REGIONAL WORKSHOP ON GCED IN CENTRAL ASIA, IRAN AND PAKISTAN

FINAL REPORT

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APCEIU
Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
유네스코 아시아태평양 국제이해교육원

19 – 21 May 2025,
Almaty, Republic of Kazakhstan

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UNESCO APCEIU

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APCEIU Asia-Pacific Centre of Education for International Understanding 유네스코 아시아태평양 국제이해교육원

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 as a UNESCO Category 2 centre to promote education for a Culture of Peace. APCEIU is working in close collaboration with UNESCO Offices, National Commissions of Member States, related educational institutes, and civil society to promote Global Citizenship Education (GCED) under the framework of Education for International Understanding (EIU) towards a Culture of Peace.

APCEIU has devoted itself to strengthening GCED/EIU capacities of stakeholders globally by pursuing its philosophy and policies through training teachers and teacher trainers; research and policy development; developing educational materials and programs; organizing different levels of workshops and conferences; and strengthening the network of teachers, educators, experts, civil society leaders, and other stakeholders.

Through close cooperation with various international organizations, APCEIU has organized many events to promote GCED and will implement diverse projects on GCED towards a Culture of Peace.

For more information, Please visit the APCEIU's homepage:
www.unescoapceiu.org

UNESCO ALMATY

UNESCO Regional Office in Almaty

The representation of UNESCO in Almaty was established in 1994 and currently covers seven countries: Iran (Islamic Republic of), Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkmenistan and Uzbekistan.

In collaboration with National Commissions for UNESCO and a wide network of partners—including governments, UN agencies, civil society organizations, the private sector, academic and research institutions, and the media—the Office works to build peace, reduce poverty, and advance sustainable development and intercultural dialogue in the region.

Its key priorities include promoting inclusive, quality education with a focus on gender equality and adult literacy; mobilizing scientific knowledge; safeguarding cultural heritage and diversity; encouraging freedom of expression, press freedom, and journalist safety; and supporting media development. UNESCO Almaty also actively contributes to the broader UN development agenda through close coordination with regional and international partners.

More about UNESCO Almaty:
www.unesco.org/en/fieldoffice/almaty

WORKSHOP OVERVIEW

Regional Workshop on GCED in Central Asia, Iran and Pakistan
19 – 21 May 2025 | Almaty, Republic of Kazakhstan

In November 2023, UNESCO revised its **Recommendation on Education** (hereafter referred to as the Recommendation) for the first time in 70 years, providing a comprehensive vision and guiding framework for the future of education in response to emerging global challenges. Following this, the Asia-Pacific Regional Policy Dialogue and Launch of the Recommendation in June 2024 laid the groundwork for developing the Asia-Pacific Regional Road Map, showcasing the aspiration and commitment of educational stakeholders to regional priorities.

Central Asia, Iran and Pakistan, broadly characterized by diverse history, culture, and geographical landscape, are facing growing geopolitical pressures, socio-economic and environmental challenges, and major reforms in the education sector. While significant strides have been made in improving the quality of education, the evolving educational context calls for a renewed focus on fostering caring relationships, both in virtual and real-world contexts, from individuals to ecosystems, rather than those based on violence and exploitation.

Moreover, as the SDG 4.7 Target foresees the mainstreaming of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), the recent reports show the urgency to accelerate measures and activities to further implement the key concepts outlined in the 2023 Recommendation, especially within the education sector at all levels.

Recognizing that "learning to live together" is more crucial than ever, a regional workshop was convened with key education stakeholders from Central Asia, Iran, and Pakistan to examine effective approaches for integrating GCED as well as the principles and action areas outlined in the Recommendation into existing education systems. The workshop was intended to equip educators and policymakers with strategies and tools to strengthen resilience within communities and societies through teaching and learning, thereby contributing to a more just, inclusive, and peaceful future.

Objectives

- To deepen key education stakeholders' understanding of the Recommendation and strengthen their practical competencies for its implementation in Central Asia, Iran and Pakistan;
- To identify key tasks and strategies for implementing the Recommendation and particularly GCED across Central Asia, Iran and Pakistan;
- To enhance networks and foster collaborative partnerships in implementing the Recommendation and GCED among education stakeholders and relevant organisations within the region.

Expected Outcomes



Practice Mapping & Capacity Building

Current GCED practices in Central Asia, Iran and Pakistan identified and education stakeholders' capacity strengthened



Awareness Raising & Action Planning

Awareness of the UNESCO 2023 Recommendation within Central Asia, Iran and Pakistan enhanced and effective implementation strategies identified along with the development of regional and national action plans



Partnership Building & Networking

Partnerships and networks to implement the Recommendation and promote GCED along with other relevant themes in Central Asia, Iran and Pakistan established

Modality and Language

The meeting held in person and included a field trip. The workshop has been conducted in **English and Russian** languages with simultaneous interpretation.

Organizers

- UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU)
- UNESCO Almaty Regional Office

Participants

A total of **38** participants attended

- 21 participants from participating countries
- 5 invited speakers
- 3 representatives from partner organizations
- 9 staff from the organizing team

List of Participants

	Name	Position/Title	Organization
Iran	Leila Rezaei	Deputy of General Secretariat	International Affairs Center and Abroad Schools
Kazakhstan	Bekzada Shakhanova	Head of the Strategic Planning and Coordination Unit	Department of Strategy and International Cooperation of the Ministry of Education
	Aida Meirkulova	Deputy Chairman of the Board	JSC National Centre for Professional Development 'ORLEU' under the Ministry of Education
	Ayaulym Torebekova	Chief Expert of the Center for Strategy and Analysis	National Academy of Education named after Y.Altynsarin under the Ministry of Education
Kyrgyzstan	Erkimbekov Altynbek	Lead Specialist of the Sector for Organisational and Educational Work	Ministry of Education and Science
	Gulzada Kuvanychbekovna Turdubaeva	Head of International Department	Ministry of Education and Science
	Olga Alexandrovna Bryzgalova	Lead Specialist	Ministry of Education and Science
Pakistan	Farhat Hussain Farooq	Additional Secretary (ER)	School Education Department (SED) Punjab
	Shahinshah Faisal Azim	Chief Executive Officer (CEO)	Punjab Education, Curriculum, Training and Assessment Authority (PECTAA)
	Tabbasum Naz	Director	National Curriculum Council
	Zaigham Qadeer	Director	Pakistan Institute of Education
Turkmenistan	Ayna Sahetmyradova	Senior Researcher	National Institute of Education
	Gulbahar Atadurdyyeva	Chief Specialist	Ministry of Education
Tajikistan	Karimzoda Shavkat Karim	Director	Republican Educational and Methodological Center under the Ministry of Education and Science
	Khabibzoda Manuchehr	Head of the Personnel and Secretariat Department	Republican Institute for Advanced Training of Teachers under the Ministry of Education and Science
	Khamroev Mirdjamol	English Language Editor Publicist Institution "Maorif"	Ministry of Education and Science

List of Participants

	Name	Position/Title	Organization
Uzbekistan	Bahramov Anvar	Head of the Department for the Training and Re-qualification of Pedagogical Personnel	Ministry of Preschool and School Education
	Abrorjon Uktamov	Head of Methodology Division	Department of Methodology and Textbooks, Ministry of Preschool and School
	Farrukhjon Urunov	Chief Specialist, Methodology Division	Department of Methodology and Textbooks, Ministry of Preschool and School
	Shakhriyor Mukhamadjanov	Acting Head of the Department for Development and Implementation of Educational and Methodological Complexes	Republican Scientific and Methodological Centre for Education Development
	Shukhrat Toirov	Head of the Department of Research and Statistical Analysis	Higher Education Research Centre for Higher Education Development under the Ministry of Higher Education, Science and Innovation
Speakers	Francis Daehoon Lee	Director	PEACEMOMO TEPI (Trans-Education for Peace Institute)
	Tigran Yepoyan	Regional Advisor on Health and Well-being Education	UNESCO Institute for Information Technologies in Education (IITE)
	Yekaterina Haustova	Programme Coordinator	Charitable Foundation "Investment in the Future"
	Shreya Tiwari	National Program Officer, Teacher Capacity Development	UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)
	Tatyana Golubtsova	UNESCO Consultant, Vice-President of the Association	"Psychologia-Bussiness-Media" Association
Local Partners	Saule Zeinolla	CEO	TeachersLab
	Saule Kalikova	Education Policy Advisor	CapsUnlock
	Sabina Akzharova	Vice-President	Kazakhstan National Federation of UNESCO Clubs

List of Participants

	Name	Position/Title
APCEIU	Jay Jaehong Kim	Head of Education and Training
	Seulbee Lee	Programme Specialist
UNESCO Almaty Regional Office	Amir Piric	Director
	Nurbek Teleshaliyev	Education Programme Specialist
	Meirgul Alpysbayeva	Education National Professional Officer
	Sayara Ruziyeva	Communications Programme Assistant
	Dinara Tuyakova	Associate Programme Officer
	Anar Salimbay	Programme Assistant
	Jo Maruyama	Sponsored Trainee

PROGRAMME/AGENDA

Local Time	Details	Remark
	Day 1 (19 May, Mon)	
8:30-9:00	Registration	
9:00-9:30	**Opening Session** • Welcoming Remarks by Dr Amir Piric, Director of the UNESCO Almaty • Opening Remarks by Jay Jaehong Kim, Head of Education and Training, APCEIU • Presentation of the Workshop Agenda by Nurbek Teleshaliyev, Programme Specialist, UNESCO Almaty • Group Photo	*Moderated by Nurbek Teleshaliyev, Programme Specialist, UNESCO Almaty*
9:30-10:00	Ice-breaking exercise for the introduction of participants	*Facilitated by Prof. Francis Daehoon Lee, Director, TEPI associated with PEACEMOMO*
10:00-11:30	**Session I. Navigating the Current Regional and National Landscape** • Presentations • Q&A and Discussions	*Moderated by Seulbee Lee, Programme Specialist, APCEIU*
11:30-12:00	Coffee-break	
12:00-12:45	**Session II. Introduction to the 2023 UNESCO Recommendation and the Road Map for Asia-Pacific region**	*Presented by Meirgul Alpysbayeva, National Professional Officer, UNESCO Almaty and Seulbee Lee, Programme Specialist, APCEIU*
12:45-13:30	**Group work (1)** on identifying challenges and opportunities in implementing the 2023 Recommendations and the Road Map for Asia-Pacific	*Facilitated by Meirgul Alpysbayeva, National Professional Officer and Dinara Tuyakova, Associate Programme Officer, UNESCO Almaty*
13:30-14:30	Lunch	
14:30-15:30	**Session III. Unpacking the Core Principles of GCED: Theoretical Foundations**	*Presented by Jay Jaehong Kim, Head of ENT, APCEIU*
16:00-18:00	**Session IV. Translating GCED Principles into Practice: Pedagogical Approaches**	*Facilitated by Prof. Francis Daehoon Lee, Director, TEPI associated with PEACEMOMO*
18:00-19:00	Reception	

PROGRAMME/AGENDA

Local Time	Details	Remark
	Day 2 (20 May, Tue)	
9:00-10:30	**Session V. Sharing Strategies and Initiatives: At the Crossroads of Thematic and Action Areas (Part I)** • **Integrating Media and Information Literacy into Education Programmes: Practices and Innovations** by Tatyana Golubtsova, MIL expert • **The Learning Environment that Fosters Students' Personality Development and Formation of Responsible Citizenshi**p by Ekaterina Khaustova, Charitable Foundation "Investment in the Future" • **A Safe Learning Environment Free from Violence and Bullying and Education for Health, Well-being and Life Skills: Foundations for Global Citizenship Education** by Tigran Yepoyan, Education Advisor, UNESCO Institute for Information Technologies in Education (IITE) • **Education for Well-being: Socio-Emotional Learning (SEL) Journey in Uzbekistan** by Shreya Tiwari, National Program Officer, Teacher Capacity Development, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)	*Moderated by Nurbek Teleshaliyev, Programme Specialist, UNESCO Almaty*
10:30-11:00	Coffee-break	
11:00-12:00	**Session V. Sharing Strategies and Initiatives: At the Crossroads of Thematic and Action Areas (Part II)** • **Strengthening Teacher Education in Punjab: Strategies and Initiatives by PECTAA** by Dr Shahinshah Faisal Azim, CEO, Punjab Education, Curriculum, Training & Assessment Authority (PECTTA), Pakistan • **Integrating Education for Sustainable Development and Global Citizenship into the Secondary Education Curriculum: From Policy to Practice** by Ayaulym Torebekova, Chief Expert of the Center for Strategy and Analysis of the National Academy of Education named after Y.Altynsarin of the Ministry of Education of the Republic of Kazakhstan • **Climate Change Education Ambition Review and Ways Forward** by Nurbek Teleshaliyev, Education Specialist, UNESCO Almaty	*Moderated by Meirgul Alpysbayeva, National Professional Officer, UNESCO Almaty*

PROGRAMME/AGENDA

Local Time	Details	Remark
	Day 2 (20 May, Tue)	
12:00-13:00	**Group work (2)** on identifying priorities based on the five action areas: curriculum and pedagogy, teacher education, assessment, learning environment, and regional collaboration	*Facilitated by Saule Zeinolla, CEO, TeachersLab*
13:00-14:00	Lunch	
14:00-17:00	**Study Visit** Engaging in a practical learning experience through an on-site visit to observe GCED in action: • GCED at NIS school (in English) • Media and Information Literacy (MIL) and GCED at School-gymnasium #5 (in Russian)	
	Day 3 (21 May, Wed)	
9:00-9:15	Short Reflection on the Study Visit	
9:15-10:45	**Session VI. Developing Action Plans for Implementing the 2023 UNESCO Recommendation and the Road Map for Asia-Pacific** • Identify key actions needed for implementation • Draft action plans by the four action areas	*Facilitated by Prof. Francis Daehoon Lee, Director, TEPI associated with PEACEMOMO*
10:45-11:15	Coffee-break	
11:15-12:15	**Session VII. Presenting Action Plans for Implementing the 2023 UNESCO Recommendation and the Road Map for Asia-Pacific** • Present action plans from each action area group • Q&A	*Facilitated by Saule Zeinolla, CEO, TeachersLab*
12:15-12:30	**Closing Session** • Workshop evaluation • Closing remarks by Jay Jaehong Kim, Head of ENT, APCEIU and Nurbek Teleshaliyev, Education Programme Specialist, UNESCO Almaty	*Moderated by Meirgul Alpysbayeva, National Professional Officer, UNESCO Almaty*
12:30-13:30	Lunch	

SESSION OVERVIEW DAY 1

OPENING SESSION





The opening session highlighted the importance of GCED, which has been a UNESCO goal over the past decade, with Mr. Jaehong Kim underscoring its relevance in addressing urgent global issues like nationalism, post-pandemic recovery, and the climate crisis. He highlighted the workshop's aim to bridge the gap between GCED ideals and the practical realities faced by educators.

ICE-BREAKING EXERCISE





The icebreaking session was facilitated by Professor Daehoon Lee. Participants introduced themselves by sharing their names, professional backgrounds, and personal interests in GCED. These introductions took place in small groups and were repeated several times with different group compositions, allowing for diverse interaction.

SESSION I. NAVIGATING THE CURRENT REGIONAL AND NATIONAL LANDSCAPE

Seven representatives from each participating country delivered concise five-minute presentations outlining their national contexts. These presentations covered key aspects such as overviews, challenges, and opportunities related to Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship, and Sustainable Development. The session revealed overlaps in the challenges and opportunities faced by different countries, and this convergence contributed to a shared understanding of the need for a more coordinated and unified approach in addressing these common issues.



SESSION II. INTRODUCTION TO THE 2023 UNESCO RECOMMENDATION AND THE ROAD MAP FOR ASIA-PACIFIC





This session provided participants with the background and key highlights of the 2023 UNESCO Recommendation and the Asia-Pacific Road Map. The objective was to familiarize participants with these global standards and shared goals related to GCED. To enhance participants' understanding and support practical application of these instruments, presenters shared concrete examples, including ongoing programmes implemented by APCEIU.

GROUP WORK (1) ON IDENTIFYING CHALLENGES AND OPPORTUNITIES



As foundational work for the development of a regional action plan, the first group work session focused on identifying the context-specific challenges and opportunities faced by Central Asia, Iran, and Pakistan across five proposed priority action areas: *Curriculum and Pedagogy; Teacher Education; Assessment; Learning Environment and Regional Collaboration*. Participants were divided into five groups, each assigned to one of the action areas. Within their groups, participants engaged in focused discussions to identify existing obstacles and potential strategies in their respective action areas.

SESSION III. UNPACKING THE CORE PRINCIPLES OF GCED : THEORETICAL FOUNDATIONS



The lecture began by examining the evolving concept of citizenship in contemporary contexts. It then offered a comprehensive overview of the principles, domains, and thematic issues of GCED, with particular emphasis on the GCED Topics and Learning Objectives (TLO) framework. To deepen their understanding, participants engaged in interactive activities, including a quiz and guided group discussions based on prepared questions. These activities facilitated critical reflection, enabling participants to expand their comprehension of GCED concepts.

SESSION IV. TRANSLATING GCED PRINCIPLES INTO PRACTICE : PEDAGOGICAL APPROACHES



This session introduced transformative pedagogies through experiential learning in empowering dialogue. Participants began with paired active/passive listening exercises, followed by small group discussions to deepen reflection and broaden perspectives. The process emphasized self-awareness, respect for diversity, and democratic communication as foundations for relational and societal change.

DAY 2

SESSION V. SHARING STRATEGIES AND INITIATIVES : AT THE CROSSROADS OF THEMATIC AND ACTION AREAS

This session was consisted of seven intensive case presentations, sharing strategies and across the region. Each speaker discussed important elements based on the Recommendation's focusing thematic and action areas.



Ms. Tatyana Golubtsova emphasized Media and Information Literacy (MIL) as essential to global citizenship education, highlighting innovations in Central Asia like curriculum integration and AI tools. She noted challenges such as resource limitations and training gaps, stressing the need to embed MIL in teacher education to build global competencies.



Ms. Ekaterina Khaustova presented the "Developing Environment" program, which promotes students' personal development and responsible citizenship by transforming school environments, culture, and teacher support. Emphasizing well-being, health, and growth, the program is grounded in research and international collaboration, with ongoing initiatives in Central Asia and opportunities for further partnership and training.



Mr. Tigran Yepoyan from UNESCO IITE discussed promoting safe, inclusive learning environments and life skills education in Eastern Europe and Central Asia. He outlined violence prevention strategies—such as secure infrastructure, teacher training, and community engagement—and highlighted regional efforts like EduHub resources and compulsory health and global competency courses in schools.

Ms. Shreya Tiwari highlighted the role of Social and Emotional Learning (SEL) in student and teacher well-being, presenting Uzbekistan's integration of SEL into national curricula as essential for peaceful, sustainable development.



Dr. Shahinshah Faisal Azim shared PECTAA's comprehensive approach to teacher education reform in Pakistan, emphasizing 21st-century skills, digital tools, and continuous innovation for improved education quality.



Ms. Ayaulym Torebekova presented Kazakhstan's integration of global citizenship and sustainability into Grade 4 education, stressing alignment with global indicators while calling for enhanced teacher support and assessments.



Mr. Nurbek Teleshaliyev reviewed climate education efforts in Central Asia, identifying policy-practice gaps and advocating for stronger coordination and interdisciplinary approaches through initiatives like the Greening Education Partnership.



GROUP WORK (2)
ON IDENTIFYING PRIORITIES BASED ON THE ACTION AREAS

Facilitated by Ms. Saule Zeinolla, the groups used online tools to collaboratively identify and refine key priorities for each action area, enriching the discussions by sharing relevant proverbs that reflected their own contexts.



STUDY VISIT

Participants had the opportunity to visit local schools, offering a glimpse into real-life examples of educational practices and learning environments within the country context. English-speaking participants visited the Nazarbayev Intellectual School, while Russian-speaking participants visited Secondary School-Gymnasium No. 5.

At the Nazarbayev Intellectual School, the delegation received a warm welcome, followed by a traditional dombra performance in the school foyer. Students then invited delegates to participate in a dombra playing activity. The visit continued with a presentation of student-led scientific projects—such as the development of robotics—followed by a guided school tour that included social initiatives promoting Global Citizenship. Projects showcased included the development of a real-time sign language interpretation program for the hearing impaired and a financial literacy enhancement programme. The visit concluded with closing remarks and the departure of the delegation.




GCED at Nazarbayev Intellectual School

Meanwhile, at Secondary School-Gymnasium No. 5, participants joined a media marathon titled "Informed Youth – Creating the Future." Held under the patronage of the International Centre for the Rapprochement of Cultures under UNESCO and organized in collaboration with the City Scientific-Methodological Center for New Educational Technologies, the visit featured a school tour, presentations from the "School of Young Media Trainers" project, and demonstrations of how GCED is being integrated through media literacy and intercultural dialogue. The event underscored student agency, innovative teaching practices, and efforts to foster inclusive and peaceful societies. The visit ended with participant reflection and a commemorative group photo.




MIL and GCED at Gymnasium No. 5

DAY 3

SESSION VI. DEVELOPING ACTION PLANS FOR IMPLEMENTING THE 2023 UNESCO RECOMMENDATION AND THE ROAD MAP FOR ASIA-PACIFIC

Participants identified key actions for implementation and developed action plans for each of the five action areas using the provided template.



SESSION VII. PRESENTING ACTION PLANS FOR IMPLEMENTING THE 2023 UNESCO RECOMMENDATION AND THE ROAD MAP FOR ASIA-PACIFIC

A representative from each group presented draft action plan according to the designated action area. Each presentation was followed by feedback and questions from the participants. Following the final review and refinement of the regional action plan draft, the document will be circulated to participants and shared with the respective Ministries of Education. UNESCO Almaty is expected to closely monitor its implementation, with the outcomes to be referenced and integrated into future regional initiatives in Central Asia.

