitive, socio-emotional, behavioral domains—to ensure balance;
- **Recognising and assessing learning:** Replacing exams with reflective journals, project showcases, and certificates of completion, with the possibility of stacking outputs toward micro-credentials (Section 4.2.1);
- **Ensuring sustainability:** Encouraging clubs or labs to continue projects after the programme ends, while archiving outputs digitally (such as online exhibitions, student project repositories) to provide continuity and evidence of GCED practice.

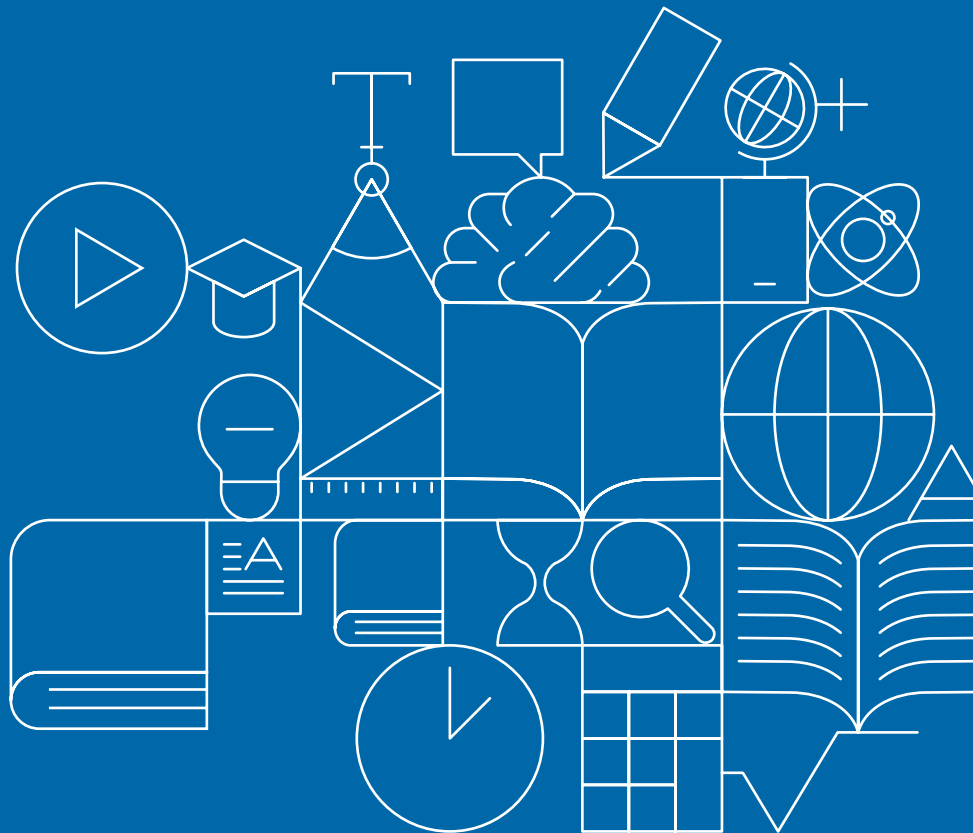
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This prototype demonstrates how extracurricular GCED programmes can be structured with the same clarity as formal syllabi, while remaining flexible and participatory. Not only does it address institutional bottlenecks by engaging graduate student assistants in coordination, but it also ensures domain balance across knowledge, empathy, and action. Most importantly, it helps to sustain the interconnectedness of approaches: micro-credential projects find continuation, embedded course assignments find practice, and students collectively bring GCED into the everyday rhythm of MNUAC's cultural and academic life.

5. Conclusion

5.1 Key Findings

5.2 Policy Directions and Implications



5. Conclusion

Preceding chapters traced the conceptual foundations, situational analysis, and context-specific applications of GCED at MNUAC. In this chapter, the research team concludes the report by synthesising the key findings and translating them into policy-relevant implications for the development of GCED within Mongolian higher education. Building on this synthesis, this chapter then articulates strategic directions and policy implications not only addressing MNUAC's institutional realities but also providing guidance for other HEIs in Mongolia.

