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COMPARING GLOBAL CITIZENSHIP EDUCATION PEDAGOGIES IN
SOUTHEAST ASIA: TOWARDS THE DEVELOPMENT OF A
MODEL OF GCE INTEGRATION IN TEACHER EDUCATION

A Dissertation

Presented to the

College of Graduate Studies and Teacher Education Research

Philippine Normal University

Taft Avenue, Manila

In partial fulfillment

of the requirements for the Degree

Doctor of Philosophy in Curriculum and Instruction

By

BERT JAZMIN TUGA

May 2016

CERTIFICATE OF APPROVAL

The dissertation attached hereto, titled **COMPARING GLOBAL CITIZENSHIP EDUCATION PEDAGOGIES IN SOUTHEAST ASIA: TOWARDS THE DEVELOPMENT OF A MODEL OF GCE INTEGRATION IN TEACHER EDUCATION**, prepared and submitted by BERT JAZMIN TUGA in partial fulfilment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION**, is hereby recommended for approval and acceptance.

DANILO K. VILLENA, Ph.D.
Adviser

CARIDAD N. BARRAMEDA, Ed.D.
Adviser

Approved in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Curriculum and Instruction by the Oral Examination Committee.

ZENAIDA Q. REYES, Ph.D.
Chairperson

JOSE M. OCAMPO, Ph.D.
Member

MA. CORAZON B. SIGUA, Ph.D.
Member

ALLAN B. de GUZMAN, Ph.D.
Member

Accepted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Curriculum and Instruction.

Date

ZENAIDA Q. REYES, Ph.D.
Dean, College of Graduate Studies
and Teacher Education Research

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ABSTRACT

Name:	Bert J. Tuga
Title:	Comparing Global Citizenship Education Pedagogies in Southeast Asia: Towards the Development of a Model of GCE Integration in Teacher Education
Key Concepts:	Citizenship Education, Global Citizenship Education, Teacher Education
Degree:	Doctor of Philosophy
Specialization:	Curriculum and Instruction
Advisers:	Dr. Danilo K. Villena Dr. Caridad N. Barrameda

Global citizenship, as an emerging concept of education in the 21st century, has triggered significant questions for people in the academe. Although citizenship education is often associated with teachers in the field of social science, it is undeniable that is also the obligation of other teachers irrespective of their field of specialization or expertise (Harshman et al, 2015). Mainly, this study examined and compared GCE pedagogies in Southeast Asia and identified best practices that have served as bases in formulating a model of integrating GCE in teacher education. Specifically, it described the overall policy framework and standards of teacher education in Indonesia, Malaysia and Singapore; analyzed the different teacher education programs of selected Southeast Asian countries; and measured the extent of inclusion or use of GCE in the goals/objectives, contents, processes and outcomes of teacher education curricula. By looking at GCE pedagogies in selected member countries of the Association of Southeast Asian Nations (ASEAN), the researcher tried to surface the idea of regional context of citizenship education that might served as a linking bridge to connect the gap between the ‘local’ or ‘national’ and the ‘global’ realms of citizenship education. Descriptive-Comparative method of research, employing a multiple case study approach, was used in this study. Data were collected from country-reports and teacher education programs and curricula of selected teacher institutions in three countries, GCE audit/assessment, and interview

(for validation purposes). Findings of the study revealed that while global citizenship or global citizenship education per se is not much mentioned and discussed in teacher education curriculum, global dimensions of citizenship education like globalization, global viewpoints and perspectives, national citizenship/citizenship education, multicultural awareness, diversity and unity, among others were present in the goals and objectives and contents of the curriculum. In terms of pedagogical practices, TEIs believed that the knowledge, skills and values and attitudes relevant to GCE can best be achieved using project-based method, collaborative and cooperative method and service learning.

Chapter I

THE PROBLEM AND ITS SETTING

In this chapter, the researcher introduces to the reading public the underlying context and background of this study. It contains the introduction, the specific research questions, and the theoretical and conceptual framework of the study. Also included are the significance of the study, scope and limitations and definition of significant terms and concepts.

Introduction

Every country has its own educational vision on how to prepare the youth to become “good citizens.” While such citizenship education in the previous decades have laid much emphasis on nationalism, national identity and civic conventionality in view of nurturing *good citizens*, however, citizenship education of today, according to UNESCO (2014) “advocates more for quality education that can genuinely accommodate young people to become responsible and capable members of the community, who are motivated to and empowered to engage in democracy, development and the building of peaceful and sustainable society.”

Similarly, one’s identity and responsibility as a member of society nowadays goes beyond the geographical frontiers of a country or state. Contemporary issues such as poverty and hunger, health and diseases, conflict and war, global warming and climate change, movements of people, commodities and cultures, and so on are hardly bound to the concerns of solely one country but they are matters affecting many people across borders (UNESCO, 2014). Easily, a general view of citizenship shifts/has shifted.

This view of shifting discourses on citizenship education is supported by a number of educators and scholars who have dedicated their time and expertise in advancing the discussion on the new concept of citizenship advocated by UNESCO above. To Andreotti and De Souza (2012), “the emergence of the concept of citizenship identities endeavours to alter the philosophical foundations of the notion of citizenship; global citizenship is seen to offer the conceptual framework for levelling up the nation or transcending the walls of ethnic, religious or racial differences to contain all within a global community.” Global citizenship means individuality and moral philosophy rather than specific roles and set of duties correlated with the concept of citizenship in an autonomous state. To be a global citizen is to possess a global viewpoint that allows you to view oneself as part or interconnected with the experiences of other people in other parts of the world. As Dower (2003) explains:

“A global citizen may also accept an ethic of more extensive benevolence. She does not merely help those in front of her, she accepts a general responsibility and seeks out appropriate ways of helping, including helping at a distance.”

This view of Dower has been established in recent years and take into account the way people from different parts of the world respond to the needs of other men and women in places or countries that have been stricken by different natural catastrophes and intense human conflicts. The devastation brought by typhoon Haiyan/Yolanda (local name) in the Visayas region in the Philippines, the killer quake’s destruction in Nepal, and human displacements in Syria and other Middle East countries because of terrorism and armed conflicts are recent examples.

Global citizenship is defined as having social responsibility, valuing interconnectedness, and comprehending the impact of global issues to individual and community lives, and understanding how and why decisions are made which affect the Earth and life on it and, most especially, ways by which the future can be influenced (Andrzejewski and Alessio, 1999; Osler and Vincent, 2002; Torres, 2002). Rapoport (2010) posits that “global citizenship operates beyond the shadow of legal and nation-based constructions and gives emphasis to the significance of one’s culture, ethnic status, ecological footprint, consumerism and movement of the people (like migration and travel) as ways for conceptualizing citizenship.”

Similarly, Toh (2013) reports that “global citizenship education is “transformative” - giving learners the chance to enhance their competencies in order to realize their rights and obligations to promote a better world and future. It draws upon learning from other transformative education processes including human rights education, education for sustainable development, education for international/intercultural understanding, and education for peace.”

As explained by UNESCO (2014), on the other hand, “global citizenship education aims to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, inclusive and sustainable world.”

More recently, in recognition of education’s central role in addressing interconnected global challenges, fostering global citizenship is one of the key agenda of the UN Secretary General when he launched the Global Education First Initiative launched in 2012 (GEFI, 2012). Furthermore, according to the draft UNESCO’s new

Medium-Term Strategy (2014-2021), “promoting education that empowers learners to be creative and responsible global citizens” is one of the nine strategic objectives which will shape UNESCO activities in the future (UNESCO, 2013).

This definition is better placed at the hands of education policy-makers and leaders also can help establish the foundations for addressing these issues and problems by adjusting the content and process of education to reflect skills and values for sustainable development, peaceful resolution of conflicts, humanitarian norms, human rights and other issues that mirror the elements of local, national and global citizenship. A focus on education geared at helping young people prepare to become local, national and global citizens is also necessary (Gaudelli, 2009).

To be able to nurture global citizenship in the academe, teachers are required to process global perspective, exhibits cultural sensitivity, model global citizenship, and engage students in educational activities aimed at developing global citizenship. This is supported by Zhao (2010) when he said that “teachers should be able to explain to students how people in different parts of the world are interdependent, why caring about others is beneficial to ourselves, and what can we do to ensure a peaceful and sustainable world for all human beings.” He further said that “teachers should guide the students in understanding global problems such as terrorism, war and conflict, environmental issues, and health issues from varying perspectives.” Lastly, it is imperative for teachers to comprehend and transmit the understanding to students that in the “global village” or the “flat world, the person’s self-interest and the protection of his well-being is no longer defined by physical locations because we are all interconnected.

Certainly, teachers take an important function in advocating or advancing any transformative educational programs. The global citizenship education cannot be achieved without teachers who can inspire and encourage students to think and understand social issues and problems within local and global lens. Such strong demand for teachers translates to the roles of teacher education institutions.

To prepare teachers for global citizenship education is the job of teacher education institutions. This necessitates an instruction reform from the traditional “civic education” approaches to more progressive, student-centered, experiential “citizenship education” approaches in teacher education. To realize this, teachers must be well trained and well supported to provide new kind of education that instils holistic competencies enable learners to function as global citizens. A further need is to have a more comprehensive, thoughtful, and deliberate plan to prepare our teachers to successfully deliver global citizenship in our curriculum. These include policy advocacy in teacher education, cultural reorientation in teaching profession, articulating expectations, program realignment, and inclusion of comprehensive and coherent experiences in teacher education (Zhao, 2010).

Still in the words of Zhao (2010), “teacher education institutions shall continue to operate as local entities, however, they need to consider themselves as global enterprises because their graduates need to function well in the globalized worlds. Therefore, TEIs need to adopt global perspectives in formulating the goals of their teacher education programs, including the content and processes, and how pre-service teachers can take advantage of global resources to provide quality teacher education.” To emphasize, this does not mean that TEIs should give up their commitment to what is local and disregard

their traditions. The term, *glocalization* (a combination of globalization and localization) is a very good framework for the kind of education in the 21st century: preparing teachers who are local in approach but global in perspective.

In the case of the Philippines, preparing teachers for global citizenship is quite a challenge since it has to consider not only the local and the global but also the regional context of citizenship education brought about by the integration of Southeast Asian Nations, economically, politically, and culturally. Not to mention the factors of foreign influences due to centuries/decades of colonization. It must be able to preserve the local and the regional as it braces itself to become global. It requires a strong foundation of national and regional identity while it readily interacts in the global society.

This discussion boils down to the very premise that motivated the researcher to embark on this study. Because of the distinct characteristics of Southeast Asian countries, there is a need to determine and compare global citizenship education pedagogies among countries to establish common approaches in teacher education in preparing teachers for global citizenship education. This would subsequently develop a new model of integrating global citizenship education in teacher education institutions. To realize this, there is a need to identify how global citizenship education is reflected in countries' teacher education, specifically, in the curriculum. Further, there is a need to see how globally accepted concepts and processes have been translated into local and regional contexts.

This dissertation on global citizenship education in teacher education will add to the meagre amount of scholarly works in the area of study. By presenting the current landscape of GCE in the region, this will somehow lay the foundation of future inquiries

and developments of global citizenship education in both the formal and non-formal realms of education.

In developing this study, the researcher has utilized a descriptive-comparative method of research using a multiple case study approach. The basic purpose of using this method was to establish the similarities and differences in the teacher education programs of Singapore, Malaysia and Indonesia, specifically, on the area of teacher education. Content and documentary analysis and survey served as main data gathering techniques. Interview was used to validate data and information from available documents. It also aims to contribute to the formation of a new theory or pedagogy in global citizenship education and support policy and standard development in teacher education.

Conceptual Framework

The very foundation that has served as the backbone of this study revolves around three (3) concepts/theories. Firstly, the researcher attempted to discuss *globalization* as an economic, political and cultural phenomenon that has gave birth to global citizenship education. *Regionalism* as response to economic globalization has been a major part of this framework since the scope of this study is regional. Secondly, *cosmopolitanism* is discussed as the main basis of interpreting global citizenship advocated by UNESCO and other related international organizations like APCEIU (Korea) and Oxfam (UK). Lastly, the researcher invested on the *critical perspective of global citizenship* that has promoted the inclusion of social justice, diversity, human rights, peace and conflict, power and dominance, etc. (beyond the soft, benevolent concept of global citizenship) in the scholarly discourses on GCE.

Globalization

Globalization, also called economic globalization, is an evolutionary process considered to be the outcome of human innovation and technological improvements. The term refers to the increasing integration of different economies worldwide, specifically through the movements of capital, goods and services across countries or states. This also refers to the movement of people and technology transfer in and out of one's territories. Further, globalization has also expanded political, environmental and cultural dimensions (IMF, 2008).

Globalization refers to the process and output of reducing geographical spaces distances in this world. This refers to the massive advancement in communication and transportation as well as substantial political changes that the time and cost of travelling and communication from one place to another, regardless of distance, have been decreased significantly (Zhao, 2010). For instance, it took Magellan nearly four (4) months to cross the Pacific Ocean to reach the Philippines, whereas one can fly from the West in a day or less today in a much lower cost. In the same manner, sending telegraph messages from one domestic destination in the country took more time than it is today. Real time exchanges have dominated the communication platform like the e-mail system, social networking, and video conferencing, among others.

To Held (2002), "globalization draws most parts of the world closer together. It involves the processes of change which underpin a transformation of human affairs by linking together and expanding human activities across regions and continents." It is focused on the intensified interconnectedness among nations and regions on account of the increasing flow of trade and commerce, emerging patterns of immigration, modern

forms of communication and technology, and growing concerns over social, cultural, environmental and other aspects of life around the globe.

These global phenomena encouraged Friedman (2005) to introduce the concept of “the world is flat”, which shows that more and more people are increasingly involved in cultural, political and economic activities in an international or global level.

In a report by World Bank (2006), more than 50% of the gross domestic product (GDP) worldwide was contributed by trade of merchandise and services; 3% of the world’s human count or more than 190 million people live outside their country of birth; worldwide remittances from overseas workers reached \$ 227 trillion in 2004; and almost 800 million people travelled to other countries as tourist in the same year.

You may call it “the global village”, “the world is flat”, or other terms/phrases that may emerge in response to this global phenomenon but one thing is certain, globalization has significantly changed how we think, interact, live or even entertain. To borrow the words of Legrain (2002), “our lives are becoming increasingly intertwined with those of distant people and places around the world- economically, politically, and culturally. These links are not always new, but they are more pervasive than even before.”

Globalization also brings new promises for development and resources creation. However, there are differing views and perceptions among people in relation to its economic and social impact. Some disagrees and believes that the current model of globalization has worsen the problems of poverty, unemployment, and inequality, while others believe that globalization helps solve them (ILO, 2011).

Whether these issues or problems are the negative impacts of globalization or not, we can’t deny the fact that they become worst everyday and they seriously affect the lives

of all people (and other organisms) worldwide. According to APCEIU (2000), myriad of local and global issues and problems bombard societies all over the world. These include extreme poverty and hunger, illiteracy and access to education, gender discrimination, health problems, environmental degradation and pollution, and violence and conflict. More specifically in several countries, economic issues and problems have worsened disagreements over resources; economic stress had led to armed conflict. In effect, injury, death, poverty and displacement of people with the disturbances of education systems have happened (EAA, 2012). These problems are common to all countries worldwide, one affecting the other. Thus the creation of solutions to these problems is of high stake to globalization.

Regionalism and Globalization

Equally important area of discussion under the context of globalization is the emergence of the new concept of regionalism. Economic globalization has encouraged the rise of new economic force regional in character. As influenced by globalization, regionalism has not limited itself to economic integration but also to the areas of political and socio-cultural amalgamation (Gaudelli, 2009).

Kennedy and Brunold (2016) explained that academic discussion on regionalism often happen under the context of globalization and its goal which is related to economic development through advanced trade liberalization. It is sometimes perceived as an “in-between” concept which is not entirely international in scope but giving opportunities for small group of nation-states to benefit from a specific form of economic integration. Others view regionalism as leverage for a more integrated international economy. Regardless of the background of discussion, one thing is certainly agreeable to all,

regionalism lowers trade barriers, and increases free flow of goods and enhance and enhance economic efficiency and productivity.

Telo (2007) supports:

“New regionalism is likely to hinder the politics of exclusive national identity, impeaching political leaders from using ethnic or religion fundamentalism for their own claims in times of economic crisis and growing social deprivation and exclusion. Moreover, new regionalism helps to diminish the conflict between states and changing stateless sub-national identities. It often allows management of the negative implications of the principle of self-determination, offering cultural or ethnic demands a broader and more encompassing alternative to sovereignty.”

Therefore, the discussion of regionalism can also open the dialogue towards the development of new approaches to social and political issues and concerns. Gomez-Mera (2008) compared the concepts of new regionalism and her mainstream approach of regional citizenship. She explained that regional initiatives must be taken from multiple points of view rather than any single perspective. She further added that these initiatives are social constructs and not just simply economic and political in nature.

This dissertation is focused on the social realm of regionalism, specifically on how citizenship education/global citizenship education manifests in the regional context. The nature of countries in Southeast Asia is multicultural. Each is diverse from within and different from among them. Diversity describes the significant variations of cultural, ethno-linguistic, racial and religious dimensions present among groups of people that live

in highly pluralistic countries or states. These differences can be illustrated using the model below:

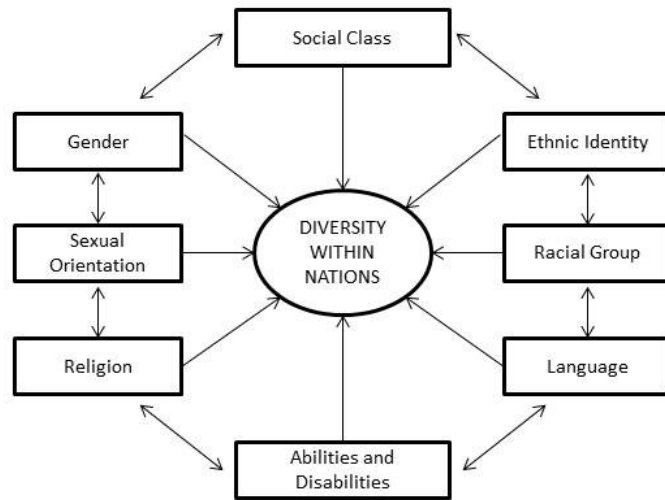


Figure 1. Diversity Variables (derived from Banks et al, 2005)

It poses greater challenge to achieve balance between diversity and unity. However, there is a need to establish a cultural identification and national identification because it is important to ensure that values such as equality and justice are upheld in the society. In education, these principles may assist schools in sovereign multicultural countries to understand the differences within their nations, encourage the people to embrace unity that is imperative for democracy to thrive, and transform students to become responsible citizens within a global village (Banks et al, 2005).

This model shows a fluid flow from the cultural/national level to global level. However, it has not directly mentioned the regional context in between as shown in figure 2:

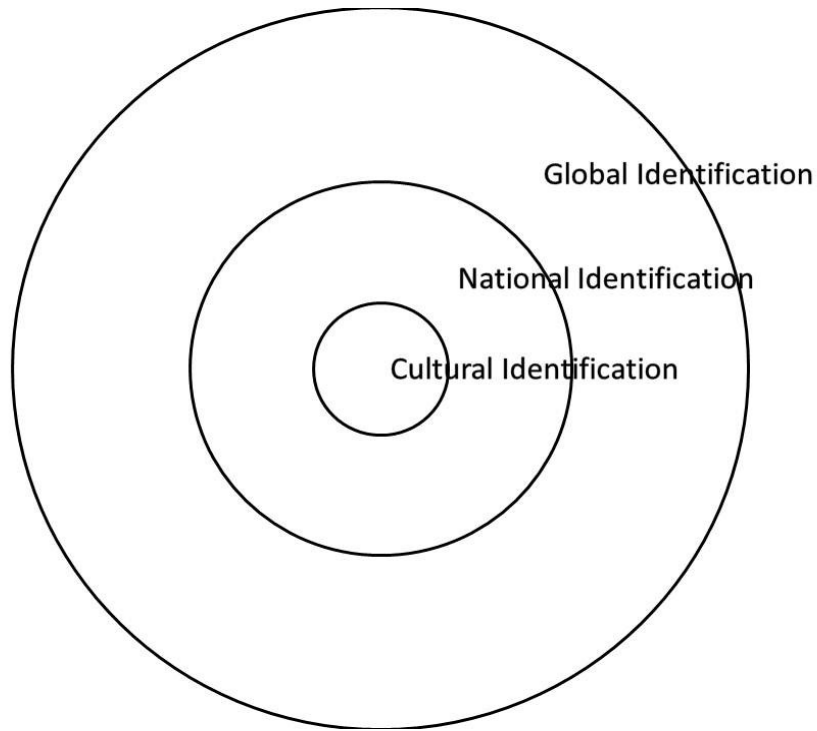


Figure 2. Cultural, National and Global Identifications (derived from Banks et al, 2005)

In the initial part of a long term research on citizenship education in ASEAN funded by Japan Society for the Promotion of Science (2010-2013), citizenship education has five important issues: cross-cultural understanding, environmental concerns, war and peace problems, human rights and discrimination issues and development problems. There is a need to establish knowledge and understanding, skills and abilities and values and attitude within the realm of the aforementioned issues in the local, national, global and universal levels. Again, regional level is not explicitly in this initial model of citizenship education.

Table 1

Framework of Citizenship Education (derived from JSPS, 2010-2013)

	Knowledge and understanding	Skills and abilities	Values and attitudes
Local			
National			
Global			
Universal			

However, recent emphasis on education for ASEANness adds a new dimension to the discussion and implementation of citizenship education in the region. These are reflected in the ASEAN declaration wherein all member-states aim to:

1. To accelerate the economic growth, social progress and cultural development in the region through joint endeavours in the spirit of equality and partnership in order to strengthen the foundation for a prosperous and peaceful community of Southeast Asian Nations;
2. To promote regional peace and stability through abiding respect for justice and the rule of law in the relationship among countries of the region and adherence to the principles of the United Nations Charter;
3. To promote active collaboration and mutual assistance on matters of common interest in the economic, social, cultural, technical, scientific and administrative fields;
4. To provide assistance to each other in the form of training and research facilities in the educational, professional, technical and administrative spheres;
5. To collaborate more effectively for the greater utilisation of their agriculture and industries, the expansion of their trade, including the study of the problems of international commodity trade, the improvement of their transportation and communications facilities and the raising of the living standards of their peoples;
6. To promote Southeast Asian studies; and

7. To maintain close and beneficial cooperation with existing international and regional organizations with similar aims and purposes, and explore all avenues for even closer cooperation among themselves.

(Source: Adopted from ASEAN Declaration adapted from ASEAN Secretariat, 2009a)

The ASEAN Community is composed of three pillars or foundations, namely the [ASEAN Political-Security Community](#), [ASEAN Economic Community](#) and [ASEAN Socio-Cultural Community](#). Each community has its own plan, and, together with the [Initiative for ASEAN Integration \(IAI\) Strategic Framework and IAI Work Plan Phase II \(2009-2015\)](#), they comprise the [Roadmap for and ASEAN Community 2009-2015](#) (ASEAN, 2009)

The ASCC blueprint clearly proposed the creation of an ASEAN community to forge a common identity and to build a caring and sharing society (ASEAN, 2009). The blueprint also provided specific objectives and actions for the promotion of ASEAN awareness and identity in their state schools. The discussions, objectives, and actions, however, have generated questions related to the conceptual understanding of citizenship and citizenship education (ASEAN, 2009a).

The conceptualization of a multi-faceted, multi-layered, and multi-dimensional nature of citizenship paved the way to adding a new level or context of citizenship education which is regional (Shibuya, 2015). This is also supported by Osler and Starkey (2003) when they summarized the issues and debates surrounding citizenship education in the context of the globalized world. They suggested the role of citizenship in establishing connections between status and identities of individuals and the lives and

concerns of others with whom a sense of community is shared. The study emphasized a combination of identities at the local, national, regional and global levels, as well as a commitment to promote universal values such as peace and human rights (Shibuya, 2015).

Heater (1999) in Shibuya (2015) suggested different models of layered or multi-layered citizenship. In concentric order model (Figure 3) he explained the development of layers of citizenship from a broad foundation of municipalities that progressed to become states, that is the single state, the super state such as the EU, and the world in the narrowest but highest level. Following the three-dimensional illustration of layered citizenship, the community that was used as a reference for citizenship is displayed in Figure 4, from an individual to a local community or state, nation-state, region and then the world. However, Figure 4 cannot completely and accurately represent multi-layered citizenship because these layers do not overlap equally and evenly according to the actual experiences of the citizens. Interestingly, the model below (Figure 4) shows a multi-layered citizenship emphasizing individual, local and regional levels. It suggests that individuals may share the same identity in the local ethnic community and may perform economically and socio-culturally in the regional community beyond borders.

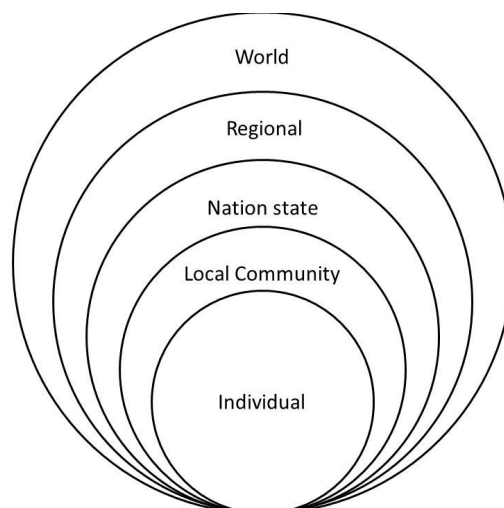


Figure 3. Concentric

Model of Citizenship (derived from Heater, 1999; in Shibuya, 2015)

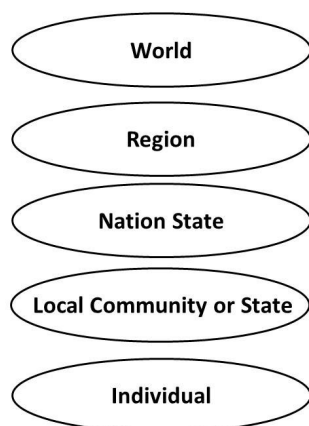


Figure 4. Multi-layered Model of Citizenship (derived from Heater, 1999; in Shibuya, 2015)

In terms of the multi-dimensional nature of citizenship, Coggan and Derricot (1998) included regional level of citizenship as part of spatial overlapping communities as proposed in the model below:

Table 2

*Multi-dimensional Citizenship based on the proposal of Cogan and Derricot (1998)
(derived from Grossman et al, 2008)*

Dimension	Definition
Personal	A personal capacity for and the commitment to a civic ethic characterized by individually and socially responsible habits of the mind, heart, and actions
Social	capacity to live and work together for civic purposes
Spatial	Capacity to see oneself as a member of several overlapping communities, such as local, regional, national, and multinational communities
Temporal	Capacity to locate present challenges in the context of both past and future to focus on long-term solutions

In the Philippines, Quisumbing (2002) adopted the multidimensional model of citizenship education by Grossman, et al (2000) with the four (4) elements of citizenship namely: social, personal, temporal and spatial. Quisumbing (2002) further explained that “the contents of multidimensional model are civic education which is focused on building knowledge base for civic beliefs and skills and civic participation; values education for the acquisition of dispositions and predilections that provide the foundation for civic attitudes and beliefs; and environmental education which refers to the process of developing understanding, skills, and values consistent with the notion of sustainable development. These contents can be integrated into a more holistic curriculum.”

In the same article, Quisumbing (2002) explained that the development of citizens for a better and peaceful future necessitates an integrated and holistic action to the educative process in the classroom and school. This entire approach as implemented in citizenship education will focus on the holistic improvement of the person’s mental faculties and abilities as individual and as part of a larger community or society. This refers to the development of the intellect, emotion and volition, and other faculties that will make the person compassionate citizens of multi-diverse world, ethnically and

culturally. Again, the regional element of citizenship is included in the discussion under the spatial dimension. This is illustrated in Figures 5 and 6 below:

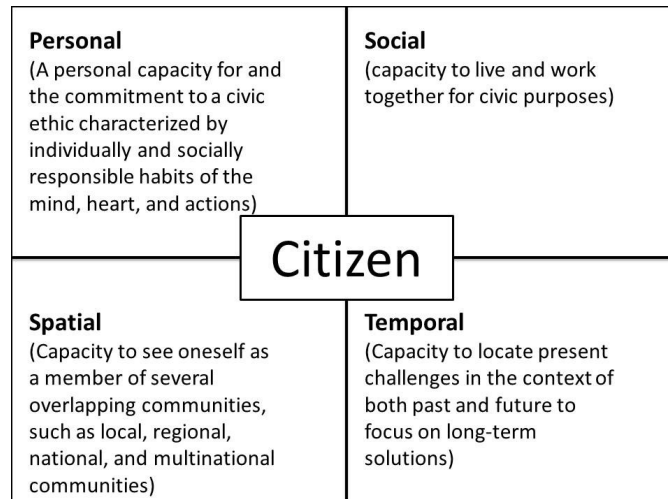


Figure 5. A Multi-dimensional Model of Citizenship

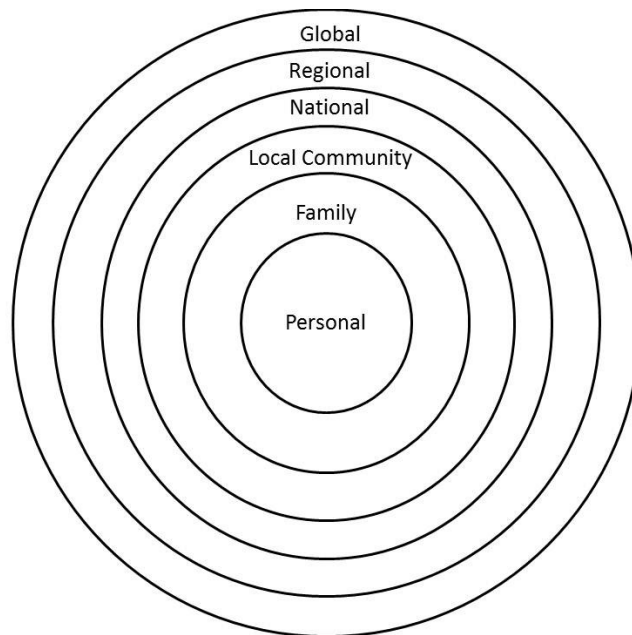


Figure 6. A Holistic Diagram Showing the Expanding Social Context of Citizenship Education

In the research conducted by Hirata (2015) entitled, Citizenship education and education for ASEANness, the regional level of citizenship as a reconstructed concept of citizenship education was added to the previous educational frameworks of citizenship education. The definition of citizenship education states:

“Education for citizenship aims at cross-cultural understanding and multi-cultural understanding, or essentially mutual understanding of culture. It is necessary to understand not only cultural diversity but also cultural universality. In addition, it is necessary for the social group members to live together harmoniously. The final purpose is to think at the local, national, regional, and global level, to make decisions, and to act.” (p.101)

Adding regional level to citizenship reconstruction could best be understood by looking at the proceeding frameworks:

Table 3

Framework for Citizenship Education (derived from Hirata, 2015)

Phase			
Level	Knowledge and understanding	Skills and abilities	Values and attitudes
Local	-local history -local wisdom -local tradition and culture -local condition -coexistence in the local community -sustainable development -lifestyle in the local community	-to participate in politics at the local level -to solve problems in the local community -to cooperate with one another - to make decisions in the local community -to uphold social commitments -to coexist with different cultures	-to love the community -to be convinced of the middle path and sufficiency economy -to be convinced of the teachings of the religion that one believes -to be convinced of the tradition -to be proud of being a local inhabitant -to have a peaceful life in the local community -to uphold democracy in the local community -to have a local identity -to behave in accordance with local tradition and culture -to be proud of the local community -to have a concern for development -to esteem life

			-to consider volunteer works -to volunteer and help one another -to commit to social activities -to esteem human rights
National	-national history -culture and tradition -culture diversity -law -middle path and sufficiency economy -system of politics and administration -social problems -coexistence and living together -Sustainable development	-to participate in politics at the national level -to solve problems at the national level -to cooperate with one another -to make decisions at the national level -to uphold social commitments -to coexist with different cultures	-to behave in accordance to Thai traditions and culture -to love the nation -to have a peaceful life -to uphold democracy under His Majesty, the King -to have a Thai morality and "Thainess" -to have a national identity(i.e. being Japanese or Thai) -to be convinced middle path and sufficiency economy -to be concerned for the environment and development -to challenge new things -to esteem human rights -to engage in volunteer works and help one another -to commit to social activities
Regional	-democracy -human rights -peace -understanding of different cultures -mutual cooperation -foreign and ASEAN languages -environmental problems -improvement of quality of life -sustainable development -human power development (concerning ICT, science, and technology) -social welfare(decrease of poverty, eradication of unfavourable influences of globalization, food safety problems, eradication of sickness, drug abuse, disaster education, and so on) -social justice and rights -sustainability of the environment -coexisting together	-to preserve democracy -to preserve human rights -to realize and maintain peace -to understand and different cultures -to cooperate with one another -to be proficient in a foreign language -to solve environment problems -to improve quality of life -to develop sustainably -to develop human power -to realize social welfare -to preserve social justice and rights -to sustain the environment -to commit in social activities -to coexist together	-to have an ASEAN identity (norms, values, beliefs, and so on) - to have an ASEAN awareness (a sense of belonging and awareness of mutual understanding of culture, history, and civilization) -to exhibit democratic attitudes -to esteem human rights -to be peace-oriented -to be aware of different cultures and customs -to maintain mutual cooperation among regions -to be aware of the environment problems in the regions -to improve quality of life - to have attitude, awareness, and interest toward sustainable development - to have attitude, awareness, and interest human power development - to have attitude, awareness, and interest toward social welfare -to have attitude, awareness, and interest toward social justice and rights

			-to exhibit attitudes toward the sustainability of the environment -to have a social commitment -to coexist together
Global	-social justice and equity -interdependence -cultural diversity -sustainable development -environment -world history -coexistence and living together -understanding of different cultures in an international society -globalization -behavior in accordance with the protocol -science and technology	-to solve problems at the global level -to participate in politics at the global level -to cooperate with one another -to attain peaceful resolution -to think critically and globally -to argue effectively -to challenge injustice and inequality -to improve quality of life -to be equipped with foreign language proficiency (communication ability) -to live peacefully in a global society -to coexist with different cultures -to respond to the information society -to understand the different cultures inside and outside the country -to make decisions at the global level -to commit to social activities	- to live democratically -to have a positive attitude toward IT, science, and technology -to be concerned with the global economy -to have an identity, self-esteem, and self-reliance -to exhibit empathy -to respect diversity and culture -to commit to social justice and equity -to conserve the natural environment and be concerned with the environment and sustainable development -to manage the resources -to challenge new things -to be aware of and solve global issues -to uphold international society -to behave in accordance with the protocol -to be proud of being a member of an international society -to maintain peace in the international society -to uphold democracy in the international society -to have an identity as a global citizen -to have social commitment -to esteem human rights
Universal	-cultural diversity -human rights -peace -environment -development -democracy	-to learn and reason -to judge -to express self and opinions -to work with others -to protect human rights -to make decisions	-to be responsible -to live happily -to exhibit self-discipline -to respect the law -to uphold moral principles, moral ethics, social rules, and basic morality -to be honest and truthful -to be peace-oriented -to be trustworthy -to be punctual

			-to be friendly and helpful to mankind -to have self-actualization -to be grateful -to be frugal -to be think democratically -to search for truth -to yield evidence -to acknowledge rights and perform duties -to make decisions and act -to respect human rights -to have the spirit of volunteerism -to be tolerant -to give efforts to achieve a goal -to have self-restraint -to be strong-willed

In deed, the emerging models of citizenship education recognize the importance of establishing a regional context of citizenship. This level links, connects or fills-in the gap between the local, national and the global.