CLOSING SESSION

The workshop concluded with closing remarks delivered by representatives from APCEIU and the UNESCO Almaty Regional Office. Mr. Nurbek Teleshaliyev underscored the importance of integrating global citizenship and sustainability values into existing curricula through contextually adapted and teacher-friendly approaches. He also emphasized the need to equip educators with practical tools, urging participants to "think globally and act locally" while aligning global values with national cultures.

Mr. Jaehong Kim expressed appreciation to all speakers, partners, and interpreters, noting the workshop as a meaningful starting point for future collaboration and highlighting its coincidence with the International Day of Cultural Diversity on 22 May. Ms. Meirgul Alpysbayeva commended the active engagement of participants from seven countries, emphasizing that the workshop went beyond dialogue to foster concrete and collaborative action.







REGIONAL ACTION PLAN

for Implementing the 2023 Recommendation and the Roadmap for Asia-Pacific

The key priorities of Central Asia, Iran and Pakistan within the Action Area	**First Step/Suggested Actions** (National or regional-level actions to address these priorities)	**Resources** (Necessary policies, personnel or collaborating partners, materials, and other resources to support this work)	**Follow-Up** (Expected outputs, timeline, and designated responsible parties for implementation)
I. Curriculum and Pedagogy			
1.a.) Development of regional education standards to understand where and how to integrate GCED and the Recommendation goals, learning objectives and topics.	1.b.) Unified curriculum guidance based on which countries could adapt/update their education programmes; since curricula are overloaded, we can provide guidelines; conducting mapping/analysis of curriculum to understand what topics and learning objectives of GCED already exist and what is missing, to integrate GCED fully; Development of regional guidance on adapting the key concepts	1.c.) 1. Government's budget, international grants; 2. common platform on GCED where all countries could share the practices and examples (UNESCO provides the expertise); 3. support from UNESCO, APCEIU and other international organizations	1.d.) 1. Regional mapping in the next 6–12 months; 2. Regional workshop for developing education standards on integrating GCED with participation of national curriculum and standard experts within 12–24 months; 3. Developed regional guidance on adapting the key concepts (GCED, etc.) by UNESCO Almaty in 12–24 months
2.a.) Comprehensive plan for out-of-school children (including refugees)	2.b.) Accelerated curriculum syllabus with integration of technical/practical programmes; Curriculum should be the same for all that are in line with GCED	2.c.) Exchange of the best practices	2.d) 1. Accelerated training programmes; 2. Technical education programmes; 3. Meal nutrition programmes
3.a.) Update of curriculum and policy documents based on the national priorities	3.b.) Analysis of existing education programmes and standards (curriculum), which can be done through a created working group with the involvement of international experts; Introduction of Competency-based education	3.c.) Government's budget, international grants; Competency frameworks by international organizations, including UNESCO, APCEIU	3.d.) 1. Development of new curriculum modules and guidebook in 2 years; 2. Competency-based education and curriculum in 5 years
4.a.) Allocation of certain budget to education by countries	4.b.) Establishment of minimum threshold for education (according to international compliance for this)	4.c.) Government's budget	4.d.) By 2030, education budget of countries increased
5.a.) Update of pre-service and in-service teacher education programmes	5.b.) Analysis of teacher education programmes	5.c.) 1. Countries, ministries of education or teacher training institutions; 2. Support from UNESCO; 3. Frameworks for teacher training programmes; 4. Global cooperation	5.d.) By 2030, updated pre-service and in-service teacher education programmes
6.a.) Introduction of common understanding of GCED for CA countries, Iran and Pakistan	6.b.) 1. Development of common indicators for GCED, which are adapted to the context; 2. Help identify commonalities – curriculum experts can come together for this (e.g. workshop), 3. Dialogue among policy makers, curriculum developers, educators, religious leaders	6.c.) APCEIU, UNESCO, Religious leaders, religious organizations	6.d.) Common definition of GCED is introduced and approved in the next 12 months

II. Assessment and Evaluation			
Priorities	**First Step/ Suggested Actions**	**Resources**	**Follow-Up**
1.a.) Develop close collaboration with the research team of APCEIU to develop general guidelines for the assessment of the regional priorities	1.b.) a special regional meeting for the development of the general guidelines for assessment (learner-focused, multiple/mutual observations)	1.c.) Assigned National experts in assessment and evaluation; existing national policy docs on assessment tools and instruments (if they exist)	1.d.) APCEIU, UNESCO, Ministries of education and its substructures; Action plan with the next steps
2.a.) Recommend usage of existing assessment tool (SERAT) to develop assessment tool for the GCED	2.b.) 1. to consider if this tool is appropriate for the purpose of the GCED(by APCEIU), 2. to assess existing applicable tools and pilot, adapt these tools to check their validity and reliability	2.c.) Assigned National experts in assessment and evaluation; APCEIU technical experts	2.d.) APCEIU; Assessment/review of existing tools
3.a.) Identify and formulate clear and measurable indicators for all aspects of GCED	3.b.) establishment of the working groups (national experts in assessment and evaluation) *Indicators must be balanced to guide the teachers how to tailor their assessment	3.c.) Assigned National experts in assessment and evaluation; existing national policy docs on assessment tools and instruments (if they exist)	3.d.) Ministries of education and its substructures; Identified adaptive indicators
4.a.) Development of Evaluation and monitoring instruments for all aspects of the GCED	4.b.) 1. Launch regular and nationwide evaluation of the GCED; 2. Look at the learning objectives (p.31 of the Global citizenship education: topics and learning objectives manual) and assess if they are present in the existing curricula (incl. extra-curricular); 3. Categorise indicators and translate/use them for the tool development	4.c.) Assigned National experts in assessment and evaluation; existing national policy docs on assessment tools and instruments (if they exist)	4.d.) Ministries of education and its substructures; Developed M&E tool
5.a.) Develop simplified assessment tools for the teachers (in the areas they chose)	5.b.) 1. Pilot existing tools among teachers, 2. Develop assessment tools from learners/teachers' perspectives (e.g. observation lists, checklist)	5.c.) Assigned National experts in assessment and evaluation; existing national policy docs on assessment tools and instruments (if they exist)	5.d.) Ministries of education and its substructures; A set of tools

III. Learning Environments			
Priorities	**First Step/ Suggested Actions**	**Resources**	**Follow-Up**
1) Involvement of all participants in the educational process, stimulation of dialogue: - students - parents - administration and teachers - local communities - other schools and educational organizations 2) creation and preparation of a change team with the inclusion of the administration in the composition	1) Creation of groups of like-minded people (support of different types of communities - teachers, political bodies, children's, international, parental, etc.) 2) creation of a guide according to the principles of joint development of standard rules of interaction 3) partnership (principles) 4) opportunities to participate in competitions and exchange of experience	1) Technology and AI resources (platforms, libraries, automated diagnostics, projects, ideas, AI agents) 2) Partners (like-minded people) 3) International initiatives 4) Trainings as resources 5) Public organisations, NGOs 6) Resource centres (consulting, exchange of experience, training, financial support) 7) National and regional focal points 8) Automation of data loading, processing and analysis for generating reports APCEIU: Available resources, trainings, partner networks , programmes, trainers and mentors, initiatives Information support - PR - common field and information exchange, common image	1) In an educational setting, it is important to create a safe information environment that is supported by critical thinking skills in acquiring learning information 2) 360 assessment (pupil, parent, teacher, administration, independent expert) - the assessments should converge - common vision of environment development - Timeline - 3 years - Responsible: national and regional representatives 3) Organising a friendly and welcoming environment for students 4) a pool of trained specialists (within the school, at the national level, at the regional level) who can implement ideas on the educational environment 5) a sustainable system for creating and maintaining an educational environment according to the parameters (developed, adopted and unified for the region) 6) Creating a culture of Global Citizen in the region 7) A harmonious environment, which enables quick, painless, and environmentally friendly integration of participants in case of a change of country or culture 8) Unification of different cultures based on common values 9) Mentorship, mentoring: a system of succession (transfer of experience and principles of activity, training of successors and followers)
2) Create a conducive learning environment	1) creation of an algorithm for the creation of the conducive learning environment (what we want to be) - image - access to materials and resources - access to potential partners - templates for developing plans - templates for developing projects and assessing implementation - templates for evaluating projects 2) selection of 10 pilot schools in each country, organization of processes, assessment of results, development of recommendations for scaling		
3) A standard approach to environmental diagnostics and monitoring of effects	Development of a measurement scale - cross-cutting metrics that allow for generalized conclusions to be drawn across regions - ability to take into account national specifics - opportunities for decision-making and strategy development - understanding the parameters of the environment for its development - opportunities for adaptation and harmonization to national regulatory legal acts - measurement of effects, monitoring		
4) creation of a horizontal and vertical system of exchange of experience	Unified platform		

IV. Teacher Education			
Priorities	**First Step/ Suggested Actions**	**Resources**	**Follow-Up**
1) Expanding the pool of knowledgeable teachers about GCED 2) Evaluation, revision and implementation of the GCED program in teacher training institutions (pre/in-service)	1) Improving the teacher training and professional development program by taking into account the GCED 2) Conducting various workshops (training, experience sharing, etc.) to increase knowledge on GCED	1) Supportive policies from relevant ministries and education authorities 2) Assistance from international organisations and agencies in the field of education (UNESCO, APCEIU and others) 3) Maintaining a unified knowledge base with access to materials in the national language through the support of the UNESCO regional office	1) A wide range of educators and teachers familiarised with the ideas and goals of the GCED 2) Practical application of GCED principles in learning and teaching processes 3) April-May 2026, the Regional GCED Capacity Building Workshop to revise educational programs 4) Raising awareness of GCED among the pupils for 2025-2030 with the help of respective ministries and UNESCO RO

V. Regional Collaboration			
Priorities	**First Step/ Suggested Actions**	**Resources**	**Follow-Up**
1. Development of integrated educational programmes for training personnel in STEM fields. 2. Establisment of joint scientific laboratories and research centres. 3. Expansion of exchange programs for students and faculty in high technology and medicine. 4. Development of joint research initiatives in nanotechnology, biotechnology and information technology. 5. Development of vocational education to meet the demand for specialists in infrastructure projects.	1. Investment in the modernization of educational institutions and development of digital infrastructure. 2. Support for the study of regional languages and cultures to strengthen cultural ties. 3. Creation of a single platform for the exchange of information on scholarships, grants and educational opportunities. 4. Organization of annual educational forums and conferences for the exchange of experience. 5. Development of regional standards and accreditation systems for mutual recognition of diplomas.	1. Necessary policies, experts, partners and resources 2. Introduction of bilateral and multilateral agreements on cooperation in education 3. Development of regional grant and scholarship programs	1. Increase academic mobility by 30% within 5 years. 2. Double the number of joint research projects within 5-7 years. 3. Introduce regional educational standards by 2030. 4. Create a platform for coordinating educational initiatives. Responsible parties: - Ministries of Education and Science of the countries of the region. -Academic institutions and independent education experts. Expectations from UNESCO regarding the implementation of assessment teacher professional skills: 1. Providing technical and scientific support 2. Offering international frameworks, guidelines and standards for the professional teacher evaluation. 3. Sharing the best practices and successful models from different countries. 4. Providing assistance in training and building the capacity of evaluation specialists 5. Providing specialized educational resources and materials. 6. Providing funding or financial assistance for more effective implementation of the project. 7. Providing specialized equipment and software related to training and assessment. 8. Monitoring and evaluating the progress of the project 9. Assistance in developing project success indicators and monitoring its implementation. 10. Support data analysis and preparation of comprehensive reports. 11. Strengthening international cooperation 12. Creating communication networks with similar organizations and institutions in other countries to exchange information and experience

Regional Action Plan			
Priorities	**First Step/ Suggested Actions**	**Resources**	**Follow-Up**
1. Building a culture of peace, respect and intercultural dialogue. The region is characterized by multiculturalism and multi religions, so it is important to instill in young people tolerance, respect for differences and a willingness to engage in open dialogue. 2. Developing environmental literacy and a culture of sustainable development. 3. The issues of climate change, water shortages and environmental protection are common challenges for the countries of the region. Education should help young people develop a responsible attitude towards nature and the world around them. 4. Developing critical thinking, media literacy and digital security. Young people should be able to analyze information, distinguish facts from disinformation, use digital technologies safely and understand how public opinion is formed in the information space. 5. Ensuring equal access to quality education. It is necessary to create conditions for the education of girls, children from remote regions, migrants and representatives of vulnerable groups. 6. Enhancing historical and cultural literacy in the spirit of global citizenship. It is important for young people to know the history, culture and values of their people and the peoples of the world, to understand the relationship between them and to feel responsible for the common future. 7. Developing regional cooperation in the field of education. Organization of joint projects, summer schools, exchange programs for students and teachers, as well as the creation of methodological materials on education in the spirit of global citizenship. 8. Promotion of the development of soft skills and civic engagement activity among youth. It is necessary to develop leadership skills, teamwork skills, initiative and project management abilities.	Proposed actions: 1. Development of educational modules on the culture of peace, tolerance, ecology, media literacy and civic engagement. 2. Organization of training courses for teachers and educators. Enhancing teachers' qualifications in teaching methods that promote global citizenship. 3. Creation of platforms for dialogue among youth of different nationalities, religions and regions. 4. Forums, festivals, conferences, volunteer projects. 5. Development of national programs on digital literacy and safety for young people. 6. Creation of a joint regional working group on education in the spirit of global citizenship to exchange experiences, developments and best practices. 7. Holding annual regional youth forums and summer schools on citizenship, peace, ecology and media literacy. 8. Launching student, pupil and teacher exchange programs between the countries of the region. 9. Developing joint online courses and educational platforms accessible to students and teachers from all countries in the region.	1. Developing necessary academic resources, such as relevant articles, books, and research sources. 2. Up-to-date reputable research articles in the field of education and teacher assessment 3. National and international reference materials 4. Relevant software 5. Learning management systems (LMS) such as Moodle, Edmodo 6. Tools for data collection and statistical analysis, such as SPSS, Excel, and online form builders such as Google Forms for feedback 7. Research and expert groups: a dedicated team including teacher educators, educational researchers, and assessment consultants 8. Collaboration with research centres and universities to get research support 9. Offices and meeting rooms for analysis and feedback: Technical equipment such as cameras, projectors, and high-speed Internet 10. Support staff for coordination and data management 11. Financial resources: Budget for evaluation specialists and support staff 12. Operational costs such as equipment, software licenses, printed forms and training 13. Funding for seminars and related events for professional development	Necessary support from UNESCO Almaty, APCEIU : 1. Methodological and expert support: Provision of methodological recommendations, guidelines and materials on education in the spirit of global citizenship. Organization of online and offline trainings for teachers and specialists in the region. Consultations on the development of national programs and educational modules. 2. Financial and project support: Allocation of grants and technical assistance for the organization of regional forums, youth schools and exchange programs. Financing of pilot projects and initiatives on GCED in Central Asia, Iran and Pakistan. 3. Organization and coordination of events: Holding regional conferences, round tables and seminars. 4. Support the creation of a GCED working group for the countries of the region. Assistance in launching joint platforms and online courses. 5. Facilitation of networking: Establishing links between national ministries, NGOs, youth organizations and universities in the region. Assistance in establishing links with international experts and organizations. 6. Information and PR support: Posting information about GCED projects in the region on UNESCO and APCEIU platforms. Organizing information campaigns to promote the values of global citizenship.

Materials

SESSION II. INTRODUCTION TO THE 2023 UNESCO RECOMMENDATION AND THE ROAD MAP FOR ASIA-PACIFIC REGION

Presented by Meirgul Alpysbayeva, National Professional Officer, UNESCO Almaty Regional Office and Seulbee Lee, Programme Specialist, APCEIU





ABOUT THE RECOMMENDATION

- Adopted by consensus by UNESCO's 194 Member States in November 2023
- Updates the *"Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms" (1974)*
- Revision is inspired by 50 years of practice and perspectives from around the world



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Recommendation on Education for Peace, Human Rights and Sustainable Development

Education 2030

ABOUT THE RECOMMENDATION

- Today, it remains **the only global standard-setting instrument** that lays out how education can and should be used to bring about lasting peace and sustainable development
- **"Recommendations" are non-binding legal international documents**
- "Recommendations" are adopted by UNESCO's supreme governing body – the General Conference



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AIM

Infuse into education the principles set forth in the Charter of the United Nations (Art.26), the Constitution of UNESCO, the International Human Rights Charter, and other relevant international human rights instruments.

This implies:

- Transforming education systems so they become truly transformative for learners and society
- Ensuring all people are empowered with the knowledge, skills, incl. socio & emotional skills, values, attitudes and behaviours for individual and collective action

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AIMS CONTINUED – LEARNING OBJECTIVES



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HIGHLIGHTS OF THE RECOMMENDATION

- Aligned with **2030 Agenda**
- Inspired by ***UNESCO's Future of Education Report*** (2021) and **Transforming ED Summit** (2022)
- **Speaks to relevant contemporary issues**
- Grounded in **human rights**
- **Lifelong** and life-wide learning perspective
- **Society-wide** approach (speaks to civil society)
- Emphasis on continuous **participation**
- **Transformatory** (for people and societies)
- Strong emphasis on monitoring and policy learning
- **Common ground** for different educational approaches such as ESD, GCED, PHR, etc



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CONTENT OF THE RECOMMENDATION

OPERATIVE PARAGRAPHS

A small number of **definitions**, adopted by UNESCO's General Conference. This means that UNESCO's Member States have agreed upon, and accepted by consensus, the meaning of these definitions.

14 guiding principles to inform all aspects of education systems in order to ensure learning experiences are truly transformative for individuals and for education systems themselves.

A non-exhaustive list of **learning objectives** to guide curriculum design and all learning activities.

A list of action areas describing what can be done by individuals and groups to ensure education systems are conducive to building lasting peace, international understanding and cooperation, human rights, global citizenship and sustainable development.

APPENDIX

An **Appendix** that includes documents on topics related to the Recommendation. Among them are international Conventions, Declarations, United Nations Resolutions, as well as plans of action which users can refer to if they wish to learn more.

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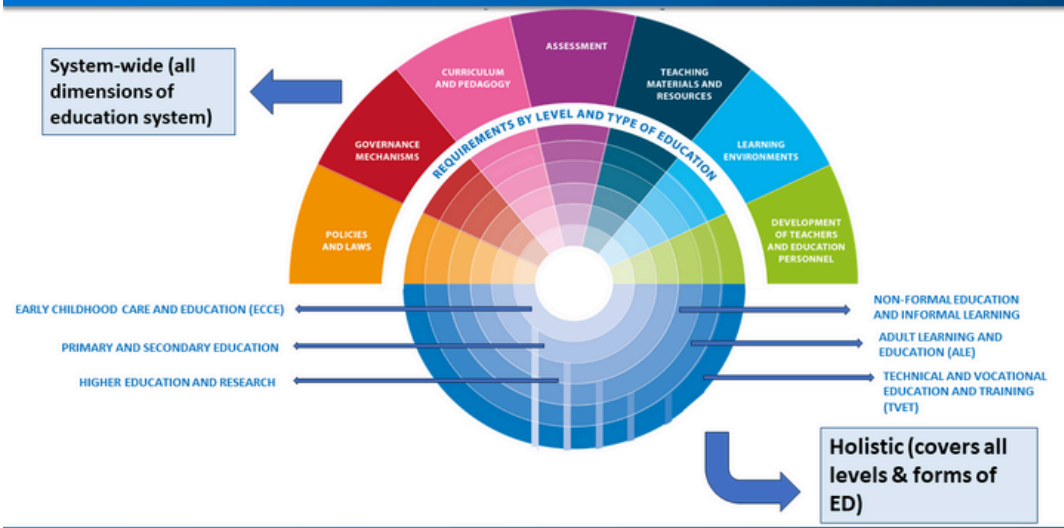
13 ACTION AREAS



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MONITORING ON THE RECOMMENDATION: Improve the existing for greater impact

Learn from the challenges of the past

- Data collection and objective monitoring

Build on existing reporting process to remove duplication

Improve the inclusiveness of the process

- Move beyond the ministries to participate in the monitoring. Support Member States in having more actors participate in the monitoring reporting process

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WHO CAN USE THE RECOMMENDATION AND IN WHICH WAYS?

PARENTS can use the Recommendation to ...

- participate more fully in school meetings with teachers and policy-makers
- make personal choices about their own continuous education
- find the best options for their child's education and holistic development

CIVIL SOCIETY ACTORS can use the Recommendation to ...

- help shape agendas for reform
- design their activities in support of education development
- develop their advocacy materials

TEACHERS can use the Recommendation to ...

- teach about global citizenship or sustainable development
- advocate for more and better opportunities for teacher development
- self-assess their teaching approaches

SCHOOL LEADERSHIP can use the Recommendation to ...

- develop school policies
- advocate for reforms on school boards
- design innovative school initiatives

LEARNERS (including young people) can use the Recommendation to ...

- develop school community projects
- advocate for policy change in their schools and universities

POLICY-MAKERS can use the Recommendation to...

- find inspiration when drafting policies and developing curricula
- guide agenda-setting processes and identify priorities
- advocate for increased prioritization of peace and human rights education, education for sustainable development and global citizenship education

RESEARCHERS can use the Recommendation to...