5.1 Key Findings

This report has set out to explore the development of graduate-level GCED courses within Mongolian HEIs, with a specific focus on MNUAC as a pilot context. Chapter 1 established the broader rationale for this endeavor by situating GCED within the global educational discourse and linking it to the urgent challenges of the 21st century. GCED has emerged not merely as a supplementary paradigm, but as a transformative framework aimed at cultivating learners' capacities to address complex global crises, from inequality and climate change to conflict and social polarisation. The introduction also underscored the alignment of GCED with international commitments such as the SDGs and UNESCO's *Recommendation on Education for Peace, Human Rights and Sustainable Development* (UNESCO, 2024), positioning GCED as both a normative and policy-driven imperative for higher education. In this regard, the report framed the integration of GCED into Mongolian higher education as a timely and necessary response to global trends as well as local educational aspirations.

Chapter 2 provided the conceptual and practical foundation for this project by presenting five approaches to integrating GCED into higher education. These approaches delineated diverse pathways ranging from embedding GCED as discrete courses, integrating it into existing curricula, and designing co-curricular and experiential programmes, to building cross-disciplinary modules and long-term specialised programmes. Each approach reflects varying levels of institutional commitment, resource allocation, and pedagogical scope, thereby offering a flexible framework that Mongolian universities may adapt to their specific capacities and strategic goals. Notably, these approaches were not presented as mutually exclusive, but rather as complementary and potentially sequential. The chapter demonstrated how a phased adoption of these approaches could allow institutions to experiment with limited modules or projects at the initial stage, gradually moving toward the institutionalisation of comprehensive programmes. By laying out this conceptual model, the chapter sets the stage for applying these approaches to the Mongolian higher education context, serving as the analytical bridge between global discourse and local adaptation. This chapter also presents selected cases of GCED integration in Korean universities, focusing on initiatives that incorporate GCED into research, outreach, and community engagement.

Chapter 3 shifted the focus to a situational analysis of GCED at MNUAC, offering an empirical foundation for curriculum development. This analysis highlighted both enabling conditions and constraints. On the one hand, MNUAC possesses distinctive strengths, including its cultural and artistic orientation, its international partnerships, and its institutional interest in innovation and global relevance. These assets provide a fertile ground for embedding GCED in ways that resonate with the university's identity. On the other hand, several challenges were identified, such as limited faculty capacity and expertise in GCED, the absence of explicit institutional frameworks, language and digital divides, and gaps in resource allocation. The situational analysis thus provided a realistic account of the opportunities and constraints, emphasising that the integration of GCED would require both pedagogical innovation and systemic support. This chapter reinforced the necessity of adopting a pragmatic, staged approach tailored to MNUAC's current capacities while still aspiring to long-term transformation.

Building on these foundations, Chapter 4 offered the most substantive portion of the report by translating the five approaches into practical models and examples specific to MNUAC. This chapter illustrated how each approach could be applied in the Mongolian context. For instance, it proposed the inclusion of GCED as short modules or micro-credentials within existing graduate courses (Table 4.1), the embedding of GCED themes into cultural and artistic curricula (Table 4.2), the development of co-curricular initiatives such as student advocacy projects or community partnerships (Table 4.3), and the gradual design of interdisciplinary courses that bring together multiple faculties. The chapter culminated in recommendations for developing more comprehensive graduate-level GCED programmes, demonstrating how MNUAC could evolve from exploratory initiatives to structured degree pathways. Importantly, these proposals were presented as part of a phased roadmap, acknowledging current institutional limitations while envisioning progressive expansion. The emphasis on phased development—starting with pilot modules and co-curricular activities and moving toward institutionalised graduate programmes—reflects both the flexibility and adaptability of the five approaches. This staged logic also underscores the report's central insight: that embedding GCED in higher education is not a singular act but an iterative process requiring sustained institutional commitment, capacity-building, and alignment with broader policy frameworks.