Challenges of Globalization to Education

Education must understand the dynamics of globalization including the issues (both explicit and implied), controversies, advantages and disadvantages, and demands. Zhao (2010) enumerated several challenges of globalization to education:

The first challenge is *global competitiveness*. This refers to what education can do to prepare our children to acquire jobs that will provide their needs and their families’.

The second challenge the school must face is the results of the *demands of international testing programs*. According to the US Department of State (2009), “the increased sense of global competitiveness has led to the growth of using international comparative studies to stir education reforms within countries and establish advocacies of

adopting internationally benchmarked curriculum standards, best practices from other nations, and imitating educational policies and programs from top-performing countries.”

The third is the radical increase in *migration and changing student population* because of globalization. Many schools and communities are not sufficiently prepared to teach and handle migrant students. The cultural diversity that exists in the classroom makes it difficult for them to deliver effective teaching and learning processes.

The fourth challenge is *global competence*. This refers to the concern of the school to prepare our children how to live, work, and interact with people from different countries and culture (Gardner, 2004; Reimers, 2008). An important ingredient of global competence is the proficiency in the foreign language and a deep understanding of the culture of others. This becomes a huge challenge to many schools. In American schools, for example, many American students have insufficient knowledge about the other regions of the world, their languages, and their culture. In effect they are expectedly unprepared to compete and thrive in a global work environment (CED, 2006, p.14).

The last but not the least is *global citizenship*. This challenge is very important because it is focused on what is needed to help our children develop a global view in their minds and cultivate a sense of global citizenship in their being. As mentioned in the preceding paragraphs, as economic globalization flourishes in modern societies, it has positive and negative effects to different societies. While it may promote democracy and alleviate poverty, globalization has also the potential to ignite more cultural conflicts and disagreements, obliterate local cultures, breed hostility, create new pockets of poverty and destroy the natural resources and environment. In addition, terrorism, environmental destruction, disease and political unrest have all acquired global nature (Zhao, 2010).

As global citizens, it is imperative that students are fully conscious of globalization that affect societies, to empathize with other people despite geographical distance, to study the pros and cons of economic amalgamation, to value interrelatedness and interdependence of nations, to respect and protect cultural variations, to promote world justice and to ensure sustainability of the planet.

Undeniably, Globalization poses many issues to learning institutions and schools which include providing an education that will prepare students to attain success in a globalized world and addressing needs of a distinctly diverse learners' population. To surpass these challenges, educational institutions like schools need teachers who possessed the necessary competencies to be able to effectively work with highly diverse student population, linguistically and culturally.

Globalization (and Regionalism) is one of the theoretical concepts of this study because the impact it brings extends beyond economics. Globalization is a political and cultural phenomenon that has influenced the way people think, live, behave and learn. Globalization has also affected the people's conceptualization of citizenship in the 21st century.

Cosmopolitanism

Originated from the Greek word *kosmopolites*, cosmopolitan is most often translated as meaning "citizen of the world" (Turken and Rudmin, 2013). However, a variety of meanings and conceptualizations have been constructed over time. When used in the context of citizenship, to be cosmopolitan is to be curious, intelligent, empathic, and compassionate (Appiah, 2006; Osler and Vincent, 2002). Cosmopolitanism, on the other hand, is used to describe people who seek a "global civil society" and

conceptualized as a “moral project to free the world’s peoples from oppression and bigotry” (Merryfield, 2006). In addition, a “cosmopolitan identity” includes philosophical or ethical perspectives and attitudes possesses by people who have “some local ties but are oriented to the world outside the local community” (Turken and Rudmin, 2013).

While the given definitions focus on beliefs one may possess and use to self-identify as cosmopolitan, a person’s actions are also considered when conceptualizing cosmopolitanism. A cosmopolitan person has the potential to actively shape the future through the informed participation in local and global communities (Osler and Vincent, 2002).

Many scholars have recommended that one of the core values of cosmopolitanism is its apparently ironic ability to gather people more fully home in reflective, artistic and ethical terms. Reflective openness to the new –or as what coined by Dewey, “learning from all the contacts of life” – does not mean disbanding self and community. Instead, it can be interpreted as reinvigorating them in an spontaneous spirit. Educational cosmopolitanism can authenticate a person’s or group’s capacity to maintain its integrity without confusing it with ‘fixity’ (Hansen, 2010).

Despite its varied and contrasting perspectives, educational scholars have started to consider the cosmopolitan ideas from a cultural and political perspective. They have presented how cosmopolitanism elevates new inquiries regarding civic and citizenship education, and by and large, about how education can train people to negotiate justly and peacefully amidst cultural, religious and ethnic diversity (Costa, 2005; Gregoriou, 2004; Todd, 2008).

Cosmopolitans address the significance of globalization in reshaping society through a robust notion of democracy coupled with a transcendent view of citizenship. Nussbaum (1996) argues that the patriotism which emerged from the modern nation-state system is largely dysfunctional as globalization has created a need for multinational solutions and a concern for all humanity. In his book entitled *Cultivating Humanity*, Nussbaum (1997) proposes three overarching qualities of citizenship: critical self-examination, world citizenship and the narrative imagination. World citizenship relates to the moral and political position advocated by the Cosmopolitans, but also entails particular forms of knowledge that enable one to function in an international environment. By this, Nussbaum proposes developing broad knowledge of different cultures and countries.

On a study of the meaning and potentials of cosmopolitan citizenship, Osler and Starkey (2003) revealed that “young people demonstrated multiple and dynamic identities, embracing local, national, and international perspectives.” In the same report, they showed that the youth’s self-reports cannot be straightforwardly ascribed to or captured by their class, ethnicity, race, religion, sense of nationality, or other familiar factors. They also concluded “that an education for national citizenship is unlikely to provide a sufficiently comprehensive context for youth to integrate their own experiences and identities.” They regard cosmopolitanism as pointing toward that more comprehensive context.

Cosmopolitans see the discourses around matters of value, morality, and humane treatments as more significant than the creation of fledgling organizations to work towards similar ends. Cosmopolitans view what it means to be a citizen and less ends

than means to further dialogue about the nature of a globally shared society. Civics for cosmopolitans aligns with cooperative modes of activity, seeking a conversation about value and purpose (Gaudelli, 2009).

Citizenship among cosmopolitans is often enacted through formal governmental channels but also through non-governmental organizations, or NGOs, which are especially prominent with respect to human rights and ecological protection. Notable NGOs such as Doctors without Borders, Greenpeace and Amnesty International along with other organizations operating within national jurisdiction provide channels for conversations and actions across international boundaries. Cosmopolitans stress global grassroots coalitions that serve public interests rather than Trans-national Corporations which are moved primarily by profit.

Considering UNESCO's framework, Osler and Starkey (2003) established some qualities of the educated cosmopolitan citizen. Generally, they suggest that educated cosmopolitan citizens are confident of their own personalities and will strive hard to attain peace, protect human rights and value democracy within the local and global contexts, by:

1. working collaboratively to solve problems and achieve a just, peaceful and democratic community;
 2. respecting diversity between people, accounting to gender, ethnicity and culture;
 3. recognizing that their own worldview is shaped by personal and societal history and by cultural tradition;
 4. respecting cultural heritage and protecting the environment;
 5. promoting solidarity and equity at national and international levels
- (Source: Adopted from UNESCO, 1995)

This study on global citizenship education embraces the cosmopolitan perspective of citizenship. The GCE concepts referred in this study are the identical ideas upheld by cosmopolitanism. On the contrary, the issues and problems in local and global communities mentioned in this study are the very issues which concern the cosmopolitans.

Critical Global Citizenship Education

It can be assumed that the academic literature on GCE is wide in scope and covers a list from a more humanistic and liberalist frameworks (e.g. Nussbaum, 2002; Noddings, 2003) to a more critical, socially transformative orientation of GCE (Andreotti, 2006; Shultz, 2007; Pike, 2008).

We can say, however, that educators and scholars studying and theorizing a global strategy to citizenship education acknowledge that urgent and problematic issues are global in scope like poverty, global warming, HIV/AIDS, racism, war and armed-conflict (Nussbaum, 2002). Hence, there is an ethical significance to expand the notion of citizenship beyond the national borders.

Pashby (2012) explains that GCE dares educators and teachers to recognize the dynamic patterns of relationships among human societies, and between human and natural environment, and to assist students discover and understand the effect of such changes in terms of their rights and duties or responsibilities, their loyalties and commitments and their chance for meaningful participation. She further concludes that GCE must be viewed as a post-colonial move and that more critical studies must be conducted to know how an agenda for GCE is still very much implicated in the colonial legacy of education.

This view is supported by Tarc (2015) when he asked: “how do teachers/schools currently prepare young people to be active citizens in their globally interconnected world?” Semantically, by obviously inserting the term citizenship in global education, it requires that acting and being active as a global citizen would have increased popularity in this emergent standpoint of citizenship education. To a large extent, the inclusion of citizenship within the global education milieu signifies both a mainstreaming and reframing of international education in a post-cold war/neoliberal ascendant period (Tarc, 2015).

This perspective on GCE stresses the need for a conceptualization of global citizenship in formal education that proceeds more than good will or charity and that tackles structural evaluation of the systems in which global problems and issues are based (Andreotti, 2006; Davies, 2006).

Subedi (2013) offers a decolonizing approach to the curriculum for global perspectives in education when he said that “the reason for developing a curriculum that can consequentially provide global or local/global perspectives are often deluded and misinformed. The belief that schools need to consider an international curriculum due to terrorism, technological transformations and economic demands worldwide does not respond to the more important rationale why educators need to engage with a more critical global curriculum in our schools.” In most cases, the discussion on the ‘global’ revolves around ‘global competitiveness’ and that the necessity to acquire the skills and knowledge are needed to thrive in the global labour market. He resolved by saying that a “corporate or neoliberal approach to citizenship is always implicated in racial, cultural, and imperial projects”.

According to Pashby (2015), there is a huge demand for innovative educational resources and instructional approaches considering the ‘typecasts’ and awkward representations of poor communities as well as nation-centric, neoliberal view of development as trade. These illustrations of global issues as ‘problems over there’ (referring to the problems of developing countries like the Philippines) and or defined by trade and economic priorities have been criticized by educational scholars in UK, Canada, New Zealand and Australia.

GCE as a post-colonial approach to education challenges propensity to represent inequalities as different or separate from the socio-historical conditions that formulate and maintain them (Andreotti and de Souza, 2012). These critiques refer to the trend of endorsing warm-fuzzy-feeling uncomplicated approaches to world problems such as hunger and poverty and that encourages students in developed countries to become distributors of charity, knowledge, education or human rights (Pashby, 2015).

Andreotti (2006) offers a critical GCE model that promotes citizenship action as “a choice of the individual after a careful analysis of the context of intervention, of varying perspectives, of power relations and of short and long term (positive and negative) effect of goals and strategies.”

Still to Andreotti (2006): differentiation between soft and critical GCE is a significant example of the transition from a single story of global citizenship. In fact it is extensively cited in GCE literature in recent time. The soft approach is rooted on a liberal individualistic and meritocratic understanding of global citizenship which aim to achieve universality and cohesion while the critical GCE covers post-colonial perspective of GCE by recognizing the involvement of “the West” and “the Global North” in what are being

developed as world issues and concerns but which are being understood as “Third World” problems.

Table 4

Soft versus Critical Approaches to Global Citizenship Education (derived from Andreotti, 2006)

	Soft Approaches to GCE	Critical Approaches to GCE
Problem	Poverty, helplessness	Inequality, injustice
Nature of the problem	Lack of development, education, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference
Justification for Northern Position of privilege	Development, history, education, harder work, better organization, better use of resources, technology	Benefit from and control over unjust and violent systems and structures
Basis for caring	Common humanity/being good/sharing and caring Responsibility FOR the other (or to teach the other)	Justice/complicity in harm Responsibility TOWARDS the other (or to learn with the other)-accountability
Grounds for acting	Humanitarian/moral (based on normative principles for thought and action)	Political/ethical (based on normative principles for relationships)
Understanding of interdependence	We are all equally interconnected, we all want the same thing, we can all do the same thing	Asymmetrical globalization, unequal power relations, Northern and Southern elites imposing own assumptions as universal
What needs to change	Structures, institutions and individuals that are a barrier to development	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships
What for	So that everyone achieves development, harmony, tolerance and equality	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development
Role of “ordinary” individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures	We are all part of the problem and part of the solution
What individuals can do	Support campaigns to change structures, donate time, expertise and resources	Analyze own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts
How does change happen	From the outside to the inside (imposed change)	From the inside to the outside
Basic principle for change	Universalism (non-negotiable vision of how everyone should live what	Reflexivity, dialogue, contingency and an ethical relation to difference

	everyone should want or should be)	(radical alterity)
Goal of global citizenship education	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world	Empower individuals: to reflect critically on the legacies and processes of their cultures and contexts, to imagine different futures and to take responsibility for their decisions and actions
Strategies for global citizenship education	Raising awareness of global issues and promoting campaigns	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations
Potential benefits of global citizenship education	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor	Independent/critical thinking and more informed, responsible and ethical action
Potential problems	Feeling of self-importance or self-righteousness and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege, partial alienation, uncritical action	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness

The critical view of GCE shares a common understanding that global citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity, promoting a global glaze that links the local to the global and the national to the international (Marshall, 2005). It is also a way of understanding, acting and relating oneself to others and the environmental space and in time, based on universal values, through respect for diversity and pluralism. In this context, each individual's life has implications in day-to-day decisions that connect global with the local, and vice versa (UNESCO, 2014).

Below is the schematic diagram illustrating the theoretical/conceptual framework of this study:

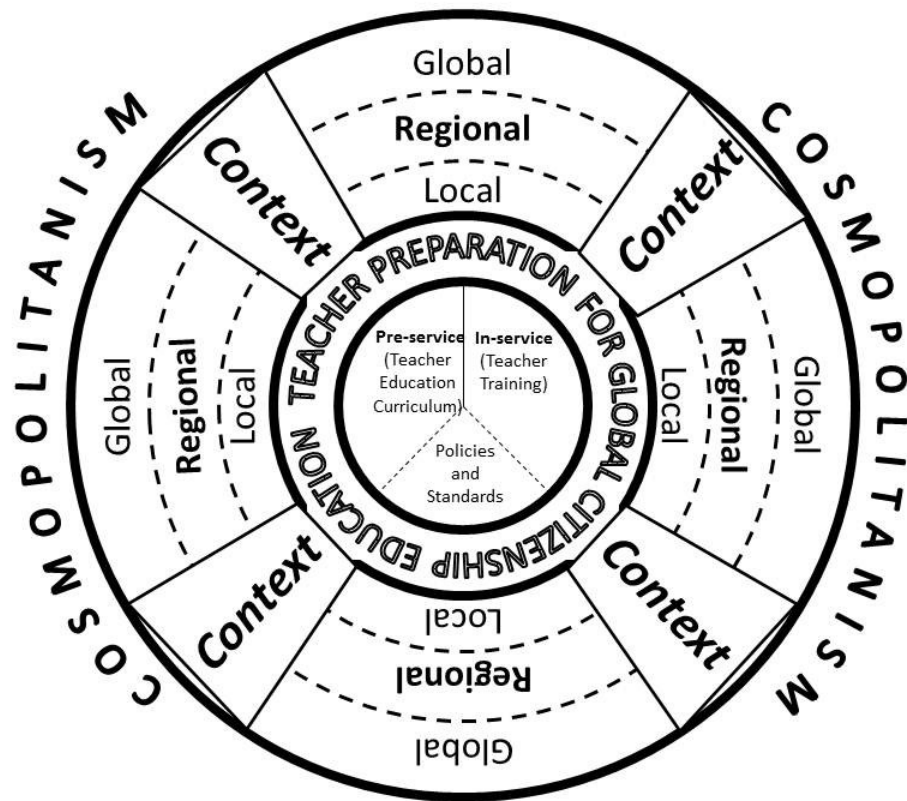


Figure 7. Schematic Diagram of the theoretical/conceptual framework of the Study

The framework above clearly articulates that the definition, nature and processes of global citizenship education are based on the educational cosmopolitanism view. At the core of the framework are two components of teacher preparation: pre-service and in-service.

The pre-service teacher preparation covers the teacher education curriculum approved by the state and implemented by the Commission of Higher Education/Ministry of Education or its equivalent agency and the teacher education institutions.

The in-service teacher preparation represents the teacher training program given to teachers in the field to allow them to grow professionally in the teaching profession.

Each of these components is designed based on the overarching policies and standards of teacher education.

To come up with a model of GCE integration in teacher education in the Philippines, there is a need to look at and compare GCE curricula and pedagogies in neighbouring countries to establish similar, unique and best practices of GCE pedagogies in the region.

In the Southeast Asian setting, the local (or the national) and the global contexts are linked by regional context which is very much necessary amidst ASEAN integration which aims to establish one community with a common identity. The distinctive characteristic of the ASEAN member countries permits the exploration of GCE pedagogies in its context – regional, which can serve as a very good benchmark for the Philippines, and other ASEAN countries as well.

Statement of the Problem

This study aims to develop a model of integrating global citizenship education in teacher preparation based on the current landscape of global citizenship education in Southeast Asia. Specifically, it answered the following questions:

1. What is the overarching policy framework and standards of teacher education in Southeast Asia in terms of the following:
 - a. philosophy, vision and mission of teacher education?
 - b. definition of a competent teacher?
 - c. teaching competency standards?
 - d. teacher education programs?
 - e. entry requirements and credential to teacher education programs?
2. To what extent are global citizenship education concepts, issues and relevant concepts like peace education, educational for sustainable development,

education for international understanding and human rights education among others included or used in the teacher education curriculum of Southeast Asia

in terms of the following:

- a. goals/objectives?
- b. contents?
- c. processes?
- d. outcomes?

3. Considering the context of teacher education in Southeast Asia, what model of GCE-Integration in teacher education can be proposed in order to prepare teachers for Global Citizenship Education?

Significance of the Study

The researcher hopes that this study may contribute to the current works that aim to establish good practices on global citizenship education and explore new models/approaches to effectively carry out the goals of this international education initiative. The output of this dissertation is particularly beneficial to the following institutions/organizations and individuals:

ASEAN Secretariat/Council on Socio-Cultural Community/International Organizations. The developmental nature of this study may serve as an additional basis of their actions to come-up with a common, acceptable framework for teacher preparation/education in the ASEAN. The data on teacher education curriculum and teacher training program of each member state/country may help them develop programs and activities that will prepare each country for the integration considering the regional context.

Commission on Higher Education/Ministry of Higher Education/Department of Education Ministry of Education (of every member country/state). This study serves as initial step in mapping the global dimension of citizenship education and explore the key issues/concerns/needs on teacher training relevant to global citizenship education vis-à-vis the regional context of ASEAN countries/states.

Teacher Training Institutions (TEIs). This research may encourage the TEIs to try out the model in their efforts to develop a teacher education curriculum that is responsive to both local and global needs and demands. This may inspire them to consider global citizenship education in training future teachers – reflecting it in the curriculum goals, content and learning activities and evaluation/assessment practices.

TEI Faculty. This study will promote Global Citizenship Education among faculty of TEIs. This will encourage them to explore and discover different approaches/strategies/techniques in incorporating/integrating GCE concepts and activities in their practice of the teaching profession.

Pre-service Teachers. The output of this dissertation is highly significant to the future teachers. Teachers play a vital role in the achievement of the goals of all global education initiatives. The model will help prepare them to be “global teachers” and embody the necessary knowledge, skills, and attitudes related to global citizenship education.

Students. The learners are considered as the *raison d’être* of education. They are the primary beneficiaries of all education programs and initiatives. Global teachers may engage them to learning content and activities that will help them develop become effective learners in the 21st century.

Scope and Limitations of the Study

This research study delimits itself to the cosmopolitan view of global citizenship education as defined in the definition of terms and as advocated by UNESCO. It covers related concepts like peace education, human rights education, education for sustainable development, education for international understanding and other terms/concepts that have emerged in relation to global citizenship like global awareness or consciousness, global interconnectedness and global interdependence, diversity, multiculturalism. Sub-concepts under each of the aforementioned related concepts are also covered in this study (e.g. gender education under human rights education). For details of issues and related concepts, please refer to the GCE Audit/Assessment instrument.

In terms of sampling, the basis of the selection of three countries that were covered in this study and the selection of teacher education institutions was purposive for the following reasons: (1) these countries were economically performing compare to their ASEAN counterparts, (2) information/data on teacher education were available in the agency/institutions' websites and they were written in English, 3) their teacher education institutions are included in the world rankings of universities and colleges (e.g. NIE), (4) they have national institutes which train teachers and (5) previous international comparative education studies in ASEAN have already used the same sample (SEAMEO BMS study). Originally, the three countries included in the sample were Brunei Darussalam, Malaysia and Singapore. Due to ethical clearance issues, Brunei Darussalam (SBHIE) has withdrawn its participation in this study. The researcher has been informed by the contact person that the Ministry of Education is currently conducting curriculum

review on teacher education and participation in cross-countries study is not advisable. Indonesia (UNJ) has replaced Brunei Darussalam as one of the samples. Indonesia has made major reforms in teacher education/preparation in the last decade and the researcher finds it worth including in this comparative research.

This dissertation has covered only the overarching policy framework and standards of the existing pre-service teacher education as provided for by the three (3) teacher education institutions in selected ASEAN countries namely: Indonesia, Malaysia and Singapore. It covers the philosophy, vision and mission of teacher education and or the teacher education institution, definition of a competent teacher, teaching competency standards, teacher education programs, entry requirements and credentials to teacher education program, and the teacher education curriculum (as permitted). This study included in the discussion of findings data on in-service teacher education programs since the universities involved in this study also offered teacher education programs for in-service teachers. However, it does not cover trainings, seminars, etc. provided by the institutes and the ministries of education.

Documentary content analysis, as a technique, permitted the collection and treatment of curriculum data and information on teacher training program of member countries/states. The data gathered from available documents like country reports, published policy and curricular documents, and the like have not been subjected to ingenuity test since the sources of these data/documents were reputable international organizations (like APCEIU and SEAMEO) and some data were also made accessible and available from the website of the Ministry of Education and teacher education institution. The assumption was the data were correct and valid. For validation purposes,

however, interviews with curriculum experts and developers in TEIs in three (3) member states were conducted. Survey was utilized to measure the extent of inclusion or use of GCE in the teacher education curriculum. This quantitative data has been used to reinforce qualitative data available in country reports. The researcher targeted 15 respondents from each faculty or institute to accomplish the survey or GCE audit. Due to different organizational set-up of the faculties/institutes, respondents were taken regardless of their specialization/department as long as they belong to the Faculty of Education or Institute of Education. The researcher had assumed that the no. of survey respondents is acceptable since they are already lecturers and professors in the faculty or institute and because of their experience and expertise, they are in the best position to answer the assessment form. This was done to quantify the extent of inclusion or use of GCE concepts, issues and related concepts in teacher education and to reinforce qualitative data from country reports and curriculum documents. The table below shows the survey turn-out per faculty/institute:

Table 5

Survey turn-out for three countries

Institute/Faculty/Country	Total No. of Survey Distributed	Actual Turn-out	Percentage
Faculty of Education (UNJ) Indonesia	15	11	73.33%
Institute of Teacher Education (Elementary) and University of Malaya (Secondary) Malaysia	15	9	60%
National Institute of Education Singapore	15	8	53.33%
Total	45	28	62.22%

The basis of model development has revolved around the comparison of teacher education curriculum in relation to global citizenship education and the extent of manifestation or inclusion of global citizenship education in the goals/objectives, content, processes and outcomes of teacher education program and the identified best pedagogical practices as perceived by the lecturers and professors of different teacher education institutions and those that were reflected in the philosophy/vision/mission of teacher education and identified teaching competency standards. It did not conduct analysis of course syllabi and actual classroom observations to see if GCE is reflected in the actual delivery of the curriculum.

In analyzing the curriculum content, only the common/basic/essential education courses were subjected to comparison since each faculty/institute has different curricular components in teacher education. Curriculum content of different specializations is discussed by country or by case and is dependent on the availability of the curriculum. In determining the benchmark pedagogy, the researcher based it on the persistent response of the respondents. Although each faculty/institute has different nomenclatures, common elements have been established to see similarities and differences in the pedagogies employed by the respondents.

The researcher anticipated that because of the sensitivity of the topic and the limitations of some agencies/institutions to share and divulge curricular information, this study have utilized data from researchers conducted by inter-agencies/regional/international organizations to address the projected gaps in the data. Details of ethical and political limitations of this study are discussed in Chapter III.

Definition of Terms

To have a common background and definition of the terms used in this study, the following words and phrases are defined.

Comparing/Comparative- involves the systematic observation of the similarities or dissimilarities between two or more branches of science or subjects of study (Oxford Dictionaries). In this study, the comparison will cover the teacher education curriculum and teacher training program of selected Southeast Asian countries in terms of the goals/objectives, contents, processes and outcome.

Content (of Curriculum/Program)- also called curriculum content or subject matter. It is a compendium of facts, concepts generalization, principles and theories (Bilbao, et al, 2008).

Global Citizenship Education (GCE)- there are varied definitions of GCE such as “citizenship beyond borders”, “citizenship beyond the nation-state”, “cosmopolitanism”, and “planetary citizenship”. In all these definitions, global citizenship does not represent a legal status. According to UNESCO (2013), “it refers more to a sense of belonging to the global community and common humanity, with its presumed members experiencing solidarity and collective identity among themselves and collective responsibility at the global level. Being a psychosocial framework for collectiveness, global citizenship can, and is expected to generate actions and engagement among, and for, its members through civic actions in the public domain to promote a better world and future. And it is necessarily based on universal values of human rights, democracy, justice, non-discrimination, diversity and sustainability, among

others.” This study is adopting the definition of UNESCO and the cosmopolitan view of global citizenship education.

GCE-related concepts- According to Toh (2013), GCE related concepts “refer to concepts related to GCE because they share common goals/contents/processes with GCE like peace education, human rights education, education for international understanding, and education for sustainable development.” In this study, sub-concepts to the related concepts above are covered (e.g. gender education under the umbrella of human rights education).

Goals/Objectives (of Curriculum/Program)- answers the question “what is to be done”? As defined by Bilbao et al (2008), “the goals and objectives are explicit formulations of the ways in which students are expected to be changed by the educative process, and intent communicated by statement describing a proposed change in learners. In other words, objectives direct the change in behaviour which is the ultimate aim of learning. They provide the bases for the selection of learning content and learning experiences. They also set the criteria against which learning outcomes will be evaluated.”

In-service Education- refers to the training and education given to employed teachers throughout their career (The Collins Dictionary). In this study, in-service education refers specifically to the teacher training program provided by the member countries/states to their teachers in the field.

Integration- the very notion of integration incorporates the idea of unity between forms of knowledge and the respective disciplines (Oxford Dictionaries). In this research,

the term refers to the process of integrating GCE/GCE-related concepts' goals, contents and processes in teacher preparation in Southeast Asia vis-à-vis the ASEAN context.

Outcomes (of Curriculum/Program)-According to Adam (2004), “learning outcomes are the specifications of what a student should learn as the result of a period of specified and supported study. Outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature.” In this study, the outcomes refer to the assessment processes and tools that used to measure GCE related learning outcomes.

Pedagogy -is the art (and science) of teaching. It is an array of teaching used by teachers to improve learning outcomes. As explained by Bilbao et al. (2008), “effective pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.” In this study, pedagogy refers to the methods and strategies of teaching and specific practices and activities that are used to teach or integrate GCE concepts in teacher education.

Policy/ies - refers to a course of principle of action adopted or proposed by a government or state (Oxford Dictionary). In this study, the term refers to policies in teacher education.

Pre-service Education - the term is conceptually and operationally defined as education program that prepare student teachers before they have undertaken any

teaching career for the multiple roles of classroom teacher, school team member, community leader and education advocate (IGI Global).

Process/es (of Curriculum/Program) - refers to the ways and means of how the curriculum has been implemented. It also refers to curriculum experiences which cover teaching methods, strategies and approaches and educational activities like materials development, educational technology, etc. (Bilbao, et al, 2008).

Standards - refers to something considered by an authority or by general consent as a basis of comparison, also referred to as an approved model (Oxford Dictionary). In this study, the term refers to teacher education standards.

Teacher Education Curriculum – TEC, as defined by Wojtczak (2002), refers to “the educational plan that spells out which goals and objectives should be achieved, which contents/topics should be covered, and which methods are to be used for teaching, learning and evaluation of would-be/pre-service teachers.”

Teacher Education - a state-approved course of study, the completion of which signifies that an enrollee has met all the state’s educational and/or training requirements for initial certification or licensure to teach in the state’s elementary, secondary schools. A teacher preparation or teacher education program may be either a traditional program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education/teacher education institution (HEA Glossary). In this study, it also refers to both pre-service and in-service preparation/education of teachers.

Chapter II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to engage the reading public to the relevant concepts and studies that surround global citizenship education. The review is presented in a logical manner to facilitate the understanding of the interconnectedness of concepts. Headings/subheading is provided for organization purposes. The flow of discussion is as follows: (1) shifting discourse of citizenship education, (2) nature of global citizenship education, (3) different perspectives and interpretations of global citizenship education, (4) global citizenship education and related concepts, (5) global citizenship education in school and the general curriculum, and (6) global citizenship education in teacher education. The concluding part of this review includes a (7) synthesis and ‘future direction’ to provide the readers a summary of all the concepts and studies covered in this review and encourage them to think ahead of the future of GCE in the education landscape of the 21st century and beyond. Figure 8 below shows the flowchart of the literature review.

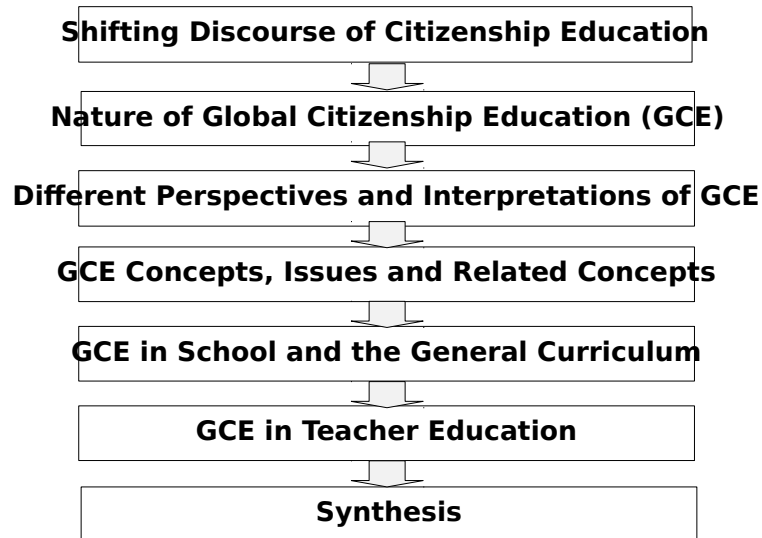


Figure 8. Flow chart of the literature review

Shifting discourse of citizenship education: From the traditional to contemporary view

Citizenship is a naturally complex concept, and talks about good citizens or good practices in citizenship education are the foci of extensive debates in the field (Cogan and Grossman, 2012). Marshall (2003) defined citizenship as “full membership within a community” and represents communal, social and political rights that eradicate disparities between people as they gather together to form a nation within a geographical landmass also called as country.