- Generate research, evidence and data on topics in global citizenship education, peace and human rights education, and education for sustainable development
- Create trans-disciplinary university programs and initiatives to improve work across multiple sectors
- Assert their academic freedom to explore all fields of knowledge

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GLOBAL IMPLEMENTATION GUIDE FOR THE RECOMMENDATION

Purpose:

- Unpack the Recommendation and provide a deeper understanding of the instrument to support its effective use by countries and operationalization
- Provide concrete guidance for using the Recommendation

Scope:

- Global scope and should inspire actions at national & local levels

Intended Audience:

- Primarily for professionals working in the field of education (Formal and Non-formal)

Expected launch:

- TBC

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Regional Policy Dialogue and Launch of the Recommendation in Asia-Pacific

Background

- Support regional and national level implementation of the UNESCO Recommendation
- Provide contextualized guidance for Member States
- Promote *a holistic approach* to education covering interconnected themes
- Encourages education in all societal contexts, including:
  - Formal education (early childhood to tertiary)
  - Non-formal and informal learning
  - Lifelong and lifewide learning







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Asia-Pacific Road Map for the Implementation of the Recommendation

Contents

- Purpose of the Road Map
- Asia-Pacific Context
- Regional Priorities, Challenges and Opportunities in Implementation of The Recommendation
- Statement of Commitment
- Table of agreed regional priorities and actions



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Regional Context & Rationale

Asia-Pacific Context

- Richly diverse in social, political, economic, religious, and cultural aspects
- Grounded in strong communal values and a sense of shared responsibility







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Key Action Areas

1. Law, policies and strategies
2. Governance, accountability and partnerships
3. Curriculum and pedagogy
4. Assessment and evaluation
5. Learning and teaching materials and resources
6. Learning environments
7. Development of teachers and education personnel

and Regional Collaboration & Partnerships





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1. Law, policies and strategies

- Develop evidence-based laws and policies to reduce inequalities in and through education
- Use participatory approaches in policy-making processes and include youth in the process (e.g., Youth Advisory Boards)
- Create localized education policies that reflect national and sub-regional needs
- Strengthen school strategies for physical and mental health, and resilience
- Address learning outcome gaps, especially for vulnerable learners and across gender equality
- Build educators' skills to provide transformative education in all learning environments
- Boost stakeholders' capacity to engage in education legislation and reform
- Ensure open access to educational resources and new technologies, addressing the digital gender divide
- Promote policies for Education for Sustainable Development (ESD), Global Citizenship Education (GCED), health, well-being, and anti-discrimination

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1. Law, policies and strategies



Support for the Intergovernmental Special Committee Meeting for the Revision of the 1974 Recommendation

- *Regional Technical Consultation for Asia and the Pacific for the Revision of the 1974 Recommendation*
- *Experts' Forum to Review the Draft of the Revised UNESCO 1974 Recommendation*



Support for Policy Dialogue Initiatives on GCED

- *Policy Dialogue to Advance GCED*
- *Workshops for Developing "Global Citizenship Education: A Guide for Policymaker"*

GCED Policy Development / GCED Policy Meeting

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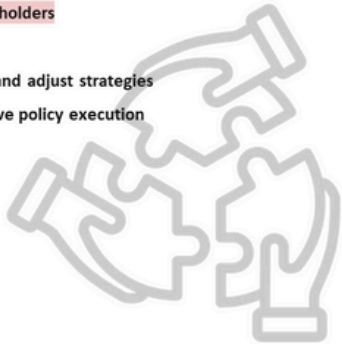
2. Governance, accountability and partnerships

- Provide necessary support (financial, technical, human, and material) for The Recommendation
- Ensure participatory governance, mutual accountability, and adequate resources for effective implementation
- Develop education monitoring systems, including gender-sensitive data, impact assessments, and feedback
- Promote participatory local governance with input from youth and multisectoral stakeholders
- Raise awareness on education for peace, human rights, and sustainable development
- Train local officials, community leaders, and stakeholders to support implementation and adjust strategies
- Foster public-private partnerships and strengthen inter-agency cooperation for effective policy execution



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2. Governance, accountability and partnerships



UN-UNESCO GCED Roundtable


Chulalongkorn University
(Thailand, 2021)


Universiti Sains Malaysia
(Malaysia, 2021)


Philippine Normal University
(Philippines, 2022)


National Institute of Education
(Cambodia, 2022)


Universitas Pendidikan Indonesia
(Indonesia, 2023)


SEAMEO Community Education Development
(Laos, 2023)


National Academy for Educational Management
(Bangladesh, 2024)


Center for Education and Human resource Development
(Nepal, 2024)

GCED Cooperation Centres

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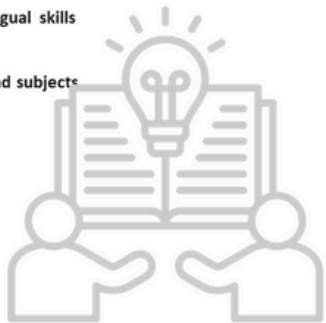
3. Curriculum and pedagogy

- Ensure coherence in curricula across various education levels and types
- Develop inclusive and contextualized curricula that empower learners
- Promote rights and encourage mutual respect among stakeholders
- Adopt holistic, interdisciplinary, and transdisciplinary approaches to curricula
- Educate for cultural and linguistic appreciation to strengthen social cohesion and multilingual skills
- Secure political support for inclusive, participatory curricula reform
- Create guidelines to integrate The Recommendation principles across education levels and subjects
- Establish protocols for learning continuity during disruptions and recovery
- Ensure consistency in curriculum standards across public and private institutions
- Scale youth-led education innovations and collaborate on curriculum and pedagogy



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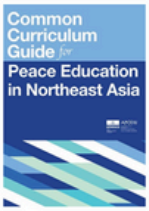
3. Curriculum and pedagogy





Global Citizenship Education Curriculum Development and Integration Project (GCED CDI) in Pakistan and Uzbekistan (2025)



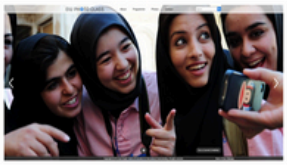
Common Curriculum Guide for Peace Education in Northeast Asia (APCEIU, 2023)



International Conference on GCED (IConGCED) Platform on Pedagogy and Practice (Since 2016)



Teaching and Learning through World Heritage



EIU Photo Class (Website)

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4. Assessment and evaluation

- Prioritize holistic, unbiased, and constructive assessment that supports student well-being and development
- Develop context-specific, inclusive, and gender-responsive assessment strategies adaptable to diverse learners
- Ensure assessments cover cognitive, social-emotional, behavioral, psycho-motor, and interdisciplinary competencies
- Use a balanced mix of formative and summative assessments to support learning and system evaluation
- Incorporate diverse assessment formats such as projects, presentations, and practical tasks to evaluate various competencies
- Build teacher capacity for contextualized assessments and evaluation of digital, social, and emotional competencies
- Allocate resources to support schools and teachers in implementing effective assessment frameworks



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4. Assessment and evaluation



Establishment of GCED Monitoring System in Korea (Since 2018)

**Monitoring SDG 4.7.1 Indicator*
Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in:
(a) national education policies,
(b) curricula,
(c) teacher education and
(d) student assessment



Monitoring GCED in the Asia-Pacific

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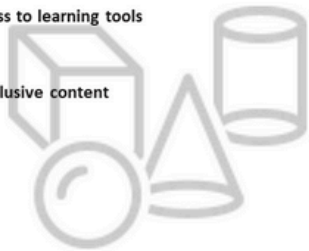
5. Learning and teaching materials and resources

- Ensure inclusive access to quality physical and digital learning materials, including open resources and teacher training
- Engage teachers in developing inclusive, gender-equitable, and culturally relevant content
- Invest in digital infrastructure and hybrid learning systems with attention to privacy and equity
- Develop clear curricula and guidelines aligned with learning objectives and practical application
- Support under-resourced schools through twinning, shared resources, and training
- Promote and maintain digital platforms, including infrastructure upkeep and teacher access to learning tools
- Foster public-private partnerships for devices, training, and technical support
- Create accessible, low-cost, multilingual materials, including assistive technologies and inclusive content



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5. Learning and teaching materials and resources



UNESCO Clearinghouse on GCED (Since 2015) (Website)



APCEIU Resources (Website)

- 7 Languages: Arabic, Chinese, English, French, Korean, Russian, Spanish
- 12,270 Available Resources
- 320,000+ Annual Users (as of 2023)

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6. Learning environments

- Ensure safe, inclusive, adaptable physical and digital learning environments
- Support lifelong learning and democratic participation from early years to adulthood
- Invest in inclusive infrastructure, digital tools, staffing, and specialized services
- Promote multilingual and mother tongue instruction
- Celebrate diversity and build trust through inclusive school interventions
- Allocate resources to support well-being, inclusion, and happiness
- Co-create codes of conduct with staff and students
- Recruit and train counselors and psychologists for student support
- Establish reporting and support systems for gender-based violence
- Empower student groups for peer support and conflict resolution
- Foster partnerships with families and communities through PTAs and outreach
- Recognize learner-led actions that promote peace and sustainability
- Equip teachers with skills in SEL, inclusive classroom management, and gender-transformative pedagogy
- Implement training for diverse learning needs, including special education



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6. Learning environments



GCED Online Campus (www.gcedonlinecampus.org)



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7. Teachers & Education Personnel

- Improve teacher status and working conditions by recognizing contributions, supporting autonomy, and ensuring protection and well-being
- Strengthen continuous professional development through diverse formats, interdisciplinary content, and collaboration, including peer learning and reflection
- Support inclusive teacher training and leadership with relevant content, incentives, and clear career pathways
- Encourage collaboration with communities, cultural professionals, and stakeholders in co-designing education
- Promote teacher mobility and regional learning exchange to enhance skills and experience
- Foster institutional dialogue and coordination among unions, civil society, and public bodies to share best practices and implement The Recommendation
- Invest in teacher training institutions and professional learning communities to improve pedagogy, equity, and digital competencies
- Enhance school leadership policies for effective selection, preparation, and development



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7. Teachers & Education Personnel



Asia-Pacific Training Workshop on GCED (Since 2015)



Global Capacity-Building Workshop on GCED for Teacher Educators

APCEIU's Capacity-Building Programme

- Geographical Scope
  - Global level
  - Regional level (Asia-Pacific)
  - Sub-Regional level
  - Country level
- Participant Group
  - Teacher Trainers (TOT)
  - Government Officials
  - Educators (teachers and community-based practitioners)
  - Youth Participants

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8. Regional Collaboration & Partnerships

- Multi-stakeholder cooperation: public-private, CSOs, youth
- Peer learning, exchange programs, and joint research
- Regional platforms to share best practices and monitor progress
- Engagement with NGOs, local governments, and academia

Examples

APCEIU - Regional GCED Network Activities & GCED Actor's Platform (GAP) Meeting

UNESCO Almaty and CAPS Unlock on CCE – Central Asia Climate Change Education Alliance

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Ways forward

- Initiate national actions by 2026, full implementation by 2030
- Align with SDGs, especially SDG 4
- Establish national accountability and monitoring frameworks

Conclusion and call for action:

- Education is key to peaceful and sustainable societies
- This is our collective responsibility
- Let's commit, collaborate, and lead the transformation together

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Thank you

Learn more: www.unesco.org/education

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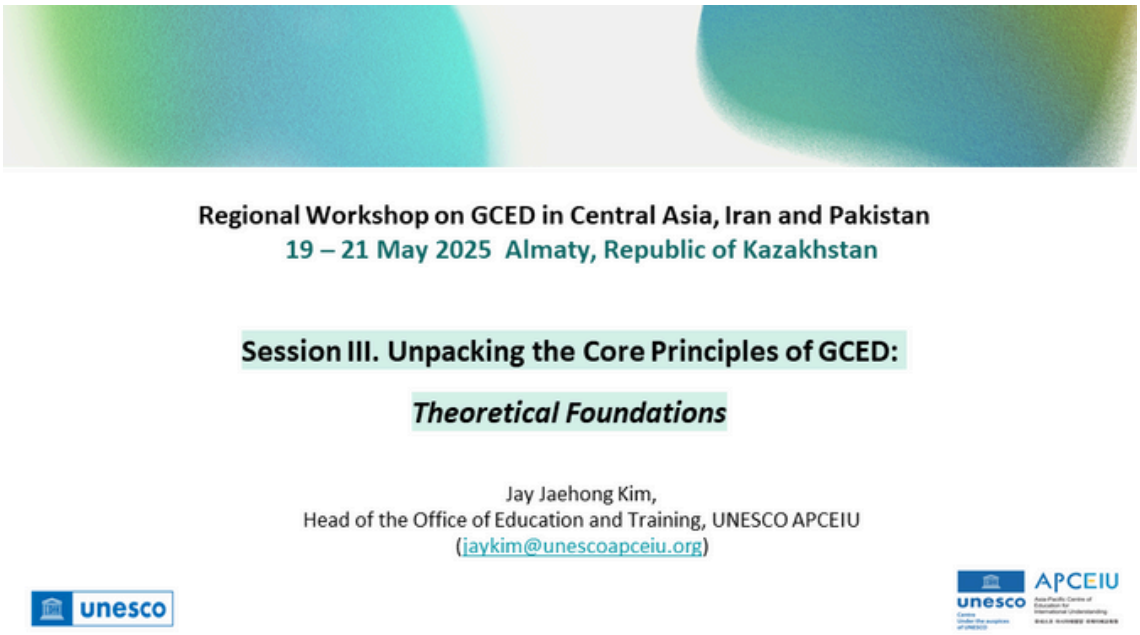
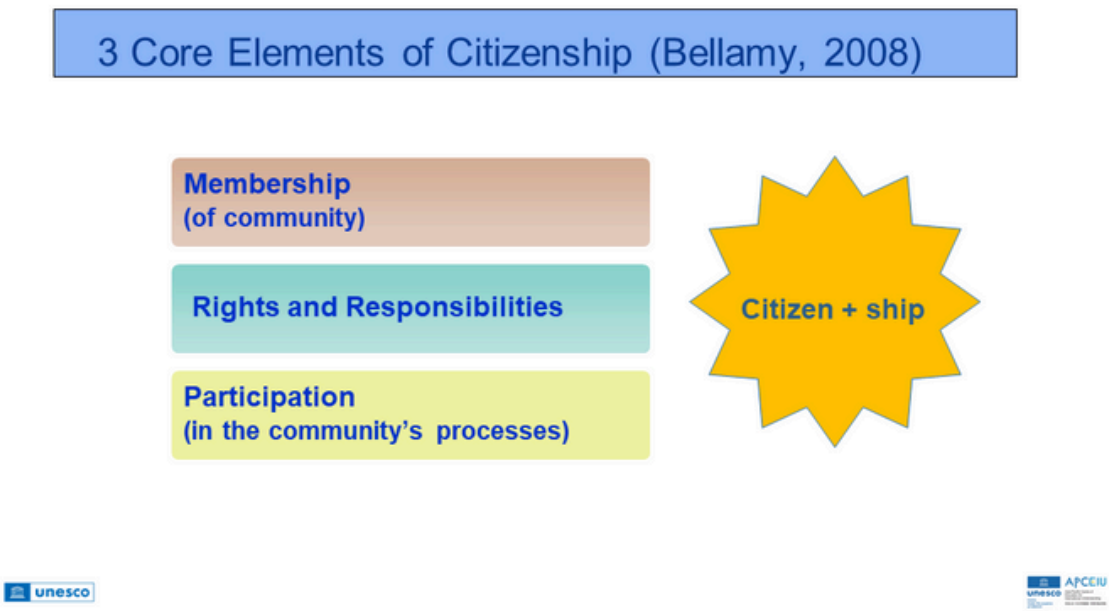
SESSION III. UNPACKING THE CORE PRINCIPLES OF GCED: THEORETICAL FOUNDATIONS

Presented by Jay Jaehong Kim, Head of ENT, APCEIU





Citizenship in Transition under the Global Challenges

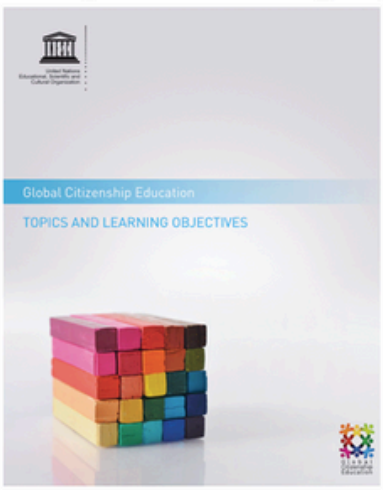
National Citizenship

- Nation-state
- Patriotism
- Social cohesion, Development

Inclusive/ Global Citizenship

- Global village/entity
- Cosmopolitanism
- Peace, Sustainable development

Topics and Learning Objectives of GCED (TLO)





Definition of Global Citizenship Education (GCED) (UNESCO, 2015)

Global Citizenship Education is

an educational paradigm

to foster **knowledge**, **skills**, **values**, and **attitudes**

that learners need to be able to contribute

to a more **inclusive**, **just** and **peaceful** world.

(Source: GCED Topics and Learning Objectives p.15)

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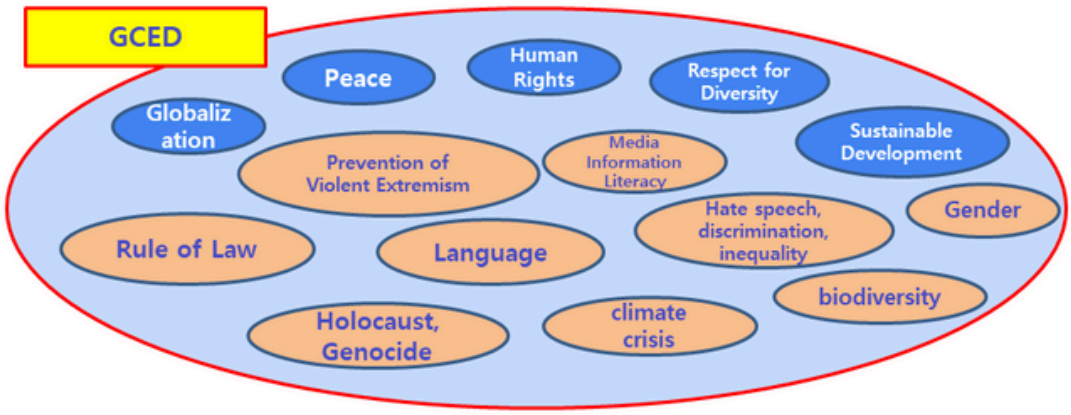
Thematic Areas of GCED



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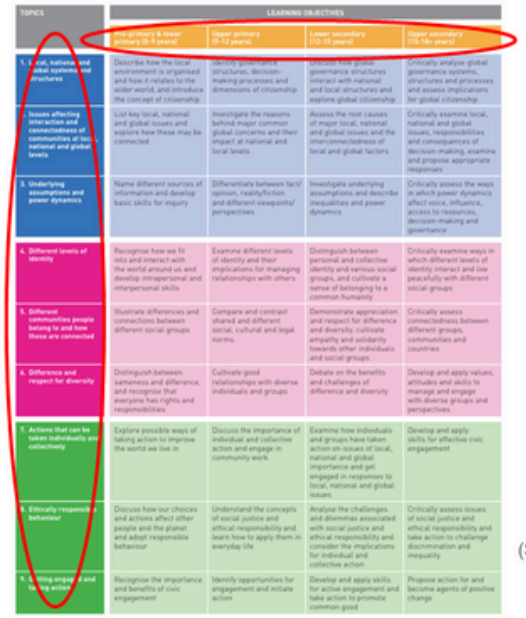
Pedagogical Aspects of GCED

Global Citizenship Education attempts …

- To take a ***transformative*** approach -- building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.
- To take a ***multifaceted*** approach -- employing concepts and methodologies already applied in other areas (e.g., human rights education, peace education, education for sustainable development and education for international understanding).
- To apply ***a lifelong learning*** approach -- beginning from early childhood and continuing through all levels of education and into adulthood

(Source: GCED Topics and Learning Objectives p.15)



"Topics and Learning Objectives of GCED"

Intended to be ***adapted*** and ***contextualised***, rather than prescriptive or exhaustive, at country level !

(Source: GCED Topics and Learning Objectives p.31)

Cognitive Domain

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance

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Socio-emotional Domain

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups
5. Different communities people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives

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Behavioral Domain

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

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< Keywords Activity >

care & empathy (забота & сочувствие)

consumption habits (привычки потребления)

social justice (социальная справедливость)

interconnections & interdependence (взаимосвязь & взаимозависимость)

rights & responsibilities (права & обязанности)

biodiversity (биоразнообразие)

citizenship (гражданственность)

climate change (климат)

identity (самобытность)

sustainable development (устойчивое развитие)

humanitarian action (гуманитарная деятельность)

intercultural dialogue (межкультурный диалог)

innovation (инновации)

(Source: GCED Topics and Learning Objectives p.43)

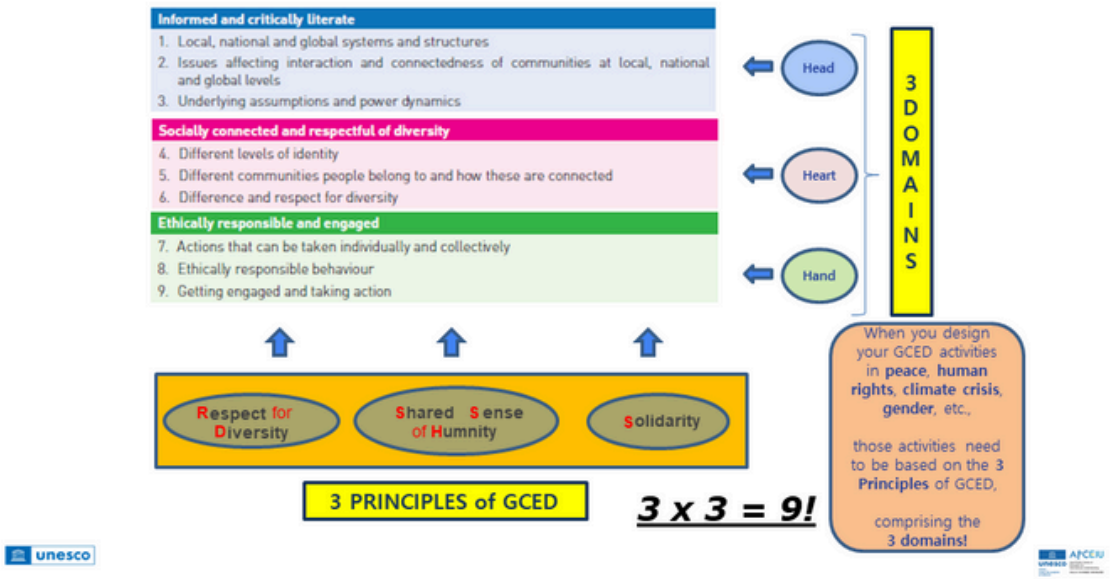
Learning Objectives for Learners

- Global Citizenship Education aims to enable learners to …

- ***"develop an understanding*** of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- ***recognise and appreciate*** difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and ***develop skills*** for living in an increasingly diverse world;
- ***develop and apply*** critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility
- ***recognise and examine*** beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- ***develop attitudes*** of care and empathy for others and the environment and respect for diversity;
- ***develop values*** of fairness and social justice, and skills to ***critically analyse*** inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- ***participate in, and contribute to***, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens".