Taken together, the four chapters present a coherent theme—GCED integration in Mongolian higher education requires both the visionary and the practical. The former is articulated through the transformative aims of GCED and its resonance with global educational agendas, while the latter is reflected in the stepwise adoption of approaches suited to institutional realities. This balance of aspiration and feasibility represents the core contribution of the report, positioning MNUAC not only as a site of local curriculum innovation but also as a potential model for other HEIs in Mongolia and beyond.

5.2 Policy Directions and Implications

The synthesis of findings from this study underscores the importance of embedding GCED into higher education in Mongolia not as a peripheral endeavour but as a central curricular priority. For MNUAC, the pathway toward graduate-level GCED courses offers lessons that can guide both institutional reform and broader national policy directions. The recommendations can be organised around several interrelated domains that combine institutional realities with long-term aspirations. The roadmap offered by the report is relevant not only to MNUAC but also to other HEIs seeking to integrate GCED.

5.2.1 Institutional Governance and Strategic Alignment

First, governance and strategic alignment constitute a critical foundation. For successful GCED integration, institutional leadership must articulate GCED as a core component of the university's mission and strategic plans. At MNUAC, aligning GCED with its vision of human-centred education and with national higher education strategies provides legitimacy and policy support. This also includes ensuring adequate educational resources, digital infrastructure, and quality assurance self-evaluative systems. Other Mongolian universities should similarly position GCED within their institutional frameworks, linking it explicitly to national development priorities and international commitments. Such alignment strengthens accountability and ensures that GCED initiatives are not ad hoc but embedded in long-term planning and resource allocation.

5.2.2 Curriculum Design and Phased Implementation

Curriculum development requires a phased and flexible approach. The five approaches outlined and exemplified in Chapter 2 and Chapter 4 illustrate how universities can progressively incorporate GCED, from embedding modules within existing courses to establishing full-fledged graduate programmes. For MNUAC, the short-term priority lies in micro-credential courses and the integration of GCED modules into cultural and artistic curricula, while longer-term aspirations may include interdisciplinary graduate programmes. This staged approach provides both immediacy and vision, enabling gradual institutionalisation while maintaining adaptability. Other Mongolian HEIs can adopt a similar pathway, beginning with low-cost, low-risk strategies such as co-curricular workshops and pilot modules, and scaling up toward specialised GCED programmes as capacity grows. This roadmap not only ensures adaptability but also reflects the flexibility of the five approaches introduced in the report, allowing institutions to tailor implementation to their unique contexts.

5.2.3 Faculty Development and Student Engagement

No curriculum reform is sustainable without investment in faculty capacity and student participation. At MNUAC, faculty training programmes, workshops, and collaborative research opportunities are essential to cultivate pedagogical expertise in GCED. Developing innovative teaching methods that emphasise critical pedagogy, intercultural dialogue, and experiential learning will be key to linking the university practices of arts and culture with global challenges. Equally important is the creation of structured evaluation tools to assess competencies such as empathy, global awareness, and civic responsibility. A national-level framework for GCED assessment could further support consistency and comparability across institutions, reinforcing GCED as a recognised dimension of graduate education. Simultaneously, students must be engaged through structured opportunities such as advocacy projects, intercultural dialogues, and community-based initiatives. Embedding these activities into credit-bearing frameworks ensures both sustainability and academic recognition. For other HEIs, strengthening faculty development and empowering students to co-create GCED initiatives should be treated as parallel priorities.

5.2.4 Partnerships and Networking for Sustainability

GCED integration thrives when supported by strong networks. MNUAC can leverage its existing international partnerships to establish joint curricula, virtual exchanges, and collaborative research. At the national level, building a consortium of Mongolian HEIs committed to GCED would enable resource-sharing, collective advocacy, and policy influence. International organisations such as UNESCO and APCEIU can further support these initiatives by providing technical expertise, training, and platforms for global dialogue. Such partnerships ensure that GCED integration is not an isolated experiment but a sustained, collaborative effort.