Through the years, citizenship has been symbolically understood and its lawful construction in relation to a country privileged as one belongs rightfully (Harshman et al, 2015). For a majority of people living in the North American continent, “citizenship often operates as a taken for granted status with the requisite rights and responsibilities associated with membership in a nation.” (Tupper, 2009, p. 77)

Historically viewed as being related to one’s birthplace, citizenship as a concept remains strongly associated with nationhood or statehood regardless of the several changes geographical boundaries and cross-cultural influences (Appadurai, 1996; Pike, 2000; Subedi, 2010).

Education for citizenship is a vital function of all systems education. This can be done through the entire curriculum or via specialized programs or socialization opportunities to what have been called “imagined community” of the nation (Anderson, 1991; in Osler and Starkey, 2003). According to Torney-Putra et al (2001) in Osler and Starkey (2003), “the main purpose of national citizenship education is to assure that the youth understand the current and prospective roles within the lawful and legal framework of the nation-state in which they live. The youth are supposed to learn about and

determine legal, political, religious, social and economic institutions of the nation-state in which they are being prepared and educated.”

In countries where democracy thrives like the Philippines, people are legally recognized to possess equal rights to join and influence government. In the real sense, however, this concept of equality is corrupted by malpractices and public debates that reject minorities or which marginalize them within the imagined community of the country. In discussion like this, the nation often manifests as having a similar cultural identity into which minorities like the ethnic groups and other cultural minorities of the population are assumed to amalgamate (Osler and Starkey, 2003).

In this regard, education for national citizenship is often unsuccessful to engage the learners with actual experiences especially in a world where cultural identities and sense of belonging are shifting to multiple, global perspectives (Alexander, 1996; Osler, 1997, Hall, 2000; in Osler and Starkey, 2003).

Subsequently, this concept has been very variedly treated in schools, policy tables, public discourses and discussions among scholars. Debates of Citizenship education has been very lively, as in the case in most Southeast Asian countries. According to Veugelers (2011), “the concept of citizenship itself is continuously broadened and deepened. It is broadened in the sense that citizenship is no longer limited to nation state, but also relates to regional citizenship and even to global citizenship. There is deepening of the concept, because citizenship no longer exclusively relates to the political level, but also extends to the social and cultural levels and even to the interpersonal level- how people live together. The broadening and especially the deepening of the concept means that

citizenship increasingly related to a person's identity. Citizenship education encroaches upon the development of identity of young people.”

Citizenship has been linked with growing interdependency and interconnectedness between countries in economic, cultural and social areas, through increased international trade, migration, communication, etc. It is also linked with our concerns for global well-being beyond national boundaries, and on the basis of the understanding that global well-being also influences national and local well-being (Lee, 2012; Lee and Fouts, 2005).

On the other hand, nation-state concept of citizenship has consequentially produced aggression that concurrently disagrees with the autonomy of the people to protect the interest of some (Harshman et al, 2015). As Appadurai (2006) speculates:

“where the lines between us and them may have always, in human history, been blurred at the boundaries and unclear across large spaces and big numbers, globalization exacerbates these uncertainties and produces new incentives for cultural purification as more nations lose the illusion of national economic sovereignty or well-being.” (p.7)

A critique offered by Mitchell and Parker (2008) make us think of citizenship as encompassing multiple, concurrent relationships across local, national and global levels. The study conducted by Mitchell and Parker explained what it means to be a citizen of the world or cosmopolitan citizen by arguing in which “these scales are presumed not only to be received rather than produced, but are represented as inflexible and continuous through time.” As an alternative, we value the meeting point of globalization, education, and citizenship (Harshman et al, 2015). As explained by Torres (2002), “we cannot ignore

how racism and ethnic tensions, sexism and patriarchy, and class exploitation constitute the day-to-day lived experiences of billions of people around the world.”

In another study conducted by Osler and Starkey (2003) they concluded that national citizenship education is not likely to provide an adequately comprehensive background for youth to integrate their own experiences and identities. The young people in their research have shown multiple and dynamic identities, accepting local, national and international viewpoints.

According to Andreotti and De Souza (2012), the main reason for a global move towards citizenship education is the reality that materials in education are generally “Western-American-Global North Centric” and promoting neoliberal ideals of consumerism over the commitment to critical democratic principles while celebrating globalization from above. They further said that schooling should be placed at the center promoting social justice and developing global sense of community. For them, the school is an avenue where we learn inclusiveness, civil courage, and how to live in communities where diversity greatly exists.

Global citizenship distinguishes modern-day processes of globalization that problematize homogenous understanding of national citizenship. Dramatic increase in the number of people spending parts of their lives living in different countries or nation-states and possess manifold allegiances and dedications challenge previously taken-for-granted notions of monolithic nation-state. Hence, through global citizenship education, schools can engage their students with modern comprehensive experiences of citizenship and identity education (Andreotti and De Souza, 2012).

Nature of Global Citizenship Education

According to Tawil (2013), “global citizenship education highlights essential functions of education related to the formation of citizenship in relation to globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked to local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today’s increasingly interconnected and interdependent world.”

GCE promotes partnerships, dialogue, actions and cooperation through school-based and informal education. GCE uses a comprehensive mechanism employing approaches, methodologies, strategies and theories from relevant areas, including peace education, education for sustainable development, education for international understanding and human rights education. It advances the principle of solidarity, curiosity, and social responsibility. There are also common characteristics and mutually reinforcing objectives, approaches and learning outcomes with these and other education programs, such as intercultural education and health education (Toh, 2013). To put Toh’s analogy:

“Important entry points for global citizenship education are peace education, human rights education, education for international understanding, education for sustainable development. They are like a river with many tributaries; in this river we can mix and learn from each other.”

By and large, Global Citizenship Education is a framing paradigm which synthesizes how education can develop the competencies students need in creating a world which is more peaceful, just, secure, inclusive, tolerant, and sustainable. According to UNESCO (2014), “GCE represents a paradigm shift in the conceptualization of citizenship education that it recognizes the relevance of education in understanding the resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills, and attitudes among learners that can facilitate international cooperation and promote social transformation.”

Being such, GCE aims to encourage learners to:

- analyze real-life issues critically and to identify possible solutions creatively and innovatively;
 - support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are systematically underrepresented/marginalized;
 - focus on engagement in individual and collective action to bring out desired changes; and
 - involve multiple stakeholders, including those outside the learning environment, in the community and in wider society.
- (Source: Adopted from UNESCO, 2014)

In places where conflicts have taken place, GCE can help in community building, social integration and inculcating positive values in children and youth. GCE possesses several principles of conflict resolution and education, and it can be implemented in conflict and post-conflict settings through the use of curriculum and learning materials

that question bias, prejudices, stereotypes, marginalization and exclusion; and promote action that value protection and well-being (INEE, 2013).

Oxfam (2006) believes that Education for Global Citizenship is essential in helping young people rise to those challenges for the following reasons:

- Children and young people's lives are strongly influenced by what happens in other parts of the planet. GCE will give them the necessary knowledge, understanding, skills and values for them to fully participate in ensuring their individual and others' well-being and to offer contribution, locally and globally
- GCE is a good education since it allows children to participate actively in their own learning experiences through the use of different learning methods. These will encourage learners to develop confidence, self-esteem, critical thinking skills, and communication, cooperation and conflict-resolution skills. These are considered as vital elements in improving motivation, behavior and achievement across the school
- GCE provides opportunities for learners to care for the planet and develop empathy with, and an active concern for, those with whom they share it.
(Source: Adopted from Oxfam, 2006)

Education for Global Citizenship prepares learners to develop the competencies needed in creating a just and sustainable planet where everyone can fulfil their dreams and hone their potentials to the fullest (Oxfam, 2006).

There is single way of implementing GCE. In post-conflict or post-war areas, for example, GCE can function within the dimension of peace education (Butera, 2013). In nations transiting from one government to another, GCE can be employed to reinforce principle of democratic involvement and other universal values. Regional amalgamation

and the founding of regional cooperation organizations like ASEAN, have increased emphasis on civics and citizenship, democracy and good governance, and peace and tolerance- all important components of global citizenship education (UNESCO, 2014).

As stated by Chung (2013), “GCE is not and should not be a promotion of citizenship models of a particular country or region. Global doesn’t necessarily mean international. Many projects promote global citizenship education through exchanges and contacts between schools and teachers. At the same time, the global dimension can be created through various methods other than merely exchanges, or moving physically from one place to another. GCE encourages people to open up to different cultures, think act and connect more widely in different ways. GCE is not a separate subject. Rather, it is a learning process focusing not only on what students learn but also how they learn- about themselves and others, to learn to do things, and interact socially- encouraging active and participatory roles.”

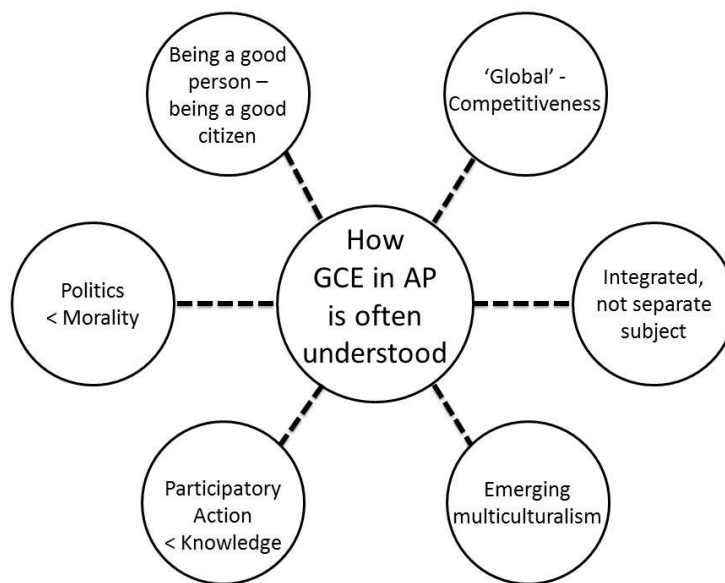


Figure 9. GCE Interpretations in Asia and the Pacific (derived from UNESCO, 2014)

Different Perspectives of Global Citizenship Education

GCE is often a debated concept in academic discussion, and there are different viewpoints of what it takes to be a global citizen (UNESCO, 2013). Some have defined it as “citizenship beyond borders” (Weale, 1991), or “citizenship beyond nation state” (Bellamy, 2000). Others have noted that “cosmopolitanism, as a term, may be broader and more inclusive than global citizenship, while still others opt for planetary citizenship, focusing on the global community’s responsibility to preserve the planet Earth.” (Henderson and Ikea, 2004)

Gaudelli (2009) in his effort to make sense of global citizenship utilized heuristics to categorize through the goals of global citizenship from five (5) different discourses: neoliberal, nationalist, Marxist, world justice/governance, and cosmopolitan.

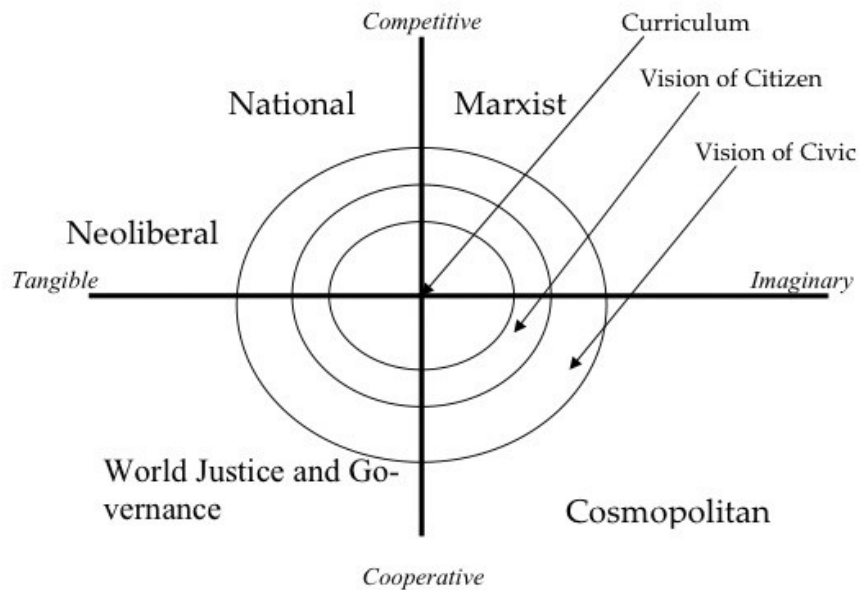


Figure 10. Heuristics of Global Citizenship (derived from Gaudelli, 2009)

Neoliberal. The idea of global citizenship in relation to the civic is a society that is basically an economic set-up that operates on free market, laissez faire and aims for the

privatization of what have fundamentally been government or public institutions like education and transportation sectors, and put in funds in information technology in hopes for reinforcing capital development. Economic issues, both in micro and macro levels, are vital to the neoliberals as they perceived the technological integration of nations as unavoidable and that can be appropriately utilized for competitive advantage. For neoliberals, globalization offers many opportunities for those who allow themselves to embrace new ideas and tools for economic gain (Gaudelli, 2009). To quote the author, *“hybridization, or the integration of now placeless global ideas, processes, and tools, has become normative, and technology has been the engine to fuel this intermingling.”*

Nationalist. Nationalist argument to global citizenship attributes big importance to the assumed inviolable autonomy of national governments and the needed relationship between citizens and national government. Rorty (1994) in Gaudelli (2009) asserts that the ‘left’ has become harsh and ‘unpatriotically intellectual’ in its conceptualization of global citizenship, that they tend to take for granted the significance of national citizenship. He withdraws from supporting world governance as an alternative to what he believes as corroding national civic involvement, arguing that civic matters should be the restricted domain of nations and should remain so (Rorty, 1994; in Gaudelli, 2009). The nationalist’s view of the civic landscape is a very much private, national affair, and the world/global dimension stays in a physical and metaphysical partition (Gaudelli, 2009).

For the nationalists, the world is disorderly and violent with a lot of different power-hungry oppressors and their dominant followers making use of power over regional neighbours. Autonomy in this line sees nations as huge entity, speaking with a common voice beyond the border, a necessity if the uneasy peace of current international

relations is to be maintained. Global order is at risk, and for nationalists, the best approach to safeguard stasis is to sustain the nation-state system as super ordinate (Gaudelli, 2009).

Marxist. A Marxist concept of the civic sphere is aimed at eradication of capital. Since the innate nature of capital is essentially manipulative, capital and its promoters must be remove from power and wealth must be distributed, and private ownership must be eradicated. Their idea of the civic realm leads to a socialist system that communalizes physical wealth. Marxists take a popular domination best explained in the adage, ‘power to people. The people set off to the power within themselves and as social beings will comprise a new civic, one that insures equality in wealth, public ownership of social means, and democracy (Gaudelli, 2009). Marxists argue that abuses and dehumanization are common characteristics of modernity. Because of this, there is a great opportunity for achieving global citizenship in Marxist context, as people’s engagement and experience with technology and industrialization is extremely the same. In Marxism, global citizen manifests as ordinary group of people that cross borders, in many situations reuniting diasporically oppressed people. Globalization, a dominantly economic and technological event at its foundation, has paradoxically facilitated the transnational, natural affiliations of collective identities. As quoted in Aldama (1999), “one of Marx’s predictions has come true: as capital shrinks the globe by sucking vampire-like the life out of the working class, it is creating new transnational proletarian collectives.”

World Justice and Governance. Advocates of this perspective basically associate their notion of global citizenship to heavily codified structures of civic activity, human rights, and international law. Many of this discussion emerge from past attempts to attain

justice on those who carried out genocidal acts during the Holocaust and World War II (Gaudelli, 2009).

The materialization of international laws provides the need for institutions to respond upon laws. The establishment of international legislative bodies and executive agents is very important to world justice and governance realm, but much of this is not yet visible in structure. Kuper (2004) has explained that the creation of a national-global federal type system wherein a broad framework of laws, which he called a ‘charter of obligations’, would encompass the operation of intergovernmental and non-governmental agencies that would not eliminate sovereign power but would check it within a system of global-federal accountability (Gaudelli, 2009).

Cosmopolitan. Cosmopolitanism tackles the importance of globalization in reframing society through a strong concept of democracy along with a uplifting view of citizenship (Gaudelli, 2009). According to Nussbaum (1996), loyalty to one’s country which is based from the modern nation-state system is chiefly non-operational as globalization has formulated the need for multinational remedies and a concern for all humanity. Cosmopolitans view what it means to be a citizen as less ends that means to further discussion on the nature of a globally shared, interconnected and interdependent society.

Jeferess (2012) writes that “global citizenship seems to show a predisposition of being the world, and a multinational or universal identity, promotes an ethic of action that defines a global citizen as one who help people in the marginalized, suppressed status in the society.” Global Citizenship as a concept represents the approach in which one’s own identity and moral responsibility are not restricted by their association to the ‘local’ or

‘national’, has become a guiding principle for international development and humanitarian organizations and other educational institutions in the North America. The popularity of the notion of global citizenship in discussions of globalization and humanitarian ethics, at least in the continents of Europe and North America, reflects a historical conception of Cosmopolitanism.

Cosmopolitanism connotes the concept that we have moral responsibilities to those whom we don’t know and to those whom we are not related by communal associations like family, village, religion or other forms of identities. Also, cosmopolitanism demands that we consider particular human lives of high importance and not just a superficial representation of humanity. Therefore, we must take an interest in the specific practices, values and beliefs that make those lives significance (Appiah, 2006; Jefferess, 2012).

GCE and Relevant Topics and Concepts and Areas of Study

There have been many concepts, issues, areas of study and educational initiatives that are related to global citizenship education and are developed to make people live together under the spirit of conviviality and respect for the human dignity and well-being of other people. As mentioned by UNESCO (2002), “it is difficult to find a single nomenclature that will capsule the goals of conflict prevention and resolution, tolerance, respect for cultural and ethnic diversity, gender sensitivity, civic participation, non-abusive relationships, and respect for the health of one’s fellows and of the environment. Some people bring these goals together under the term ‘positive peace’ or as a pillar of sustainable development. Others see them all as supporting human rights.” UNESCO talks of “learning to live together” or of education for universal values,

referring to behavioural standards accepted universally by the global community through nation's commitment to different international declarations and conventions. More recently, they could refer to global citizenship education.

It may be observed however that these educational initiatives share common goals and objectives such as application of knowledge to real life situations and context; self-reflection and analysis; critical thinking; ethical problem solving; peace and conflict resolution and responsible citizenship (UNESCO, 2002).

Educational initiatives in this area can be categorized by the types of goals they set out to achieve:

Table 6

Educational Initiatives and their Goals (derived from UNESCO, 2002, p. 22)

Educational Initiative	Nature of Learning Goals
Peace Education	Conflict resolution, peace, reconciliation, tolerance, respect for human rights, civic participation...
Education for Mutual Understanding	Social Cohesion, respect for diversity, inclusive national identity...
Multicultural/Intercultural Education	Tolerance, respect for diversity, anti-racism, non-discrimination...
Human Rights Education	Respect for human rights and responsibilities, rights of women, children and minorities, tolerance, non-discrimination, prevention of bullying, civic participation...
Life-Skills'/Health Education	Preventive health/HIV-AIDS prevention, prevention of substance abuse, respect for the health rights of others, respectful relationships...
Citizenship Education	Active and responsible participation in civic/political life, democracy, respect for human rights, tolerance...
Education for Sustainable Development	Environmental sustainability, respect for the rights and welfare of all
Humanitarian Education	Respect for humanitarian norms, humanitarian acts, non-discrimination...
Values Education	Internalization of values of peace, respect and concern for others

The educational programs/initiatives stipulated in the table above have different nomenclatures that show varied motivational starting points. These initiatives, however, have certain goals that overlap with each other. In another document published by

Education Above All of EAA (2012), the term education for global citizenship is referred as the ‘subject matter’ and is utilized as a cover or umbrella term that encompass concepts/themes such as peace and conflict resolution, tolerance and appreciate for diversity, humanitarian action, human rights and humanitarian law as well as civic duties

Table 7

Themes within the field of education for global citizenship (derived from EAA, 2012)

Themes	Description and Content
Values Education and Life Skills Education	Typically include core values such as empathy for other human beings and respect for human dignity, together with core life skills, including intra-personal skills such as emotional awareness, and interpersonal skills such as communication, cooperation, problem-solving, conflict resolution and advocacy.
Peace Education	Includes core values and skills, and an introduction to human rights, since respect for human rights is needed for positive peace. Education for tolerance has similar concerns. Peace education may also include studies of the causes of conflict and its transformation, and other global issues.
Human Rights Education	Includes core skills and values such as critical thinking, empathy, avoiding stereotyping and exclusion, and the concepts associated with human rights and responsibilities. It usually introduces some elements of specific human rights instruments (e.g. the convention on the Rights of the Child) and consideration of how human rights principles, such as participation and non-discrimination, might be reflected in the lives of students themselves.
Citizenship or Civic Education	Includes learning about local, national and international institutions, good governance, rule of law, democratic processes, civil society and participation, etc. and has moved towards including items 1-3 above, especially to encourage social cohesion in a divided society. A core aim is to get citizens with diverse background to cooperate peacefully to ensure that the basic human rights of all are met without discrimination and without violence.
Education in humanitarian norms	Includes humanitarian values and action, which include elements from items 1-4 above; and introduction to principles underlying humanitarian law.
History education reform	Aims to move away from a narrow sense of identity and view of past events to a more objective vision drawing on multiple perspectives.
The psychosocial dimension	“Healing classrooms” and other approaches focused on psychosocial needs and child-friendly approaches to pedagogy aim to help students cope with emotional stress and develop pro-social behaviour
Notes	Gender and equity issues are normally addressed in all of the above. Education focused on these themes often covers applications to local, national and global level, and to environmental problems and issues of sustainable development. Issues related to history and causes of recent or past conflicts may be

	addressed in these themes indirectly or directly according to local circumstances

It is good to note that there is a lot of overlap between concepts/themes/programme areas enumerated above. One main challenge here is to encourage and assist educators to develop a rational, coherent and holistic framework for responding to these issues. As a whole, the goals of all these educational initiatives is “transformative”, including the development of skills, concepts, values and attitudes that promote responsible behaviour and help reduce the risk of conflict (EAA, 2012).

Undoubtedly, although these concepts are presented under the heading of education for local and global citizenship, human rights or peace education, they also put in place the groundwork for conceptualizing and understanding how egalitarian principles and values can be useful in a societies divided by differences (in culture, beliefs, etc) and where the rights of the minorities are not taken for granted.

In another project conducted by the Center for Multicultural Education, College of Education, University of Washington, Seattle, Banks et al (2003) published a manual on Democracy and Diversity which highlights the principles and concepts for educating citizens in the global age. The principles include “Diversity, Unity, Global Interconnectedness, and Human Rights. The concepts are: Democracy; Diversity; Globalization; Sustainable Development; Empire, Imperialism, & Power; Prejudice, Discrimination & Racism, Migration, Identity & Diversity; Multiple Perspectives; and Patriotism and Cosmopolitanism.”

Global Citizenship Education and Related Concepts in the School and General Curriculum

The focus of citizenship education continues to extend and take roots globally. Several nations now include citizenship education as an imperative element of their school curriculum, integrated in different ways. A number of research studies, policies, and curriculum reforms have been implemented as teachers and policy developers try to comprehend the crucial processes by which children learn about democratic citizenship, and where and how citizenship education should be treated and represented in formal curriculum (Evans et al, 2009).

Evans et al (2009) further explains that “educating for global citizenship has been an important dimension of these discourses and researches.” He continues to say that “recent shifts in the pace and global reach of ICT, an increasingly interdependent global economy, challenges in human rights and social justice, and the impact of international catastrophes and emergencies have, for example, created tensions and conditions that require more unified, global responses. Not surprisingly, understandings of global citizenship are being explored with increased interest and, as might be expected, there has been a corresponding – and growing desire among educators in various parts of the world to strengthen the global dimension of citizenship education in school curricula across school levels.”

The potential of developing a curriculum for global citizenship is high. But, the coverage should go beyond a single, stand alone subject and should exist moving beyond the curriculum itself. Idyllically, GCE should become a part of the ethos of a learning environment, affecting school decisions, teacher practices and relationship between educational institutions and communities.

A range of viewpoints and activities has been recognized showing a significant amount of interest towards the global dimensions of education. To explain the multiple dimensions of GCE, below are working paradigms that provide a bird's eye view of core learning goals and key teaching and learning practices associated with global citizenship education from the literature. Both multidimensionality and complexity offer a view to analyze and decipher the components of educating for global dimension (Evans et al, 2009).

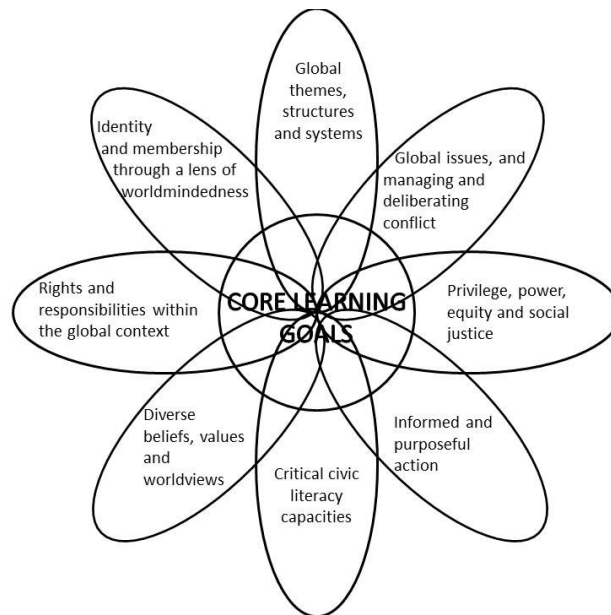
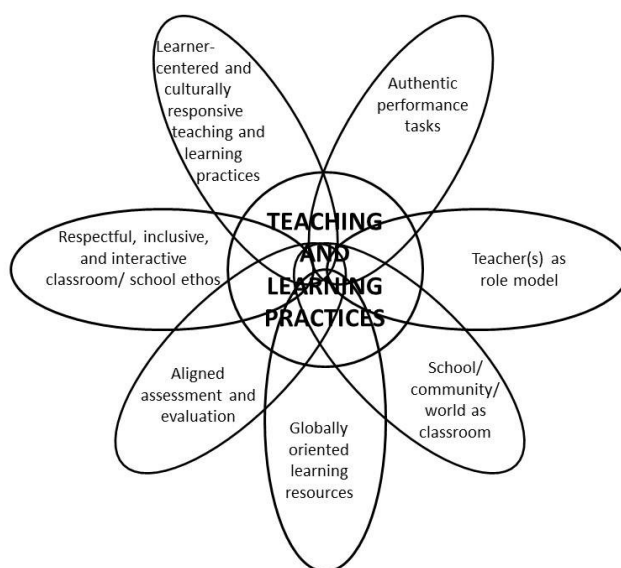


Figure 11. Core Learning Goals of Global Citizenship Education

Figure 12.
Learning
Global
Education
(Source: Adopted
2009)



Teaching and Practices of Citizenship

from Evans et al,

addition to the
(2015) believes
three (3) core
dimensions of

In
above, UNESCO
that “there are
conceptual

global citizenship education: cognitive, socio-emotional and behavioural. The cognitive focuses on the acquisition of knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations. The socio-emotional promotes the sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. The behavioural emphasizes acting effectively and responsibly at local, national and global levels for a more peaceful world.”

Table 8

Core Conceptual Dimensions of Global Citizenship Education (derived from UNESCO, 2015)

Cognitive
- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations - Learners develop skills for critical thinking and analysis
Socio-Emotional
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights - Learners develop attitudes of empathy, solidarity and respect for differences and diversity
Behavioural

• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
• Learners develop motivation and willingness to take necessary actions

From these conceptual dimensions, UNESCO explains that a learner has three (3) attributes that refer to the characteristics that GCE aims to develop among learners and correspond to the key learning outcomes namely: cognitive, socio-emotional and behavioural.

From these attributes, topics were drawn for global citizenship education in schools:

Informed and critically literate

1. local, national, and global systems and structures
2. issues affecting interaction and connectedness of communities at local, national and global levels
3. underlying assumptions and power dynamics

Social connected and respectful of diversity

4. Different levels of identity
5. Different communities people belong to and how these are connected
6. Difference and respect for diversity

Ethically responsible and engaged

7. Actions that can be taken individually and collectively
8. Ethically responsible behaviour
9. Getting engaged and taking action

(Source: Adopted from UNESCO, 2015)

In accordance with the topics above, specific learning objectives (by age) and key themes were formulated for different group/level of education. These include the following: (1) Local national and global systems and structures; (2) Issues affecting

interaction and connectedness of communities at local, national and global levels; (3) Underlying assumptions and power dynamics; (4) Different levels identity; (5) Different communities people belong to and how these are connected; (6) Difference and respect for diversity; (7) Actions that can be taken individually and collectively; (8) Ethically responsible behaviour; (9) Getting engaged and taking action (UNESCO, 2015).

For detailed distribution of topics by age, please visit www.oxfam.org.

The following table shows the entire guidance matrix and how the different parts are interconnected. The matrix is suggested to be used by countries planning to integrate GCE in their education. Also provided in another table are the keywords that can trigger discussion and relevant activities on GCE.

Table 9

GCE's Domains of Learning (derived from UNESCO, 2015)

DOMAINS OF LEARNING		
Cognitive	Socio-emotional	Behavioural
KEY LEARNING OUTCOMES		
- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations - Learners develop skills for critical thinking and analysis	- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights - Learners develop attitudes of empathy, solidarity and respect for differences and diversity	- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world - Learners develop motivation and willingness to take necessary actions
KEY LEARNER ATTRIBUTES		
Informed and critically literate - Know about local, national and global issues, governance systems and structures - Understand the interdependence and connections of global and local concerns	Socially connected and respectful of diversity - Cultivate and manage identities, relationships and feeling of belongingness - Share values and responsibilities based on human rights	Ethically responsible and engaged - Enact appropriate skills, values, beliefs and attitudes - Demonstrate personal and social responsibility for a peaceful and

Develop skills for critical inquiry and analysis	Develop attitudes to appreciate and respect differences and diversity	- sustainable world - Develop motivation and willingness to care for the common good	
TOPICS			
1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behavior 9. Getting engaged and taking action	
LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION			
Pre-primary & lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Table 10

Suggested Topics for Global Citizenship Education (derived from UNESCO, 2015)

Global and local issues and the relationships between them/ Local, national and global governance systems and structures/ issues affecting interaction and connectedness/ Underlying assumptions and power dynamics	- Citizenship, employment, globalization, immigration, interconnections, interdependence, migration, mobility, North-South relationships, politics, power relations - Access to justice, age of consent, decision-making, democracy, democratic processes, food security, good governance, freedom of expression, gender equality, humanitarian law, peace, peace-building, public good, responsibilities, rights (children's rights, cultural rights, human rights, indigenous rights, right to education, women's rights), rule of law, rules, transparency, well-being (individual and collective) - Atrocities, asylum seekers, child labour, child soldiers, censorship, conflict, disease (Ebola, HIV & AIDS) economic disparities, extremism, genocide, global poverty, inequality, intolerance, nuclear power, nuclear weapons, racism, refugees, sexism, terrorism, unemployment, uneven resources, violence, war - Civil society, corporate social responsibility, multi-national corporations, private sector, religious vs secular, stakeholders, state responsibility, youth - Biodiversity, climate change, disaster risk reduction, emergencies, emergency responses, environment, natural disasters, sustainable development, water quality - Geography, history, legacy of colonialism, legacy of slavery, media literacy, social media
Cultivating and managing identities, relationships and respect for diversity	- Community, country, diaspora, family, indigenous populations, minorities, neighbourhood, school, self and others, world - Attitudes, behaviours, beliefs, culture, cultural diversity, diversity, gender, identity (collective identity, cultural identity, gender identity, national identity, personal identity), intercultural dialogue, language(s) (bilingualism/ multilingualism, religion, sexuality, value systems, values

	• Care, compassion, concern, empathy, fairness, honesty, integrity, kindness, love, respect, solidarity, tolerance, understanding, world-mindedness • Assertiveness, communication, conflict resolution, dialogue, inclusion, intercultural dialogue, life skills, managing difference (e.g. cultural difference), managing change, mediation, negotiation, partnership skills (international and local), prevention (conflict, bullying, violence) relationships, reconciliation, transformation, win-win solutions • Animal cruelty, bullying, discrimination, racism, violence (including gender-based violence, school-related gender-based violence (SRGBV))
Engagement, action and ethical responsibility	• Consumption habits, corporate social responsibility, ethical questions, ethical responsibility, fair trade, humanitarian action, social justice • Entrepreneurship, financial skills, innovation

As of to date, there are already many countries that have integrated GCE and GCE-related concepts in their education's goals and objectives of education.