(Source: GCED Topics and Learning Objectives, p. 14)

Framework for the Implementation of GCED



Group Discussion (10 min discussion, 10 min sharing)

- 5 groups (4~6 participants per group)
- One member from each group will come up to present.

Group 1 – Curriculum & pedagogy

"Is GCED integrated in your national, regional or school curricula? And what is the most effective pedagogy for GCED in Central Asia, Iran and Pakistan?"

Group 2 – Teacher Education

"Among the 3 domains of GCED (cognitive, socio-emotional, behavioral), which area needs more efforts in teacher education in Central Asia, Iran and Pakistan?"

Group 3 – Assessment

"How can we assess the impact of GCED on students in Central Asia, Iran and Pakistan?

If there are any examples, please share them with your group members."

Group 4 – Learning Environment

"The whole-school approach for GCED involves school leaders, teachers, students, parents, and local community.

Has the whole-school approach been adopted in Central Asia, Iran and Pakistan?"

Group 5 – Regional Collaboration

"What are the entry points for GCED regional collaboration and partnership in Central Asia, Iran and Pakistan?"

(ex. Curriculum development, teacher training, common guidebook for GCED, etc.)

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APCEIU

Thank you!

Jay Jaehong Kim,
Head of the Office of Education and Training, UNESCO APCEIU
(jaykim@unescoapceiu.org)

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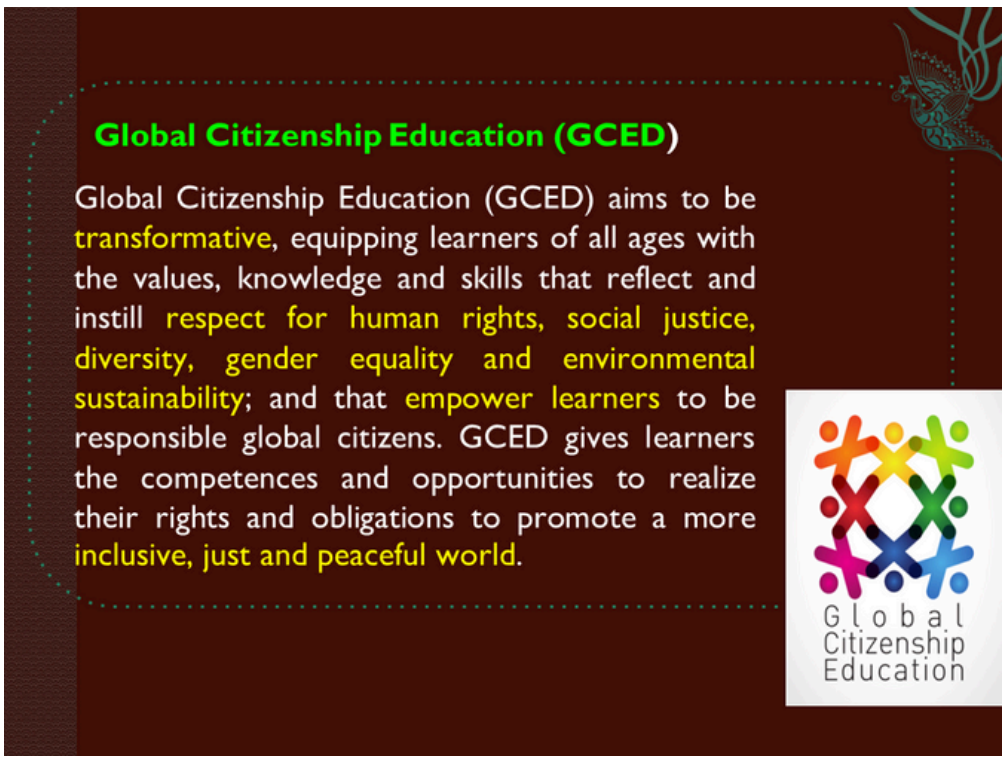
SESSION IV. TRANSLATING GCED PRINCIPLES INTO PRACTICE: PEDAGOGICAL APPROACHES

Facilitated by Prof. Francis Daehoon Lee, Director, TEPI associated with PEACEMOMO





GCED – Highlights for Democratic Values and Communication

Domains of Learning	Outcome, Attribute, Topic
Socio-Emotional	Respect for differences and diversity Socially connected, cultivate relationships Different levels of identity
Behavioural	Act effectively and responsibly Getting engaged and taking action
Cognitive	Develop skills for critical inquiry and analysis Underlying assumptions and power dynamics

PEDAGOGY

From 'what to learn' □□ how to learn'

Pedagogical Innovations + Facilitation?

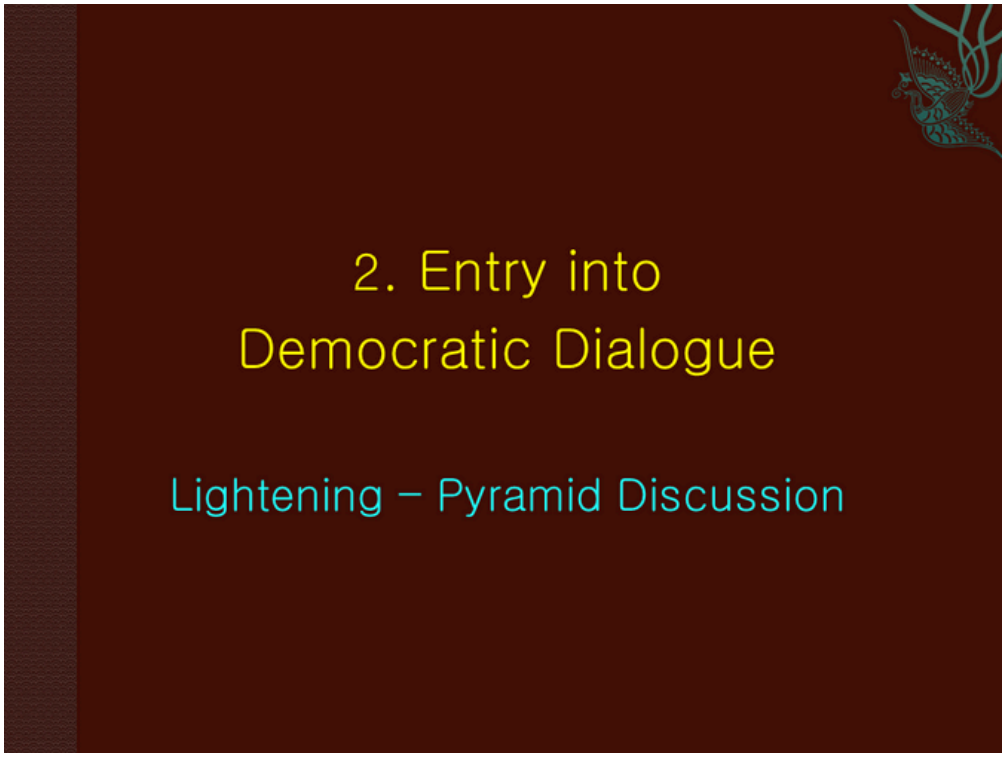
feelings + relationships + observation + sensitivity

+ concepts + empowerment + dialogues

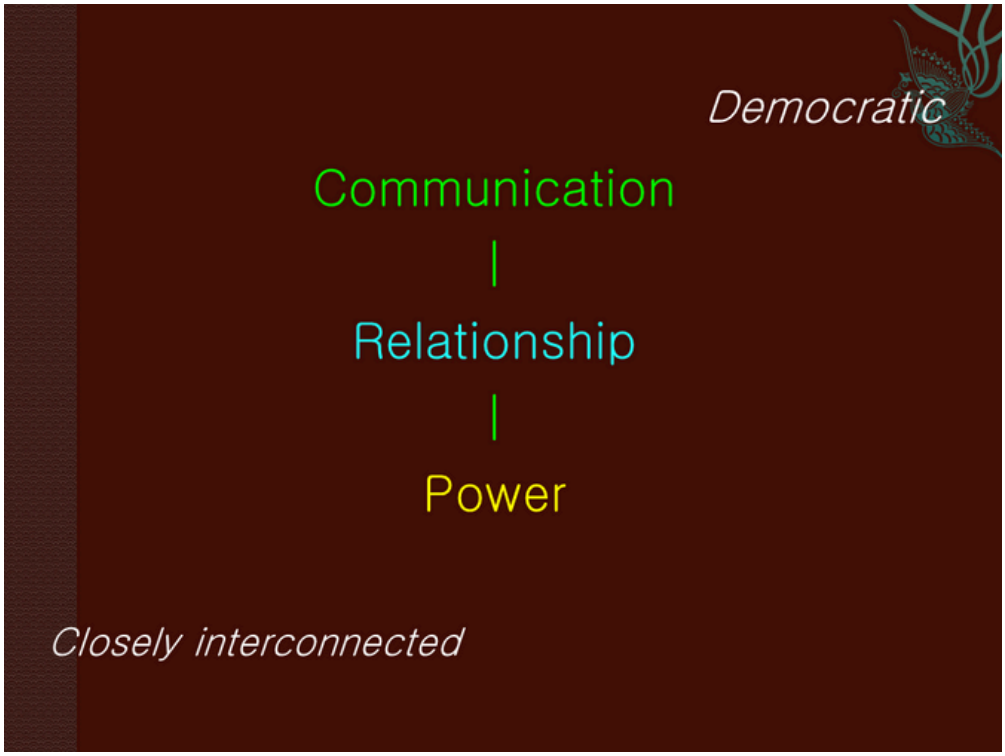
+ facilitation + empathy + connections…

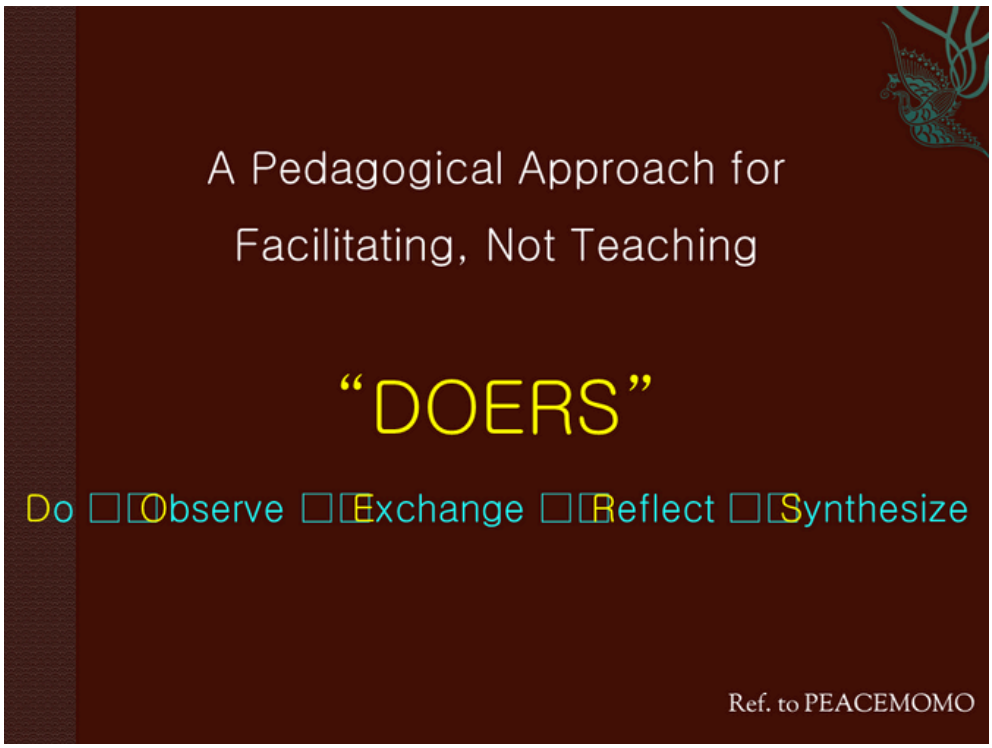
□□A Community that Learns

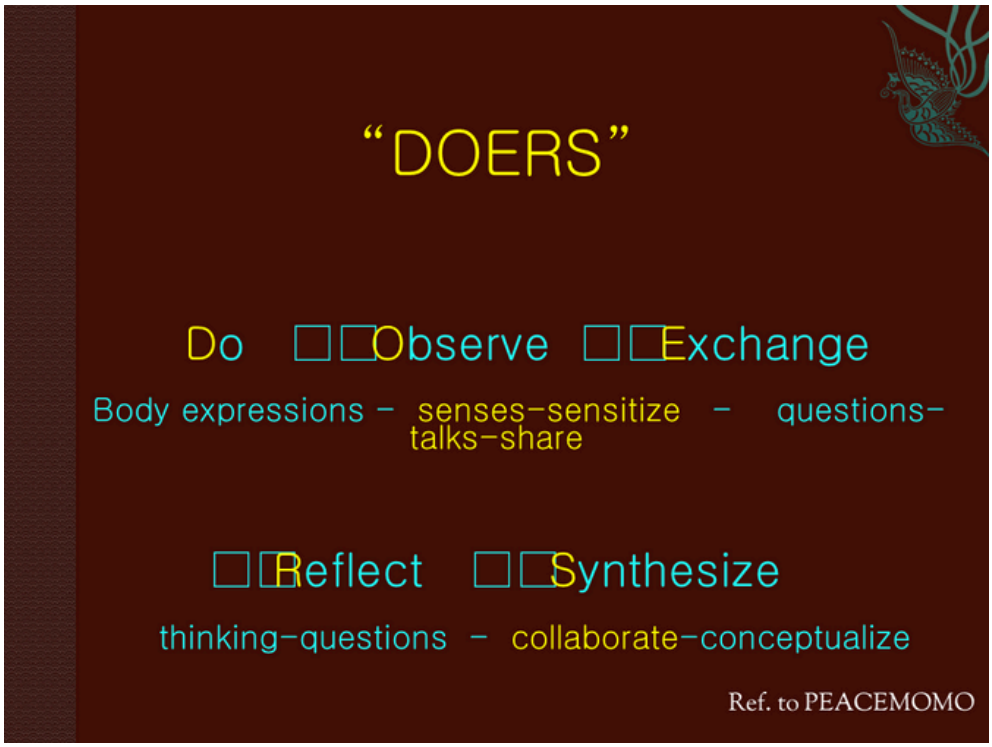

1. Power of Greeting

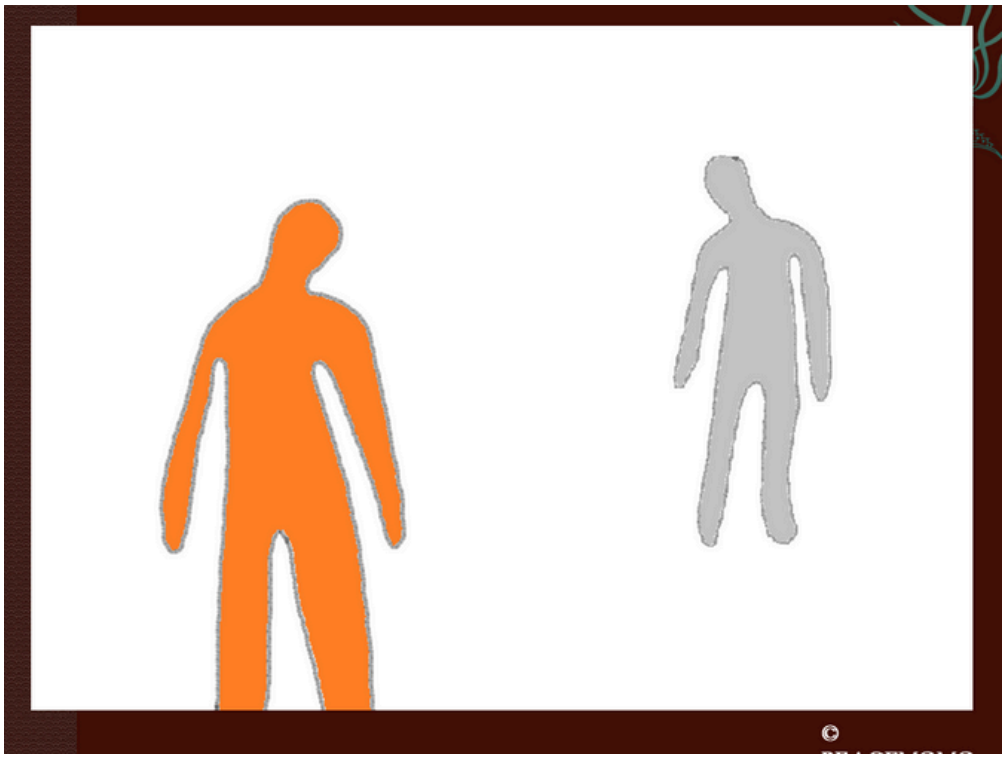

2. Entry into
Democratic Dialogue
Lightening – Pyramid Discussion


3. Empowering Dialogue
Focus on
Empowering–Disempowering


Democratic
Communication
|
Relationship
|
Power
Closely interconnected

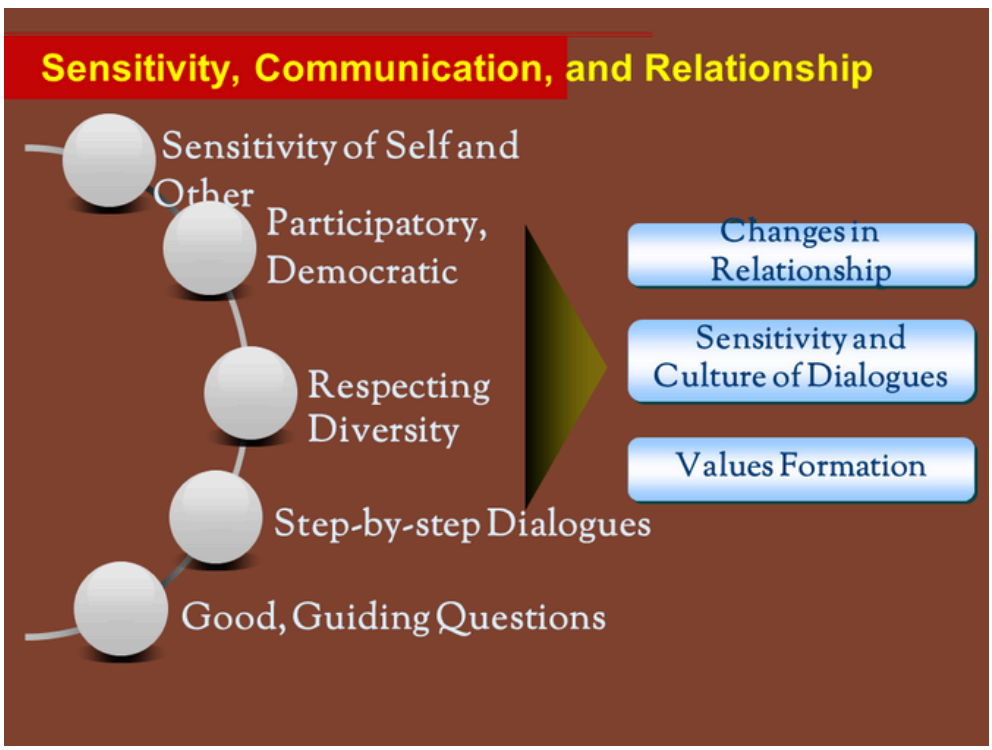

A Pedagogical Approach for
Facilitating, Not Teaching
“DOERS”
Do □□Observe □□Exchange □□Reflect □□Synthesize
Ref. to PEACEMOMO


“DOERS”
Do □□Observe □□Exchange
Body expressions - senses-sensitize - questions-talks-share
□□Reflect □□Synthesize
thinking-questions - collaborate-conceptualize
Ref. to PEACEMOMO








Sensitivity, Communication, and Relationship
Sensitivity of Self and Other
Participatory, Democratic
Respecting Diversity
Step-by-step Dialogues
Good, Guiding Questions
Changes in Relationship
Sensitivity and Culture of Dialogues
Values Formation

SESSION V. SHARING STRATEGIES AND INITIATIVES : AT THE CROSSROADS OF THEMATIC AND ACTION AREAS

Integrating Media and Information Literacy into Education Programmes : Practices and Innovations