In conclusion, the policy directions outlined here emphasise a balanced approach that combines vision with pragmatism. For MNUAC, the immediate steps of introducing micro-credentials, embedding GCED into existing syllabi, and institutionalising co-curricular programmes represent accessible and meaningful entry points. For other Mongolian HEIs, adopting a similarly sequenced approach provides flexibility while ensuring steady progress toward institutionalisation. At the national level, creating supportive policies, faculty development initiatives, and inter-university networks will be essential to scale up these efforts. By advancing along this roadmap, Mongolian HEIs can contribute not only to national educational reform but also to the global movement for cultivating responsible, engaged, and globally competent citizens.

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Annex. Faculty Survey Questionnaire (English Translation)

1. In the past five years, what types of international projects or activities have you participated in?

- Research project
- Arts and cultural collaboration
- International conference/workshop
- Creative residency abroad
- Online training
- Joint training programmes, seminars
- Teacher development or exchange programmes
- None
- Other

2. I am willing to participate in international and external organisations' projects.

Strongly disagree / Disagree / Neutral / Agree / Strongly agree

3. I feel prepared and confident when teaching, conducting research, or creating art in collaboration with international partners.

Strongly disagree / Disagree / Neutral / Agree / Strongly agree

4. In your opinion, what would most help you to increase effective participation in international projects and collaborations? (Select the three most important)

- Flexible workload/teaching hours
- Financial support (travel, materials, etc.)
- Foreign language training or interpreter support
- Project management and collaboration training
- Opportunities for joint art/academic activities, exchanges, residencies
- Information and networking opportunities
- Supportive internal policies
- Formal administrative encouragement and recognition
- Other

5. Are you interested in international projects and programmes?

Y/N

6. To what extent do you agree with the following statements?

- Promoting intercultural understanding is important in higher education.
- It is important to motivate students to focus on global challenges (climate change, inequality, etc.).
- Higher education should aim to foster socially responsible and ethical citizens.
- Respecting cultural and individual differences benefits students' futures.
- I support fostering students who can contribute to building a peaceful, just, and inclusive world.

Strongly disagree / Disagree / Neutral / Agree / Strongly agree

7. To what extent are the following concepts included in the content of the courses you teach?

- International interdependence and sustainable development
- Peace and conflict resolution
- Climate change and environmental protection
- Cultural diversity and intercultural understanding
- Media and digital literacy
- Social justice and systemic inequality
- Poverty and social inequality

Strongly disagree / Disagree / Neutral / Agree / Strongly agree

8. How much knowledge do you have about the concept of global citizenship education (GCED)?

- No knowledge
- Have heard of it
- General knowledge
- Extensive knowledge

9. What is your position on integrating GCED into teaching?

- I am interested in participating in professional development training related to GCED.
- I need GCED materials that are relevant to my field and directly usable.
- It is better to start GCED with small projects or elective courses.
- Embedding GCED across all programmes should be the school's goal.

10. Please identify the challenges you may face in incorporating GCED content into your teaching and research. (Select the three most important)

- Lack of time
- Lack of knowledge/experience
- Not included in university strategies/policies
- Rigid curriculum
- Not relevant to my discipline
- No significant challenges
- Other

11. Which school/faculty are you affiliated with?

- School of Fine Arts
- School of Visual Arts Academy
- School of Theatre Arts
- School of Music
- School of Film, Television and Media Arts
- School of Culture
- Administration
- Other

12. What is your department/unit?

13. Which degree programme(s) do you teach in?

- Bachelor's
- Master's
- Doctoral
- Not teaching

14. How many years of teaching experience do you have?

- 1–3 years
- 4–6 years
- 7–10 years
- 11–20 years
- 21+ years
- Other

15. What type of courses do you teach?

- General education
- Disciplinary foundation
- Specialisation
- Other



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