In Australia, the curriculum consists of three interrelated priorities and seven general competencies that are connected to global citizenship education. These priority subject areas are: Asia and Australia Links, Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability. While the general competencies are: reading, writing, arithmetic, ICT, creative thinking, critical thinking, personal and social competence, multicultural understanding, and moral behaviour. These are all implemented in all subjects in the curriculum (UNESCO, 2015).

In Canada, Former University President Martha Piper of University British Columbia initiated GCE in one of the university campuses. She stated that “our goal must be to educate global citizens who see themselves not simply as citizens of the local region but also as human beings bound to ties of concern and understanding.” Hence, the academic plan of UBC Okanagan campus defines global citizen as one who is “willing to think beyond boundaries of places, identity and category and recognize all human beings

as their equals while respecting humanity's inherent diversity. Within their own sphere of influence, global citizens seek to imagine and work towards a better world.” (Jefferess, 2012)

In Colombia, there are four competencies in the curriculum, namely: mathematics, language, citizen and scientific competencies. Citizen competencies covers care for others, sound reasoning, and reflection on action, communication skills, knowledge and active participation in classroom and school and community matters are formulated in cross-cultural approaches. Learning objectives for Grades 3,5,7,9 & 11 are classified into 3 groups: living together in peace, democratic participation, and diversity. They are all related to emotional, cognitive, communicative and integrative competencies (UNESCO, 2015).

In Hong Kong, globalization has been a very explicit theme in curriculum development starting the late 1990s. The Education Commission's Plan for the 21st Century “*Learning for Life, Learning through Life*” tried to justify the curricular reforms using the globalization context. It attempted to reorient education to respond “to changes brought about by the popularization of the knowledge-based economy and global economy.” (Lee, 2008)

The “*Learning to Learn*” presupposes the direction of teaching and learning in Hong Kong which gave weight on the development of general skills. These skills can be categorized as citizenship skills like communication skills, collaborative skills, problem-solving skills and critical thinking skills. The new curriculum, according to Lee (2008), also advocated “to develop the global citizenship values such as plurality, democracy,

freedom, and liberty, common will, tolerance, equal opportunities, human rights, responsibility, etc.”

In Indonesia, the curriculum covers basic competencies that are linked to global citizenship education especially the emphasis given to social attitude. Examples are: honest behaviour, responsibility and caring including tolerance and mutual understanding (UNESCO, 2015). The competency-based curriculum also shows inclination to rights orientation. Rights are included in the curriculum specifically those human rights that affect their day-to-day functioning (Fearney-Sander and Yulaelawati, 2008).

In Japan, as explained by Otsu (2008), “teacher and educators who are interested in development education have tried to teach global issues as well as cultural issues in social studies. They insist that international education should be fundamentally based on the UNESCO recommendation, although some contemporary concepts should be added. They regard international education, in a broad sense, as an umbrella concept of education which includes understanding different cultures, global interdependence and issues. International education is most important to promote citizenship education in Japan.”

The objectives/goals, curriculum content and curricular framework of International Education have been adopted by MEXT in terms of advancing citizenship education in Japan.

In Malaysia, citizenship education has been geared towards a lifelong learning and knowledge society. Within the overall goal of developing citizenship, every student has the chance to hone his/her intelligence, talents and opportunities to the optimum level. The philosophy of “unity in diversity” has been adopted in almost all practices, in

and out of school. Efforts in the school to promote citizenship education are aided, in content and spirit, through programs and activities in teacher education in higher education institutions. The philosophy of teacher education upholds the values of professionalism as a citizenship value. At the university level, citizenship education is located in the compulsory core subjects for all university students known as Islamic Civilization and Asian Civilization (Bajunid, 2008).

According to Bajunid (2008) “the citizenship education curriculum in Malaysia has drawn its contents from diverse sources, including history and Civics, Islamic Education, Moral Education, co-curriculum activities and also from the broad notions of values education, thinking and communication across the curriculum and from the character education curriculum existing in indigenous educational traditions.”

More recently, the citizenship education curriculum has drawn philosophy, principles, framework, objectives and contents from the germinal ideals in the UNESCO Reports on education, specifically “Learning to be and Learning: The Treasure Within” (Delors, 1996). The central ideas in the reports and the lifelong learning agenda have become cornerstones of the ideals of education, incorporating the notions of learning as “learning to learn”, “unlearn and relearn”, “learning to know and understand”, “learning to do”, “learning to live with others”, “learning for employment and re-employment”, “learning to become active citizens in participatory democracies”, “learning to be committed to social inclusion of all the citizenry”, and “learning for personal development to achieve the goal of the character of becoming better persons throughout the lifespan.” (Bajunid, 2008)

In the Philippines, new curriculum in basic education called K-12 program was implemented. One of the basic reasons for the curricular change is to respond to international demands, challenges and standards. The salient features of the curriculum include decongesting the curriculum to provide more time to master the competencies, design a seamless curriculum using spiral progression approach, make the curriculum relevant and responsive to the 21st century needs and enrich teaching and learning using integrative, inquiry-based, constructive approach (Department of Education, 2013).

The K-12 is believed to give the country the following benefits:

1. More time to study and master competencies
 2. Provide opportunities to students to choose their career pathways
 3. Make students ready for employment after secondary education
 4. the curriculum will contribute to the economic growth of the country
 5. Filipino students will become more internationally competitive and professional
- will gain international recognition

In terms of citizenship education, K-12 envisions Filipino graduates that:

1. possess sufficient mastery of basic competencies (e.g. literacy, numeracy, problem-solving, etc) to develop themselves to the fullest
2. be emotionally developed and competent to live a meaningful life
3. be socially aware, pro-active, and involved in public and civic affairs and contribute to the development of a progressive, just and human society
4. be adequately prepared for the world of work or entrepreneurship or higher education
5. be legally employable
6. be globally competitive

The K-12 also expects that every Filipino graduate of basic education:

1. possesses healthy mind and body
2. have a solid moral and spiritual grounding
3. appreciate and care for humanity, the world and environment
4. are proud to be a Filipino

In Values Education (Edukasyon sa Pagpapakatao), it has the following themes:

1. Self and Family Responsibility
2. Treating others as fellow human beings
3. Contribution to National Development and World Unity
4. God-centeredness and preference to goodness

(Source: Adopted from Department of Education, 2013)

In Social Studies, the new curriculum contains concepts about self, community, local history of the learner. It covers a deeper understanding of the history, geography, politics, economy, and national development in the Philippines, in Asia and in the World. At the senior high school level, students will learn about current issues and challenges and propose solutions to them (Department of Education, 2013).

The skills to be developed among learners are: critical thinking, logical reasoning, creativity, and appreciation of one's culture, research skills, communication skills, responsibility, productivity, environmental consciousness, and having a global vision (Department of Education, 2013)

In Singapore, according to Tan and Chew (2008), "all previous values teaching and religious studies were replaced by Civics and Moral Education (CME). Confucian virtues were to be taught in CME along with other desired values." It also includes Singapore's shared values, namely: nation before community and society before self, community support and respect for the individual, family as the basic unit of society, consensus in place of conflict and racial and religious harmony.

In other areas of education, as further explained by Tan and Chew (2008), "the response to industrial globalization has included the promotion of thinking and creativity and lifelong learning, in order to prepare students for the knowledge-based economy of

the 21st century. The implication is that without the economy, humans would not need values, morality, religion, thinking, creativity and learning.”

In South Korea, the curriculum is intentionally designed to emphasize the imperative of being a global citizen possessing relevant capabilities like tolerance, empathy and cultural diversity. Further, global citizenship education is promoted through multiple cooperation among national government, provincial government and schools and non-governmental organizations as well (UNESCO, 2015).

Further, the Republic of Korea has formulated guidelines for its national curriculum which highlights the significance of raising children to be responsible citizens who can dynamically involve and communicate with the world in a spirit of love and care. Related subjects such as peace education, education for international understanding, educational for sustainable development, human rights education, intercultural education, democracy education, etc. are currently in the school curriculum as electives. GCE-related topics and issues like peace, human rights, sustainability, responsibilities, global connectedness, mutual respect across diversity, etc. are frequently included in reference materials and textbooks (Eom, 2013).

In Taiwan, under the new citizenship curriculum, subjects under citizenship education domain like Morality and Health, Civics and Morality, Geography, History and Understanding Taiwan at the Elementary and Junior High School Level were all integrated under Social Studies. The content of the new citizenship curriculum is organized around nine thematic strands to integrate concepts and generalizations of the history of the subject and social science discipline (Doong, 2008).

The goals and the nine thematic strands of the new curriculum are listed below:

Table 11

Goals and Thematic Strands of Taiwan's New Citizenship Curriculum (derived from Doong, Shiowlan in Grossman et al 2008)

Category	Content
Goals	• To understand the environment, humanity, diversity, and issues of local and other communities • To comprehend the interaction of people, society, culture and ecology, and the significance of environmental protection and resource exploitation • To enrich the essential knowledge of social sciences • To develop the identity and concern of homeland and nation, and global views • To cultivate democratic literacy, appreciation of the rule of law, and responsible attitudes • To nurture self-understanding and self-realization, as well as positive, self-confident, and open attitudes • To develop abilities of critical thinking, value judgment and problem-solving • To strengthen abilities of social participation, decision-making and action • To cultivate abilities of expression, communication and cooperation • To develop interest in and abilities of inquiry, and information processing
Thematic Strands	• People and time • People and space • Change and continuity • Meaning and values • Individual, groups and interpersonal interactions • Power, rule, and human rights • Production, distribution and consumption • Science, technology and society • Global connection

There are some other significant characteristics found in the new curriculum guidelines that are related to global citizenship education like:

- The new curriculum adopted a flexible and integrated approach to meet individual needs, social needs and to cultivate competent citizens with international vision. Critical thinking, problem solving, civic participation and social concern are stressed more than acquiring knowledge of the social sciences

- The new curriculum identifies six major issues teaching is to be influenced by, namely, gender education, environmental education, information technology education, human rights education, home economics and career development
- Moral education was dramatically reduced in importance in the new curriculum, while social diversity, multicultural issues were highlighted more than ever before
(Source: Adopted from Doong, 2008)

In Thailand, the study of Thanosawan (2012) entitled, Global Citizenship: Challenges for Thai higher education in the age of ASEAN Economic Community, revealed that globalization has brought a number of changes to higher education in Thailand prior to the age of globalization were under the tight control of the government. The promulgation of the 1999 National Education Act resulted in major Thai universities becoming independent from the government. Although there are many government organizations that deal with quality assurance and frameworks of the higher education sector, many universities have the authority to manage their organizations in major areas like policy planning, administration, program development, staff recruitment, student admissions, resource management, teaching and learning and industrial relations.

In Tunisia, a competency-based approach was instituted in their curriculum in 2000. ICT was emphasized in the curriculum by integrating it in all levels of education. This is supported by international organizations like World Bank. In addition, civic education is renewed by introducing the principles of sustainable development, women empowerment and gender equality in the curriculum (UNESCO, 2015).

In Canada, the idea of GCE is widely valued by educators and curriculum makers and is integrated in selected provincial schools' curricula in consideration of various educational contexts (Evans et al, 2009). An example from Manitoba shows a new elective course in grade 12 social studies entitled “Global Issues, Citizenship and Sustainability”, which has been decided upon through a consultative process with teachers, university professors and curriculum development consultants. Its foundational aspects are the following: are based on addressing present sustainability issues; provide space for developing global citizenship; use inquiry learning as the principal pedagogical method; encourage critical and creative thinking; give priority to student choice and voice; and encourage student leadership through planned action (Connor, 2013).

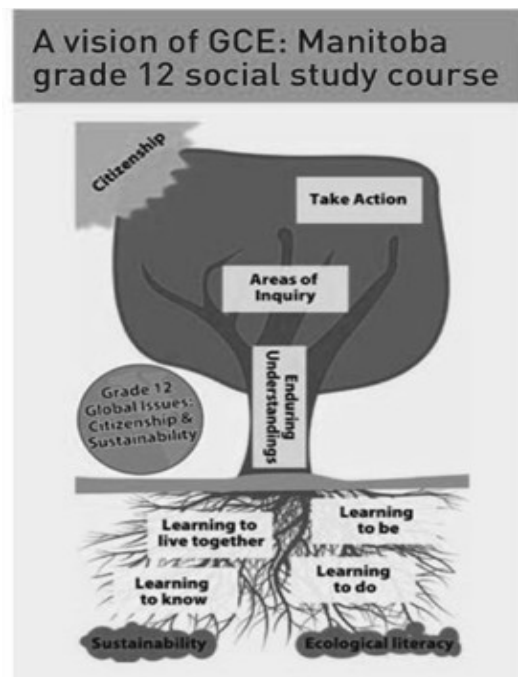


Figure 13. GCE in the Manitoba Social Study Course for Grade 12 (retrieved from UNESCO, 2014)

In the United States, the National Curriculum Standards for Social Studies includes in its big themes the discussion on culture that highlights experiences that

provide for the study of culture and cultural diversity, and global connections that include the experiences for the study of global connections and interdependence (Golston, 2010).

This is in connection to the International Strategy developed by the US Department of Education for 2012-2016. The strategy reflects “the value and necessity of a world-class education for all students, global competencies for all students, international benchmarking and applying lessons learned from other countries, and education diplomacy and engagement with other countries.” (US Department of Education, 2012)

Highly relevant to GCE is the first objective of the said strategy which is increasing the global competencies of all US students including those from traditionally disadvantaged groups. As defined, “global competencies consist of the knowledge and skills individuals need to be successful in today’s flat, interconnected world and to be fully engaged in and act on issues of global significance.” The US Global Competence Task Force defined globally competent individuals as those who “use their knowledge and skills to investigate the world beyond their immediate environment, recognize their own and others’ perspectives, communicate their ideas into appropriate actions.” Hence, global competencies are 21st century knowledge, skills and values applied to the real world (US Department of Education, 2012).

As shown in Figure 14, these competencies are interrelated skills and knowledge that are utilized together to help young people to comprehend the world and initiate action. Finally, global competencies are essential skills for all individuals regardless of social and economic status (US Department of Education, 2012).

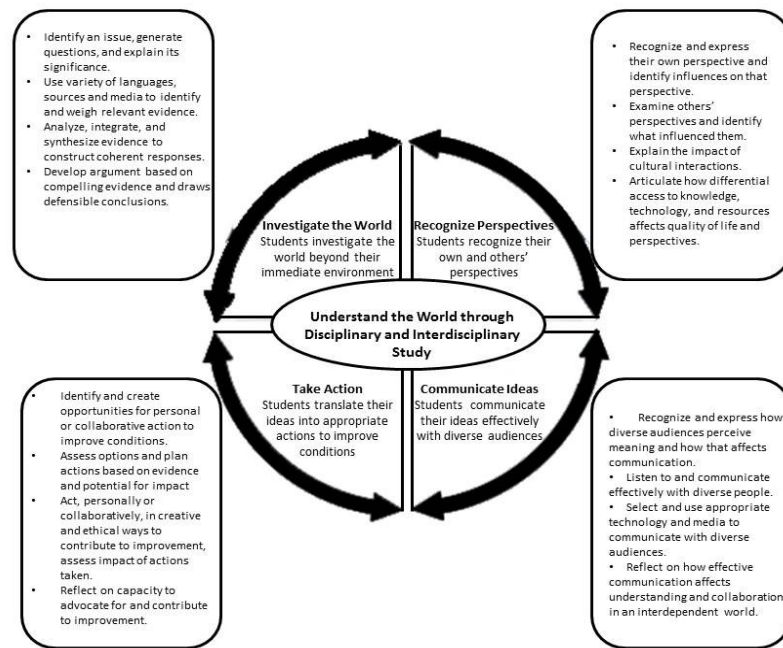


Figure 14. The US Global Competencies

On the other hand, offering global citizenship education as a separate, stand alone subject is less common, although in few countries themes or topics or areas of study related to GCE are taught separately. For example, South Korea offered a mandatory subject called ‘creative experiential activities’ as part of their curriculum in 2009. The objective of the subject is to enhance collaboration, creativity and character building among students (UNESCO, 2015).

A very comprehensive work on integrating global citizenship education in the school’s curriculum is the one developed by UK Oxfam (2006). Oxfam defined a global citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;

- has an understanding of how the world works economically, politically, socially, culturally;
- is outraged by social injustice;
- is willing to act to make the world a more equitable and sustainable place; and
- participates in and contributes to the community from the local to the global

(Source: Adopted from Oxfam, 2006)

Since 1997, when the curriculum for GCE was formulated, many schools have used it. However, it was not constant or permanent. Teachers and students may new knowledge and develop new skills they need to acquire to and cultivate other values they want to examine. In a rapidly evolving world, there is a need to be accommodating yet critical specially in terms of educating children for global citizenship (Oxfam, 2006).

The key elements for developing responsible Global Citizenship are identified as:

Knowledge and understanding; skills; and values and attitudes:

Table 12

Key Elements of Responsible Global Citizenship (derived from Oxfam, 2006)

Knowledge and understanding	Skills	Values and attitudes
• Social justice and equity • Diversity • Globalisation and interdependence • Sustainable development • Peace and conflict	• Critical thinking • Ability to argue effectively • Ability to challenge injustice and inequalities • Respect for people and things • Co-operation and conflict resolution	• Sense of identity and self-esteem • Empathy • Commitment to social justice and equity • Value and respect for diversity • Concern for the environment and commitment to sustainable development • Belief that people can make a difference

Based on the key elements identified above, Oxfam (2006) explained what constitutes or what each element means in terms across the years of schooling or education. The curriculum outline in its website provides a no exhaustive and non-prescriptive guide to stimulate further discourses on planning for global citizenship in the formal curriculum.

Global Citizenship also enhances all subjects or areas of the curriculum and each subject has an important role to realize the elements stated above. Below are some ways where global citizenship education and the subjects in the curriculum can be mutually benefiting from each other (Oxfam, 2006):

Table 13

GCE across Subjects in the Curriculum (derived from Oxfam, 2006)

Mathematics
• Provide opportunities to illustrate mathematical concepts and processes by means of global issues and data • Use and apply mathematics to real-world problems and data (for example, international development data) • Provide opportunities to consider the influence of different cultures on mathematics • Develop critical thinking around use, presentation and manipulation of data
Modern Foreign Languages
• Explore issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages • Develop awareness of global interconnectedness in that languages are continually evolving and borrowing from each other • Develop knowledge and appreciation of different cultures and their world views • Provide opportunities to explore global issues while developing reading, writing and spoken language skills • Explore diverse national and regional contexts in which languages are spoken across different continents (for example, French in West Africa and the Caribbean, and Spanish in Latin America)
Music
• Explore how music expresses identity, belonging and feeling in personal life • Consider how music is used to protest at social injustice and promote visions of positive change • Develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions
Modern Studies (Scotland)
• Explore the social, political, environment and economic aspects of local, national and global development issues • Explore the shaping of society, democracy and power relationships, developing understanding of global interconnectedness and interdependence

• Make connections between issues of social justice and equality at home and abroad • Develop active participation and critical thinking skills, and informed values and attitudes to social studies
Personal, Social, Health and Economic Education
• Develop knowledge of different types of rights • Engage with issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas • Explore well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities • Consider how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities
Physical Education
• Develop cooperation skills and an appreciation of interdependence through teamwork • Promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict • Provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence.
Religious Education
• Use different perspective to explore issues of justice, equality, care for others and for the planet, and peace and conflict • Develop awareness of diversity through exploring different values, attitudes and beliefs • Explore the role of religious beliefs and organisations in global citizenship and global issues • Develop empathy, critical thinking, respect for others and the ability to argue effectively
Science
• Engage with social, cultural and economic contexts in which scientific enquiry takes place • Explore ethical issues surrounding science and its pursuit and uses • Consider the contribution of science to debates around sustainable development and climate change

As what have shown in examples above, global citizenship education and GCE related contents are delivered as an integral part of an existing subject (e.g. civic or citizenship education, social studies, social/environmental studies, world culture, world geography) or can be integrated across a range of subjects such as civics, social studies, moral education, music and arts, humanities, etc. (UNESCO, 2015).

Table 14

Subjects in which GCE-related topics are taught in Asia and the Pacific (derived from APCEIU, 2013)

Moral/Value education/Ethics	Civics/Citizenship education	Religious education	Health and Physical education

Bhutan, Indonesia, Mongolia, Republic of Korea	China, Japan, Singapore	Malaysia, Philippines, Singapore	Brunei Darussalam, Fiji, Islamic Republic of Iran, Maldives, Myanmar, Pakistan, Thailand	Papua New Guinea, Republic of Palau

In terms of pedagogical approaches and processes, GCE is founded on a “lifelong learning” perspective. It is for adults as it is for young people. GCE demands formal and informal approaches yet still holistic in nature. These include curricular and co-curricular interventions and traditional and non-traditional ways of participation. Many instructional methods and strategies have been recommended and used to support GCE such as inquiry based, cooperative learning, dialogic, engaged learning and other strategies that promote learners’ interest. In regular schools, GCE can be implemented as an important part of an existing subject such as “civic education”, “social studies”, “environmental studies”, “geography” and “culture” or as a separate, stand alone subject. Informal and non-formal learning activities have a great tendency to boost the acceptance of GCE. In these situations, flexible and unconventional pedagogical approaches may be more effective in targeting populations outside the formal system and those who are likely to engage with new information and communication technologies. It is advised that a holistic approach is an important element which has the benefit of providing opportunities for sustained engagement across the curriculum (UNESCO, 2014).

Some examples of under non-formal education are though youth-led initiatives, NGO coalitions, and collaboration with other educational institutions and through the World Wide Web. Emphasis can also be given to cooperation between schools and civil society advocates working on global and local issues and engaging these actors in school activities (UNESCO, 2015).

According to O'Donoghue (2013), “all this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process. Introducing pedagogy for transformative learning implies some changes both at individual and community or institutional levels. The changes can be a process at the individual level, and/or a process of change at the level of the community as the system. Transformative pedagogy leads to educative and social innovations that bring change for the better.” The figure below shows the principles of GCE as a transformative pedagogy.

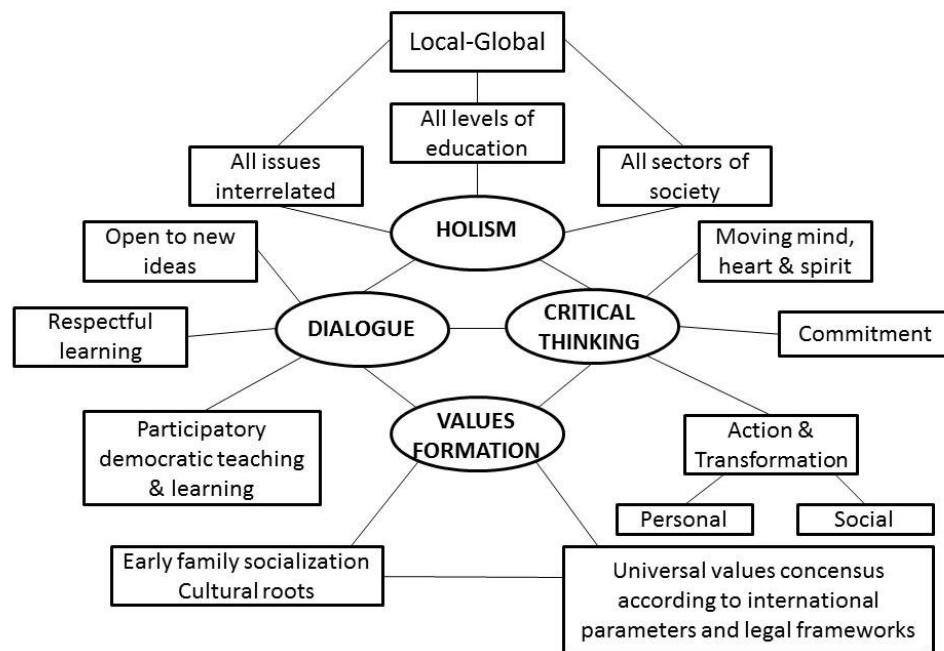


Figure 15. Principles of Global Citizenship Education Pedagogy (derived from Cabezedo, A. 2013)

The principles of transformative pedagogy of GCE can be concretely observed in the specific classroom activities and practices that promote GCE. Oxfam (2006) provides a comparison of specific practices and activities that are global citizenship and not:

Table 15

Specific Classroom Practices and Activities that Promote GCE (derived from Oxfam, 2006)

Global citizenship involves...	It is not...
✓ Asking questions and critical thinking	✗ Telling people what to think and do
✓ Exploring local-global connections and our views, values and assumptions	✗ Only about far away places and peoples
✓ Exploring the complexity of global issues and engaging with multiple perspectives	✗ Providing simple solutions to complex issues
✓ Exploring issues of social justice locally and globally	✗ Focused on charitable fundraising
✓ Applying learning to real-world issues and contexts	✗ Abstract learning devoid of real-life application and outcomes
✓ Opportunities for learners to take informed, reflective action and have their voices heard	✗ Tokenistic inclusion of learners in decision-making
✓ All ages	✗ Too difficult for young children to understand
✓ All areas of the curriculum	✗ An extra subject
✓ Enrichment of everyday teaching and learning	✗ Just a focus for a particular day or week
✓ The whole-school environment	✗ Limited to the classroom

Likewise, it has developed planning framework to build the key elements of global citizenship into different units with a wide scope of topics including those that appear explicitly global and those that are not recognizable at first (Oxfam, 2006, Guide for Teachers).

Table 16

Planning Framework to build the Key Elements of GCE (derived from Oxfam, 2006)

EXPLORING VIEWPOINTS AND VALUES
We all interpret the world around us through the lens of our own cultural background, values and experience. It therefore follows that there will be a range of perspectives on any given issue, and that we cannot achieve a full understanding of any issue without exploring all perspectives. To do so involves developing: • Awareness that our “knowledge” often consists of just one (albeit possibly dominant) perspective. • Self awareness (ie. Awareness of our own values and assumptions). • Respect for diversity. • Effective communication skills, including arguing a case and listening respectfully to others’ viewpoints. REFLECT: Consider where you can: • Enhance learners’ awareness of their own embedded and shifting values and assumptions. • Challenge learners’ current perspectives and value positions. • Support the development of effective communication skills that allow learners to argue a case and listen respectfully to other viewpoints. • Encourage the valuing of diversity as well as building awareness and respect.
RESPONDING AS ACTIVE GLOBAL CITIZENS
The essence of education for global citizenship is its commitment to enabling learners to bring about positive change. This requires: • Knowledge to make informed choices. • A desire to change things. • Skills to do so. Education for global citizenship does not involve telling people what they should do. Instead, it supports learners in making their own informed choices through critical evaluation of the options open to them and the possible implications of their choices. REFLECT: Consider how and where you can provide opportunities for learners to: • Make informed choices based on critical evaluation of the options open to them, and build the confidence and skills to act on these choices in their lives. • Engage with issues of equity and social and environment justice in a way that supports their ability to challenge those in power. • Consider human rights and responsibilities, including how they exercise their own rights and responsibilities to others.
MAKING CONNECTIONS
Global citizenship involves exploring at least five types of connection: • Our common humanity—the connections we have with all other human beings in terms of our similarities and common needs. • Our global interconnectedness—links we have to other people and places through <i>trade, technology, migration, political systems, our shared environment</i> and so on. • Links between issues, for example, <i>poverty and climate change</i> • The parallels that many global issues have with matters in our immediate environment, for example, <i>sharing of resources, or conflict, in the classroom</i>. • Links between current and previous learning and also to learning in other curriculum areas. REFLECT: How can you provide more opportunities for learners to explore: • The connection between different aspects of their learning in various areas of the curriculum? • The parallels between global issues and classroom issues, for example, sharing of resources, attending to diverse opinions, conflict, working together and power relations? • The interdependence of people and places through, for example, trade, technology, migration, political systems or our shared environment? • Issues of power relations, inequity and social justice, both locally and globally?

The idea is not to rewrite every lesson but basically to make the teacher conscious of where he/she can make global connections. There are times that all parts of the framework will be used in one scheme while in other occasions one or two parts only will be used. The framework follows a cycle and it can be approached or developed at any stage or point (Oxfam, 2006). Below is an example on how to work on the framework using the topic of water.

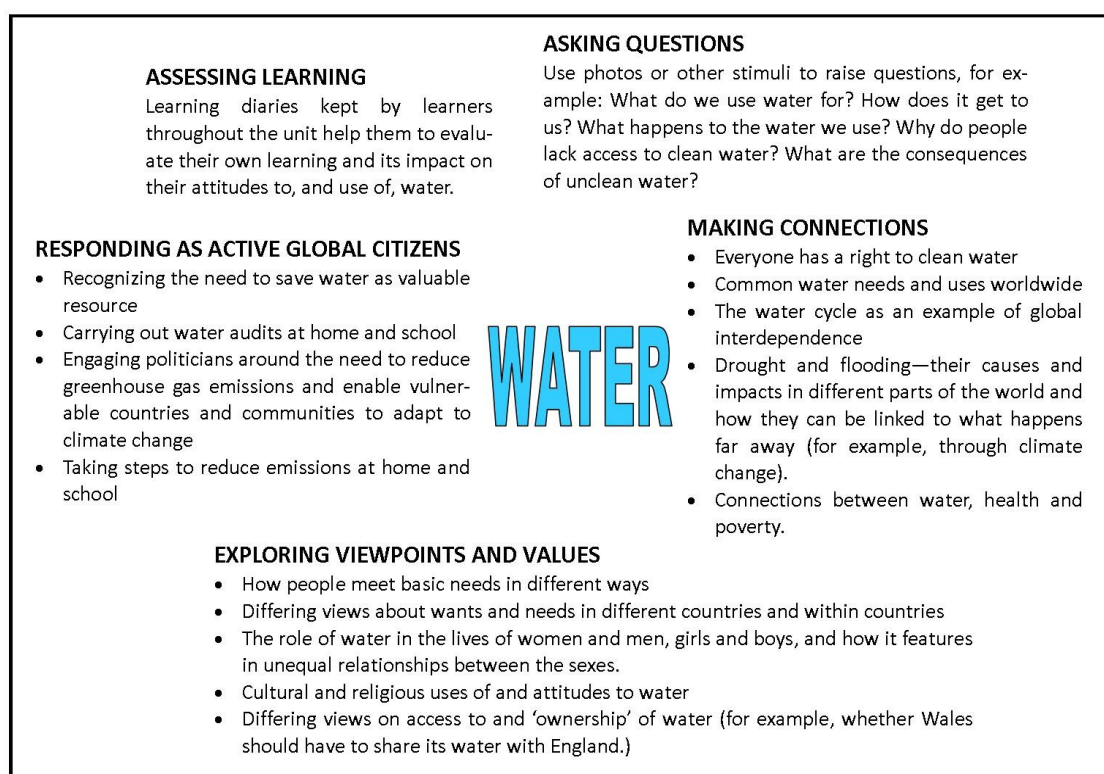


Figure 16. Sample Working Framework for a certain topic (Water) (derived from Oxfam, 2006)

Also provided are specific tools and strategies that can be used to carry out the specific part of the framework. Below are examples for one element which is *Asking Questions*.

For asking questions, ‘Why-why-why chain’ and ‘Issue tree’ can be used. Why-why-why chain is a tool that makes the learners think beyond surface impressions to the underlying causes of any issue. It can be a highly effective way of linking the local to the global with a minor or little motivation from the teacher, besides asking questions starting with the word ‘why’. Meanwhile, ‘issue tree’ can structure inquiry to encourage students to explore the causes, effects and solutions of a given issue (Oxfam, 2006).

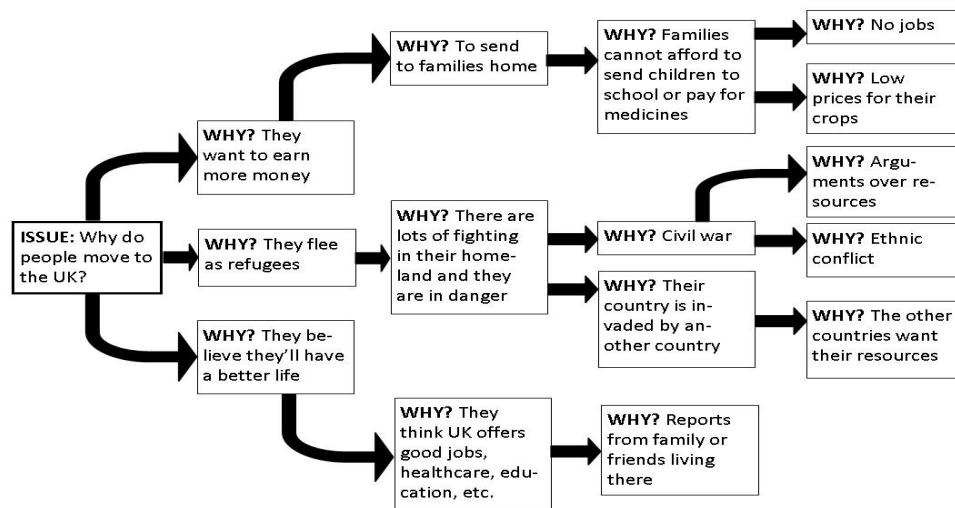


Figure 17.1. Specific tools and strategies: Why-why-why Chain

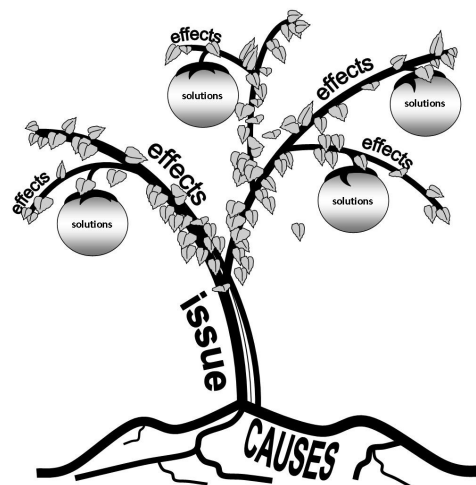


Figure 17.2. Specific tools and strategies: Issue tree

EAA (2012) also suggested specific teaching strategies that emphasize values and behavioural development and change in support of global citizenship and how to integrate this global dimension in school's curriculum. The goal is not just learning and remembering of facts but more on developing skills and values that are necessary to portray an active role in family, school, and society, national and global issues. This necessitates the active personal engagement of the students during the learning process.