BY TATYANA GOLUBTSOVA, MIL EXPERT



Development of practical skills, value-oriented, ideological, and behavioral attitudes within the context of Global Citizenship



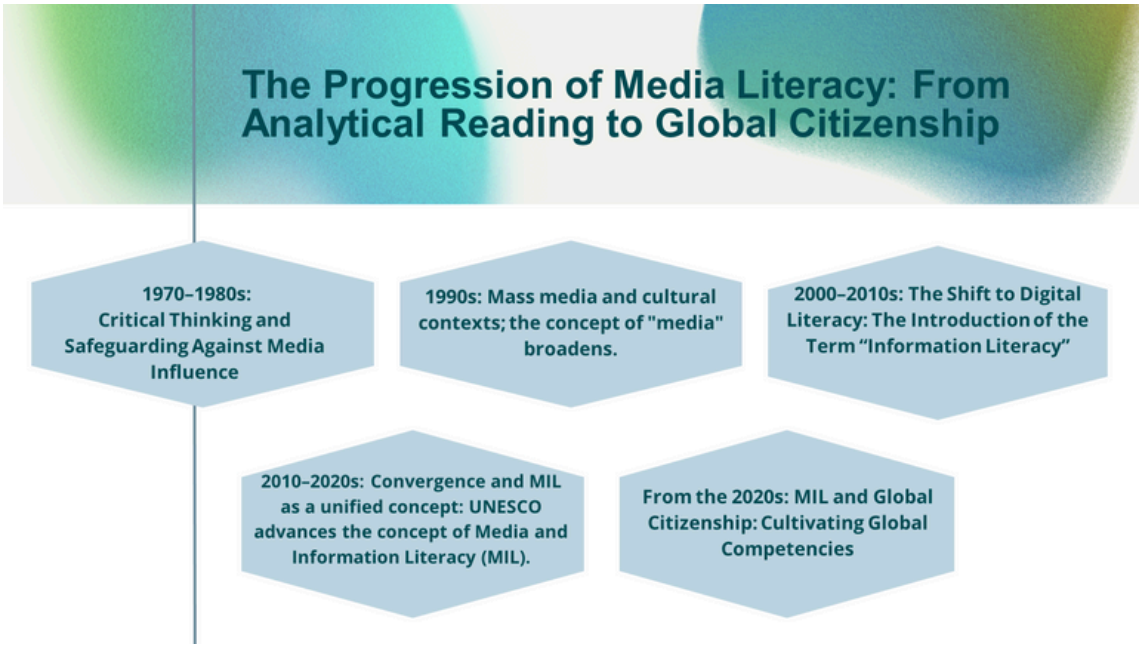
MIG as the Foundation of Global Citizenship

- **The capacity to differentiate between facts and manipulation is fundamental to responsible engagement in society.**

A media-literate individual is capable of:

- *Evaluate the impact of media on worldview.*
- *Safeguard your data and online reputation.*
- *engage with respect in a digital society.*

***Example:** In Central Asia, media frequently serve as instruments for social mobilization, yet they can also be employed for manipulation; thus, fostering critical thinking within civil society is essential.*


The Progression of Media Literacy: From Analytical Reading to Global Citizenship
1970–1980s: Critical Thinking and Safeguarding Against Media Influence
1990s: Mass media and cultural contexts; the concept of "media" broadens.
2000–2010s: The Shift to Digital Literacy: The Introduction of the Term "Information Literacy"
2010–2020s: Convergence and MIL as a unified concept: UNESCO advances the concept of Media and Information Literacy (MIL).
From the 2020s: MIL and Global Citizenship: Cultivating Global Competencies


Global Trends in Media and Information Literacy Training
• Integrating Media and Information Literacy into social and language disciplines (Finland, Estonia).
• Project-based interdisciplinary learning approach (Finland).
• Utilization of artificial intelligence and digital platforms (ChatGPT, Canva, Kahoot, etc.)
• Global Competences Approach (UNESCO GCED): Analytical Reasoning, Intercultural Communication, Digital Ethics.
• Compulsory integration of Media and Information Literacy in the educational curriculum (Philippines, France)

The Role of International Organizations in the Advancement of MIL



01 UNESCO: the Media and Information Literacy (MIL) concept and competency assessment frameworks, the global MIL CLICKS initiative, and the effort to establish media literacy cities.

02 DW Akademie: training for trainers, educators, and the localization of media and information literacy resources in Central Asia.

03 OSCE, IREX, Internews: informal educational programs, media workshops

04 UNICEF: Online Initiatives for Digital Hygiene and Child Protection

05 Overall contribution: assisting states in military integration, fostering communities of practice, and facilitating access to global resources.

MIL in Central Asian Nations: Accomplishments and Obstacles

Kazakhstan:

digital application development (MediaJungle),

inclusion of MIL in the subjects of the State Standard,

the development of the inaugural school textbook on media and information literacy with the assistance of Internews,

development of fact-checking resources and educational institutions, UNESCO laboratories,

support for the advancement of media literacy in the media.



MIL in Central Asian Nations: Accomplishments and Obstacles

Kyrgyzstan:

development of a fundamental website featuring educational materials for mediasabak in the three languages of Central Asian countries,

support for DW Akademie and initiatives to train educators,

Central Asian Conference on Media and Information Literacy for Teachers and MIL Practitioners

Qlever educational gaming platform,

Non-formal education: organizing camps on Media and Information Literacy for schoolchildren and students.



МИГ в странах Центральной Азии: достижения и вызовы

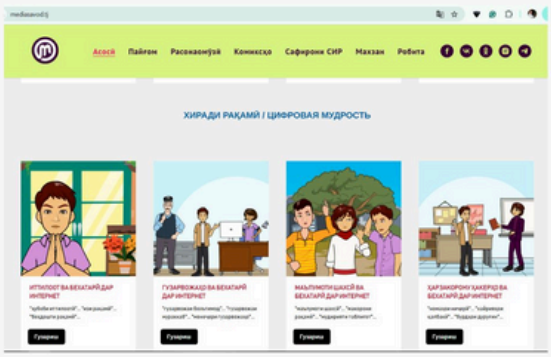
Tajikistan:

Integration of media literacy through pilot schools with the support of UNESCO and IFES.

Organization of critical thinking trainings for teachers and students.

Development of a MIL platform — the website Mediasavod.tj, which features a Tajik explanatory dictionary of media literacy terms, as well as a series of comics, short videos (vines), and educational lessons.

Establishment of fact-checking resources.



MIL in Central Asian Nations: Accomplishments and Obstacles

Uzbekistan:

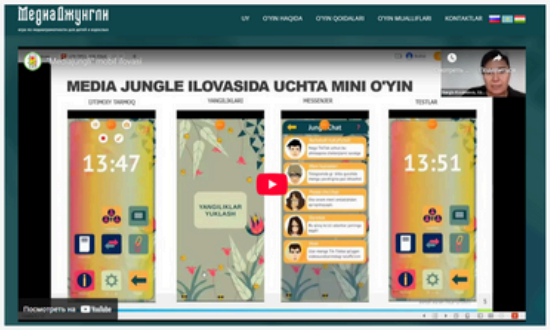
Translation of educational materials into Uzbek.

Non-governmental organizations advocating for media and information literacy across diverse sectors: higher education, secondary education, informal education, media, and non-governmental organizations.

Fact-checking resources have been created.

Media literacy is being taught on an experimental basis in journalism departments at universities.

Conducting an investigation into the degree of media literacy

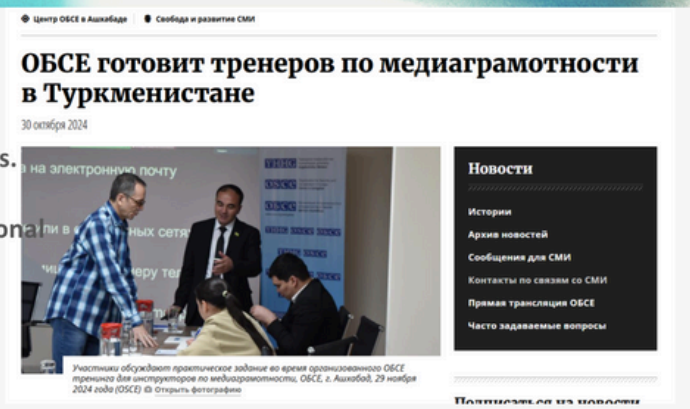


MIL in Central Asian Nations: Accomplishments and Obstacles

Turkmenistan:

Initiatives via global collaborations.

Interest in digital etiquette and artificial intelligence as an educational resource.


Центр ОБСЕ в Ашхабаде | Свобода и развитие СМИ

ОБСЕ готовит тренеров по медиаграмотности в Туркменистане

30 октября 2024

Участники обсуждают практическое задание во время организованного ОБСЕ тренинга для инструкторов по медиаграмотности, ОБСЕ, г. Ашхабад, 29 ноября 2024 года (OSCE) Открыть фотографию

Новости

Истории

Архив новостей

Сообщения для СМИ

Контакты по связям со СМИ

Прямая трансляция ОБСЕ

Часто задаваемые вопросы

Common issues and obstacles:

Shortage of qualified educators → There is a lack of systematic training for teachers in Media and Information Literacy (MIL), and pedagogical universities do not offer relevant courses.

Limited access to quality resources → scarce materials in national languages, absence of adapted textbooks.

Inadequate digital infrastructure in remote areas → limited internet access, insufficient equipment, particularly in rural educational institutions.

Insufficient digital and media literacy among parents and teachers → results in inadequate support within the family environment, complicating implementation in elementary grades.

Common issues and obstacles:

Fragmented methodologies →
MIL is implemented selectively, as a project, rather than as an integral component of a national educational standard.

Absence of a coordinating framework →
There is no agency or institution tasked with the implementation and monitoring of MIG.

Limited inter-ministerial cooperation → the ministries of education, information, and digital development do not collaborate.

Concerns regarding media literacy → potentially serving as a conduit for politicization or governmental critique.

Advancements in MIG training

- **Integration across disciplines:** history, language, social studies, etc. Implementation of project-based learning and interdisciplinary integration.
- **Utilizing mobile applications and educational gaming platforms** (MediaJungle, QLEVER). Developing educational multiplayer games.
- **Learning formats:** storytelling, audio broadcasts, visual assignments.
- **Peer-to-peer and mentoring approaches**—teenagers instructing their peers, as well as imparting knowledge to the older generation.



Conclusion: Innovation resides not merely in technologies but in the methodology of thought, assessment of sources, and ethical considerations in communication.

Conclusion

- Media literacy is not an “add-on”; it is fundamental to global education.
- There is a necessity to institutionalize Media and Information Literacy in teacher training programs.
- UNESCO and its partners can serve as a conduit for regional collaboration and the exchange of resources.

Thank you for your attention!

"Our world is becoming progressively complex, interdependent, and interconnected; therefore, education must also be multidisciplinary and holistic to guarantee the thorough development of an individual or society."

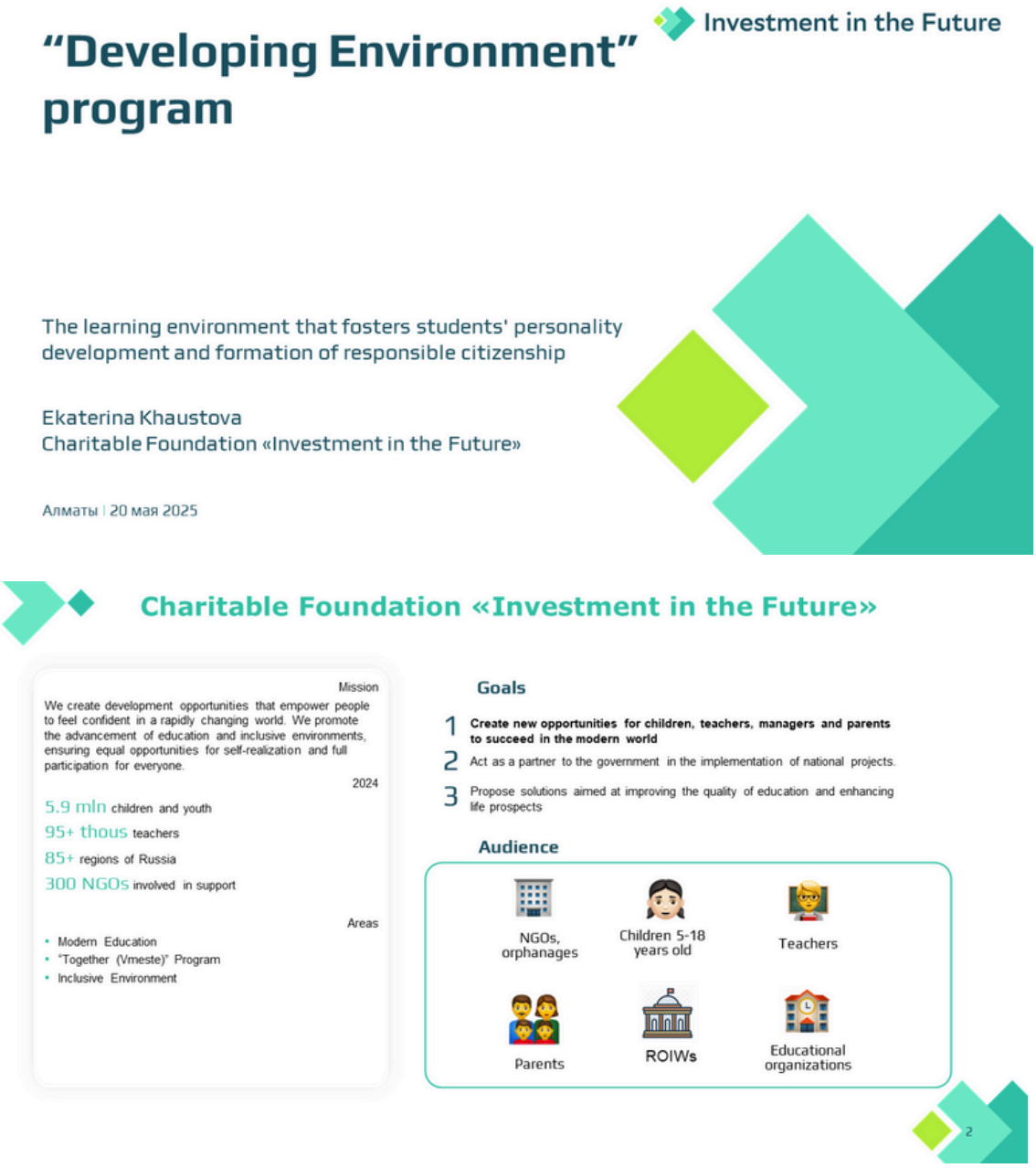
Recommendation on Education for Peace, Human Rights, and Sustainable Development.
Published in 2024 by the United Nations Educational, Scientific and Cultural Organization.

LIST OF MIL RESOURCES IN CENTRAL ASIA

- Application for creating educational tests and games. https://mediajungle.kz/
- Media literacy lessons and learning resources in the languages of Central Asian countries https://mediasabak.org/
- Fact-checking resources: https://factcheck.kz; https://factcheck.kg; https://factcheck.tj; https://factchecknet.uz/
- A textbook on media literacy for universities: https://newreporter.org/uchebnoe-posobie-po-mediagramotnosti/
- Medianet Library on Media Literacy and New Media - https://medianet.ngo/archives/category/biblioteka
- New Media Training https://school.cabar.asia/ru
- Game educational platform https://qlever.asia/ru/region

The Learning Environment that Fosters Students' Personality Development and Formation of Responsible Citizenship

by Ekaterina Khaustova, Charitable Foundation "Investment in the Future"



Program in figures

Since 2018

Available to all

32.5 thous teachers
participate in the Program

38% of participants are rural schools and kindergartens

592 thousand children
Studying using the EMC

47 regions of Russia

4 countries:
Russia, Kyrgyzstan, Kazakhstan, Belarus

EDUCATION POLICY

National priority
Realizes priority tasks of education (state standards of education of the Russian Federation, Kazakhstan, Kyrgyzstan, etc.).

Aligned with UN SDGs
Promising practice in child health and well-being education

SCIENTIFIC BASIS

> 40 diagnostic methods

Grounded in current scientific knowledge and an evidence-based approach

Applied tools for achieving and measuring personal and cross-disciplinary outcomes

Monitoring of implementation effects since 2018

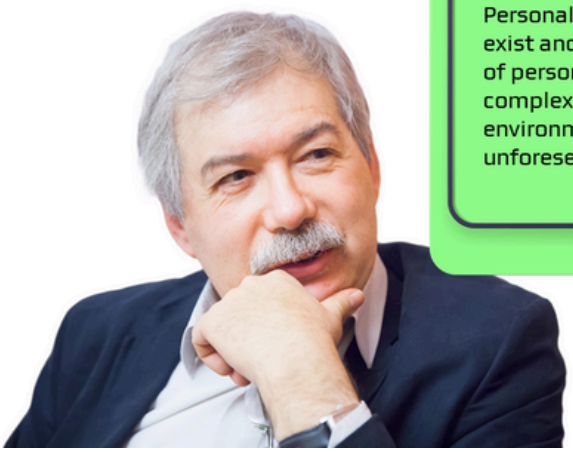
PRACTICAL EXPERIENCE

Russia's first large-scale network with a focus on personal development and well-being

Demonstrated implementation success with measurable impact

Implemented in:
2,042 schools, kindergartens, and preschool organizations
17 colleges
26 universities
31 Institutes for Professional Development / Institutes of Regional Education

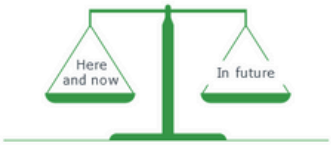
"Personal potential is an individual's investment in their own well-being."



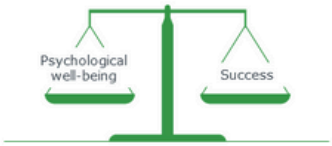
Personal potential enables a person to exist and act amid uncertainty. The value of personal potential becomes evident in complex, changing, and dynamic environments. It ensures readiness for unforeseen challenges and opportunities.

Leontiyev D.A.
Doctor of Psychological Sciences,
Professor at the HSE University

Goals



The success and psychological well-being of everyone here and now, which are the basis for the development of a mature person who can fulfill themselves in the modern world



Investment in the Future

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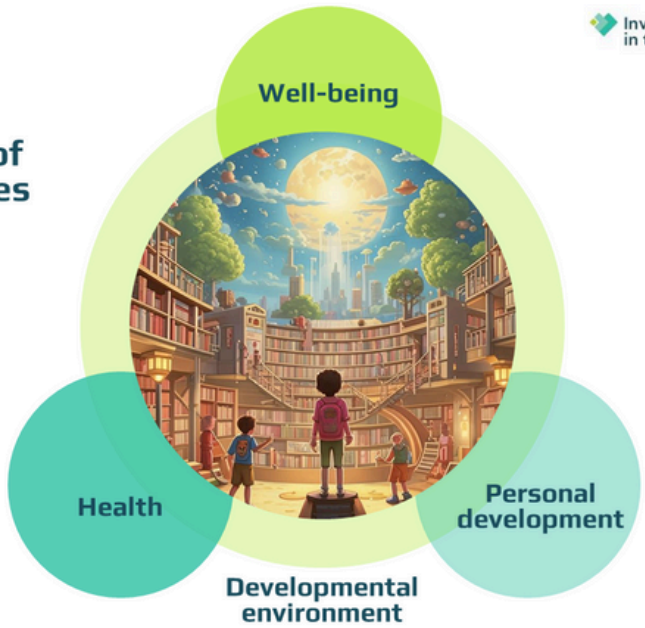
Synergy of approaches



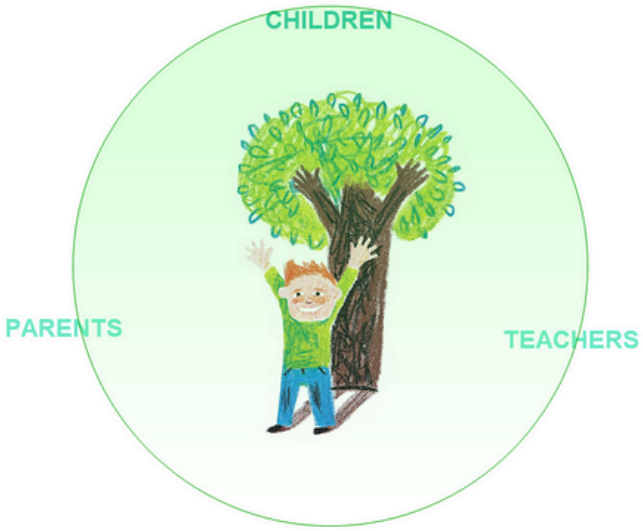
6

Investment in the Future

Methodology

We create an educational environment where the culture of relations, pedagogical practices and organization of space promote the development of personal potential in children and adults

Developing Environment

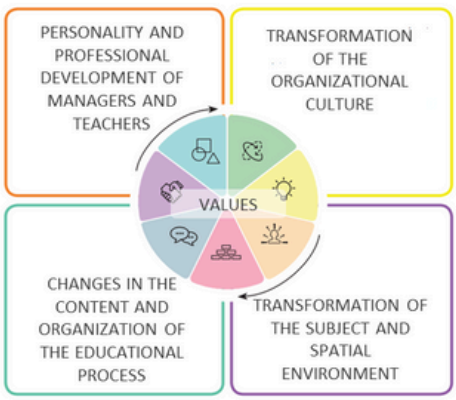


Investment in the Future

Technology

We are considering four areas of transformation that can lead to significant outcomes. For each area, we propose instruments for impact.

Developing Environment program



Research on the effects of the "Developing Environment" program by the "Investment in the Future" Charitable Foundation in 2017–2023 across 30 regions of Russia

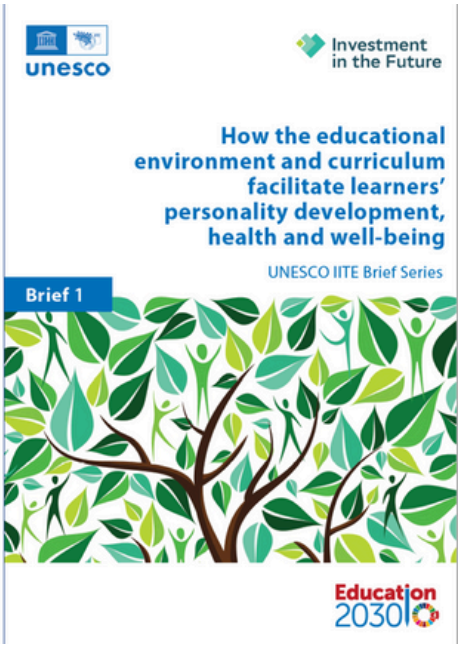






Обзор 1

Brief 1



Обзор 1 / Brief 1

Investment in the Future

Опыт программ и практик по поддержанию здоровья, благополучия и развитию личностного потенциала

- Программа «Развивающая среда»
- Образовательные программы по формированию здорового образа жизни в странах Центральной Азии и Восточной Европы
- Примеры образовательных программ по поддержанию благополучия и социально-эмоциональному развитию

Programs and Practices for Promoting Health, Well-being and Personality Development

- The Developing Environment Program
- Educational Programs Promoting Healthy Lifestyles in Eastern Europe and Central Asia
- Educational Programs Supporting Well-being and Social-Emotional Development

AREAS OF COLLABORATION

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Investment in the Future

- Launch of in-house professional development programs and courses for teachers in schools and kindergartens
- Academic cooperation, diagnostic and research tools
- Establishment of resource centers for personal potential development and healthy lifestyle promotion
- Network projects of the research consortium “Development of Personal Potential in Education”

Professional Development Program

"Development of Personal Potential in Education: Methodology and Technology for Training Teaching Teams"

- Republic of Kazakhstan
- Republic of Uzbekistan
- Kyrgyz Republic
- Republic of Tajikistan
- Republic of Belarus

232/182 applications received / successfully completed training

6 countries, including Russia

- **30** universities, institutes of educational development, and other organizations involved in teacher training

144 hours - total volume of the Program

TRAINING PROGRAM (144 hours)

Interactive Session
Personal Potential Development: The Workshop of Choice

Interactive Session
Personal Potential Development: The Workshop of Achievement

Interactive Session
Personal Potential Development: The Workshop of Resilience

Interactive Session
Healthy Lifestyle as a Factor in Personal Well-being

Interactive Session
Fundamentals of Social and Emotional Development

Interactive Session
Organizational Culture Focused on Supporting Subjective Well-being

Interactive Session
Adult–Child Communication Styles

Interactive Session
Motivations Behind "Bad" Behavior

Interactive Session
Nonviolent Communication as a Model for Healthy Community Interaction

Interactive Session
Designing Lessons Aimed at Personal Development

Interactive Session
Educational Tools of the EMC for Supporting a Child's Choice, Achievement, and Resilience

Interactive lecture
Tools for Researching Personal Potential

Interactive Session
Human-centricity as a principle of creating a developing educational environment

Interactive Session
Practices for Supporting and Developing a Comfortable and Safe Spatial and Material Environment in Educational Organizations

Interactive Session
Personal and Professional Development of Teachers in a Development-Oriented Educational Environment

Thank you!

Ekaterina Khaustova
Charitable Foundation
«Investment in the Future»

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Teachers Program Resource	teacher.vbudushee.ru
Managers Program Resource	school.vbudushee.ru
Psychologists Program Resource	diagnostics.vbudushee.ru
Parents Program Resource	family.vbudushee.ru
Research Practice Constructor (resource for researchers)	research.vbudushee.ru

A Safe Learning Environment Free from Violence and Bullying and Education for Health, Well-being and Life Skills: Foundations for Global Citizenship Education

by Tigran Yepoyan, Education Advisor,
UNESCO Institute for Information Technologies in Education (IITE)



Education Transformation Summit



Call for action

- It is essential that good education fosters each individual's values and capacity to live together in peace, to respect and value human diversity, gender equality and human rights, and to actively commit to sustainable development.

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Education 2030

UNESCO Global Leadership 2015



Resources for Eastern Europe and Central Asia countries. 2016-2017



Russia



Kyrgyzstan

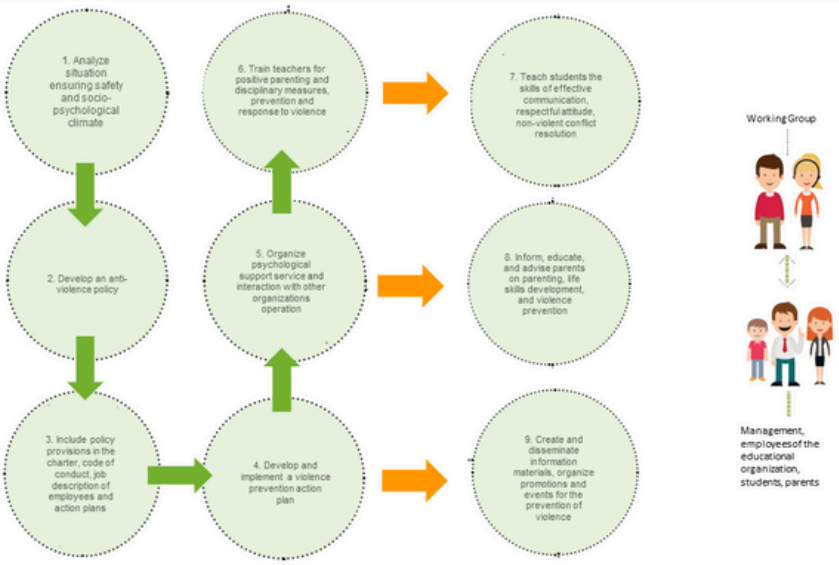
The Republic of

Violence prevention. Integrated approach



- SECURE INFRASTRUCTURE
- SCHOOL POLICY (local acts)
- CODE OF CONDUCT
- ACTION PLANS
- JOB DUTIES
- MECHANISMS AND TOOLS
- CURRICULUM, TEXTBOOKS
- DISCIPLINARY METHODS
- TEACHER TRAINING AND SUPPORT
- INVOLVING STUDENTS AND PARENTS
- MONITORING AND EVALUATION

Organizational and Managerial Measures and Awareness-building

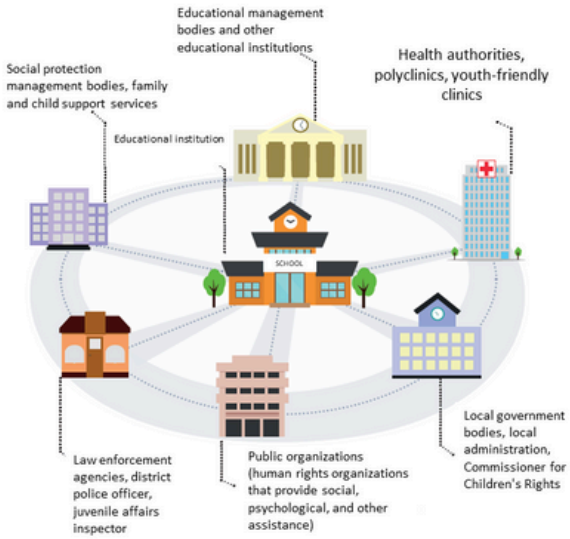


Algorithms of actions in the identification and analysis of bullying cases



- Maintaining a positive classroom climate
- Assistance to victims
- Dealing with offenders
- Work with witnesses
- How to talk to parents
- What can every teacher do
- What can parents do

School's interaction with other organizations





Holistic, evidence-based health and well-being education

unesco

RECOMMENDATION ON EDUCATION FOR PEACE AND HUMAN RIGHTS, INTERNATIONAL UNDERSTANDING, COOPERATION, FUNDAMENTAL FREEDOMS, GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT

RECOMMANDATION SUR L'ÉDUCATION POUR LA PAIX ET LES DROITS DE L'HOMME, LA COMPRÉHENSION INTERNATIONALE, LA COOPÉRATION, LES LIBERTÉS FONDAMENTALES, LA CITOYENNETÉ MONDIALE ET LE DÉVELOPPEMENT DURABLE

RECOMENDACIÓN SOBRE LA EDUCACIÓN PARA LA PAZ Y LOS DERECHOS HUMANOS, LA COMPRENSIÓN INTERNACIONAL, LA COOPERACIÓN, LAS LIBERTADES FUNDAMENTALES, LA CIUDADANÍA MUNDIAL Y EL DESARROLLO SOSTENIBLE

РЕКОМЕНДАЦИЯ ОБ ОБРАЗОВАНИИ В ДУХЕ МИРА И ПРАВ ЧЕЛОВЕКА, МЕЖДУНАРОДНОГО ВЗАИМОПОНИМАНИЯ, СОТРУДНИЧЕСТВА, ОСНОВНЫХ СВОБОД, ГЛОБАЛЬНОЙ ГРАЖДАНСТВЕННОСТИ И УСТОЙЧИВОГО РАЗВИТИЯ

التوصية الخاصة بالتربية والتعليم من أجل السلام وحقوق الإنسان والتفاهم الدولي والتعاون والحريات الأساسية والمواطنة العالمية والتنمية المستدامة

关于促进和平与人权、国际理解、合作、基本自由、全球公民意识和可持续发展的教育的建议书

Subjects, courses, class hours

Armenia	**Compulsory healthy lifestyle lessons in grades 5-11**
Belarus	**Classroom hours** (tutorial) **on healthy lifestyle in grades 5-11**
Kazakhstan	**Global Competencies Course in grades 5-11**
Kyrgyzstan	**Classroom hours** (mandatory) **on healthy lifestyle in grades 6-11**

units

- Ethics and etiquette
- Citizenship and patriotism
- Media and financial literacy
- Life safety
- Ecological culture

GENERAL TOPICS

- Healthy eating, physical activities
- Growth, development, hygiene
- Prevention of bad habits (addictions)
- Prevention of violence and harassment and cyberbullying
- Relationships, friendship, love, family
- Reproductive health
- Disease prevention
- Communication skills, decision-making, confidence development, and others

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108 video tutorials in three languages

Kazakhstan



Belarus



Kyrgyzstan



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Learning and teaching support: Armenia, Belarus, Kazakhstan, Kyrgyzstan



Teacher of healthy lifestyle

- Convinced of the need for such classes
- Enjoys the respect and trust of students, respects the personality, dignity and rights of students
- Shares the values underlying the content of the subject/course
- Free from prejudice
- Ready for an open and honest conversation.
- Encourages independence and respects students' opinions and choices.
- Does not comment on personalities of students, their personal lives, and respects personal boundaries.
- Maintains a positive socio-psychological climate in the classroom
- Suppresses cases of violence, harassment and helps to resolve conflicts.
- Ready to interact with parents of students
- Competent in the subject matter
- Proficient in interactive teaching methods

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About healthy lifestyle lessons (according to a study in Armenia)

Students speak:

We would like all lessons to be like this; we talk to teachers, we have a feeling that our opinion matters.

We engage in many discussions, and we appreciate that there are no right or wrong answers.

We understand what is happening to us, we understand the new relationship.

Teachers speak:

Students learn in other subjects and then forget, but not in this one.

Children love these lessons; they are practical, they have lively discussions.

We strive to instill the right values in children from an early age, which will help them maintain their health.

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Teacher training at https://eduhub.pro/

EduHub is an international online platform for health and well-being education



Free high-quality online courses under the auspices of UNESCO on relevant topics

CYCLES of free webinars on healthy lifestyle lessons

ONLINE self-study COURSES, free of charge, with an issue of a certificate



For cooperation on the following issues

- violence and bullying prevention at school
- creation and implementation of health and skill-based curricula
- building personality-developmental learning environment

Tigran Yepoyan,
UNESCO Regional Advisor,
Central Asia and
Eastern Europe

t.yepoyan@unesco.org

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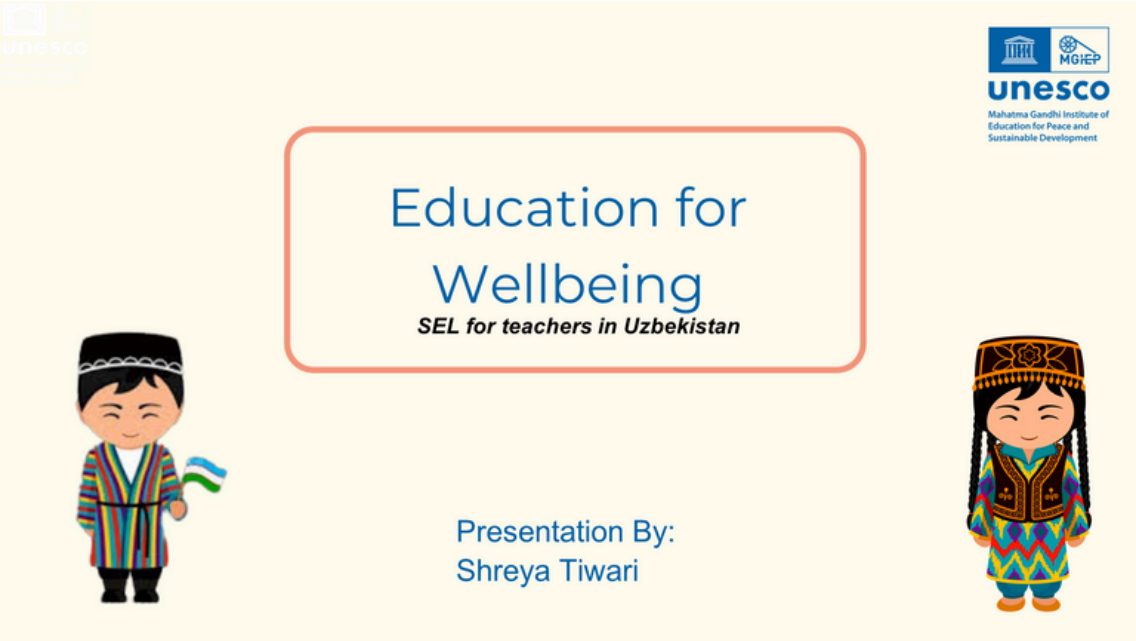
Education 2030

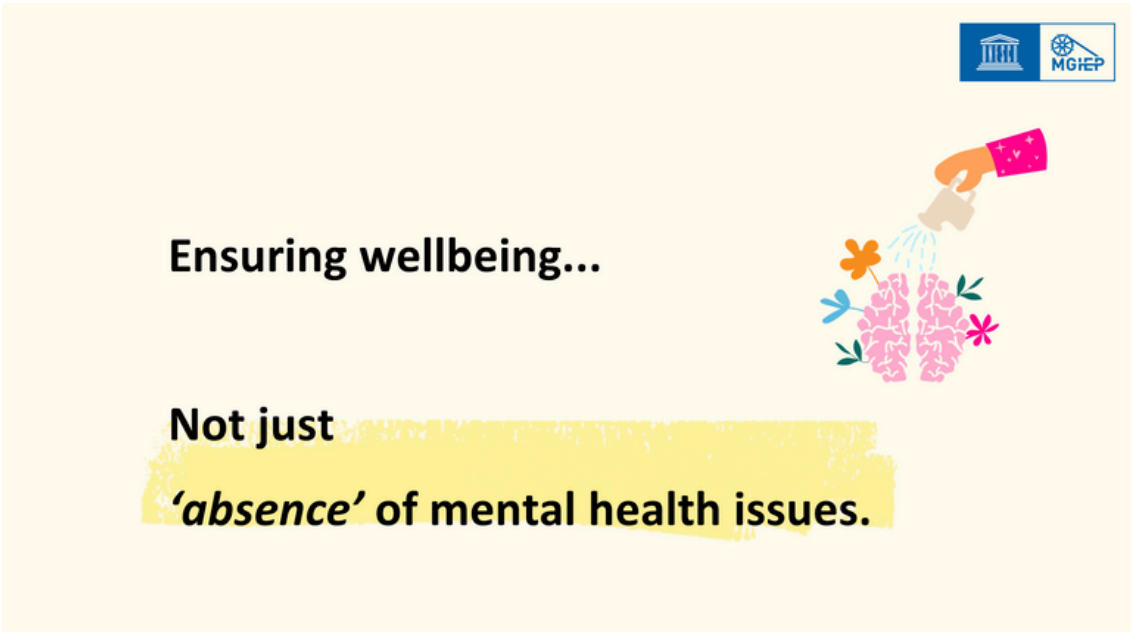


Thank you for your attention!

Education for Well-being: Socio-Emotional Learning (SEL) Journey in Uzbekistan

by Shreya Tiwari, National Program Officer, Teacher Capacity Development, UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP)







UNESCO MGIEP's VISION

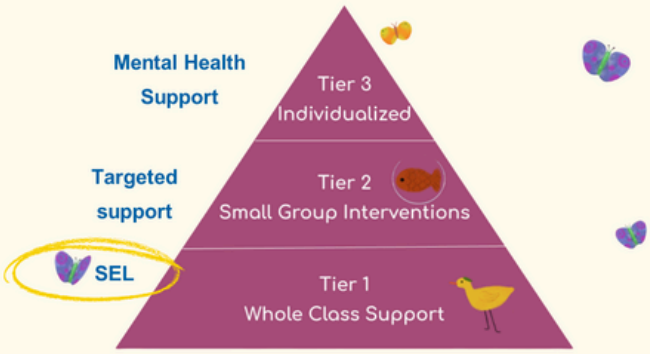
BUILDING KINDER BRAINS

TARGET 4.7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- Category 1 research institute
- Based in New Delhi, India
- Mainstreaming science and evidence-based SEL & Ed for Peace for quality and inclusive curricula, digital pedagogies and assessments by leveraging the power of technology.

UNESCO MGIEP's APPROACH



SEL is preventive in nature and needs to be embedded into mainstream curriculum & school culture!



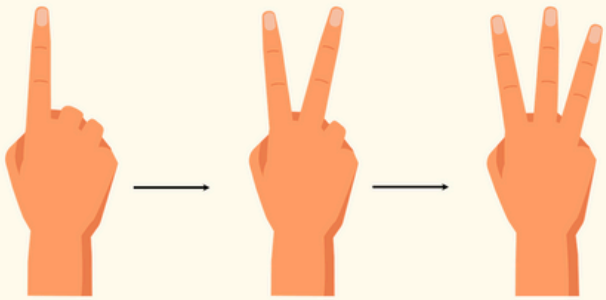
UNESCO MGIEP's approach towards learning-SEL

Let's find out.

Instructions

Make a fist.

Open a finger if the statement said applies to you.



Open a finger if...

Talking to unfamiliar people makes you awkward or anxious



Open a finger if...

You feel you are unable to control your anger .



Open a finger if...

You frequently can’t name the emotions you are feeling



Open a finger if...

You don't know what to do to feel better or calm down whenever you are feeling anxious, sad, angry



Open a finger if...

You were never taught how to manage your emotions in school



Open a finger if...

You find it difficult to support/comfort someone who is going through a tough time.



Open a finger if...

You find it difficult to communicate assertively.



Open a finger if...

You are scared of conflicts and confrontations with family members, colleagues, and friends



Open a finger if...

You feel you are not aware of your areas of strength – things you do well/ or of areas that require improvement.





Flash your wrists!

What is Social and Emotional Learning (SEL)?

SEL is broadly defined as the **process of gaining the competencies, skills and/or attitudes** to:



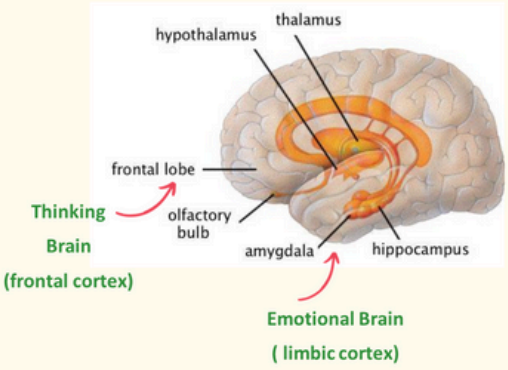
- **recognise and manage** emotions;
- develop **care and concern** for others;
- establish **positive** relationships with ourselves and others;
- take **responsible decisions**;
- handle **challenging** situations.

(Source: Chatterjee, N. & Duraiappah, A. K. (Eds.). (2020). Rethinking learning: a review of social and emotional learning

Neuroscientifically redefined approach to education

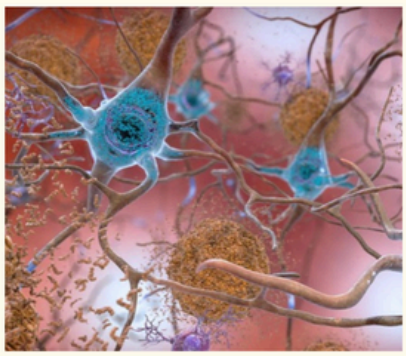
Learning is both a rational and an emotional process!

- The thinking and the emotional brain are connected & influence each other!
- Therefore, for learning to happen, training of Social and Emotional and Rational Brain is needed.



Good news: Our brain is trainable!