Specific examples of learning activities that can connect students as persons and acquire commitment are provided as follows:

1. using stories that engage students' empathy and introduce concepts, skills, values, and problem solving supportive of citizenship and peace-building behaviours;
2. using photographs or pictures depicting a relevant scenario;
3. employing game-like structured activities and role plays/skits that help students to develop fundamental concepts, skills, and values for behaviour change and values development;
4. using cultural and religious references such as traditional sayings and stories;
5. utilizing expressive activities (art, drama, poetry, creative writing, diaries, music, dance) and sports;
6. reading a section of a textbook or other learning materials (preferably written to help teachers and students have an open class discussion of the issues; and
7. other events that occur in the classroom, school and environment.

(Source: Adopted from EAA, 2012)

Some countries, on the other hand, have also used online platforms to widen their learning environments, increase connectivity across communities and reach diversified demographics and marginalized populations. Online learning platforms empower teachers to build the capacities of their learners and enhance their educational experience. In

teacher education, for instance, Taking IT Global for Educators (TIGed) is assisting teachers to use technology in the classroom in order to create transformative learning experiences. TIGed has over 11,000 teachers and 4,000 schools within its network. Through this organization, teacher can develop virtual classrooms and foster cooperative learning within the class and from there, their students can embark on virtual field trips, or pair up with partner schools in an online set-up (Bracken, 2014).

Online learning platforms for educators in GCE can (Bracken, 2014):

1. provide opportunities for educators to experience creative and transformative pedagogical approaches which they can replicate in their own practice;
2. reach remote practitioners and engage them in collaborative online learning communities;
3. assist in overcoming the financial and logistical difficulties of physical attendance at professional development courses and allow educators to learn at their own pace and time;
4. expand teachers' repertoire of teaching materials through online sharing of lesson plans, resources, assessments, etc.

(Source: Adopted from Bracken, 2014)

One approach to deliver GCE is through sports. Done outside the classroom, sports promote meaningful lessons of human rights, diversity, tolerance and justice. They can promote social values and goals of cooperation, perseverance and objectivity. Because sports also promote social unity and mutual understanding and respect, they can also be used to promote diversity and peace and non-violence. To put the words of Prof. Reimers of Harvard University:

“Sports can be transformative if we are intentional about how we use them. Not as episodic events but clear about the competencies.”

Another way of teaching and learning GCE is through community-based strategies. Learning environments that promote direct links to communities, both local and global, easily connect learners to real-life experiences such as community-based activities and student exchange programs can be alternative or complementary activities of learning. Learning arts and music are also used to engage learners in self-expression and dialogue with other cultures, and to establish understanding, appreciation of other culture and embracing a common sense of belonging (UNESCO, 2015).

Tuga (2011) in his research article, *Introducing the Millennium Development Goals (MDGs) through Creative Pedagogy*, revealed that students developed meaningful and clear understanding on the concepts of MDGs as they depict the global issues and problems like poverty/hunger, war and conflict, environmental destruction, inequalities using the elements of song, drama/role play, dance and movements.

Harshman, Augustine and Merryfield (2015) revealed that many researches on approaches to global citizenship education preferred project-based learning experiences as the pedagogical method that can be used to attain the goals of teachers in advancing global citizenship education in the classroom. They further said that if students are to comprehend and engage in an increasingly interconnected world, modern citizenship education must be a globally minded perspective.

On the other hand, the assessment and evaluation of GCE learning outcomes can also be carried out in different ways, taking into consideration different aspects such as the inputs (e.g. educators' competencies, resources, tools, learning environment), and the

process (e.g. teaching methods, types of actions, learners' engagement) and the outcomes (e.g. knowledge, values, attitudes and skills, and impact on communities (UNESCO, 2014).

Varied questions must be considered when preparing for assessment and evaluation in GCE. These questions can include but not limited to the following: (1) what are the core areas of learning to be addressed in a comprehensive assessment and evaluation plan? (2) how will we know if learners are successfully learning? What indicators can be used? (3) what will we accept as evidence of learners' understanding and skill development? (4) what types of assessment will be most useful to collect evidence of learning? (UNESCO, 2015)

The approach will rely heavily on the background or context of the educational system. Each country has a different approach to assessment and evaluation. Likewise, it will depend on how GCE was delivered. One thing is certain, however, a range of methods will be more acceptable to ensure that assessment of learning is accurate like the use of assignments, projects, demonstrations, portfolios, performance, tests. Very limited scope of assessment will only provide a limited catch of what learners have gained (UNESCO, 2015).

Curriculum developers and teachers can take into account the general purposes of assessment and move beyond the restricted utilization of the 'assessment of learning' to add 'assessment for learning' and 'assessment as learning'. This is very significant as they are very involved in the area of education with wide-ranging transformative processes. Other issues to consider on GCE assessment and evaluation cover processes, outcomes, and contextual issues (UNESCO, 2015).

As of today, there are no agreed, established indicators for assessing and monitoring GCE outcomes, it is expected however that a proposed measurement framework and potential indicator will become available in the near future. A number of studies attempted to assess the outcomes of GCE in different settings while other initiatives by different stakeholders are in the pipeline. In the light of the post-2015 development agenda, GCE is proposed to be included in one of the targets. UNESCO is commissioning researches that will be utilized to develop outcomes-based proposals on potential indicators of GCE and other targets (UNESCO, 2015).

For example, the MasterCard Foundation embarks on a ten year initiative to educate and support 15,000 young people in the high school and college schools of Africa to become “socially transformative leaders” making significant changes and positive impact in their communities. The program is implemented with and through a network of NGOs and schools which takes care of the selection and training of scholars. The program puts forward the competencies that are the bases of the GCE. The program is exploring ways on how to measure learners’ understanding and commitment to service, social transformation, global awareness and identity (Burciul, 2013).

Another example of an evaluation process is the one done by Plan International and the University of Melbourne’s Youth Research Center for a GCE program in Australia and Indonesia. The program connects groups of students in Australian schools with children in Indonesia communities to foster understanding of how issues faced by young people in their own communities relate to wider global issues (Kahla in Wierenga and Guevara, 2013). Research undertaken from 2008-2011 applied the ‘most significant change technique’ to capture the outcomes of the program on young people.

In another study, the International Association for the evaluation of Educational Achievement (IEA) measured learning outcome in a test that measures knowledge and conceptual understanding, as well as student attitude and values relevant to civics and citizenship. The survey gathered data about the background and context to which leaders learn about civics and citizenship which includes instructional management and school administration (UNESCO, 2015). One approach to measure GCE suggests the establishment of a globally consistent measure through a composite indicator which includes key questions covering the GCE components and corresponding competencies. It is suggested to then identify factors relevant for global citizenship education.

Oxfam (2006) in its resource material on Global Citizenship in the Classroom: A Guide for Teachers, formulated guidelines for assessment of learning of GCE in the classroom. Assessment is best viewed as a collaborative activity that brings together the perspectives of teachers and students. Peer assessment can be very important as long as there are clear criteria or rubrics to be followed by the students. This kind of assessment makes students more aware of what makes quality work and what they can do to further improve themselves. Below are sample assessment tools:

Table 17

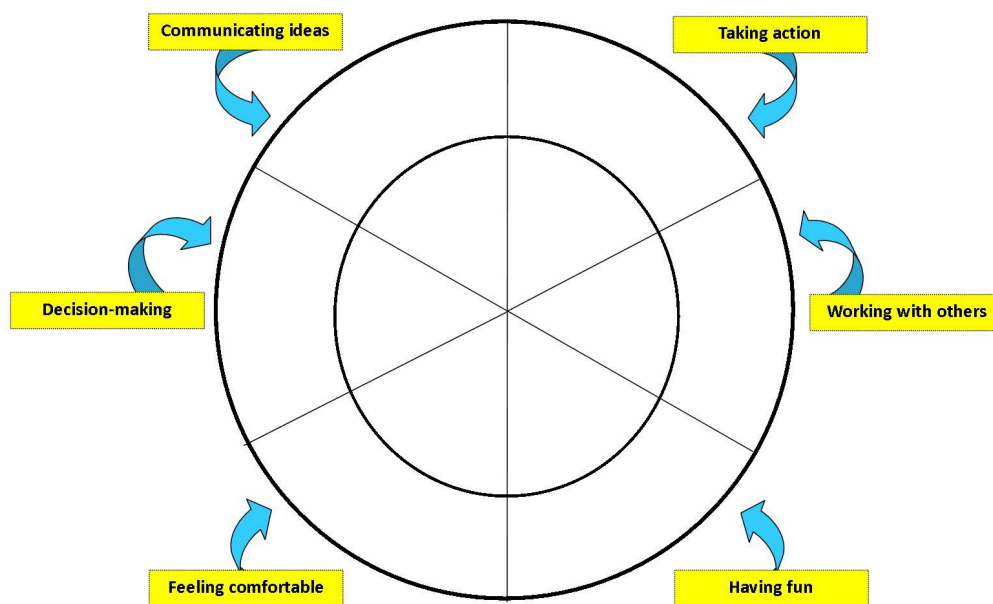
KWL Chart

TOPIC:		
K-KNOW What do we already know?	W-WANT What do we want to know?	L-LEARNT What have we learnt?

Table 18

Sample Likert Scale

GLOBAL CITIZENSHIP SKILLS CHART						
High Score	1	2	3	4	5	Low Scores
Worked well as part of a group						Did not work well
Contributed to discussions						Did not contribute to discussions
Listened to other opinions easily						Found it difficult to listen to other opinions
Planned well						Did not plan well
Skills gained:						
Areas of improvement						

*Figure 18. Evaluation Wheel*

Education for Global Citizenship can be instrumental in whole-school improvement. It can provide coherence, purpose and motivation in teaching and learning. Integrating the principles of Education for Global Citizenship across the curriculum and

whole life of a school can present many challenges but different practices can make the difference it can make. It further emphasized that teachers need not be experts on every issue to educate students in global citizenship. More importantly is an ongoing motivation to grapple with abovementioned big ideas.

Global Citizenship Education in Teacher Education

Over the last decades, the subject of discourses on global citizenship education has significantly changed from almost universal cynicism and dissent to discussions on how to integrate or incorporate GCE concepts and frameworks in the curriculum and teaching and learning processes (Rapoport, 2015).

In recognition of the significant role of teacher education institutions in advancing and sustaining discussions on global citizenship education, more emphasis must be placed on how teachers conceptualize GCE and what are their preferred pedagogical strategies to deliver global citizenship education as they comprehend it (Rapoport, 2015).

This part of the review talks about teachers' perspectives and understanding of GCE, their attempts to introduce GCE in the classroom, and how they are prepared for global citizenship education.

Duty (2010) contributed to the broad scholarly discussion on how teachers view global citizenship education. She examined and documented an inquiry of three (3) secondary social studies teachers' initial conceptualization of teaching for citizenship, reporting on the evolution of their constructions through the negotiation of tensions and theorizing that teachers change their conceptualizations of teaching for citizenship in a globalized world by shifting or recreating their identities and teachers' identities are locations of agency for global citizenship and GCE. The study concluded that teacher

identities are locations for making choices about who we are, how we want to relate to others, and what kind of world we want to live.

A study that involves 187 teacher training and education program graduates in Wales revealed that 76% of respondents believed that global citizenship should be given in priority in the high school curriculum, only 35% felt ready to contribute to a school-wide effort to global citizenship. Also, a survey in England revealed that 700 teachers scored GCE as imperative but they have very little assurance that they possess the ability to teach GCE. In the US, most of the teacher candidates in a mid-South university desired to teach their students how to be citizens of the world, but they also revealed that their teacher education program did not prepare them for such experience (Rapoport, 2015).

Despite the fact that participation remains a big concern in GCE, literature and studies show that teachers and students who are intellectually involved in a classroom discussion on global citizenship-related topics, can agree together in terms of the many concepts that are present in the GCE framework. Topics such as globalization, interdependence, social justice or human rights are usually being talked about or debated upon in the classroom (Rapoport, 2015).

In a study on teachers' perspectives and pedagogies of social studies teachers in the State of Indiana, United States, all participants admitted that they had heard about global citizenship and global citizens but barely ever used them in class. When asked about their understanding of GCE and how they would it when asked by their students, none of them given an explanation in the form of a direct definition. Instead, each of them defined the concept contextually as it refers to interconnectedness of culture, cultural awareness, cultural sensitivity and understanding among others. Many of the

teachers shared that their understanding came from their experiences in the exchange program and other international activities they have participated before. Every respondent considered his/her personal experiences as an effort to understand and contextualize GCE (Rapoport, 2015).

In the same study, the participants were asked to accomplish a brief questionnaire on which they stated the intended objectives of their lesson and explained any learning goals related to global citizenship education perspective. In the findings, the participants identified learning goals related to global citizenship education virtually in each lesson. In the reflective interviews, they said that they felt that all topics, even those that did not seem to be related to international or global events, could be expanded and discussed to a global scale to interconnectedness and interdependence of countries and cultures.

Walkington (1999) on her research on Global Citizenship Education through Geography, studied the instructional practice of elementary school teachers during their implementation of the national curriculum requirement - to study a contrasting locality across continents. The research studied the extent to which teachers adopted learner-centered curriculum, inquiry-based, active participatory styles in their classroom approaches. The findings revealed that a teacher-led, didactic, descriptive approach was not commonly used by teachers. The study also shows that those elementary teachers who exerted effort in developing their pupils' understanding of global citizenship also developed a set of mutually supportive aims.

Those teachers whose aim was to encourage global citizenship were generally teaching about localities on the basis of first-hand experience. They reported that the experience of living and working in the developing world provided them with the

confidence to involve their pupils with global issues, even when they were teaching about unfamiliar localities.

Martin (2013), in his work, *Creative Approaches to Student-Centered Learning in Courses where the Curriculum is Externally Controlled*, explored a collaborative approach to student learning about global citizenship within what is a tightly controlled curriculum in Primary Initial Teacher Education. The outcomes of the project were as follows:

1. enhanced student learning within the context of global citizenship
2. improved practice within the specific modules involved
3. strengthened links between all collaborators in Primary ITE partnerships
(tutors, mentors, students)
4. greater understanding of how to involve students meaningfully in their own learning and in the process of learning, teaching, planning and assessment within externally controlled courses
5. the beginnings of an understanding of what might be an appropriate pedagogy for global citizenship within the Primary ITE

(Source: Adopted from Martin, 2013)

In another study on educating for global citizenship from the perspectives of Canadian public school teachers from three metropolitan regions, MacDonald-Vemic et al (2015) studied teachers' learning goals, instructional practices, and orientations when educating for global citizenship and how each contributes to the other. The findings of the study suggest that Canadian teachers are utilizing a range of instructional practices when educating for global citizenship. Specifically, teachers' focus to the themes of global interdependence and practices dedicated to cultivating agency, decision-making, and action are indicators of these. However, teachers' instructional practices included a

minimal attention to opportunities for critically and significantly engaging how peoples and systems are interdependent in equitable ways or to think deeply about how they are not just concerned to, but also affected by this irregular system (MacDonald-Vemic et al, 2015).

Further, MacDonald-Vemic et al (2015) revealed that, in practice, “teachers are placing uneven amount of emphasis on teaching students that the countries in the world are mutually dependent instead of facilitating their understanding of the physical consequence of interdependence which is inequitable or teaching them to question asymmetrical global power relations.”

In a workshop that involved teachers and administrators of International Baccalaureate (IB) who are interested in expanding global citizenship education, a research project was made to know how IB teachers across the globe understand and deliver global citizenship within their IB diploma program. The IB program started in 1968. It is present in 142 countries. The aim of the program is to: “develop the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalizing world” as well as to develop “inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (Harshman et al., 2015).

The findings of the study revealed that the teachers manifest a shared multiple interpretations/viewpoints regarding global citizenship. The teachers understand citizenship within a global or international curriculum that envisages preparing students to be responsible and involve citizens in a globally interconnected world. They also

perceived how different elements in their practice address these big objectives of GCE (Harshman et al., 2015).

Augustine, Harshman and Merryfield (2015) argued that it is important to note that IB teachers portray how, in an ever changing planet, unifying a definition seemed to be in opposition to the very diverse nature of the world itself, as the views and concerns of people around the globe continue to evolve and change. Being aware of the changing nature of what global citizenship is including the acceptance of new approaches and pedagogies to teaching GCE in schools around the globe, researchers found that IB teachers believe that GCE involves the following:

1. complicating the communications around global issues in order to move beyond the surface of interaction with issues and content;
2. understanding the myriad of causes and effects related to each issue studied in the classroom;
3. a shared responsibility to engage in sustainable solutions to global issues that do not privilege one set of values over another; and
4. recognition of one's interconnectedness with people and places to engage in a more reflective and responsible approach to citizenship.

As discussed in the abovementioned definitions and conceptual ideas given by IB teachers, it becomes comprehensible why many teachers agreed that a project-based learning approach promises an innumerable ways for attaining the objectives identified by teachers as important within the bound of global citizenship education. PBL as a teaching and learning approach offers students with opportunities for real-life learning experiences that involve reflective inquiry and problem solving (Harshman, J. et al, 2015).

Although there is no identical strategy to PBL, they are concurrently formulating an understanding of key principles and concepts associated to authentic world situations. Thus IB teachers maintain to utilize PBL to attain two (2) objectives identified as imperative to GCE: (1) reflection by students on how the inquiry process within PBL effects their thinking and perspective consciousness; and (2) how their development of a globally minded perspective informs the actions they take while engaged in authentic learning experiences that create sustainable solutions beyond the classroom. Thus the scope of pedagogical approaches, student projects, resources and curriculum shows that GCE is not a prescribed practice but complex, multidisciplinary and always developing

In Teachers College, Columbia University, an online, graduate level certificate program in global competence education for in-service teachers were offered to increase the number of K-12 teachers who are able to teach for global competence, and effectively prepare students to be globally informed, engaged citizens (www.globalcompetencecertificate.org)

The certificate program was developed and taught by renowned experts and educators in the field of global competence education. It responds to the needs encountered by schools and teachers to prepare students with the real world skills that they need to succeed in a world that is more interconnected and interdependent (www.globalcompetencecertificate.org).

Although global citizenship per se is not mentioned in the program, the way they have defined global competence is very much related to global citizenship. As defined by the Global Competence Certificate, EdSteps and Asia Society, “global competence is rooted in our changing reality and in constantly evolving with the world. At its core,

global competence is the disposition and capacity to understand and act on issues of global significance.”

The Global Competence Certificate developed a Global Competence Matrix to illustrate the qualities, characteristics, and abilities needed in learning and engaging with globally significant issues. The matrix includes the following core concepts, skills, attitudes and values, and behaviours:

Core concepts

1. World events and global issues are complex and interdependent
2. The current world system is shaped by historical forces
3. One’s own culture and history is key to understanding one’s relations to others
4. Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues

Skills

1. Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further inquiry
2. Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
3. Selects and applies appropriate tools and strategies to communicate and collaborate effectively
4. Listens actively and engages in inclusive dialogue
5. Is fluent in the 21st century digital technology
6. Demonstrates resiliency in new situations
7. Applies critical, comparative, and creative thinking and problem solving

Attitudes and Values

1. Openness to new opportunities, ideas and ways of thinking
2. Desire to engage with others

3. Self-awareness about identity and culture, and sensitivity and respect for differences
4. Valuing multiple perspectives
5. Comfort with ambiguity and unfamiliar situations
6. Reflection on context and meaning of our lives in relationship to something bigger
7. Questions prevailing assumptions
8. Adaptability and the ability to be cognitively nimble
9. Empathy
10. Humility

Behaviors

1. Seeks out and applies an understanding of different perspectives to problem solving and decision making
2. Forms opinions based on exploration and evidence
3. Commits to the process of continuous learning and reflection
4. Adopts shared responsibility and takes cooperative action
5. Shares knowledge and encourages discourse
6. Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
7. Approaches thinking and problem solving collaboratively

(Source: Adopted from www.globalcompetencecertificate.org)

Global citizenship education in the area of teacher education started to take roots by recognizing the values of and integrating GCE and related concepts in the curriculum of teachers including the specific practices and activities that prepare them to become effective teachers in the 21st century.

Synthesis

There have been significant changes made to promote the concept and the practice of global citizenship education in different communities and educational arenas across countries, regions and continents. A number of these works have been made possible by a

paradigm shift in education that recognizes the need for learning beyond basic literacy and teaching citizenship beyond the limitations of one's national borders. Different perspectives have influenced the discussion of global citizenship education ranging from neoliberal to cosmopolitan view of view of citizenship education. Influential international organizations like UNESCO, OXFAM, APCEIU and other educational institutions have adapted the cosmopolitan perspective and view peoples from different nations as 'citizens of the world' interconnected and interdependent from each other.

In terms of GCE influence in the education sphere, there are already many efforts that tend to expand and widen the concept of global citizenship education to other relevant fields of education and the exploration of many practices, pedagogies and activities, formally and informally, have begun to advance the presence of GCE in education, in general, and teacher education, in particular. While there are limitations on the use of the term 'global citizenship' or 'global citizenship education' in the curriculum's goals, content, processes and outcomes, it cannot be denied that majority of the terminologies and concepts used in many literature are related to global citizenship education. In fact, literature suggests that they can be labelled as global citizenship related topics or concepts of global dimensions of education which includes human rights education, peace education, sustainable development, global connections, global connectedness, multiple viewpoints, respect for diversity, among other.

With the establishment of the Global Education First Initiative, and commitments made by the UN Secretary-General, there is a clear directive to use the transformative power of education to build a better future for all. This was further emphasized when the UN Secretary-General indicated that, 'it is not enough to teach children how to read,

write, and count. Education has to cultivate mutual respect for others and the world in which we live, and help people forge just, inclusive and peaceful societies' (United Nations, 2012).

There is a need to mainstream GCE into relevant existing programs such as peace education and education for sustainable development and to document the practice of GCE, and to give serious attention to continuing professional development of educators especially on the area of transformative pedagogy.

The signing of the UN resolution on transforming the world: the 2030 agenda for sustainable development on September 25, 2015 by the General Assembly signals that the work of GCE in our educational institutions continues beyond the current practices, approaches and strategies for educating for global citizenship. The agenda covers almost the same principles and themes that are advocated by global citizenship education like peace, sustainable development, and eradicating global problems that affect human societies across the globe.

Indeed, global citizenship education as an important education agenda in the 21st century transcends the very values that make as civilized peoples of the world regardless of national associations and differences in political views, socio-cultural histories practices and economic priorities.

Chapter III

METHODOLOGY

This chapter presents the methods and procedures that were used in the conduct of this research. It covers the research design, the respondents of the study, the locale, the data gathering instrument and procedures and analysis of data. It also includes the ethical and political considerations that were upheld during the conduct of this study.

Research Method

This study has utilized a descriptive-comparative method of research using a multiple case study approach. It has used a mix of qualitative and quantitative data gathering techniques to answer the research questions, namely: Content documentary analysis, survey and interview.

Comparative Research

The basic goal of a comparative research is to establish similarities and differences between social entities. It seeks to compare and contrast nations, cultures, societies, and institutions. Other scholars include comparison of many types of social and cultural entities to widen the scope of the method. Further, comparative research is more universal. It seeks to formulate concepts and generalizations based on identified similarities and differences among the social constructs being compared (Lewis-Beck, et al. 2004).

There are many purposes of comparative research, but two important functions are: (1) to pursue and contribute to the formation or development of a new theory and (2) to support policy development. Comparative research is all about perspective. For researchers in one country/state, there is a need to create means to adopt and comprehend the viewpoints of other researchers in other countries. As the 'global' affects the 'local' or the 'national', there is a need to formulate national policies that encompass the needs of global partners (Lewis-Beck, et al 2004).

According to Bray et al (2014), the field of comparative education highlighted cross-national comparisons rather than intranational comparisons. He further argued that stronger relationships between different fields would be to the benefit of all. In a model or framework for comparative education analyses, Bray and Thomas (1995) proposed three dimensions of comparison (see figure 19 below). As explained by Bray and Thomas, "on the front face of the cube are 7 geographical/location levels for comparison: world regions/continents, countries, states/provinces, districts, schools, classrooms, and individuals. The second dimension contains nonlocational demographic groups, including ethnic, age, religious, gender, and other groups, and entire populations.

The third dimension comprises aspects of education and of society, such as curriculum, teaching methods, finance, management structures, political change and labour markets. Many studies that are explicitly comparative engage all three dimensions, and thus can be mapped in the corresponding cells of the diagram.”

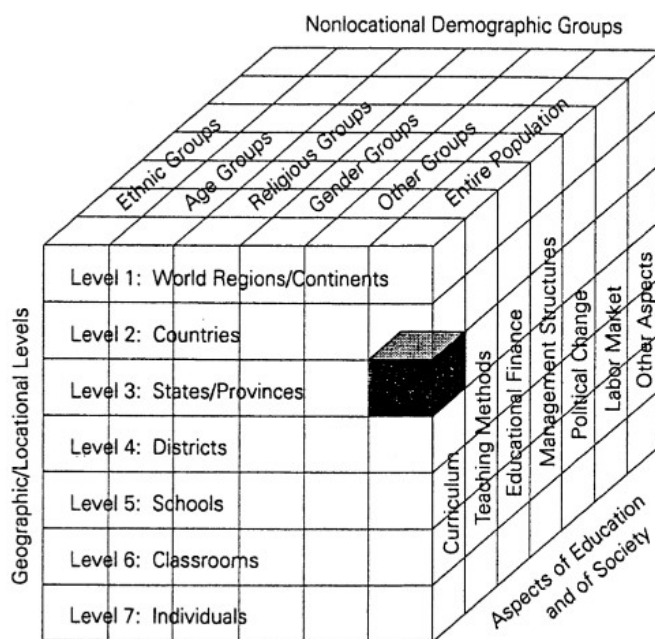


Figure 19. Framework for Comparative Education Analyses (derived from Bray and Thomas, 1995)

An overarching point of the Bray and Thomas model was the call for multilevel analyses in comparative studies to achieve multifaceted and holistic analyses of educational phenomena. Their framework has been extensively used and cited, both in literature that is explicitly associated with the field of comparative education.

From a practical perspective, much of the field of comparative education has been concerned with copying of educational models. Policy makers in one setting seek information about models elsewhere, following which they may imitate those models with or without adaptation (Bray et al 2014).

In this study, the comparison focuses on two dimensions: geographical and the aspects of education in society. Geographically, it sought to compare three countries (Singapore, Malaysia, and Indonesia) that made it ‘countries’ comparison in terms of geographical/location level and ‘curriculum’ comparison in terms of the dimension of the aspects of education specifically teacher education curriculum. Practically, good or best practices of educating for global citizenship that exist in the said countries will serve as bases in model development for other countries like the Philippines. This study did not include ‘nonlocational demographic groups’ as basis of comparison.

Multiple Case Study

To Bray et al. (2014), “researches in comparative education share a strong belief in the importance of cultural, political and social contexts, and the position that education cannot be decontextualized from its local culture. Comparative research is advocated because of an awareness of the shortcomings and problems associated with large bodies of cross national statistical data, often uncritically employed without consideration of

potential bias, and with units of analysis (usually nation states) compared without considering local contexts and internal variation.”

Case study facilitates the study of a certain event within its context using different data sources. This helps establish the certainty that the problem is not explored through one view, but rather a variety of perspectives which allows for multiple interpretation of the phenomenon to be revealed and understood (Baxter and Jack, 2008). It also permits the researcher to explore problems of individuals or organizations, communities or programs through simple context interventions (Yin, 2003).

Due to its advantages, case study is basically an attractive design for researches in education, social work, administration, health and so on. Problems and programs can be examined intensively to bring about understanding that in turn can affect and even improve future practice. Case study has proven particularly useful for studying educational innovations, evaluating programs and informing policy (Merriam, 2002).

Multiple-case study, specifically, enables the researcher to understand differences within and between cases. The purpose is to replicate findings across cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003).

A multiple or collective case study allowed the researcher to analyze within each setting and across settings. It examines several cases to understand the similarities and differences between cases (Baxter and Jack, 2008).

In this study, multiple or collective case study was most appropriate since it has attempted to analyze and understand the teacher education curriculum program of several

ASEAN countries/states based on policy framework and standards which served as boundaries or parameters to establish the similarities and differences in teacher education. The sub-units used for analysis were the goals and objectives, contents, processes and outcomes of teacher education.

Specifically, content and documentary analysis and survey have been used as a main technique to gather and analyze data on teacher education program from different ASEAN countries. This research includes data from country reports submitted to UNESCO APCEIU, SEAMEO and data from selected TEIs and Ministries of Education of Indonesia, Malaysia, and Singapore. Some of these data are accessible in their official websites.

Table 19

List of Teacher Education Institutes/Universities

Country	Teacher Education Institution	Website
Indonesia	Faculty of Education Universitas Negeri Jakarta (UNJ)	www.unj.ac.id
Malaysia	Institute of Teacher Education (ITE)	www.i4p.edu.my
	Faculty of Education University of Malaya (UM)	www.um.edu.my
Singapore	National Institute of Education (NIE) Singapore, Nanyang Technological University (NTU)	www.nie.edu.sg

This research also included relevant research data on teacher education shared by regional/international agencies and organizations like UNESCO Bangkok, SEAMEO and Asia Pacific Center of Education for International Understanding (APCEIU).

Interview with curriculum developers/faculty experts from TEIs was also conducted to validate the information/data in country reports/curriculum documents.

The GCE Audit/Assessment Instrument, a validated instrument, was administered to gauge the extent of inclusion or use of GCE and its relevant concepts in teacher education. This was to reinforce the qualitative data gathered from country reports.

On the next page is the summary of data sources that provided the answer to the research questions:

Table 20

Summary of Data Sources

Research Questions	Data Sources/Instruments	Responsible Agencies/Institutions/Respondents
1. Overarching Policy Framework and Standards of Teacher Education	Country Reports Teacher Education Policy Framework and Standards	UNESCO APCEIU SEAMEO Teacher Education Institution
2. Extent of Manifestation of GCE Concepts, Issues and Related Concepts in Teacher Education (Goals/Objectives, Content, Processes and Outcomes)	Country Reports GCE Audit/Assessment Teacher Education Curriculum	UNESCO APCEIU Teacher Education Institutions
3. Model of Integrating GCE in Teacher Education	Comparative analyses of policy framework and standards of teacher education and GCE in teacher education curriculum	UNESCO APCEIU SEAMEO Teacher Education Institution

Participants of the Study

This study involved three (3) Southeast Asian countries/states, namely: Indonesia, Malaysia and Singapore. They were selected because of their notable innovations in teacher education over the last two (2) decades. They are also recognized not only in the region but also in Asia and the world. Originally, Brunei Darussalam (Sultan Bolkiah Hassanal Institute of Education of University of Brunei Darussalam) was included in the list but it has withdrawn its participation in this study due to ethical clearance issues. It was replaced by Indonesia (UNJ) to maintain the initial intention of the researcher to have a comparison of GCE in teacher education among three countries. Admittedly, the identification of Indonesia as a replacement was based on convenience. Since PNU has a standing memorandum of agreement between UNJ, request to include it as one of the benchmark schools for this study proved to be feasible for the researcher.

The premier teacher training institutions (TEI) designated by the state to train teachers for both primary and secondary level was selected as source of teacher education data in addition to the data available in the websites of the Ministries of Education. These TEIs were the Faculty of Education, Universitas Negeri Jakarta for Indonesia, Institute of Teacher Education (Elementary) and University of Malaya (Secondary) for Malaysia, and National Institute of Education for Singapore.

Faculty experts from different specializations have participated in the provision of data for the completion of this research. A number of lecturers/professors from each faculty and institute have been randomly selected to accomplish the GCE audit/assessment questionnaire. The respondents of the survey represent the different specializations in each faculty/institute. Initially, the researcher rolled out fifteen (15) survey questionnaires to each faculty/institute to complete the survey. The survey was

done through face to face and online modalities. The turnout of the survey includes 11 lecturers/professors accomplished the questionnaires from Indonesia, 9 from Malaysia and 8 from Singapore. Meanwhile, deans/assistant deans were interviewed to validate and clarify data and information available in the website, curriculum documents and country reports.