Neuroplasticity the basis of learning: brain as a muscle



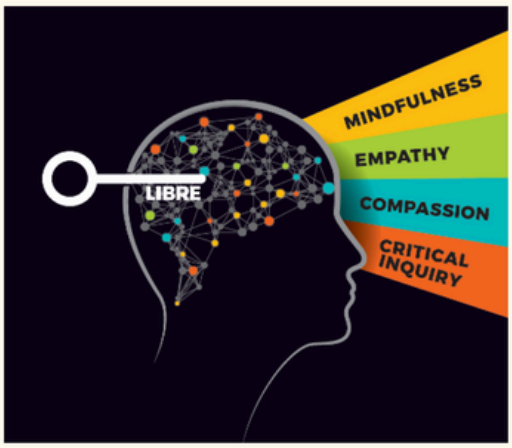
- Ability of the brain to change due to external input throughout life
- Examples of neuroplasticity – reading, learning a musical instrument, juggling balls, managing emotions, being kind

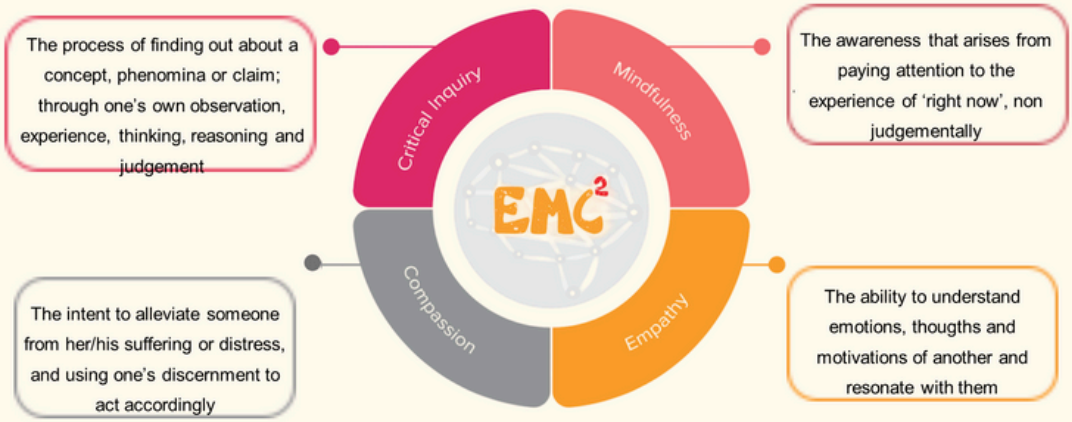
UNESCO MGIEP's SEL approach - EMC^2

It is not a part of the plate,

It is the plate!

Unless we listen, understand and empathise, we will not have peaceful and sustainable societies. Imperative to embed Social and Emotional Learning at the core of education – just like maths and science.





Evidence: SEL benefits teachers and Students



Facilitates teacher and student wellbeing



Promotes teacher job satisfaction



Promotes healthy school environment



Facilitates prosocial behaviors and positive relationships with others.



Reduces disruptive behavior problems and emotional distress.



Improves students' cognitive and academic performance.

Everyone needs SEL.
Teachers need it the most.



High attrition rates, high early dropouts

40% of teachers leave the profession within their first five years of teaching (Haynes M.,2014); 1 million teachers move in and out of schools in US due to 'unreasonable work expectations'



Anxiety is the most commonly experienced emotion

Other emotions experienced in COVID– fearful, worried, overwhelmed and sad (YALE and CASEL study)



Most challenging, Stressful, and demanding job

Data from human service industry (Chris Kyriacou, 2010)

Stress is Contagious

Student stress is proportional to Teacher stress

Student performance proportional to Teacher stress

Classroom behavioral problems proportional to Teacher burnout

- Milkie, M. A., & Warner, C. H. (2011). How Does the Classroom Learning Environment Affect Children's Mental Health?. Journal of Health and Social Behavior, 52(1)
- Oberle, E., & Schonert-Reichl, K. A. (2016) Social Science & Medicine, 159, 30-37.
- Gallese, V., & Goldman, A. (1998). Mirror neurons and the simulation theory of mind-reading. Trends in cognitive sciences, 2(12), 493-501.

Our work in Uzbekistan



UNESCO MGIEP, UNESCO Tashkent and MoPSSE, Uzbekistan have collaborated on Social Emotional Learning for teacher professional development



The Journey in Uzbekistan

Feb '24
- UNESCO Tashkent, MGIEP identify synergies
- MoPSSE agreements
- Implementation strategy & plans

May '24
- In-person ToT for 40 teachers
- Presidential decree passed mandating SEL for all teacehrs
- Plan & budget for SEL Uzbek course

Nov '24 - May 25
- Onboarding team of 4 consultants (SOP, FS)
- Course adaptation, translation
- Resource creation

June '25
- Render course on FS
- Expert review
- Revision

Aug '25
- Launch of SEL Uzbek on FS
- In-person ToT by MGIEP
- Scale strategy in place

Sept '25
- Program pilot
- Model-based revisions

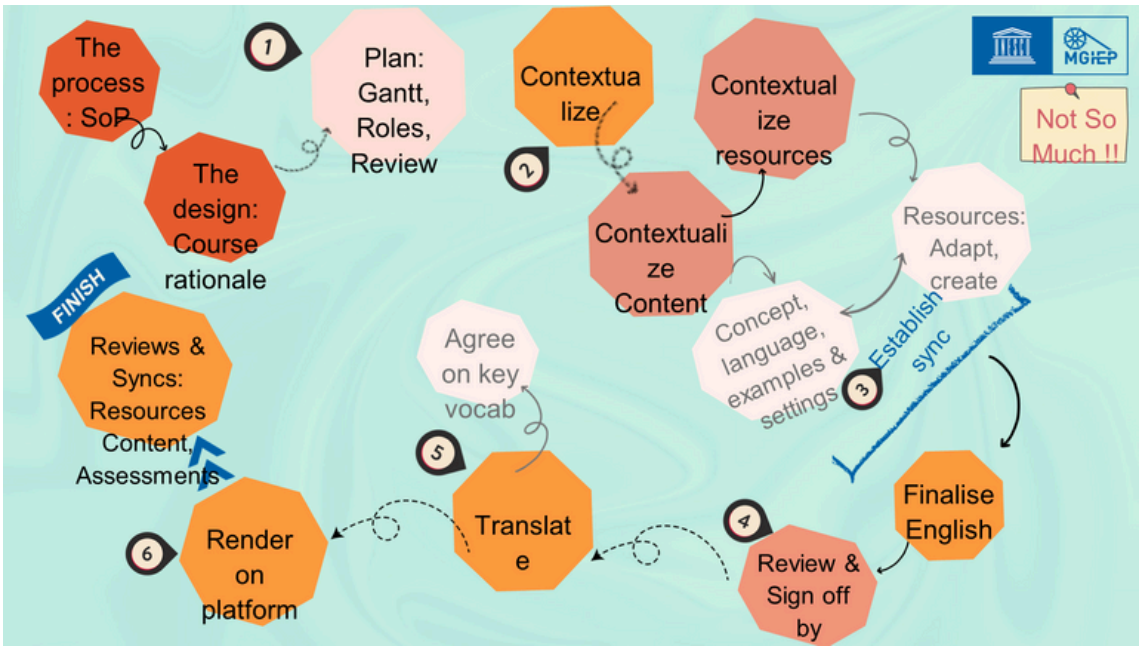
Oct '25 - March '26
- Large scale implementation
- Platform and M&E support

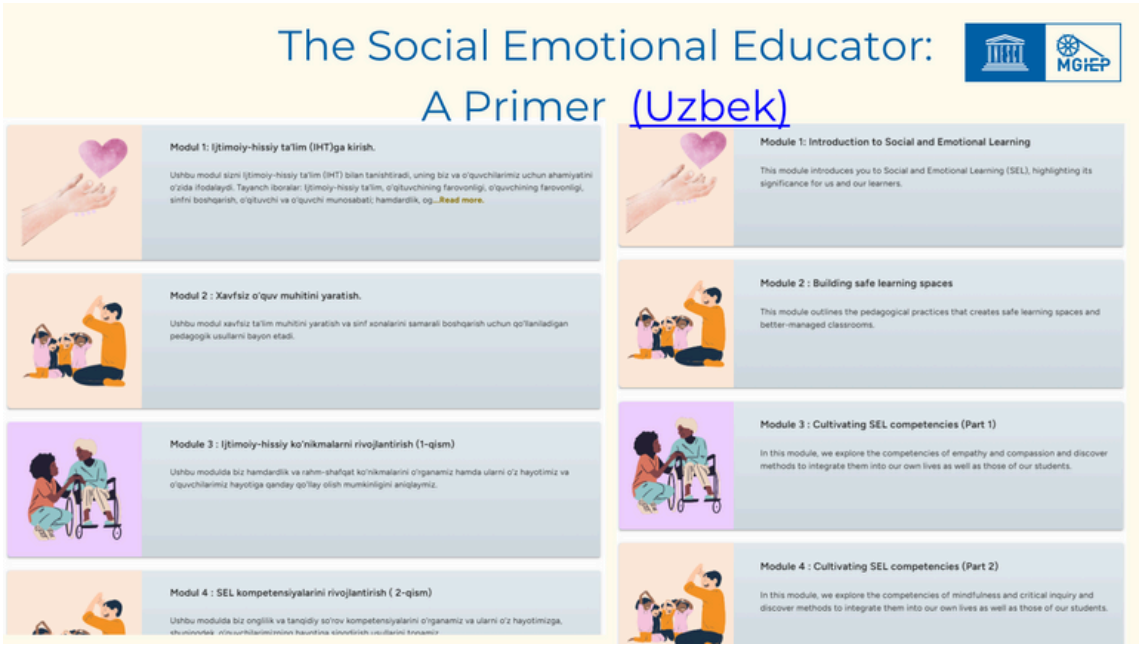
The process: SOP walk through





The simple process !


The process : SoP
1
Plan: Gantt, Roles, Review
The design: Course rationale
FINISH
Reviews & Syncs: Resources Content, Assessments
6
Render on platform
Agree on key vocab
5
Translate
Contextualize
2
Contextualize resources
Contextualize Content
Concept, language, examples & settings
3
Resources: Adapt, create
Establish sync
Finalise English
4
Review & Sign off by
MGIEP
Not So Much !!


The Social Emotional Educator:
A Primer (Uzbek)
MGIEP
Modul 1: Ijtimoiy-hissiy ta'lim (IHT)ga kirish.
Ushbu modul sizni Ijtimoiy-hissiy ta'lim (IHT) bilan tanishtiradi, uning biz va o'quvchilarimiz uchun ahamiyatini o'zida ifodalaydi. Tayanch iboralar: Ijtimoiy-hissiy ta'lim, o'qituvchining farovonligi, o'quvchining farovonligi, sinfni boshqarish, o'qituvchi va o'quvchi munosabati; hamdardlik, og...Read more.
Modul 2 : Xavfsiz o'quv muhitini yaratish.
Ushbu modul xavfsiz ta'lim muhitini yaratish va sinf xonalarini samarali boshqarish uchun qo'llaniladigan pedagogik usullarni bayon etadi.
Modul 3 : Ijtimoiy-hissiy ko'nikmalarni rivojlantirish (1-qism)
Ushbu modulda biz hamdardlik va rahm-shafqat ko'nikmalarini o'rganamiz hamda ularni o'z hayotimiz va o'quvchilarimiz hayotiga qanday qo'llay olish mumkinligini aniqlaymiz.
Modul 4 : SEL kompetensiyalarini rivojlantirish (2-qism)
Module 1: Introduction to Social and Emotional Learning
This module introduces you to Social and Emotional Learning (SEL), highlighting its significance for us and our learners.
Module 2 : Building safe learning spaces
This module outlines the pedagogical practices that creates safe learning spaces and better-managed classrooms.
Module 3 : Cultivating SEL competencies (Part 1)
In this module, we explore the competencies of empathy and compassion and discover methods to integrate them into our own lives as well as those of our students.
Module 4 : Cultivating SEL competencies (Part 2)
In this module, we explore the competencies of mindfulness and critical inquiry and discover methods to integrate them into our own lives as well as those of our students.



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Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Thank You!

Contact us for any questions and comments

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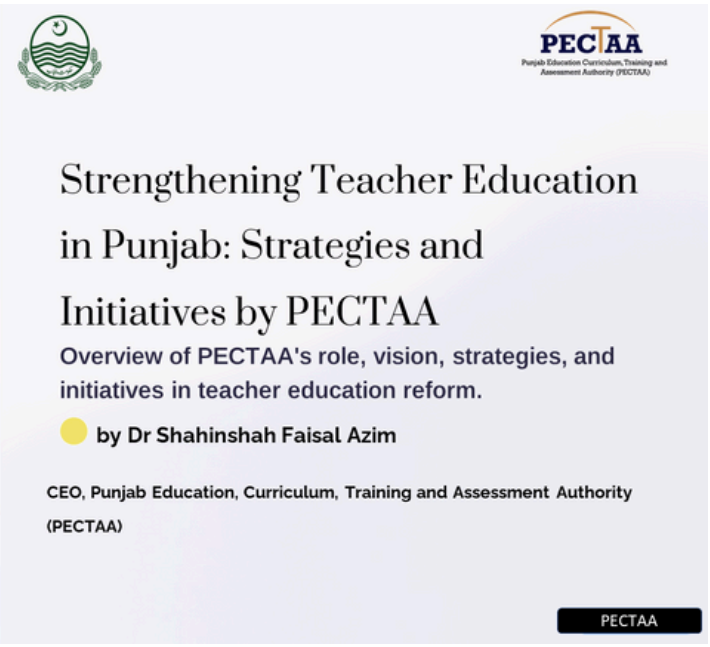
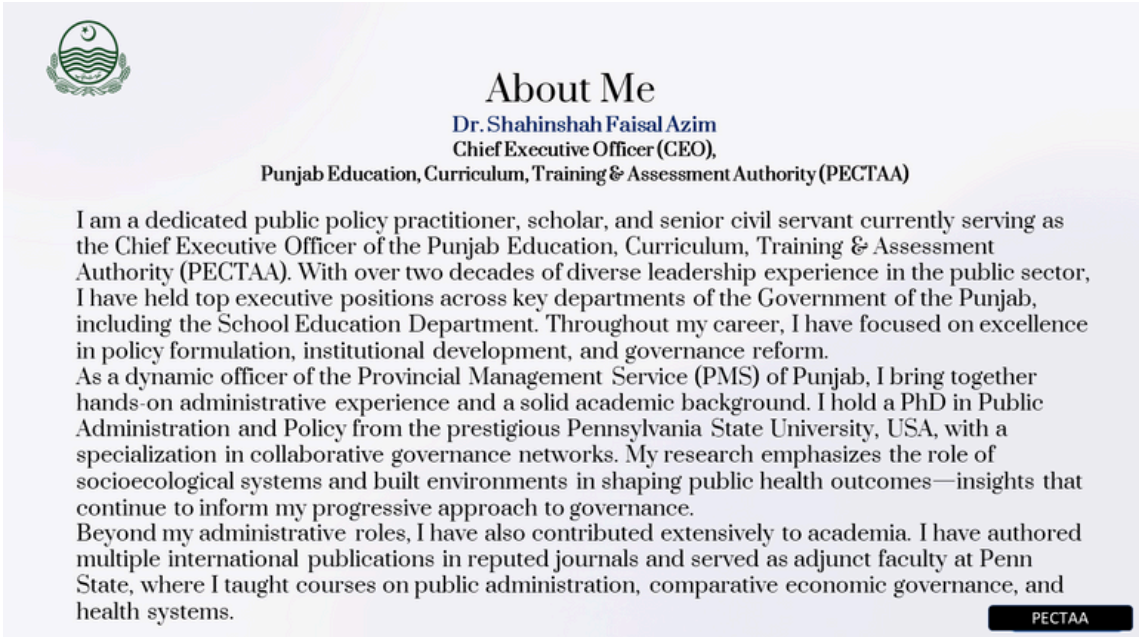
35 Ferozshah Road, New Delhi, India

Strengthening Teacher Education in Punjab: Strategies and Initiatives by PECTAA

by Dr Shahinshah Faisal Azim,
CEO, Punjab Education, Curriculum, Training & Assessment Authority (PECTTA), Pakistan









The Role of PECTAA

Strategic Institution

Operates under School Education Department, Govt of the Punjab

Core Mandate

- Curriculum development
- Teacher education
- Assessment reform
- Training provision

Commitment

Evidence-based, inclusive, competency-driven development

PECTAA

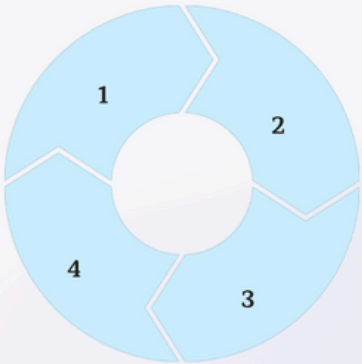
Integrated Cycle Enabling Continuous Improvement

Curriculum Sets Direction

Shapes learning objectives and content

Training Equips Educators

Prepares teachers to deliver effectively



Research Informs Adjustments

Guides policy and practice refinements

Assessment Measures Progress

Identifies successes and learning gaps

This continuous loop drives sustainable education quality improvement.

PECTAA



Vision for Teacher Education

Curriculum Alignment
National Curriculum 2022 & Single National Curriculum

21st-Century Skills
Focus on equity and learning recovery post-COVID

Teaching Practice
Reflective, responsive, research-driven methods

PECTAA



Key Strategies Adopted

Data-Driven Training
Teacher profiling and analytics

Targeted Training
Subject-specific sessions replacing general workshops

Inclusive Education Focus
ECCE and transformational leadership integration

Blended Learning
Activity-based, interactive modalities

PECTAA



PECTAA
Punjab Education Curriculum, Training and Assessment Authority (PECTAA)

Major Initiatives by PECTAA

Subject-Based Training

Science, Math, English, and more

Early Childhood Education

Aligned with Early Learning Development Standards (ELDS)

Leadership Framework

For school heads and district managers

Inclusive Education Modules

Disability sensitivity mainstreaming

English Language Fluency Initiative

Primary and elementary school

Life Skills Based Education

Training of teachers to inculcate life skills in education

Global Citizenship Education Development

Aligning curriculum with global citizenship concepts

Assessment Tools

Integrated into teacher practice

PECTAA



PECTAA
Punjab Education Curriculum, Training and Assessment Authority (PECTAA)

Collaboration and Innovation

Engagement with academia for content and delivery

Partnerships with national and international partners i.e
British Council, UNICEF, World Bank, FCDO, JICA, PMIU

Digital Teacher Training Platforms

Research-driven policy inputs

PECTAA

Monitoring & Impact

Real-Time M&E

Dashboard tracks training quality continuously



Assessments

Pre- and post-training outcome measures

Feedback Loops

Ongoing communication with field educators

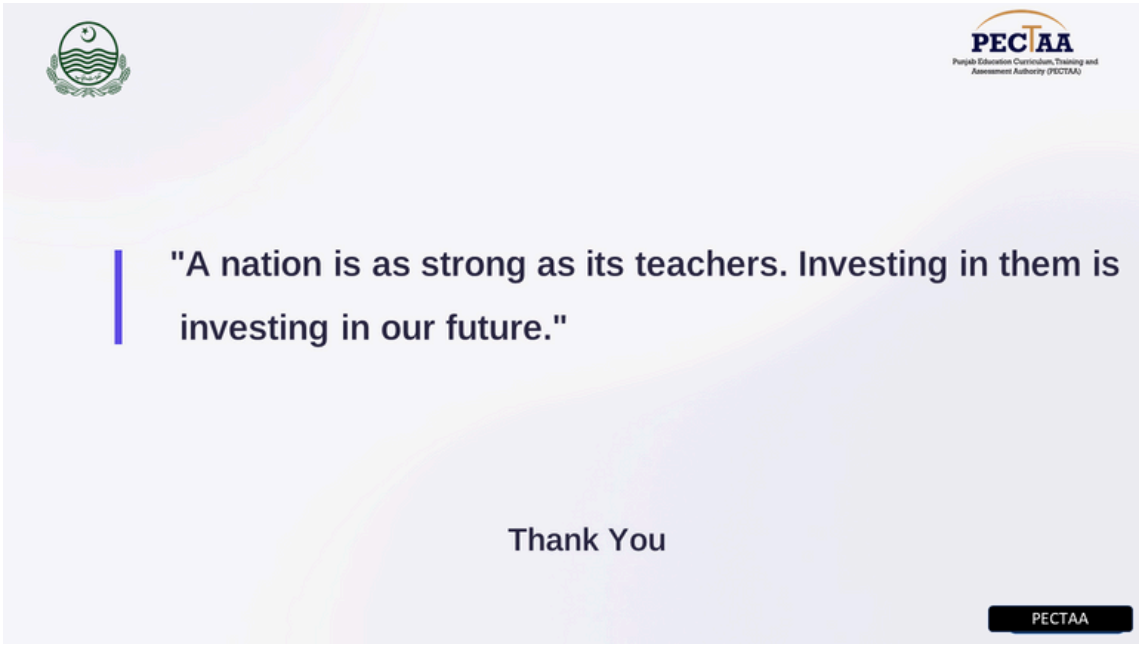
PECTAA

Challenges
Opportunities

- Scale and resource limitations
- Teacher motivation hurdles
- Digital divide impact

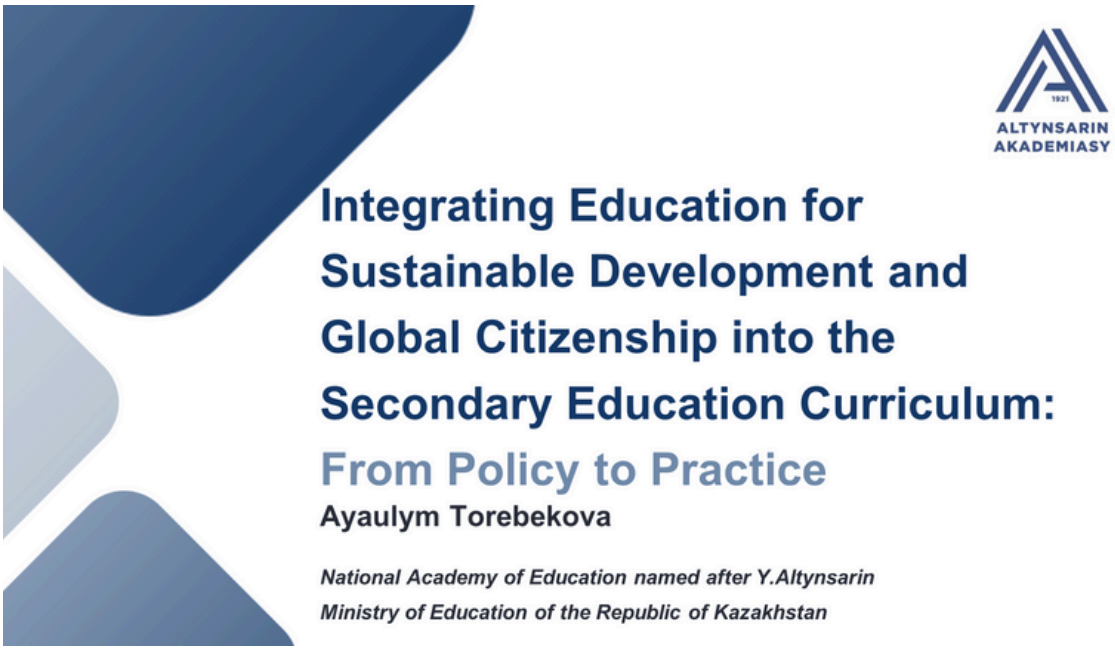
- Large funds allocated through strong political will
- Institutional coordination gains
- Youth demographic dividend
- Self-sustained model

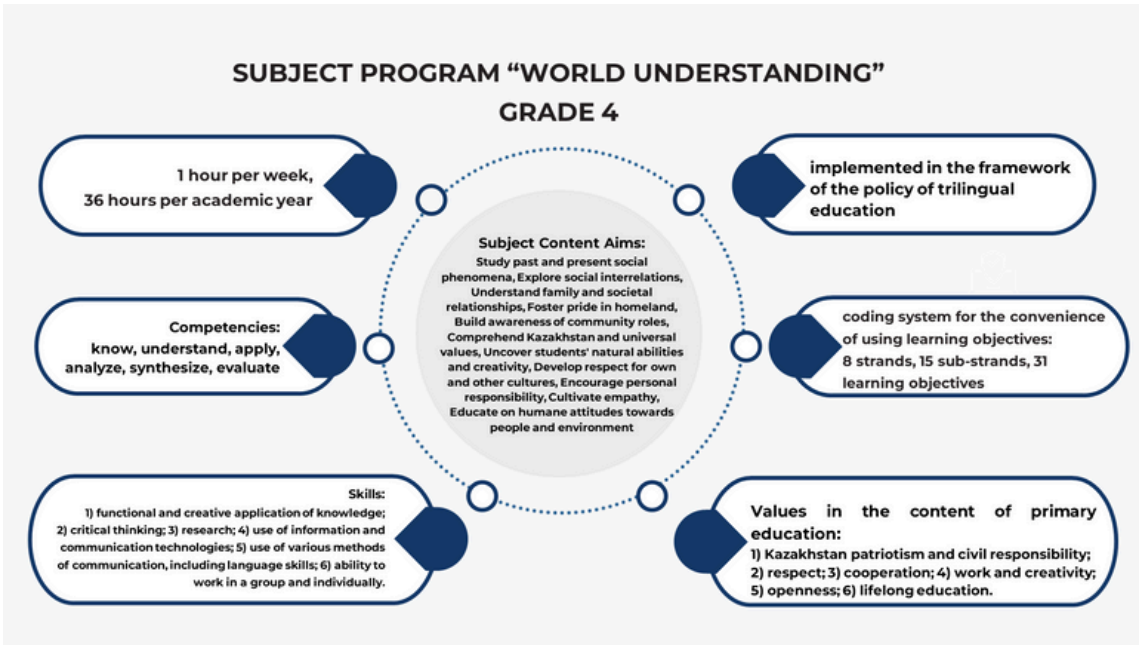
PECTAA


PECTAA
Punjab Education Curriculum, Training and Assessment Authority (PECTAA)
"A nation is as strong as its teachers. Investing in them is investing in our future."
Thank You
PECTAA

Integrating Education for Sustainable Development and Global Citizenship into the Secondary Education Curriculum: From Policy to Practice

by Ayaulym Torebekova, Chief Expert of the Center for Strategy and Analysis of the National Academy of Education named after Y.Altynsarin of the Ministry of Education of the Republic of Kazakhstan





78%

program uses 43 indicators

Subject program "World Understanding" grade 4 aligns with the indicators and demonstrates both direct and indirect integration. The alignment table shows extensive overlap between the learning objectives and 55 indicators of the four Global Cities student learning outcomes (Appreciation for Diversity, Cultural Understanding, Global Knowledge, Global Engagement)

CODEBOOK FOR GLOBAL STUDENT LEARNING OUTCOMES

Subject program "World Understanding"

Grade 4



Source: Tiven, M. B., Fuchs, E. R., Bazari, A., Wilhelm, M., & Snodgrass, G. (2023). Codebook for Global Student Learning Outcomes. New York, NY: Bloomberg Philanthropies and the Organisation for Economic Co-operation and Development.

Strand	Sub-strand	Learning objectives	Indicators
Term 1			
1 My Homeland is Kazakhstan!	1.3 My Small Homeland	4.1.3.1 find differences of administrative-territorial units of various levels (district, region, province); 4.1.3.2 provide descriptions of economic entities in your region based on various sources	*3-AD Awareness of one's city and how it relates to other cities around the world* *10-AD Positive attitude towards one's own culture* *11-AD Tolerance of differences* *20-CU Understanding of one's city and how it relates to other cities around the world* *30-GK Knowledge of one's city government and differences between city governments around the world* *45-GE Recognizing one's capacity to advocate for and contribute to local, regional, or global improvement* *51-GE Gathering and interpreting information from people in one's own city and culture* *53-GE Presenting information, formally and informally, to people in one's own city and culture*
	2.3 Natural Conditions and Their Importance (Influence)	4.2.3.1 analyze economic activities of people in your region and regions of Kazakhstan based on natural conditions (relief, climate, flora and fauna, water)	*1-AD Awareness of how one's life and the lives of others are influenced by broader cultural and historical contexts* *18-CU Understanding how one's life and the lives of others are influenced by broader cultural and historical contexts* *47-GE Willingness to take action to address global issues* *51-GE Gathering and interpreting information from people in one's own city and culture* *53-GE Presenting information, formally and informally, to people in one's own city and culture*
2 Values	1.1 Me and My Family	4.1.1.1 argue the significance of the family in society; 4.1.1.2 analyze the functional roles of family members; 4.1.1.3 analyze income and expenses of the family budget; 4.1.1.4 propose ways to optimize the family budget	*2-AD Awareness of one's culture (behaviors, identity, beliefs)* *10-AD Positive attitude towards one's own culture* *11-AD Tolerance of differences* *13-AD Willingness to interact with peers and adults of different backgrounds respectfully* *14-AD Willingness to work collaboratively with peers and adults of different backgrounds to achieve shared goals* *19-CU Understanding of one's culture (behaviors, identity, beliefs)* *51-GE Gathering and interpreting information from people in one's own city and culture* *53-GE Presenting information, formally and informally, to people in one's own city and culture*
	1.5 Rights and Responsibilities	4.1.2.1 explain the ways to join the school self-governance; 4.1.2.2 determine personal qualities of a leader 4.1.5.1 make conclusions about the significance of the Constitution in social life; 4.1.5.2 provide examples of democratic rights, freedoms, and responsibilities as a citizen of the Republic of Kazakhstan	*1-AD Awareness of how one's life and the lives of others are influenced by broader cultural and historical contexts* *2-AD Awareness of one's culture (behaviors, identity, beliefs)* *5-AD Awareness of one's identity as a citizen of one's city* *11-AD Tolerance of differences* *13-AD Willingness to interact with peers and adults of different backgrounds respectfully* *14-AD Willingness to work collaboratively with peers and adults of different backgrounds to achieve shared goals* *16-AD Working collaboratively with people of different backgrounds to achieve shared goals* *18-CU Understanding how one's life and the lives of others are influenced by broader cultural and historical contexts* *19-CU Understanding of one's culture (behaviors, identity, beliefs)* *29-GK Knowledge of economics and politics and their impact* *45-GE Recognizing one's capacity to advocate for and contribute to local, regional, or global improvement* *51-GE Gathering and interpreting information from people in one's own city and culture* *53-GE Presenting information, formally and informally, to people in one's own city and culture*

Alignment: 78% of global competence indicators are reflected in the Grade 4 "World Understanding"; most of them indirectly.

Indirect integration is effective but requires *teacher training*.

Dominance of theory, lack of practical application and initiative development.

Recomendations:

- **Professional development for teachers.**
- **Introduction of elective courses (global competencies, sustainable development, etc.).**
- **Development of the assessment system (critical thinking, communication, responsibility).**

National Academy of Education named after Y.Altynsarin

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Climate Change Education Ambition Review and Ways Forward

by Nurbek Teleshaliyev, Education Specialist, UNESCO Almaty Regional Office

Climate Change Education Ambition Review

Objectives:

- **Review CCE Ambition in Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan)**
- **Provide a regional overview of trends while offering a detailed examination of each country's policy, planning and practice on CCE**
- **Provide Strategic Recommendations to scale up CCE ambitions and practices**
- **Support global and regional initiatives to help prioritize human, financial, and political resources for climate education advancement.**



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Analytical approach

Assess four established climate frameworks	Develop new ***CCE Integrated Analytical Framework for Planning, Policy, and Practice***	Analyze thirty-eight policy documents at national, education sector, school, and across scales using new framework	Conduct ten semi-structured interviews with key stakeholders in Central Asia

Frameworks assessed in this study:

- *Toward Climate-smart Education Systems: A 7-dimension Framework for Action* (GPE, 2023)
- *The Climate Change Education Ambition Report Card* (Kwauk, 2022)
- *Getting Climate-Ready: A Guide For Schools on Climate Action* (UNESCO, 2021)
- *Action for Climate Empowerment* (UNESCO & UNFCCC, 2016)

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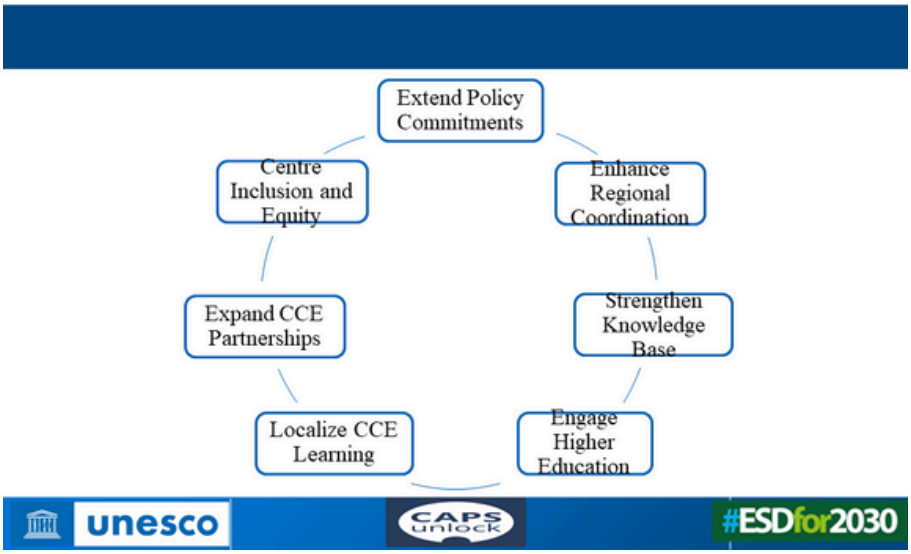
Key messages



Core trends and challenges from national analyses

- **Each national analysis covered:**
  - Global commitments and national strategies
  - CCE in Educational Planning: education plans, financing, monitoring and evaluation, and equity and inclusion
  - CCE in practice: education infrastructure, teaching and learning, awareness raising and capacity building, and partnerships
- **Core trends and challenges:**
  - Limited adoption of CCE as a concept and central issue in educational practice
  - CCE lacks coordinated national efforts that engage relevant sectors and stakeholders
  - Major gaps between stated policy ambition on climate change, links to education and the implementation of CCE

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Recommendations

Governments

- Create a National Forum for Inter-Ministerial Coordination on CCE
- Upskill civil servants, foster leadership
- Ensure specific and sustained funding for CCE

Higher Education

- Integrate CCE into teacher professional development curricula
- Take on 'train the trainer' roles
- Serve as open hubs for innovative solutions

Schools

- Support teacher development in CCE
- Adopt eco-friendly and climate resilient practices
- Build connections with local NGOs, youth groups, and other local organizations.

Youth

- Include youth in formal representation
- Establish a funding mechanism
- Set up a Central Asian Regional Congress of Youth Councils

NGOs

- Ensure active participation of NGOs in multi-level consultations and decision-making
- Grant responsibility and resources to NGOs

International Organizations

- Facilitate a Central Asian Regional CCE Platform
- Provide funding and technical assistance to scientists and researchers
- Support the development of comprehensive and contextually relevant M&E framework

The Climate Change Education Ambition Report Card (EI, 2021)

- The climate change education ambition report card (Education International, 2021), which assesses Nationally Determined Contributions (NDCs) and National Climate Change Learning Strategies (NCCLS) in 166 countries demonstrates that Pakistan ranks 17th, Kyrgyzstan and Tajikistan rank 40th for climate education ambitions, while Uzbekistan ranks 83rd, with no data available for Kazakhstan and Turkmenistan.

Climate change education: national and global initiatives

1) The countries implementing the ESD national initiatives:

- Kazakhstan
- Kyrgyzstan

Uzbekistan drafted its initiatives, which is under review.

2) The countries that joined the Greening Education Partnership:

- Kyrgyzstan
- Pakistan
- Tajikistan
- Uzbekistan

Greening Education Partnership: Technical Guidance Documents

What does quality climate change education look like?

➔ The two technical guidance documents that define a common language of greening education

- **Greening Curriculum Guidance** - how to integrate climate change and sustainability issues into the curriculum.
- **Green School Quality Standard** – establishes quality standards for green schools





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Greening Curriculum Guidance

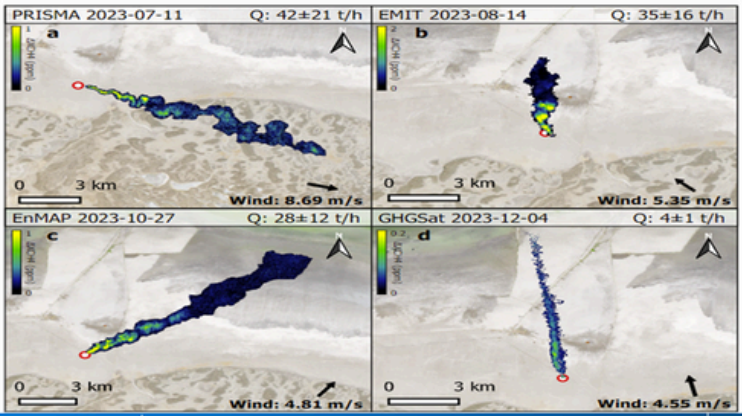
- Support countries to integrate climate change education into curriculum.
- A holistic approach to education for sustainable development, considering social, economic, and environmental issues.
- Provides expected learning outcomes of learners on climate change education across different age groups and topics.
- Addresses the cognitive, **socio-emotional and behavioural** domains, with a particular emphasis on action.



Climate science (environmental)

Blowout! Satellites reveal one of the largest methane leaks on record

An oil well in Kazakhstan dumped more than 100,000 tonnes of the potent greenhouse gas into the atmosphere.



Dustin Tingley, 2024

Climate Injustice (social and economic)

- Pakistan contributes **less than 1%** of global greenhouse gas emissions.
- Yet it ranks **among the top 10 countries most vulnerable to climate change**, according to the **Global Climate Risk Index**.
- **2022 floods** submerged a third of the country, displacing over 30 million people and causing $30–40 billion in losses.
- High-emitting countries (esp. the US, China, EU) have **historically benefited from industrialisation** while externalising environmental harm.
- Pakistan, like many Global South nations, bears the **"double burden"**: recovering from climate impacts it didn't cause, while struggling to develop sustainably.

Eckstein, D., Künzel, V., & Schäfer, L. (2021). *Global climate risk index 2021*. Germanwatch.

Pakistan Ministry of Climate Change. (2022). *Living Indus: A Climate Resilience Initiative*.

Climate Analytics. (2023). *Pakistan: Climate profile*. https://climateanalytics.org

Khan, M. (2022, August 29). Pakistan floods: A climate injustice. *Al Jazeera*. Breaking News, World News and Video from Al Jazeera

Examples of interdisciplinary curriculum strategies

5-8 years		
	Learning outcomes	**Subjects**
Climate Science	**Topic 1.1** Generalize regular weather patterns as seasons and 'climate.'	**Social/environmental studies class or language class:** Ask learners to observe and describe daily weather (e.g. temperature, rain, wind) in their locality, and relate this to weather over the previous 12 months in terms of 'seasons,' through artwork, writing or drama. Develop a class activity to record what older people say about past weather patterns and consolidate the concept of 'climate'.
Ecosystem & Biodiversity	**Topic 2.2** Advocate for the memory of recently extinct species.	**Art class:** As a school community, create representations of extinct or nearly extinct local animals and create a festival to celebrate them.
Climate Justice	**Topic 4.4** Appreciate indigenous practices and relationships with the land	**Music class:** Ask learners to listen to and learn the lyrics and the meaning behind an indigenous song about the land.
Resilience-Building	**Topic 3.2** Appreciate the importance of safety during extreme weather events or climate disasters.	**Health class:** Ask learners to develop a list of actions they would take in different extreme weather events and discuss skills such as listening to adults, following rules, and working to help in a potential emergency.
Post-Carbon Economies	**Topic 5.1** Explain the resources needed in those examples of growth.	**Art class:** Organize an artwork competition with the theme of 'growth and resource' with an embedded session on the discussion of each piece of artwork from the perspective of the relation between growth and resource.
Sustainable Lifestyles	**Topic 6.7** Explain what upcycling aims for and how it functions.	**Art class:** Work with learners to collect used or unwanted materials; create a list of the items that may be used in their designs; design a space where they can work; and help them recreate new items from those materials and recognize their own artistic capabilities for creative use of waste.

Greening Education Partnership

Survey Results

The post-workshop survey indicates a highly positive response from participants regarding the relevance and impact of the workshop on their professional practice.

Relevance

100 %

of participants found the workshop very relevant to their work.

Understanding

95.3%

felt confident in understanding GCED and the 2023 UNESCO Recommendation

- 71% very confident
- 24.3% confident

Action Planing

91.6 %

felt confident in planning actions to implement the Recommendation

- 71% very confident
- 20.6% confident

Practical Application

83%

plan to apply the knowledge gained within the next six months.

> **I think it's about how you can actually adapt to the problem and open a new chapter**

> **It was a worth attending workshop and I hope it will go a long way in implementing the GCED initiative**

Feedback from Participants

> **There are several potential partnerships that I am taking away**

Inspiration and confidence

"After participating in the meeting, I feel inspired and confident to apply GCED approaches in my work."

Knowledge gained

"The knowledge gained was useful and motivating for further action."

Meaningful learning

"I liked the topic and activities related to active listening the most; it was a new learning for me."

Practical application

"I will formulate an action plan and try to implement it."

Pedagogical impact

"Interactive assignments and schools' experiences were especially valuable—these will directly influence how I work."

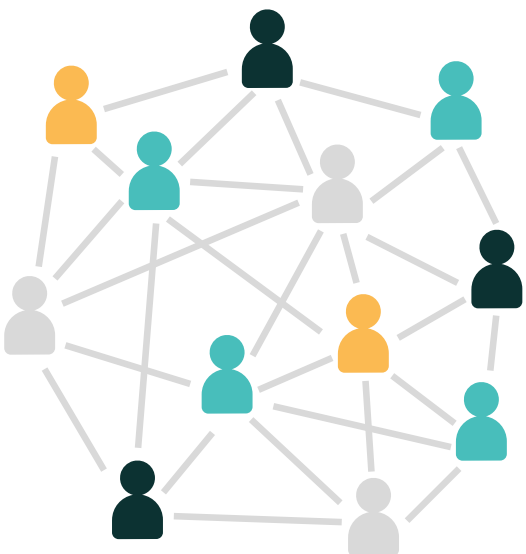
Useful Resources

GCED Clearinghouse
https://www.gcedclearinghouse.org

The GCED Clearinghouse, created by APCEIU and UNESCO HQ, is a global platform to share information and enhance understanding of GCED.

GCED Online Campus
https://www.gcedonlinecampus.org

The GCED Online Campus offers a wide range of resources, from introductory courses on GCED to advanced-level programmes, providing comprehensive learning opportunities for all levels.





REGIONAL WORKSHOP ON GCED IN CENTRAL ASIA, IRAN AND PAKISTAN

19 – 21 May 2025,
Almaty, Republic of Kazakhstan



APCEIU

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

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