The table on the next page shows the list of contact persons/interview resource persons from the different faculties and institutes:

Table 21

List of Contact Persons and Interview Resource Persons

Country	Teacher Education Institution	Contact Persons/Interview Resource Persons
Indonesia	Faculty of Education Universitas Negeri Jakarta	Dr. Sofia Hartati Dean, Faculty of Education Dr. RA Hirmana Wargahadibrata Faculty of Education
Malaysia	Institute of Teacher Education (ITE)-Penang Campus Faculty of Education University of Malaya Kuala Lumpur	Dr. Toh Lai Chee Senior Lecturer ITE Penang Campus Dr. Hai-leng Chin Faculty of Education (Contact person only)
Singapore	National Institute of Education (NIE) Singapore, Nanyang Technological University	Dr. Lay Hoon Jessie PNG Assistant Dean, Practicum and Office of Teacher Education Dr. Tan Geok Chin Ivy Associate Dean, Practicum and Partnership and Office of Teacher Education

Table 22

Basic Profile of Respondents

Selected Variables	Countries		
	Indonesia	Malaysia	Singapore
Age			
21-30	0	0	0
31-40	4	1	1
41-50	6	3	1
51-60	1	5	6
Total	11	9	8
Sex			
Male	2	3	2
Female	9	6	6
Total	11	9	8
Position			
Lecturer	8	5	2
Assistant Professor	0	0	2
Associate Professor	2	3	2
Dean/Assistant Dean	1	0	2
No Answer	0	1	0
Total	11	9	8

Setting of the Study

Selected Southeast Asian countries served as the locale of this study. Southeast Asia, is located east of the Indian subcontinent and south of [China](#). It is composed of two different areas: a continental projection also known as mainland Southeast Asia and a group of islands from the south to the east of the mainland (insular Southeast Asia). (www.britannica.com).

The mainland Southeast Asia is composed of the countries of [Cambodia](#), [Laos](#), [Myanmar](#) (Burma), [Thailand](#), Singapore (small city state) and [Vietnam](#). Cambodia, Laos,

and Vietnam cover the eastern portion of the mainland which is known to many as the Indochinese Peninsula. [Malaysia](#), including the western part on the [Malay Peninsula](#) and an eastern portion on the island of [Borneo](#), in nature is both mainland and insular. With the exclusion of the small sultanate of [Brunei](#) (also on Borneo), the remaining part of the insular Southeast Asia is comprised on the archipelagic countries of [Indonesia](#) and the [Philippines](#) (www.britannica.com).

All countries of Southeast Asia are within the tropical and subtropical climatic zones, and majority gets a considerable amount of precipitation annually. Southeast Asia's geographical characteristic is composed of integrated physical elements, namely: mountain ranges, plains and plateaus, and water in the form of both shallow seas and extensive drainage systems. The river, one of these water systems, is believed to have contributed to the greatest historical and cultural significance of the region. The river serve as waterways that have decisively shaped the forms of settlement and agriculture, established basic political and economic trends and contributed to the worldview of the Southeast Asians including their unique cultural identity (www.britannica.com).

Because of this, Southeast Asia is believed to be the most diverse region of the world. The diversity in geographical qualities is tantamount to the increasingly varied economic, social and cultural nooks Southeast Asians have developed for themselves throughout history. This includes the hundreds of ethnic groups and languages that have been identified in the region (www.asiasociety.org).

In 2010, the total population of Southeast Asia in 2010 was 593 million. The census had doubled in the last four decades, and had increased by almost 50% over the quarter century since mid-1980s. With the exception of Timor Leste, all nations of

Southeast Asia are now members of ASEAN. Hence, 99.8 percent of Southeast Asia's population lives in ASEAN countries (ARI-NUS, 2013). The map of Southeast Asia is shown below:



Map 1. Map of Southeast Asia (derived from maps.asia.com)

Data Gathering Instrument and Procedures

Since content and documentary analysis was one of the main data gathering techniques used in this study, there were several documents that have been considered vital sources of information that will help answer the research questions, namely: Policy framework and standards of teacher education provided by teacher education institutions, ministry of education and SEAMEO, country reports submitted to UNESCO APCEIU regarding teacher preparation for global citizenship education (2013 and 2014). The policy framework and standards of teacher education include philosophy/vision/mission of teacher education, definition of a competent teacher and teaching competency standards, teacher education programs and curricula and entry requirements and credential to teacher education programs. The country reports on GCE cover manifestations of GCE in teacher education curriculum, key features of GCE, social

condition and political climate, and good practices and innovative strategies for GCE. These country reports were specifically gathered by UNESCO APCIEU in regional and sub-regional workshops in 2013 and 2014 to know how teachers in Southeast Asia are being prepared for global citizenship education. The reports also include data/information on policies and standards of pre-service and in-service teacher education which includes some data on curriculum, qualification requirements, structures, among others, and issues and challenges as well.

The instrument on global citizenship education audit/assessment was used to measure the extent of manifestation of GCE and its related concepts in teacher education. The instrument is composed of two (2) parts: demographic information of respondents and the actual survey on GCE issues and concept with four (4) sub-parts, namely: goals and objectives, contents, processes and outcomes of teacher education.

Under goals and objectives, nineteen (19) items which comprise the different issues, concepts and related concepts were covered to see how they are included or used in the vision and mission of the institution and its teacher education curriculum. For the contents which is similarly interpreted as subjects/courses/topics, twenty five (25) issues, concepts and related concepts of GCE were enumerated. In terms of processes which include the specific pedagogical practices and teaching methodologies and strategies, twenty one (21) specific activities and fifteen (15) instructional methods were listed, respectively. It has also provided three (3) questions on best pedagogical practice in integrating GCE across subjects/courses. Lastly, under outcomes, which was operationally defined as assessment and evaluation strategies to measure learning of

students, fourteen (14) tools were included. Please see attached final copy of the instrument used during the data gathering (Appendix A).

Published materials on global citizenship education by UNESCO (2015), APCEIU (2013), Oxfam (2006) and Banks et al (2005) served as the bases on which concepts, issues and related concepts are covered in the instrument including the different methods and strategies and specific pedagogical practices and assessment tools.

The GCE audit/assessment instrument was validated by the following experts in the field of GCE whose names appear below. Their comments and suggestions were also considered and incorporated in the final copy of the survey.

Table 23

List of Expert Validators of Research Instrument

Name of Validators	Position/ of Specialization	Area	Institution
Dr. Binaya Subedi	Associate Professor of Global Education and Social Science, College of Education and Human Ecology		The Ohio State University, Ohio, U.S.A.
Dr. Tami Augustine	Assistant Professor of Social Studies and Middle Childhood Education, College of Education and Ecology		The Ohio State University, Ohio, U.S.A.
Dr. Kerry John Kennedy	Research Chair Professor of Department of Curriculum and Instruction /Director of Center for Governance and Citizenship		Hong Kong Institute of Education, Hong Kong
Dr. Maria Theresa Alviar	Assistant Professor, Department of Curriculum and Instruction		Hong Kong Institute of Education, Hong Kong
Dr. William Gaudelli	Chair, Department of Arts and Humanities/Associate Professor of Social Studies and Education		Teachers College, Columbia University, New York City, U.S.A.
Dr. Adonis David	Associate Dean, College of Graduate Studies and Teacher Education Research		Philippine Normal University, Manila Philippines

The offshore scope of this study demands strict adherence to international protocol and standards of doing multiple-locale study. Proper coordination with government agencies and TEIs was done to ensure comprehensive and smooth gathering of data.

The researcher has observed the following procedures:

Phase I: Preliminary Activities

1. sought the participation and approval of Universitas Negeri Jakarta, Indonesia, Institute of Teacher Education, Penang Campus, Malaysia and University of Malaya, Malaysia, and National Institute of Education, Singapore through the dean/associate dean of the faculty/institute (see Appendix B for sample copy of correspondence).
2. sought the approval of the director of UNESCO APCEIU to utilize the country reports submitted by Southeast Asian countries with regard to teacher preparation for global citizenship in the region.
3. held interviews with experts in the field of citizenship education/GCE to know the current models of citizenship education that would establish linkage between the local and the global; and clarify some issues of regional citizenship.
4. reviewed a vast array of literature on citizenship education/GCE in Southeast Asia, Asia, America and Europe including post-colonial perspectives on GCE.
5. enrolled in a sandwich program (dissertation) at the Ohio State University, USA to ensure that the researcher is guided on the international standards of conducting cross-country, cross-cultural studies and enhance content knowledge on the variables under study. The researcher was able to work with an expert who served as an adviser that guided him in the formulation of framework and analysis of different models, issues and discussions on GCE.

6. developed the GCE audit/assessment form and subjected the same to expert validation and pilot testing before the actual administration of the survey.

Phase II: Actual Data Gathering

1. identified and analyzed the features of teacher education policy frameworks and standards of Indonesia, Malaysia and Singapore.
2. determined the presence of GCE and its relevant concepts in the teacher education program of selected Southeast Asian countries and assessed the manifestation level using the GCE audit/assessment instrument.
3. interviewed selected faculty experts (assigned by the TEIs) to validate the data gathered from country reports and curriculum documents

Phase III: Data Analysis

1. compared the similarities and differences in the policy framework and standards of teacher education in participating countries/states using content and thematic analysis in terms of philosophy/vision/mission of teacher education, definition of a competent teacher and teaching competency standards, teacher education programs and entry requirements and credentials to teacher education programs.
2. sought and analyzed GCE concepts, issues and related concepts in the teacher education curricula of three countries using content and thematic analysis.
3. computed the level of inclusion or manifestation of GCE in the teacher education curricula of three countries in the goals and objectives, contents, processes and outcomes of teacher education based on respondents' entries in the GCE audit/assessment form.
4. identified unique, good practices in integrating GCE through the different pedagogies of teacher education among the participating countries.

Phase IV: Model Development

1. formulated the proposed Model for GCE Integration in Teacher Education based on GCE pedagogies in Southeast Asia.

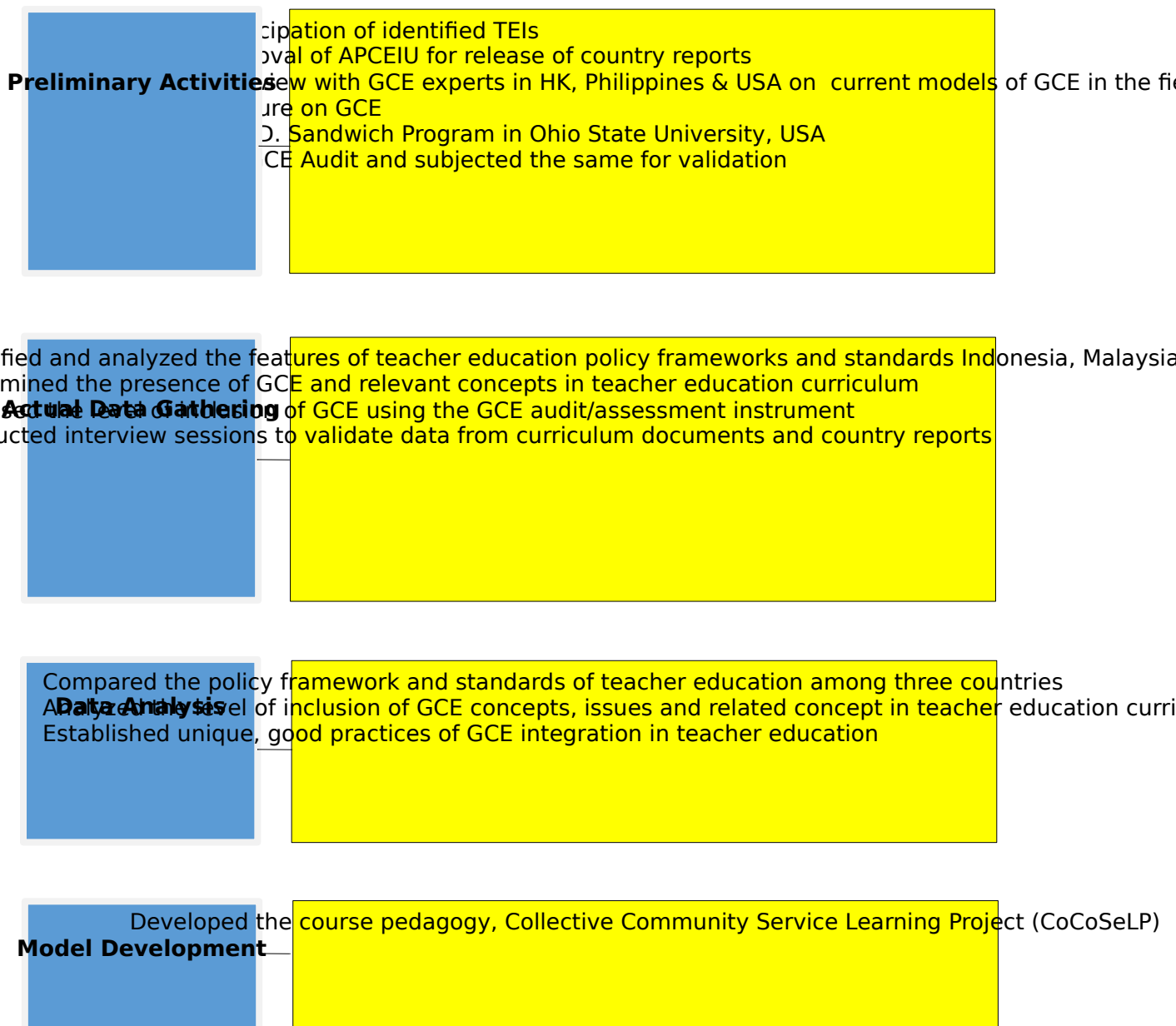


Figure 20. Flow Chart of Data Gathering Procedures

Data Analysis

The nature of this study permitted the use of several data analysis tools and procedures: For research question 1, thematic coding and analysis has been applied.

Thematic analysis is a data reduction and analysis strategy used in treating qualitative data. Data are segmented, categorized, summarized, and reconstructed in a way that captures the important concepts within the data set. Thematic analysis is primarily a descriptive strategy that facilitates the search for patterns of experience within a qualitative data set; the product of thematic analysis is a description of those patterns which serves as the overarching design that unites those experiences (Boyatzis, 1998).

Thematic Coding is the strategy by which data are segmented and categorized for thematic analysis. Thematic coding is a strategy of data reduction, in contrast to the axial and open coding strategies characteristic of grounded theory research, which enrich and complicate data through the inclusion of analytic insights and inquiries used Thematic analysis is performed following the six phases of coding to create established, meaningful patterns, namely: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Boyatzis, 1998).

Since the themes or concepts of GCE have long been established using different data sources (UNESCO, 2015; APCEIU, 2013; Oxfam, 2006; Banks et al. 2005), matching was done to identify GCE concepts, issues and related concepts in the policy framework and standards of teacher education and teacher education curricula of Indonesia, Malaysia and Singapore.

Shown below are samples of thematic coding procedures employed in this study:

Sample 1

Familiarization and Initial Coding (GCE related words/terms have been underlined/identified):

“The Malaysian National Philosophy of Education envisages developing the potential of individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. Such as effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation-at-large.” (Ministry of Education, Malaysia)

“Malaysia’s Philosophy of Teacher Education revolves around the teacher who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservation of a united, democratic, progressive and disciplined society.”

Searching for themes/patterns among codes and Defining and Naming the themes

(Consistent words/terms have been grouped to form general/big themes):

Relevant/similar concepts (1): committed to uphold the aspirations of the nation and cherishes the national cultural heritage

Theme: Responsible Citizenship

Relevant/similar concepts (2): preservation of a united and democratic and progressive society and being able to contribute to the harmony of family and society and the nation-at-large

Theme: Unity and Democracy

Matching the themes *(Comparing the themes to the established GCE concepts, issues and related concepts):*

Table 24

Sample matching of themes in philosophy of teacher education of vis-a-vis GCE concepts, issues and related concept

Themes	GCE Concepts, Issues and Related Concepts
• Responsible Citizenship • Unity and Democracy	• Communication Skills • Cosmopolitanism • Critical Thinking, Creativity, and Ethical Decision Making • Democracy • Diversity • Empathy • Human Rights • Globalization • Imperialism and Power • Multicultural Literacy • Multiple Perspectives • Prejudice, Discrimination and Racism • Respect and Tolerance • Responsible Citizenship • Social Justice and Equity • Sustainable Development and Environmental Awareness • Unity

Sample 2

Familiarization and Initial Coding (GCE related words/terms have been underlined/identified:

The teaching competency standards of Indonesia are classified into four (4) major competencies: pedagogical, personal, professional and social.

Pedagogical Competence

- Teachers should have the ability to understand their students' learning styles and physical, social, cultural, emotional, moral, and intellectual characteristics
- Teachers should understand their students' background (e.g. family, social, and cultural)
- Teachers should understand their students' difficulties
- Teachers should have the ability to facilitate the development of their students' potentials
- Teachers should develop curricula that encourage student involvement
- Teachers should develop high-quality learning processes
- Teachers should carry out high-quality learning processes
- Teachers should have the ability to evaluate learning processes and outcomes

Personal Competence

- Teachers should be stable, consistent, mature, wise, and respectful
- Teachers should serve as exemplary members of the society
- Teachers should evaluate their own performance

Professional Competence

- Teachers should continually develop themselves
- Teachers should master their subject matter and their methodological praxes

Social Competence

- Teachers should have the ability to effectively and emphatically communicate with their students' parents or guardians, colleagues, and other members of the society
- Teachers should contribute to the development of the school and the community
- Teachers should contribute to the development of education as the local, regional, national and global levels
- Teachers should be able to apply ICT to communicate with their students and for their own personal development

Searching for themes/patterns among codes and Defining and Naming the themes

(Consistent words/terms have been grouped to form general/big themes:

Relevant/similar concepts (1): ability to understand their students' learning styles and physical, social, cultural, emotional, moral, and intellectual characteristics; understand their students' background (e.g. family, social, and cultural); and understand their students' difficulties.

Theme: Respecting and/or Valuing Diversity and Differences

Relevant concept (2): Emphatic; Effective Communication Skills (only one concept is acceptable in multiple case comparison as long as the same concept or relevant concept is found in other data set from other case/s).

Theme: Empathy; Effective Communication Skills

Matching the themes (Comparing the themes to the established GCE concepts, issues and related concepts):

Table 25

Sample matching of themes in teaching competency standards vis-a-vis GCE concepts, issues and related concepts

Themes	GCE Concepts, Issues and Related Concepts
• Respecting and/or Valuing Diversity and Differences • Empathy • Effective Communication Skills	• Communication Skills • Cosmopolitanism • Critical Thinking, Creativity, and Ethical Decision Making • Democracy • Diversity • Empathy • Human Rights • Globalization • Imperialism and Power • Multicultural Literacy • Multiple Perspectives • Prejudice, Discrimination and Racism • Respect and Tolerance • Responsible Citizenship • Social Justice and Equity • Sustainable Development and Environmental Awareness • Unity

Note: Partial list only

Sample 3

Familiarization and Initial Coding (GCE related words/terms have been underlined/identified):

National Institute of Education (Singapore)

Essential Course in Teacher Education: AMX30A

Course Title: Multicultural Studies: Appreciating and Valuing Differences

Course Description: “This course introduces student teachers to implications of living in a diverse society- primarily through the prisms of race and ethnicity, but also through addressing issues of class, gender and other social structures. In an increasingly complex world, understanding the dynamics suggested by multiculturalism and cultural relativism is an important step in gaining the necessary perspective of one’s relationship to community, society and the larger world.”

Searching for themes/patterns among codes and Defining and Naming the themes

(Consistent words/terms have been grouped to form general/big themes:

Relevant/similar concepts: multicultural studies; appreciating and valuing differences; living in a diverse society; prisms of race, ethnicity, and issues of class, gender and other social structures; multiculturalism; cultural relativism; one’s relationship to community, society and the world.

Theme: Multicultural Awareness and Understanding/Valuing Diversity and/or Issues of race, ethnicity, gender and other social structures

Matching the themes (Comparing the themes to the established GCE concepts, issues and related concepts):

Table 26

Sample matching of themes in a certain subject in the teacher education curriculum vis-a-vis GCE concepts, issues and related concepts

Themes	GCE Concepts, Issues and Related Concepts
• Multicultural Awareness and Understanding/Valuing Diversity • Issues of race, ethnicity, gender and other social structures	• Communication Skills • Cosmopolitanism • Critical Thinking, Creativity, and Ethical Decision Making • Democracy • Diversity • Empathy • Human Rights • Globalization • Imperialism and Power • Multicultural Literacy • Multiple Perspectives • Prejudice, Discrimination and Racism • Respect and Tolerance • Responsible Citizenship • Social Justice and Equity • Sustainable Development and Environmental Awareness • Unity

Note: Partial list only

In coming up with a comparative analysis of the presence of GCE in the overall policy framework and standards of teacher education and extent of inclusion of GCE in

the teacher education curriculum in three countries, common GCE concepts, issues and related concepts were established using pattern matching.

For research question no. 2, the extent of manifestation of global citizenship education and relevant concepts in teacher education in terms of goals/objectives, contents, processes and outcomes of curriculum/program, qualitative and quantitative data analysis were applied. Thematic coding and analysis has been utilized for data collected from country reports on teacher preparation for global citizenship education submitted to UNESCO APCEIU and teacher education curriculum. Responses from interviews have also been treated the same. Meanwhile, the data gathered through the GCE audit/assessment questionnaire has been subjected to the measure of central tendency, the mean ($\bar{X}$).

The mean is the arithmetic average of a set of data. It is derived by adding all the scores of members of a group on a variable and dividing the sum by the number of cases in the group. The formula used in calculating the mean is:

$$\bar{X} = \Sigma X / N$$

Where: $\bar{X}$ = the computed mean

ΣX = the sum of scores in the set

N = number of cases in the group

To determine the level/extent of inclusion, the computed mean has been interpreted according to the scales below:

Scale	Verbal Interpretation
4.51-5.00	Very Often
3.51-4.50	Often

2.51-3.50	Occasionally
1.51-2.50	Rarely
1.00-1.50	Never

Ethical, Political and Economic Considerations and Limitations

The main purpose of the researcher in conducting this study was to understand global citizenship education pedagogies in the context of Southeast Asia and inform policy makers in the Philippines on how other countries are doing it for modelling and possible adaptation in our education. In addition, it aims to add to the limited scholarly works in the area of GCE and propose a base for future researches and developments in this field. It was not the intention of the researcher to debase the teacher education programs of other countries which were not selected as research sample and it does not mean that the sample's teacher education programs are far better than others. This is because of the unique qualities of society and culture that beset the different countries in Southeast Asia which may have been considered in their programs.

The researcher, having been exposed to several trainings and education programs of UNESCO on education for sustainable development, millennium development goals, education for international understanding and global citizenship education, has a personal inclination towards UNESCO's definition of GCE. This idea is very similar to the cosmopolitan view also advocated by Oxfam (2006). However, to maintain the

objectivity of this study, he also included the different perspectives of GCE advanced by critical educators and researchers in the field (e.g. Andreotti (2006); Andreotti and Pashby (2015); Gaudelli (2009), Subedi (2013); Tarc (2015) in the theoretical framework and review of literature.

The researcher was cautious to say that in case the different countries (through their teacher education institutions) do not explicitly include or manifest global citizenship education and related concepts in their teacher education, using the ideas advanced by UNESCO, it does not mean that the countries are not doing enough to prepare their teachers for the challenges of globalization. Each nation state has its own vision on how their citizens will thrive amidst the social, political and economic challenges nationally and globally.

This study also takes into consideration the limitations brought about by the differences among countries and the diversities that exist within each nation-state like religious and ethnic diversity, language issues, social problems, social standards and norms, etc. It does not intend to generalize socio-cultural practices like training and education at least based on the data sources used in this study.

Further, the researcher admits the limitations in terms of the control on the data reflected in the different country reports. He did not have the hand in terms of research methodology and data gathering since these documents were already available before the conceptualization of this dissertation. The researcher took advantage of the data in published materials accessible in the website of the ministries of education and teacher education institutions.

The nature of the topic (GCE) is a critical or crucial area of discussion in some countries. Citizenship Education is a prescribed course/subject by the Ministry of Education and conducting personal studies on this topic is very challenging. This was the reason why the researcher had to rely on the data available in country reports and curriculum documents provided by the faculty of teacher education institutes/universities. Also, the participation of the different institutions in this study has been an issue because of the nature of the topic. However, respondents coming from the different TEIs were involved based on their personal capacity as lecturer/faculty of the institutes and it was voluntary as well.

Lastly, the researcher was also constrained by economic factor during the conduct of this study. Travelling to at least (three) 3 countries to gather documents/reports, interview and survey respondents was financially challenging. In addition to actual field research, the benefits of the internet in conducting online data search, online interview and surveys to gather the data which were not covered during the visit were utilized to address the limitation.

Chapter IV

FINDINGS AND DISCUSSION

This chapter presents, interprets and analyzes the results of the study. First, it discusses the policy framework and standards of teacher education in three (3) countries. Second, it explains the extent of inclusion or use of global citizenship education in Southeast Asia in terms of the goals and objectives, contents, processes and outcomes of teacher education. Third, it presents the proposed model of GCE integration in teacher education based on best pedagogical practices from Indonesia, Malaysia and Singapore.

I. Policy framework and standards of teacher education in Southeast Asia

A. The Case of Indonesia

1. Underpinning philosophy/vision/mission of teacher education

The current philosophy of teacher education of Indonesia, although not explicit in any national document but reflected in the vision and mission all teacher training universities, is said to be inspired by the purpose of national education which based on the national philosophy (Pancasila) and the 1945 Constitution of the Republic of Indonesia.

The national education aims to develop ability, shape character, and create a dignified civilization. For them to be achieved, students' potentials are to be developed so that they become faithful and Godly persons demonstrating noble morals, healthy, capable, independent, creative, democratic, and responsible citizens (Kementrian Pendidikan Nasional, 2010).

As stipulated in the preamble of the 1945 Constitution of the Republic of Indonesia, "national independence shall be enshrined in the Constitution and be established within the structure of the State of the Republic of Indonesia with the sovereignty of the people based on the Pancasila in order to advance general welfare, to develop the intellectual life of the nation, and to partake in implementing world order based upon independence, eternal peace and social justice." The Pancasila includes "the belief in the One and Only God, just and civilized humanity, the unity of Indonesia, democracy guided by the inner wisdom of deliberations among representatives, and by creating social justice for the entire people of Indonesia."

In the Universitas Negeri Jakarta (UNJ) or the National University of Jakarta, the vision is "to produce teachers possessing high morals, competitiveness and valuing democracy, general welfare and excellence amidst the era of globalization and based on the nation's philosophy or Pancasila." It further aims to execute and develop education that has character and innovation, enhance academic culture, establish linkages with stakeholders nationally and internationally and actualize transparent, accountable and credible management of teacher education (Pedoman Fakultas Ilmu Pendidikan, 2014-2015).

It is good to note that the context of the philosophy/vision/mission of teacher education of teacher education universities in Indonesia like UNJ reflects the concepts and values that laid the foundations of the nation as reflected in the Pancasila. The national philosophy of ‘just and civilized humanity’, ‘unity and democracy’, and ‘social justice’ are very relevant to global citizenship education (Banks et al, 2005).

The aim of producing teachers who are ‘creative’, ‘democratic’, ‘responsible’, ‘with high morals’, and ‘competitive’ in consideration of ‘globalization’ being an economic, social and cultural phenomenon is also related to global citizenship education (UNESCO, 2015). Indonesia is aware that they need to improve the quality of teachers amidst the demands of a highly interconnected, globalized world.

2. Definition of a Competent Teacher

Indonesia defines a competent teacher as one who possessed mastery of content knowledge, personal characteristics such as honesty, religiousness and excellent communication skills in written and oral language, among others. Other competencies are stipulated in the teaching competencies standards based on the country’s Teacher Law (The Teacher Law No. 14/2005).

3. Teaching Competency Standards

The teaching competency standards of Indonesia are classified into four (4) major competencies: pedagogical, personal, professional and social.

Pedagogical Competence

- Teachers should have the ability to understand their students’ learning styles and physical, social, cultural, emotional, moral, and intellectual characteristics

- __Teachers should understand their students' background (e.g. family, social, and cultural)
- __Teachers should understand their students' difficulties
- __Teachers should have the ability to facilitate the development of their students' potentials
- __Teachers should develop curricula that encourage student involvement
- __Teachers should develop high-quality learning processes
- __Teachers should carry out high-quality learning processes
- __Teachers should have the ability to evaluate learning processes and outcomes

Personal Competence

- Teachers should be stable, consistent, mature, wise, and respectful
- Teachers should serve as exemplary members of the society
- Teachers should evaluate their own performance

Professional Competence

- Teachers should continually develop themselves
- Teachers should master their subject matter and their methodological praxes

Social Competence

- __Teachers should have the ability to effectively and emphatically communicate with their students' parents or guardians, colleagues, and other members of the society
- __Teachers should contribute to the development of the school and the community

- Teachers should contribute to the development of education as the local, regional, national and global levels
- Teachers should be able to apply ICT to communicate with their students and for their own personal development

(Source: Adopted from the Teachers Law No. 14/2005, Republic of Indonesia and SEAMEO-INNOTECH, 2009)

Consistently, the knowledge, values and skills stated in the competencies expected of teachers in Indonesia reflect the national philosophy of education and the vision and mission of teacher education. They also give emphasis to the specific competencies that will prepare teachers for global citizenship education.

Under pedagogical competence, teachers are expected to have a deeper understanding of their students regardless of their differences in physical, social, cultural, emotional, moral and intellectual differences which includes family and ethnic backgrounds. In terms of personal competence, teachers need to mature and respectful and become good models in the society showing exemplary behavior in all aspects. Professionally, they need to continually desire to change and improve all throughout their teaching career. With regard social competence, teachers need to become effective and emphatic in dealing with different people, take advantage of the benefits of informational communication technology (ICT) in interacting with their students for the purpose of helping them develop holistically. Teachers are expected to contribute to the developments in education in the local, regional, national and global levels (SEAMEO-INNOTECH, 2009).

4. Teacher Education Programs

With the passage of the Indonesia Teacher Education Law of 2005, all teacher education universities implemented major reforms in their teacher education programs. As stipulated in the new law, teachers are required to have at least four-years of post-secondary education and in-service teachers who have already attained the qualification required have to pass a portfolio test. The common teacher education programs offered in state/private universities are Bachelor of Elementary Education and Bachelor of Education (with Specialization) for prospective teachers in secondary schools which are offered in four (4) years. These programs are offered in the Universitas Negeri Jakarta (UNJ) along with teacher education – related programs like psychology, special education and counseling.

In addition to the minimum educational requirements, pre-service teachers have to enroll in professional training (also known as Pendidikan Profesi Guru or PPG) to obtain credits and also pass a certification exam before they become full-fledge teachers in different elementary and secondary schools. Teachers who did not pass the certification exam have to attend a 60-90-hour remedial training. According to World Bank (2010), the main purpose of the law is to improve the overall quality of teacher qualification through a teacher certification program.

As stated in the Teachers Law of 2005, to become an elementary or secondary education teacher in Indonesia, one needs to accomplish the following requirements: academic qualifications and a teacher certificate (Article 2). Academic qualification refers to college/university-level training to be possessed by a teacher in relation to the type, level and formal education units where he/she is assigned to teach (Article 1, Paragraph 2). A teacher certificate is obtained by a pre-service through a teacher

professional program (or PPG) offered by state/private universities that has an accredited college or faculty of teacher education. The selection of teachers who are qualified to join the program is determined by the Ministry of Education and Culture (MEC). The ministry also determines the no. of slots available annually (Article 9).

As mentioned in the same law, to handle a particular subject in the elementary level, teachers who are already holding undergraduate degrees are required to take only 18-20 credits per semester (Article 6, Paragraph 4). The study program for teaching all subjects in the elementary schools is 36-40 credits per semester (Article 6, Paragraph 5). The same program load is required of prospective secondary school teachers (Article 6, Paragraph 7).

The study load in the teacher professional program includes the four competencies stated in the teaching competency standards. For those with background in education, the content of the program highlights the development of professional competence. For those with non-education background, the content of the program emphasizes the development of pedagogical competence (Article 7).

At the terminal part of the program, the participants' competence is measured by written and performance tests. The written test includes questions about foundations of education, psychology of learners, curriculum and syllabus development, instructional planning and design and assessment of learning. Further, it will also gauge the contents of the subject they will teach in schools based on standard contents, as well as some other general concepts of science, technology and arts. Meanwhile, the performance test is designed to assess the mastery of the pedagogical competence, personality competence, social competence and professional competence (Article 9).

In recognition of their experience and professional qualifications as teachers, in-service teachers who already have undergraduate degrees will just have to pass a portfolio assessment. The applicants will provide documents as evidence to describe their academic qualification, education and training, teaching experience, teaching-learning design and implementation, assessment from supervisors, academic achievement, professional development work, participation in scientific forum, experience in education and social organization, and relevant awards in the field of education (Article 12, Paragraph 4).

5. Entry credentials and requirements to teacher education program

There are different pathways to enter the teacher education programs in different universities. In state universities like UNJ, fifty (50%) percent of the students who enter its teacher education programs is government-hired or pre-determined by the Ministry of Education and Culture (MEC). The ministry through the university invites top 10 graduates (with high GPA) of senior high schools across the country to enter the teacher education program. The admission is non-test due to the applicants' good academic background in high school. Thirty (30%) percent of the students is determined through a competitive examination administered by the ministry. Twenty (20%) percent of the students is identified through the admission administered by the university. Other requirements are physical fitness and language proficiency in Bahasa. Proficiency in written English is included in the general examination. Special requirements are to be determined in relation to the preferred specialization like English, Sports Science, etc.

For the professional teacher training (or PPG), the following are the requirements:

- Bachelor's degree/diploma (in an accredited program of study)
- Minimum GPA of 2.75
- Passed the subject matter examination
- Passed the academic aptitude test
- English for academic purpose
- Personality assessment (through interview)
- Special interests and talents inquiry (in relation to subject matter)
- Health certification
- Police clearance/Drug clearance

Prior to the implementation of the Teachers Law of Indonesia in 2005, the country's teacher education is said to be not at par with international standards. Teachers in the past did not possess the four-year degree in education and teacher selection was very lax. The law was basically put in place in order to improve teacher quality in the country and eventually improve the delivery of basic education (World Bank, 2010).

The law was an aggressive move for the nation to recognize the importance of teacher education. Because of the Teachers Law, universities have offered four-year degree program and professional teacher training program to prepare their teachers in relation to the required competencies in the practice of their profession. The government and universities have become selective in terms of who will be admitted in the teacher education program. The government also recognized the need to have all teachers certified before they are deployed in different schools. Teachers who are already in

service prior to the implementation of the law were given appropriate intervention to cope with the needed requirements set by the law/government.

Indeed, every government has to increase their attention in improving the quality of their teachers because it is a reflection of their desire to improve the future of the next generation. The McKinsey Report explains that no schools can go above the quality of its teachers...Brunei Darussalam, for instance, teachers need to finish a master's degree in teaching/education before they are allowed to teach in elementary and secondary schools. The Sultan Bolkiah Institute of Teacher Education (SBHIE), an institute under the University of Brunei Darussalam, is the sole provider of teacher education program. It offers Master of Education and Master of Teaching for graduates of any four-year degree course. The programs are offered for two years. Being a graduate university of teacher education, UBD (SBHIE) recognizes the rapid changes in the society and that the needs of the schools have also changed. This is reflected in their vision to develop itself to become a first class graduate of school of education with a distinctive national and international identity (www.ubd.edu.bn).

B. The Case of Malaysia

1. Underpinning philosophy/vision/mission of teacher education

There are a number of national policies or declarations that affect the formulation of Malaysia's philosophy of teacher education, namely: Malaysia Vision 2020, the National Philosophy of Education and the National Education Development Blueprint (2013-2015).

The Malaysia Vision 2020 aims to gain the status of "a fully developed country" by year 2020. This means that by the said year, "Malaysia can be a united nation with a

confident Malaysian society, infused by strong moral and ethical values, living in a society that is democratic, liberal and tolerant, caring, economically just and equitable, progressive and prosperous, and in full possession of an economy that is competitive, dynamic, robust and resilient. (Ministry of Education, Malaysia)

The Malaysian National Philosophy of Education envisages “developing the potential of individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. Such as effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards, and who are responsible and capable of achieving high level of personal well being as well as being able to contribute to the harmony and betterment of the family, the society, and the nation-at-large. (Ministry of Education, Malaysia)

Meanwhile, the National Education Development Blueprint formulated by the Ministry of Education aspires “to improve the quality of teachers, the teaching career, and teacher welfare. The aim is to make the teaching profession respected and held in high esteem in line with the duty to develop the future generations.” (Education Development Plan 2000-2010, 2006)

Further, Malaysia’s Philosophy of Teacher Education revolves around the “teacher who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservation of a united, democratic, progressive and discipline society.”

The Philosophy of Teacher Education serves as the basis of all the Institutes of Teacher Education and government-funded universities in framing their respective teacher education programs. This philosophy is also manifested in their institution's vision and mission. For the Institute of Teacher Education, the vision is to lead the teacher education excellence and the mission is to “produce teachers who are competent and passionate through dynamic teacher development program in creating a world-class education teacher” (Ministry of Education, Malaysia). For government-funded universities (citing University of Malaya's Faculty of Education), the vision is “to become the center of excellence at the national and international levels in education, human capital development, research, innovation, publication and educational consultation” and the mission is to “improve knowledge generation to form a center of excellence in education, human capital development, research, innovation, publication and educational consultation”. The general objectives are:

- to produce competent teachers for schools and other educational institutions
- to produce experts in all areas of education and human development
- to become a post-graduate center in education and human development
- to become a center of innovation in basic and applied research in all areas of education and human development

(Source: Adopted from University of Malaya-Faculty of Education)

In relation to global citizenship education, the national aspirations that have influenced the formulation of the national philosophy of teacher education reflect “moral

and ethical values”, “democracy”, “tolerance”, “just and equitable”, “responsibility” and “harmony”. Focused on teacher education, teachers are expected to commit and uphold these very ideals that built the Malaysian society. Teachers are tasked to ensure the development and the preservation of united, democratic, progressive and disciplined society. In the case of the Institute of Teacher Education and the University of Malaya, they are aware that they need to create world-class teachers amidst the era of globalization.

2. Definition of a Competent Teacher

Malaysia’s definition of a competent teacher is “one who is noble in character; has a progressive and scientific outlook; is committed to upholding the aspirations of the nation; cherishes the national cultural heritage; and ensures the development of the individual and the preservation of a united, democratic, progressive and disciplined society.”

3. Teaching Competency Standards

The Malaysia’s Teaching Standards (MTS) serves as a framework for teachers to develop professional values, knowledge and understanding while acquiring relevant skills in teaching . Specifically, it is described as a guide to gauge teacher’s practice which is rigorous and is beyond the minimum requirements of teaching. It serves as an early “warning system” so that teachers themselves are sensitive to the need to undertake the strengthening, improvement and enhancement of knowledge, skills, and personality (Malaysian Teaching Standards).

MTS FRAMEWORK

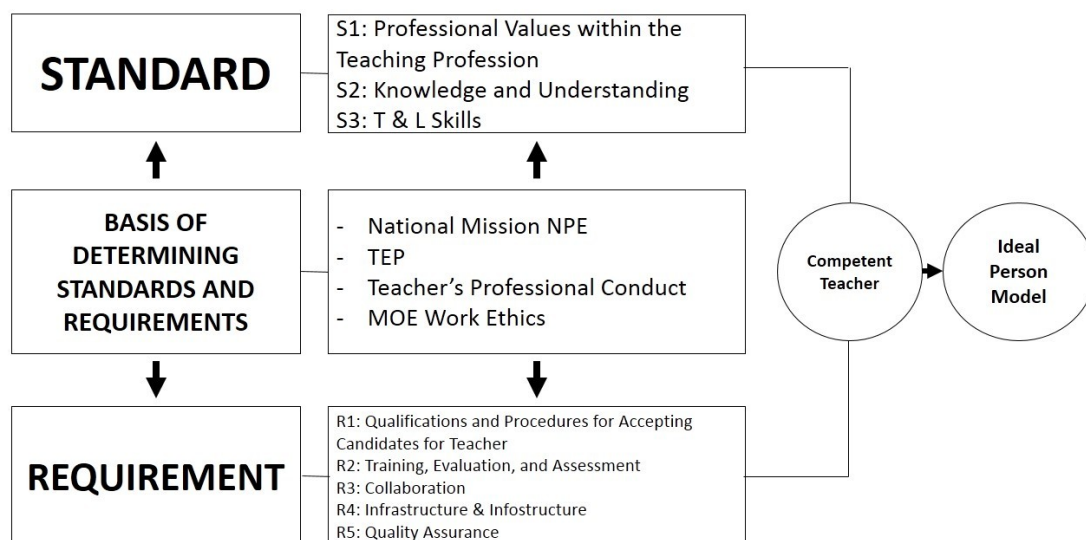


Figure 21. Malaysia Teacher Standards Framework (derived from the Malaysian Teacher Standards, 2009)

The teaching competency standards are categorized into three big strands or classifications: professional teaching values, knowledge and understanding, and teaching and learning skills. Under each strand are specific domains where the competencies operate. Below are the specific competencies according to strand and domain:

Professional Teaching Values

This stipulates practicing professional teaching values across the three major domains: personal, professional, and social.

Personal domain: This refers to the innate personal values that a teacher should possess to make significant contributions to the teaching profession and to achieve the goals of Malaysia's education system. Teachers in Malaysia should:

- Integrative spiritual and universal values in the teaching and learning process

- Exhibit professionalism and accountability in performing their classroom tasks and responsibilities
- Perform their tasks with dedication, sincerity, and a sense of responsibility
- Seek opportunities for continuous academic knowledge and skills enhancement
- Exhibit willingness to sacrifice their time and energy for their students' well-being
- Demonstrate willingness to face work stress
- Demonstrate high respect for cultural diversity and heritage
- Demonstrate high tolerance and non-discrimination to students in terms of socio-economic status, cultural values, ethnicity, and religious beliefs
- Show love, care, and concern for their students and their welfare
- Accord priority to individual and organizational success, achievement and excellence
- Actively participate in educational activities organized by the government and non-government organizations
- Demonstrate effective interpersonal communication skills
- Show willingness to offer their services within and outside official working hours
- Keep systematic records of organizational data.

Professional domain: This refers to carrying out teachers' duties as professionals.

Teachers in Malaysia should:

- Uphold the good name of the teaching profession
- Possess pleasant dispositions

- Exhibit commitment without self-vested interests
- Show evidence of good leadership
- Demonstrate openness to diverse opinions
- Identify opportunities to enhance their performance
- Effectively utilize various teaching-learning approaches, methods, and strategies

Social domain: Teachers play a very significant role as agents of socialization besides being responsible for developing the country's human capital. Teachers in Malaysia should:

- Demonstrate tolerance and consideration for others' opinion
- Effectively communicate with their students, colleagues, figures of authority, and other members of the society
- Demonstrate willingness to devote their time and energy to engage in community activities
- Uphold the good name of the country's leaders
- Be sensitive to current environmental issues

Knowledge and Understanding

The standard specifies the knowledge and comprehension competencies of a teacher with respect to his/her subject of specialization, educational qualifications, and curricular and co-curricular activities. As a rule, teachers who are endowed with in-depth knowledge are better able to enhance their professionalism and more efficiently and effectively carry out their tasks besides being more creative and innovative.

As such, the field of knowledge that teachers in Malaysia should master includes:

- The philosophy, goals, and objectives of education, which set the foundation for the teaching-learning process
- The philosophy, goals, and objectives of curricula and co-curricula, learning outcomes, and the teaching and learning requirements of the subject they teach
- Content of their subject of specialization
- Content of their field of education specialization
- Use of ICT, educational media, and other resources to teach the content of the curriculum and co-curriculum
- Strategies to create a conducive learning environment
- Use of assessment and evaluation methods and action research to continuously improve their teaching-learning practices
- Student potential and strategies to encourage their holistic and integrated development

Teachers in Malaysia should:

- Know, comprehend, internalize, and translate the National Philosophy of Education into their teaching profession
- Know, comprehend, internalize, and translate the goals and objectives of the Primary and Secondary School Integrated Curriculum into their teaching-learning strategies
- Possess knowledge of and understand the content of the subjects they are teaching

- Know and comprehend how to apply learning theories in their teaching-learning strategies
- Know and comprehend how to integrate their ICT skills in the teaching-learning process
- Know and comprehend strategies to create a learning environment that encourages creativity, initiative and open-mindedness
- Comprehend how to use assessment and evaluation information to assess their own effectiveness and take the necessary steps to improve themselves
- Comprehend ways to develop students' potential in a holistic and integrated manner

Teaching and Learning Skills

This standard identifies the teaching-learning skills and competencies that teachers in Malaysia should master. It specifically focuses on a teacher's ability to plan, implement, and evaluate academic teaching-learning and co-curricular activities. The skills and competencies in this standard also include:

- Skill to plan teaching and learning based on a given syllabus and the school's academic calendar, according due consideration to differences in students' abilities, prior knowledge and expectation
- Skill to implement teaching and learning using different approaches using different approaches, methods, and techniques to integrate thinking, learning, ICT facilitation, and assessment and evaluation skills into the process

- Skills to monitor, assess, and evaluate the effectiveness of the teaching and learning strategies used to improve himself/herself and enhance student achievement
- Skills to manage classrooms, including human relationships, time, space, and resources to achieve meaningful and effective learning.

Teachers in Malaysia should:

- Produce yearly and daily teaching plans following their subjects' syllabi and the school calendar
- Incorporate a variety of suitable methods and techniques, resources, and learning activities into their lessons
- Utilize assessment and evaluation scores to enhance the teaching-learning process
- Use effective classroom Management techniques to ensure good class control and student discipline

(Source: Adopted from SEAMEO-INNOTECH, 2009)

More concretely, the teaching competencies expected of every Malaysian teacher contain global citizenship education and related concepts. Under professional teaching values, the personal values that a teacher should possess include 'integrating spiritual and universal values...', 'demonstrating high respect for cultural diversity', 'demonstrating high tolerance and non-discrimination to students in terms of socio-economic status, cultural values, ethnicity and religious beliefs', 'showing love, care and concern for their students and their welfare', and 'demonstrating effective communication skills.' The professional domain also includes 'demonstrating openness to diverse opinion.' While the

social domain highlights ‘demonstrating tolerance and consideration of others’ opinion’, ‘communicating effectively with stakeholders’, ‘showing willingness to devote time and energy for community service’, and ‘being sensitive to current environmental issues’. Under knowledge and understanding and teaching and learning skills, the competencies reflect the ‘use of ICT, educational media, and other resources in teaching’ and ‘utilizing strategies that create a learning environment that promote creativity, initiative, and open-mindedness.’ (Oxfam, 2006; Banks et al, 2005; APCEIU, 2013; UNESCO, 2015)

4. *Teacher Education Programs*

Teacher education programs for primary schools are offered in all 27 campuses of the Institute of Teacher Education (ITE). Meanwhile, teacher education programs for secondary schools are offered by government-funded universities. ITE is supervised by the Ministry of Education (MOE) while the implementation of the teacher education programs for secondary schools is supervised by the Ministry of Higher Education (MOHE). (www.moe.gov.my)

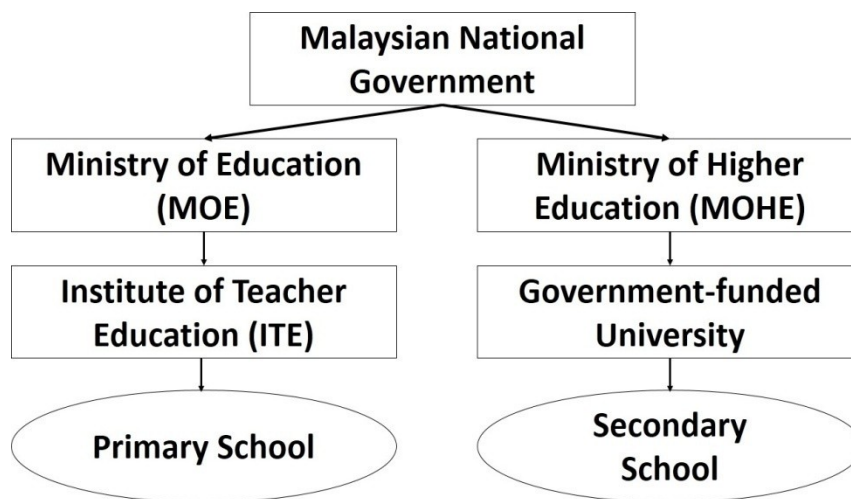


Figure 22. Delivery of Teacher Education in Malaysia (derived from www.moe.gov.my)

The following are the teacher education programs offered in the Institute of Teacher Education:

Table 27

Teacher Education Programs offered in the Institute of Teacher Education (derived from the Institute of Teacher Education, Penang, Malaysia)

Level	Program	Duration
Primary	Foundation Programme For Bachelor Of Teaching	1 to 1.5 years
Primary	Bachelor of Teaching (Hons) (Special Education-Visual Impairment for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Remedial Education for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Arabic Language for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Chinese Language for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Malay Language for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Tamil Language for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Mathematics for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Islamic Education for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Physical Education for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Special Education - Learning Disabilities for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Special Education - Hearing Disabilities for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Music for Primary Education)	4 years
Primary	Program Ijazah Sarjana Muda Perguruan dengan Kepujian (Preschool Education)	4 years

Primary	Bachelor of Teaching (Hons) (Visual Art for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Social Studies for Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Design and Technology - Primary Education)	4 years
Primary	Bachelor of Teaching (Hons) (Science for Primary Education)	4 years

In addition, a one-year post-graduate Diploma in Teaching for non-degree in-service teachers in the field is also offered.

For teacher education programs for secondary schools, universities offer varying program provided they observe the minimum competencies required by the MOHE. Private universities were also allowed to offer teacher education programs. The following are the common programs offered: Bachelor of Education (with different specializations), Bachelor of Arts with Education, Bachelor of Science with Education (specializing in Math and Science) and Bachelor of Islamic Education. The last two programs are offered collaboratively with other Faculty in the University.

Below is a sample program description of Bachelor of Education (with specialization in Teaching English as a Second Language):

“The program aims to provide academic preparation and professional training for English secondary school teachers. The program integrates the English language skills and English literature with the professional components, which stress on knowledge in education and classroom teaching practices.” (Adopted from the University of Malaya-Faculty of Education)

According to Almacen (2010), the universities have, accordingly, changed their approach to teacher education and training based on the present activities and changes in the Malaysian education landscape. For example, the teacher education for Mathematics

and Science are now delivered using English as a medium of instruction. In addition, the education and training provided for the teachers in the university level would prepare them to function effectively in the Chinese and Tamil type schools. The Universiti Islam Antabangsa Malaysia (UIAM) and Universiti Pendidikan Sultan Idris (UPSI) and best examples of universities offering programs that academically prepare religious and Arabic language teachers, who would be ready to be deployed in secondary school of any type.

To address the requirements of being adept in the English language, ITEs and universities need to offer English language courses for pre-service English and non-English teachers. For universities offering teacher education programs, almost all of the programs available are for pre-service teachers. Though there are some in-service teachers who are getting their bachelor's degree as part of the national agenda for all teachers to have a bachelor's degree. Under the Special Program of Graduate Teachers or PKPG, the in-service teachers take the first year education at selected ITEs before pursuing another two years at a local university of their choice. These teachers are sponsored by MOE and given priority in placement or posting of teachers after finishing their studies (Almacen, 2010).

5. Entry Requirements and Credentials to Teacher Education Program

Requirements to enter the teacher education programs vary from one program to another. The following are the different programs and their general requirements:

Bachelor of Teaching

To qualify for the course, applicants must attain a 'strong pass' in the Form 5 Malaysian public examination also known as 'Sijil Pelajaran Malaysia'. A minimum of

six credits equivalent to the ‘O’ levels is an additional requirement. Applicants possessing the necessary qualifications may apply online after an advertisement is posted. An interview will be conducted for short-listed candidates (Ministry of Education, Malaysia ; Almacén, 2010).

For primary school teacher education, successful applicants are expected to finish a one and a half-year foundation course which includes a written examination in the end. Upon completion of the basic course the students proceed to do their degree program for four years. During this period, students will select their preferred discipline or area of study. After successfully completing the four-year degree, trainee teachers will receive the Bachelor of Teaching degree and will be deployed to various schools in Malaysia. During their five and a half years in college the trainee teachers are given an allowance coming from the Malaysian government (Ministry of Education, Malaysia; Almacén, 2010).

Meanwhile, for secondary school teacher education, successful candidates will complete a four-year teacher education program at local universities. To qualify for this program, the applicants need to have a strong CGPA in the ‘Sijil Tinggi Pelajaran Malaysia’ examination (STPM), equivalent to the A-level. They must also have a strong CGPA in the matriculation program. Candidates are then required to undergo an aptitude test. An interview with the panel of teacher educators from the local universities will be conducted for those candidates in the short-list. Successful candidates will then proceed to do their degree program in the related discipline for four years (Ministry of Higher Education, Malaysia; Almacén, 2010).

Postgraduate Diploma in Teaching

This in-service program is a one-year course for graduates with a degree in the relevant subject from any local or foreign university recognized by the Malaysian government. Candidates seeking admission must apply online to the Teacher Education Division of the MOE when an announcement is made. The Student Selection Unit of MOE will call the short-listed candidates to complete a written aptitude test. Further, short-listed applicants will be called for an interview based on their performance in the aptitude test. Based on the interview performance, candidates will be given a slot in any one of the ITEs or universities to finish a Diploma in Teaching. During this period, the postgraduate trainee teachers are given an allowance from the Malaysian government. (Ministry of Education, Malaysia; Almacen, 2010).

Additional Language Requirement

The institutes require English language courses for pre-service English teachers and non-English teachers as it is compulsory for teachers of all four types of schools to be proficient in the English language (Ministry of Education, Malaysia).

In general, the delivery of teacher education programs in Malaysia is organized in a way that the government has designated the ITEs to train teachers for elementary school under the supervision of the MOE and the government-funded universities to prepare teachers for the secondary schools under the tutelage of MOHE. The implementation of the program also ensures that only the best materials enter the teaching profession as reflected by their 'honors' program in the institutes and rigid admission requirements in the universities.

C. The Case of Singapore

1. Underpinning philosophy/vision/mission of teacher education

The philosophical foundation, vision, mission of teacher education in Singapore was developed by the National Institute of Education (NIE). As the sole provider of teacher education in the country and one of the leaders in Asia and the world, NIE works hand in hand with the Ministry of Education (MOE) in shaping the framework and future direction of teacher education in Singapore.

NIE envisions “being an institute of distinction with its primary mission to excel in teacher education and educational research.” NIE as a learning institution operates under its five (5) core values namely: (1) giving out best professionally, (2) being people-centered and collegial, (3) upholding integrity, (4) appreciating diversity of backgrounds and strengths, and (5) embracing change (NIE Singapore, 2015).

Singapore’s teacher education program is driven by its desire to develop the attributes of a 21st century teaching professional which for them serve as a guide towards 21st century teacher education.

The initial teacher preparation program of NIE is “robustly anchored on the three-pronged sets of values with skills and knowledge (V3SK) necessary of a 21st century teaching professional enclosed by the central pillar of values. The V3SK framework clearly articulates NIE’s teacher education philosophy. It strongly placed the learner at the central point of its teacher education mission. The framework serves as the main guide in the planning, formulation, implementation, and improvement of NIE’s teacher education program.” (NIE Singapore, 2015)

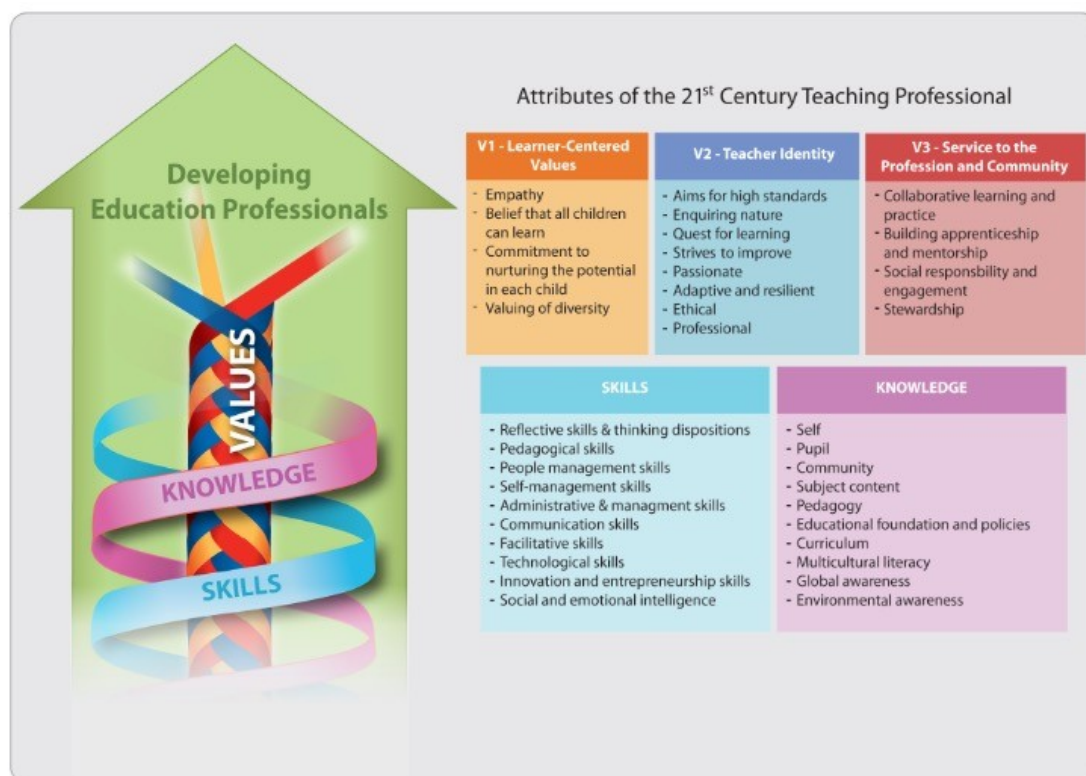
The V3SK framework is basically grounded on the three value concepts namely: learner-centeredness, teacher identity and service to the profession and the community. The first paradigm, learner-centeredness, places the student at the very soul of the

teachers' work. The second paradigm, teacher identity, draws out the clear qualities and characteristics the teachers must have to advance learning in a fast-changing world. The third and the last concept, service to the profession and community, defines teachers' commitment to the teaching profession and desire to help the community through strong collaboration and partnership (NIE Singapore, 2015).

To directly quote NIE, *“the skills and knowledge spelled out in the framework refer to the key skills and knowledge competencies that 21st century teaching professionals require in order to bring 21st century literacies and learning outcomes.”*

The said skills and competencies are very much congruent with the desired outcomes articulated by the Ministry of Education in its curriculum 2015 document. The diagram below clearly shows the specific values, skills, and knowledge that are considered as specific attributes of the 21st century teaching professional.

Figure 23. V3SK Framework of NIE Singapore (derived from the National Institute of Education, Singapore. www.nie.edu.sg)



It is good to note that the specific values (i.e., empathy, valuing diversity, inquiring nature, adaptive and resilient, ethical, collaborative, social responsibility and engagement), skills (e.g. reflective skills and thinking, technological skills, social intelligence) and knowledge (e.g. multicultural literacy, global awareness, environmental awareness) are all related to the concepts of global citizenship education. The values, skills and foundational knowledge of teacher education under the V3SK model reflect the knowledge, values and skills that are central to GCE. Likewise, the development of the aforementioned skills was also the main concern of GCE pedagogies (Oxfam, 2006, UNESCO, 2015).

It is also appropriate to mention that many of the concepts included in the V3SK framework are congruent if not almost similar to the knowledge, skills and values in the

GCE curriculum developed by Oxfam (2006). To name a few: empathy, critical and creative thinking, communication skills, globalization, and sustainable development.

This is also the case with Global Competence Matrix (GCM) by Asia Society. The values, skills and knowledge in the V3SK framework are very much related to the competencies of GCM like global awareness and interdependence, valuing and respecting diversity, critical and creative thinking and problem-solving, empathy, communicate and collaborate effectively, adaptability and resiliency in new situations, openness to new ideas and ways of thinking, desire to engage with others, valuing multiple perspectives, empathy, among others (www.asiasociety.org).

The Hong Kong Institute of Education (HKIEd), another top teacher education institute/university in teacher education in Asia and the World (QS World Rankings, 2015), share the same learning outcomes with NIE Singapore. Those outcomes are problem-solving skills, critical thinking skills, creative thinking skills, ethical decision making skills, oral and written communication skills, social interaction skills, and global perspectives. According to HKIEd, “the seven outcomes identified plays a critical role to balance between equipping students for the future and enriching their current lives. Achieving them enables students to understand and negotiate the competing orientations that are part of their own life experience and their ongoing personal and social development. This will, in turn assist students in negotiating important aspects of their growth and development as active and engaged citizens.” (www.hkied.edu.hk)

2. Definition of a competent teacher

For Singapore, a competent teacher “possesses the attributes of a 21st century teaching professional who will be prepared to carry out his/her functions in a rapidly-changing world.” A competent teacher is one who embodies national responsibility. He/she contributes in shaping the future of the country by educating students who are prepared for the world of work and critically equipped to face the challenges of today’s dynamic global landscape that is marked by modern technological advancement and development (SEAMEO-INNOTECH, 2009).

In this regard, Singapore is highly aware on how globalization impacts economic, political and cultural aspects of society. The teacher, being a cultural figure, is considered as an important player in the world affairs of the state by recognizing its contribution in the preparation of 21st century citizens. It is assumed that when teachers possess the attributes (enumerated in the V3SK framework) they likewise embody global competence needed in the 21st century society.

It is also good to highlight two (2) apparent concepts in Singapore’s definition of a competent teacher: (1) a teacher who embodies national responsibility and (2) possesses competencies to prepare students for the world of work. The first concept is centered on nationalism promoting love, allegiance and responsibility to one’s country while the second concept is motivated by economic imperatives brought about by globalization. It is assumed that the second concept extends the responsibility of the teacher beyond the national boundaries of Singapore (Zhao,2010). Although not explicitly stated in the definition, a neoliberal perspective of global citizenship in the role of the teachers in Singaporean society is very palpable. According to Gaudelli (2009), a neoliberal view of global citizenship promotes competition, encourages academic learning and is concerned

with utility. He further advanced that globalization offers many opportunities for those who allow themselves to embrace new ideas and tools for economic gain. Compare to other countries, Singapore is very direct in stating that they expect their teachers to prepare future students in the world of work under a very challenging global landscape.

3. Teaching competency standards

The teaching competency standards of Singapore are categorized into four major strands namely: (1) cultivating knowledge, (2) winning hearts and minds, (3) knowing oneself and others, and (4) working with others (SEAMEO-INNOTECH, 2009).

The first strand, cultivating knowledge, covers the mastery of subject matter (e.g. Math, Science), developing analytical thinking skills, initiative and using creative teaching approaches. The second strand, winning hearts and minds, includes being passionate, aiming for high standards, and striving to improve among others. The third strand, knowing oneself and others, promotes knowledge about self, pupil and community and cultivates self and people management skills. Lastly, working with others, encourages collaborative learning and practice, adaptability and resiliency, valuing diversity, and multicultural literacy.

The way Singapore formulated its teaching competencies is consistent with the philosophy/vision/mission of teacher education and definition of a competent teacher. The standards reflect competitiveness in terms of knowledge and skills and character in terms of upholding the importance of knowing self and others and working with others as well. It radiates different values needed in diverse, multicultural societies. These are also of high value to global citizenship education.

4. Teacher education programs

The teacher education programs of NIE provide pre-service teachers with a very strong educational foundation, general pedagogies for effective teaching and specific pedagogies for specialized knowledge in at least one academic discipline.

There are three academic tracks for teaching namely: primary, secondary and junior college. The programs are very flexible to different student teachers coming from varying educational program.

The table below shows the different teacher education programs by level, descriptions/aims of the program and time duration.

Table 28

Teacher Education Programs in NIE Singapore (derived from the National Institute of Education, Singapore, 2015. www.nie.edu.sg)

Level	Teacher Education Program	Description/Aim	Duration
Primary and Secondary (Pre-service)	Bachelor of Arts in Education (BA Ed) Bachelor of Science in Education (BSc Ed)	The degree programs are positioned to integrate the best of an academic degree with a good foundation in the field of education to produce graduates with the knowledge and skills to excel in careers both in education and education-related fields and beyond. The curriculum of these programs is broad based and flexible with the rigor expected of any internationally recognized undergraduate program. The best graduates are able to pursue advanced qualifications both in the academic disciplines and in the field of education.	4 years
Primary (In-service)	Bachelor of Education (B Ed)	B Ed is a part time program specially designed for non-graduate primary school teachers in Singapore, taking into consideration program components that will greatly benefit a candidate who already has some classroom teaching experience. This is ensured through curriculum structure and content of the program which aims to establish clear links between pedagogical theory and actual classroom practice.	3.5 years
Primary	Diploma in Education (Dip Ed)	Dip Ed is two-year full time program meant for General Certificate of Education (GCE) “A” level holders and polytechnic diploma holders. The one-year Dip Ed for teaching of Chinese in primary level is for diploma holders who have	1 or 2 years (Maximum)

		completed their three-year diploma in Chinese studies at Ngee Ann Polytechnic. This program will prepare student teachers for the teaching of Chinese language in the early elementary level. There are two versions of the Dip Ed program: the general and the specialization programs. The general program prepares students to become generalist teachers while the specialization program provides for specialization in the mother tongue languages at the primary or secondary level, and art of music at the secondary level. The Dip Ed program is designed to prepare well-informed, competent teacher, and reflective teachers. Such teachers will have an understanding of the key concepts and principles of teaching and learning and should be able to implement, analyze and theorize about key instructional processes. They will be able to discharge competently their teaching responsibilities in a variety of classroom and school contexts in a professional and committed manner.	
Primary, Secondary and Junior College	Post Graduate Diploma in Education (PGDE)	The program provides for specialization in primary school, secondary school and junior college teaching. The Physical Education (PE) specialization is taught in a two-year full time program. The other specializations are taught in one year full time program. The program is committed to developing educational professionals, to be leaders in the service of the learners. The program aims to prepare teachers who are well-informed, competent, and thinking professional. These teachers will have understanding of the key concepts and principles of teaching and learning and should be able to implement, analyze and theorize about key instructional processes.	1 or 2 years (Maximum)

5. *Entry credentials and requirements to teacher education program*

Applicants seeking admission to the teacher education programs of NIE has of the two (2) pathways to take. For those seeking scholarship or sponsorship from the Ministry of Education, application must be coursed through the Nanyang Technological University. Meanwhile, those who can pay the tuition on full basis can apply directly to the institute.

The institute has general requirements for entry to the teacher education programs. However, there are specific requirements that differ from one program to another. The table below shows the general and specific and special requirements for each program.

Table 29

Entry Requirements and Credentials to Enter Teacher Education Program in NIE Singapore (derived from the National Institute of Education Singapore, 2015)

Teacher Education Program	Entry Requirements and Credentials
Bachelor of Arts in Education Bachelor of Science in Education	<i>1. For General Certificate of Education (GCE) 'A' Level Holders (for examinations taken until Year 2006)</i> Student applicants who have taken the Singapore-Cambridge GCE Advanced Level Examination or Higher School Certificate Examination must have acquired the following: - passes in at least 2 subjects 'A' level and 2 subjects 'AO' level including a pass in General Paper (English) taken at one and the same sitting of the examination; - a minimum grade of C6 in at least 5 subjects including English as a First Language taken at the GCE 'O' Level Examination; - a minimum grade of D7 in a second language (Chinese/Malay/Tamil) taken at the GCE 'A' Level Examination, or a minimum grade of D7 in a first language (Higher Chinese/Higher Malay/Higher Tamil) taken at the GCE 'O' Level Examination; and - a pass in Math obtained either at the GCE 'O' Level Examination or at least at H1 level in the GCE 'A' Level Examination <i>2. For International Baccalaureate (IB) Diploma Holders</i> Students applicants who have taken the IB Diploma Examination must have obtained: - a good overall IB Diploma score; - pass at least at grade 4 in English and Math done at standard level; and - where applicable, a minimum grade of C6 in at least 5

	subjects including English as a First Language taken at the GCE 'O' Level of Examination. 3. <i>For National University of Singapore (NUS) High School Diploma Holders</i> Student applicants who have taken the NUS High school Diploma Examination must have acquired: a. major CAP of 2.0 in Math; and b. overall CAP of 2.0 in English Language 4. <i>For Polytechnic Diploma Holders:</i> a. any polytechnic diploma with good results; b. Same as (b) under item no. 1; and c. same as (d) under item no. 1 Note: In addition to the general requirements stipulated above, interview is given to short-listed applicants who meet the academic qualification. Each specialization also has a list of requirements to be complied.
Bachelor of Education	For this program, applicants hoping to be admitted must be currently employed as primary school teachers in the Ministry of Education. He/she must at least 2 years of teaching experience and have a Grade C or above for annual appraisal. He/she must also satisfy the following requirements: a. have obtained a Certificate in Education or Diploma in Education and have done well in the program; b. have a good GCE 'A' Level or Polytechnic diploma qualifications; and c. have a letter of recommendation from the current school Principal Teachers who have excellently performed in further professional programs like the Advanced Diploma, Diploma in Departmental Management and Management and Leadership in Schools may also be considered for admission.
Diploma in Education	To be admitted to the program, applicants must possess the following: 1. <i>For GCE 'A' Level Holders (Takers up to 2006)</i> a. a Singaporean-Cambridge GCE Advanced Level Examination Certificate or its equivalent with at least 2 advanced level passes in General Paper (English) obtained in one or two sittings of the examination; and b. passes in at least 5 subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Level Examination. 2. <i>For GCE 'A' Level Holders (Takers from 2007 onwards)</i> a. a Singapore-Cambridge GCE Advanced Level Examination

	Certificate or its equivalent with passes in at least 2 subjects at H2 level and 2 subjects at H1 level including a pass in General Paper (or Knowledge and Inquiry at H2 level) taken in one or two sittings of the examination; and b. where applicable, passes in at least 5 subjects including English as a First Language obtained at the Singapore-Cambridge GCE Ordinary Examination. In addition to the general requirements stipulated above, interview is given to short-listed applicants who meet the academic qualification. Each specialization also has a list of requirements to be complied.
Post Graduate Diploma Program	To be accepted in the program, applicants must have at least a degree from the Nanyang Technological University, the National University of Singapore or other universities whose degrees are acceptable to the education service of Singapore. There are also other special requirements by subject area specialization. Applicants may be required to sit for the Entrance Proficiency Test and other tests.

The teacher education programs and the required credentials to enter the programs of NIE reflect its serious intention to produce teachers who are adept in the academic content of their chosen specialization and well-verse in terms of foundational knowledge and pedagogy in education. Teachers are prepared to thrive in the teaching career and even in education-related fields and beyond. NIE's teacher education program upholds the academic rigor expected of any internationally-recognized program. Student admission is very competitive and highly selective that only the best students enter the training to become teachers in the future. NIE is one of the leading teacher education institutes in Asia and the world (QS World Rankings, 2015).

In addition, recruitment, training and deployment of teachers in Singapore are quite dissimilar to that in other countries. First, it is important to note that individuals who are hired as trainee teachers are regarded as full civil-servants employees (called General Education officers) of the Ministry of Education. Hence all trainee teachers are

guaranteed teaching positions and are automatically deployed to schools upon completion of their training at the National Institute of Education. Second, as civil servants, all teachers trainee receive a full monthly salary, including Central Provident Fund (CPF) contributions, year-end bonuses, NIE tuition grants, and other benefits due all civil service employees even they are undergoing training in NIE (Ingersoll et al, 2007).

In the case of Singapore, a structure that is basically “closed” as explained by Ingersoll et al (2007) “enables it to manage its teaching workforce both in terms of quantity and quality and to carefully monitor issues. Such a centrally managed system helps Singapore prevents wastage on human resources and minimizes problems like teacher shortages and high turnover, under qualified teachers and out-of-the-field teaching.” (p. 74)

D. Comparative Presentation and Analysis of Philosophy/Vision/Mission of Teacher Education in three countries

Table 30

Philosophy/vision/mission of teacher education in three countries

Countries	Indonesia	Malaysia	Singapore
Philosophy/Vision/Mission of Teacher Education	The national education aims to “develop ability, shape character, and create a dignified civilization. For them to be achieved, students’ potentials are to be developed so that they become faithful and Godly persons demonstrating noble morals, healthy, capable, independent, creative, democratic, and responsible citizens.” The vision is “to produce teachers possessing high morals, competitiveness	The national philosophy of education envisages “developing the potential of individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God.” The philosophy of Teacher Education revolves around the “teacher who is noble in character,	Singapore’s teacher education program is driven by its desire to “develop the attributes of a 21st century teaching professional which for them serve as a guide towards 21st century teacher education.” The initial teacher preparation program of NIE is robustly anchored on the three-pronged sets of values with skills and knowledge (V3SK) necessary of a 21st

	and valuing democracy, general welfare and excellence amidst the era of globalization and based on the nation's philosophy or Pancasila.”	progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservation of a united, democratic, and progressive and discipline society.”	century teaching professional enclosed by the central pillar of values. The V3SK framework clearly articulates NIE's teacher education philosophy. It strongly placed the learner at the central point of its teacher education mission. The V3SK framework is basically grounded on the three value concepts namely: learner-centeredness, teacher identity and service to the profession and the community.

Clearly, Indonesia, Malaysia and Singapore promote ‘democracy’, ‘unity’, ‘diversity’, ‘respect’ and ‘tolerance’, ‘responsible citizenship’ and ‘Social Justice and Equity’ in their philosophy/vision/mission of teacher education. They also acknowledge developing the competitiveness of their future teachers under the context of ‘globalization’.

Although the concepts mentioned are stated in the national context like unity of Indonesian people and diversity in Singaporean society, they can still be considered very relevant to the promotion of global citizenship education in the teacher education of individual countries. They need not occur in cross-country setting in order to say that GCE is present or not. This is supported by Chung (2013), when he explained that GCE is not and should not be a promotion of citizenship models of a particular country or region. Global doesn't necessarily mean international. Many projects promote global citizenship education through exchanges and contacts between schools and teachers. At

the same time, the global dimension can be created through various methods other than merely exchanges, or moving physically from one place to another. GCE encourages people to open up to different cultures, think act and connect more widely in different ways. When teacher education institutions promote unity, diversity, democracy, globalization among others they are likely to educate teachers/citizens in the global age (Banks et al, 2005; Oxfam, 2006; UNESCO, 2015).

It can also be understood that each country has a strong commitment to nationalism as reflected by democracy, unity, social justice and equity in their respective society but they also acknowledge the need to work on preparing their teachers for the challenges of globalization. For them, there society is dynamic and expanding across borders and that is something inevitable.

E. Comparative Presentation and Analysis of Definition of Competent Teacher in three countries

Table 31

Definition of a competent teacher in three countries

Countries	Indonesia	Malaysia	Singapore
Definition of a Competent Teacher	Indonesia defines a competent teacher as “one who possessed mastery of content knowledge, personal characteristics such as honesty, religiousness and excellent communication skills in written and oral language, among others.” Other competencies are stipulated in the teaching competencies standards based on the country’s Teacher Law.	A competent teacher is “one who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservation of a united, democratic, progressive and discipline society.”	A competent teacher is “one who embodies national responsibility. He/she contributes in shaping the future of the country by educating students who are prepared for the world of work and critically equipped to face the challenges of today’s dynamic global landscape that is marked by modern technological advancement and development.”

In articulation of the philosophy/vision/mission of teacher education, the three countries' definition of a competent teacher includes specific knowledge, skills, and values that are expected of every teacher in Indonesia, Malaysia, and Singapore. Although, they have their own way of stating their definitions, each reflects being nationalistic, competitive in terms of knowledge and skills in teaching, moral and ethical, and aware of national and global expectation. These competencies are further explained in the specific teaching competency standards.

As defined, there is a need to develop the teacher holistically. It is necessary to look at the teacher as a person of competence in terms of the knowledge and skills of/in teaching; a person of character possessing good values and ethics; a person of culture representing and preserving heritage and democracy; and a progressive and scientific person contributing to national development amidst global challenges and demands. It can be understood that each country believes that teachers are model citizens and that they are reflections of the society.

F. Comparative Presentation and Analysis of Teaching Competency Standards in three countries

Table 32

Teaching competency standards in three countries

Countries	Indonesia	Malaysia	Singapore
Teaching Competency Standards	• Pedagogical Competence • Personal Competence • Professional Competence • Social Competence	• Professional Teaching Values • Knowledge and Understanding • Teaching and Learning Skills	• Cultivating knowledge • Winning hearts and minds • Knowing oneself and others • Working with others

The teaching competency standards of Indonesia, Malaysia and Singapore can be summarized into three major competencies namely: Subject Matter and Pedagogical competence, Personal and Social Competence and Professional Teaching Competence.

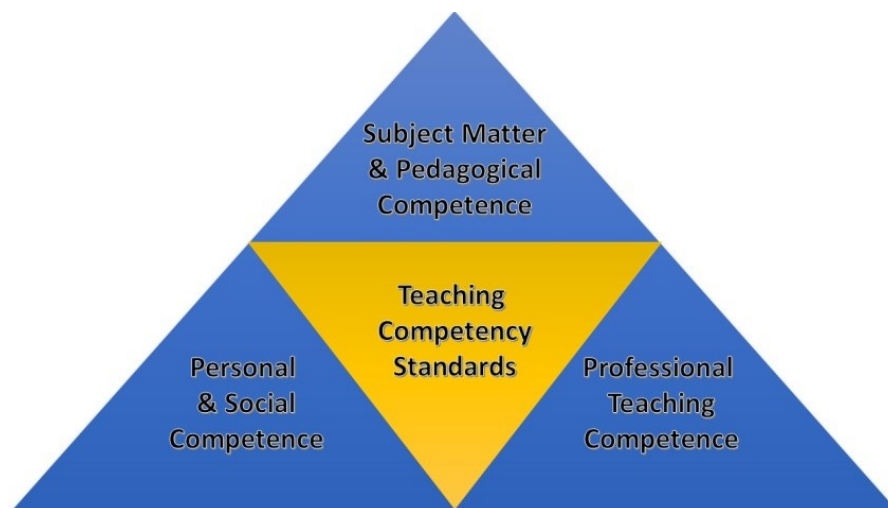


Figure 24. Framework of teaching competency standards in three countries

The subject matter and pedagogical includes implementing the national curriculum and know how to design local curricula and activities, employing modern teaching methodologies and techniques and their subject knowledge, and mastering the theories and principles of learning and developing relevant learning experiences, among others. The personal and social competence covers having a stable, consistent, mature,

wise, and respectful qualities, knowing self and others well, serving as model of good behavior in the society, possessing the ability to effectively and emphatically communicate with different stakeholders, demonstrating tolerance and consideration of the opinions of others, harmoniously work with others, etc. The professional teaching competence expects teacher to continuously engage in professional development programs and activities, uphold the good name of the teaching profession, possess a pleasant disposition, show evidence of good leadership and establish commitment to the teaching profession without self-vested interests, among others (SEAMEO-INNOTECH, 2009).

Other countries in Southeast Asia also share similar teaching competency standards. In the Philippines, the National Competency-Based Teaching Standards is comprised of seven major strands, namely: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, and personal growth and professional development. The seven specific competencies can be appropriately equated with the three major classifications of teaching competencies in three countries under study. For instance, personal growth and professional development could be under personal and social competence and professional teaching competence. Diversity of Learning could be placed under Subject Matter and Pedagogical Competence. In Thailand, teaching competency standards are grouped into four prongs: personal, knowledge, experience and professional. In Cambodia, competencies are also classified into four major strings namely: knowledge, practice, learning and ethics. The information above and based on the findings of other researches on teaching competency show that there are meeting points where Southeast

Asian countries agree on certain indicators of what it takes to be a competent teacher (SEAMEO-INNOTECH, 2009).

In an effort to come up with a unified competency framework for Southeast Asian teachers of the 21st century, a developing curriculum (DACUM) workshop was conducted involving experts from eleven SEAMEO member Ministries of Education. The experts in teacher education from 11 countries were involved in a series of brainstorming sessions and group discussions (SEAMEO-INNOTECH, 2009). The following are the general areas of competencies for teachers in the 21st century:

- Facilitating the development of learners' life and career skills
- Creating a conducive learning environment
- Facilitating learning
- Preparing appropriate lesson plans in line with the school vision and mission
- Developing higher order thinking skills
- Developing and utilizing teaching and learning resources
- Enhancing ethical and moral values
- Assessing and evaluating learning performance
- Engaging in professional development
- Networking with stakeholders especially with parents
- Managing student welfare and other tasks

(Source: Adopted from SEAMEO-INNOTECH, 2009)

Relative to GCE, the specific competencies listed in the teaching competency standards of three countries under study contain knowledge, skills and values that are considered significant to global citizenship education.

Under subject matter and pedagogical competence, the following promotes GCE: (1) understanding students regardless of differences in learning styles, physical, social, cultural, emotional, moral, and intellectual characteristics which includes family and ethnic background, (2) knowing and understanding strategies and creating learning environment that promote creativity, initiative and open-mindedness, (3) using ICT and other education media and resources to teach the content of the curriculum and co-curriculum and develop life-long learning skills, (4) Multicultural literacy, (5) Global awareness, and (6) Environmental Awareness.

Under personal and social competence, the following specific competencies are related to global citizenship education: (1) knowing self and others (2) possessing respect (for cultural diversity and heritage), (3) becoming an exemplary member of the society, (4) being emphatic, (5) contributing to the development of education locally, nationally and globally, (6) having high tolerance and non-discrimination attitude towards socio-economic status, cultural values, ethnicity, and religious beliefs, (7) integrating spiritual and universal values in teaching, (8) showing love, care and concern for students and others, (9) showing effective interpersonal communication skills, (10) valuing diversity, (11) being passionate, adaptive and resilient, (12) possessing social and emotional intelligence, and (13) having social responsibility and engagement.

Under professional teaching competence, a number of specific knowledge, values and skills are related to global citizenship education, namely: (1) willingness to accept

change and develop continually, (2) demonstrating openness to diverse opinions, (3) exhibiting commitment to the teaching profession without self-serving interest (integrity/honesty), (4) educational foundations and policies (of international standards), (5) ethical and professional.

It is important to emphasize that the specific teaching competency standards of Indonesia, Malaysia and Singapore represent the knowledge, skills and values and attitudes which serve as key elements of responsibly global citizenship (Oxfam, 2006). The table below shows the list of GCE concepts contained in the teaching competency standards and vis-à-vis key elements of global citizenship according to Oxfam (2006):

Table 33

GCE concepts in teaching competency standards in three countries vis-à-vis key elements of GCE by Oxfam (2006)

Key Elements of Global Citizenship by Oxfam	GCE Concepts in Teaching Competency Standards in Indonesia, Malaysia and Singapore
Knowledge and Understanding • Social Justice and Equity • Diversity • Globalization and Interdependence • Sustainable Development • Peace and Conflict Skills • Critical thinking • Ability to argue effectively • Ability to challenge injustice and inequalities • Respect for people and things • Cooperation and Conflict resolution Values and Attitudes • Sense of Identity and Self-esteem • Empathy • Commitment to Social Justice and Equity • Value and respect for diversity • Concern for the environment and Commitment to Sustainable Development • Belief that people can make a difference	Subject Matter and Pedagogical Competence • Understanding Differences • Multicultural literacy • Global Awareness • Environmental Awareness • Creativity, Innovation and Open-mindedness • ICT and education media for lifelong learning Personal and Social Competence • Knowing self and others • Respect for Cultural Diversity • Empathy • Tolerance and Non-discrimination • Spiritual and Universal Values • Love and Care • Effective Communication Skills • Valuing Diversity • Passionate, adaptive and resilient • Socio-emotional Intelligence • Social Responsibility and Engagement Professional Teaching Values • Willingness to accept change and develop

	continually • Openness to diverse opinions • Commitment to the teaching profession without self-serving interest (integrity/honesty) • Educational foundations and policies (of international standards) • Ethical and professional.

Note: The three major elements of responsible global citizenship are not equated to the three major strands of teaching competency standards. The GCE concepts are very fluid that they appear in any domains of learning (Knowledge, Skills, and Values). Classifying them is dependent on how each country clustered them which is unique from one another and is beyond the scope of this research.

It would be noticeable that many concepts/elements are found in both documents. Diversity, Valuing and Respecting Diversity; Environmental Awareness and Sustainable Development; Globalization/Global Awareness/Global Interdependence; Peace/Conflict Resolution/Tolerance/ Non-discrimination; Empathy; Effective Communication Skills; and knowing self and others are very significant to Oxfam's model and teaching competency standards. Others have different nomenclatures or labels for competencies but they may also share the same advocacy like 'critical thinking and creativity.' It is also important to mention that Oxfam (2006) is very consistent on including social justice and equity across its major elements but it rarely appear in the specific teaching competency standards - at least the exact terminologies. It can be recalled that 'social justice and equity' is one of the important GCE concepts that are included in the philosophy/vision/mission of teacher education of Indonesia, Malaysia and Singapore. But the said countries somehow failed to articulate it concretely in the specific competencies for teaching.

G. Comparative Presentation and Analysis of Teacher Education Programs in three countries

Table 34

Teacher Education Programs in three countries

Countries	Indonesia	Malaysia	Singapore
Teacher Education Programs	• Bachelor of Elementary Education (4 years) • Bachelor of Education with Specialization (4 years) • Professional Teacher Training (1-2 years) • Other education-related courses (Psychology, Counseling, Special Education) • Post-Graduate Diploma in Teaching (1 year)	• Bachelor of Teaching with Specialization and Foundation Program (4 + 1.5 years) • Bachelor of Education with Specialization (4 years) • Bachelor of Arts with Education (4 years) • Bachelor of Science with Education in Math and Science (4 years) • Bachelor of Islamic Education (4 years) • Post Graduate Diploma in Teaching (1 year)	• Bachelor of Arts in Education with Specialization (4 years) • Bachelor of Science in Education with Specialization (4 years) • Bachelor of Education (3.5 years) • Diploma in Education (1-2 years) • Post-Graduate Diploma in Education (1-2 years)

In terms of teacher education program, pre-service teacher preparation for elementary and secondary schools is almost similar in three countries i.e., Bachelor of Education, Bachelor of Science in Education, Bachelor of Arts in Education and other education-related courses. In terms of no. of years of pre-service teacher education, it ranges from 4 to 5.5 years including a foundational course (in case of Malaysia) and a Professional Teacher Training (in case of Indonesia). For in-service teachers, the universities/institutes offer teacher education programs to keep them abreast with new

national regulations/policies on teacher qualification and to accommodate the needs of teachers in the field who have no education or education-related degrees. These programs are the Bachelor of Education (in Singapore), Diploma in Teaching and Post-Graduate Diploma in Education available across countries. The in-service teacher education programs are offered for 1-2 years.

It can be noted that the teacher education programs (including the number of years allotted to finish each program) comply with international standards and expectations. This gives the graduates of teacher education programs the competitive advantage in continuing studies and the work place not only in their respective countries but internationally as well.

H. Comparative Presentation and Analysis of Entry Requirements and Credentials to Teacher Education Programs in three countries

Table 35

General entry requirements and credentials to teacher education programs in three countries

Countries	Indonesia	Malaysia	Singapore
General Entry Requirements and Credentials	For Bachelor's Degree (Competitive) • High GPA in high school • Pass the Admission Test • Medical/Physical Fitness • Language Proficiency in Bahasa • Other special requirements determined by preferred specialization For the Professional Teacher Training	For Bachelor's Degree – Elementary (Competitive) • Strong pass in the Form 5 Malaysian Public Examination (Sijil Pelajaran Malaysia) • Minimum of 6 credits equivalent to 'O' level • Pass the interview • Pass a 1.5 years of foundation course which includes a written examination For Bachelor's Degree – Secondary (Competitive)	For Bachelor's Degree (Competitive) Holders of Singapore-Cambridge General Certificate Education 'A' Level • Pass at least 2 subjects 'A' level and 2 subjects 'AO' level including a General Paper in English • Minimum grade of C6 in at least 5 subjects plus English as a first language at GCE 'O' level

	• Bachelor's degree/Diploma in an accredited program of study • Minimum GPA of 2.75 • Pass the subject matter examination • Pass the academic subject aptitude test • Pass English for Academic Purpose • Personality Assessment • Special interests and talents inquiry • Health certification • Police clearance • Drug clearance Note: There are other special requirements per specialization.	• Strong pass in the Sijil Tinggi Pelajaran Malaysia Examination equivalent to the 'A' level • Strong pass in the matriculation program • Pass the aptitude test • Pass the panel interview For Post-Graduate Diploma in Teaching (Competitive) • Pass the written aptitude test • Pass the interview Note: There are other special requirements per specialization.	• Minimum grade of D7 in a second language at GCE 'A' level or minimum grade of D7 in a first language at GCE 'O' level • Pass Math obtained either at GCE 'O' level or at least H1 in the GCE 'A' level International Baccalaureate (IB) Diploma Holders • good overall diploma score • pass English and Math at standard level • minimum grade of C6 in at least 5 subjects with English as NUS High School Diploma • Major CAP of 2.0 in Math • Overall CAP of 2.0 in English Polytechnic Diploma Holders • any polytechnic diploma with good results • Minimum grade of C6 in at least 5 subjects plus English as a first language at GCE 'O' level • Pass Math obtained either at GCE 'O' level or at least H1 in the GCE 'A' level Post Graduate Diploma Program

			• degree from NTU, NUS or other universities whose degrees are acceptable to Singapore education • Pass Entrance Proficiency Test and other tests Note: There are other special requirements per specialization.

Enumerating the educational and professional requirements to enter the teacher education programs and become a teacher in Indonesia, Malaysia and Singapore does not tell the researcher a great deal of the rigor of the said requirements not the quality of these qualifications. It is assumed however that in terms of selectivity and competitiveness, the entry to teacher education programs in three countries is relatively competitive. The universities/institutes make sure that they get the best materials for the teaching profession although the countries vary dramatically in terms of recruitment and procedures.

In the case of Singapore, it has utilized the Singapore-Cambridge General Certificate Education (GCE) Assessment as a main basis (among other requirements) to facilitate selection of high school graduates who will enter the teacher education program in NIE- the sole provider of pre-service teacher education in Singapore. The Singapore-Cambridge GCE is internationally-benchmarked and required in international programs like the pre-service teacher education in Singapore. It is also good to mention that in Singapore, recruitment, training and deployment of teachers are quite different from other

countries. First, who are admitted to the teacher education programs in NIE are regarded as full civil-servants employees (called General Education officers) of the Ministry of Education. Hence all trainee teachers are guaranteed teaching positions and are automatically deployed to schools upon completion of their training at the National Institute of Education. Second, as civil servants, all teachers trainee receive a full monthly salary, NIE tuition grants, and other benefits due all civil service employees (Ingersoll et al, 2007).

In the case of Malaysia, it has set-up its own Malaysian Public Examination to determine the equivalent education level of students entering college programs. This is equivalent to the Singapore-Cambridge GCE assessment. Once admitted, pre-service teacher education students enjoy certain allowances from the government to be used to finance their education-related expenditures like boarding/lodging, books, tuition, etc.

Indonesia, on the other hand, designed its own set of requirements to determine students, who will qualify for their teacher education program which includes high GPA in high school, passing the admission test/aptitude test, language proficiency, among others.

It is good to note however that the economic status of one country can always affect the amount of support given to improve the quality of teacher education. In the case of Singapore and Malaysia, they can attract best materials/students to the teacher education program because of the compelling privileges and incentives applicants get once they are admitted in the program like scholarship stipends, remunerations, allowances and 100% employability.

I. Summary of Global Citizenship Education (GCE) and Related Concepts in the Policy Framework and Standards of Teacher Education

Table 36

Summary of GCE concepts in the philosophy/vision/mission of teacher education and teaching competency standards

Framework and Standards of Teacher Education	GCE Concepts, Issues and Related Concepts
Philosophy/Visions/Mission of Teacher Education (including its context)	• Democracy • Diversity • Globalization • Respect and Tolerance • Responsible Citizenship • Social Justice and Equity • Unity
Definition of Competent Teacher and Teaching Competency Standards	Subject Matter and Pedagogical Competence • Multicultural Awareness • Global Awareness • Environmental Awareness • ICT and Educational Media for Lifelong Learning • Understanding differences and creating classroom environment that promote creativity, initiative and open-mindedness • Understanding differences in physical, social, cultural, moral or religious, intellectual characteristics of learners and other people Personal and Social Competence • Knowing self and others • Possessing respect (for cultural diversity and heritage) • Becoming an exemplary member of the society • Being emphatic • Contributing to the development of education locally, nationally and globally • Having high tolerance and non-discrimination attitude towards socio-economic status, cultural values, ethnicity, and religious beliefs • Integrating spiritual and universal values in teaching • Showing love, care and concern for students and others • Showing effective interpersonal communication skills • Valuing diversity • Being passionate, adaptive and resilient • Possessing social and emotional intelligence • Having social responsibility and engagement

	Professional Teaching Values • Willingness to accept change and develop continually • Demonstrating openness to diverse opinions • Exhibiting commitment to the teaching profession without self-serving interest (integrity/honesty) • Educational foundations and policies (of international standards) • Ethical and professional

II. The Extent of Inclusion or Use of GCE Concepts, Issues and Related Concepts in Teacher Education Curriculum of Southeast Asia

A. The Teacher Education Curriculum of Indonesia

The teacher education curriculum of Indonesia “aims to produce teachers who have mastery of the principles and theories of education; deeper understanding of the characteristics of the learners, physically, psychologically, and socially; expertise in the subject matter content and development of teaching-learning materials; and full knowledge and skills in assessing learner’s performance. They are also expected to possess innovative and research skills; strong character relevant to the teaching profession; and have the commitment and responsibility to develop students’ good personality.” (Universitas Negeri Jakarta).

The structure of the curriculum is composed of four groups of courses, namely:

- General Courses/University Courses (10%)
- Basic Education Studies/Courses (10%)
- Content of Specialization (60%)
- The Process of Teaching and Learning (20%)

For the purpose of this study, the researcher identified and analyzed only those subjects/courses under common/basic/essential education areas offered to students

regardless of their teacher education program (or specialization). They were treated based on global citizenship education concepts, issues and related concepts using the subject/course titles and/or descriptions.

General Courses/University Courses

Table 37

GCE in general /university courses of Indonesia

Subjects/Courses	Descriptions	GCE Issues, Concepts and Related Concepts (in the form of knowledge, skills, values and attitudes)
Citizenship Education	Not available	• Citizenship Education, Responsible Citizenship, Democracy
Character Education		• Character Education, Ethical and Moral Education
Multicultural Education		• Multicultural Education, Multiculturalism, Cultural Diversity
Authentic Learning Course	Not available (Equivalent to Community Service Course)	• Understanding diversity (cultural, economically, etc.) • Team work and collaboration • Community engagement and good relationship with community members • Service and volunteerism • Creativity and Critical thinking (Note: Items based on interview data)

Basic Education Studies/Courses

Table 38

GCE in basic education studies/courses in Indonesia (derived from the Universitas Negeri Jakarta)

Subjects/Courses	Descriptions	GCE Issues, Concepts and Related Concepts (in the form of knowledge, skills, values and attitudes)
Foundations of Education	This course examines the nature of education and the nature of man as rational being. It also studies the foundations of basic education both	• Inclusivity/Education for all • Multicultural Education, Multiculturalism, Cultural Diversity in Education

	formal and non-formal components, history and issues of education in Indonesia including inclusive and multicultural education.	
Development of Learners	This course covers the concept of human development from conception to death (Life-span development). It gives focus to the different phases of development and their characteristics such as psychomotor, cognitive, emotional and social development (including children with special needs) and their implications to teaching and learning.	• Diversity of Learners • Inclusivity

Based on the data given above, it can be noted that global citizenship education in the general and basic education courses of teacher education curriculum revolves around the concepts of multicultural education/literacy, diversity of learners and society, citizenship and character education. The courses also promoted social and community engagement by providing pre-service students with the opportunities to analyze the needs of the depressed and remote communities and develop programs to help the members of the communities address their perceived needs. By doing this, students develop empathy with the people living in different communities and improve their social skills especially in dealing with them. Side by side, they also develop a lot of personal skills/abilities like teamwork, critical thinking, creative thinking, etc.

Aside from the subjects in the General and Basic Education Studies/Courses, there are others subjects in the curriculum that promote GCE concepts, issues and related concepts specially in the field of social science and education-related courses like psychology and guidance and counseling. They were not included here because majority

of the curriculum data was not accessible to the researcher. This is one of the limitations of this study.

B. GCE's extent of inclusion/use in the teacher education curriculum of Indonesia

In terms of the extent of inclusion of GCE concepts, issues and related concepts in the general goals and objectives, contents, processes and outcomes of teacher education in Indonesia, the results of the GCE Audit/Assessment as rated by the faculty of the teacher education university reveal the following:

1. GCE in the goals/objectives of teacher education curriculum of Indonesia

Table 39

Extent of inclusion/use of GCE in the goals and objectives of teacher education curriculum of Indonesia

GCE Concepts, Issues and Related Concepts	Mean	SD	Verbal Interpretation
Globalization	4.50	.5	Often
Respect and Tolerance	4.38	.70	Often
Diversity and Unity	4.25	.66	Often
Global Perspectives and View points	4.25	.66	Often
Multicultural Education	4.25	.97	Often
World/Social Justice and Equity	4.14	.99	Often
Democracy and Democratic Citizenship	4.12	.93	Often
National Citizenship/Citizenship Education	4.12	.33	Often
Gender Equality	3.88	.60	Often
Global Interconnectedness, Interdependence, and Responsibility	3.75	.97	Often
Education for International Understanding	3.62	.70	Often
Intercultural Education	3.62	.70	Often
Regionalism and ASEANness/ASEAN Community/ASEAN Identity	3.62	1.22	Often
Education for Sustainability and	3.38	.70	Occasionally

Environmental Education			
Global Citizens/Global Citizenship/GCE	3.38	.70	Occasionally
Human Rights	3.38	.70	Occasionally
Peace Education and Conflict Resolution	3.12	1.27	Occasionally
Cosmopolitanism	2.75	1.09	Occasionally

It can be gleaned from the above table that the top five GCE concepts, issues and related concepts which are included or mentioned in the goals and objectives of teacher education in Indonesia are “globalization”, “respect and tolerance”, “diversity and unity”, “global perspectives and viewpoints”, and “multicultural education”. They were rated as ‘often’.

Globalization, as a concept, draws most parts of the world closer together. It involves the processes of change which underpin a transformation of human affairs by linking together and expanding human activities across regions and continents. It is focused on the intensified interconnectedness among nations and regions on account of the increasing flow of trade and commerce, emerging patterns of immigration, modern forms of communication and technology, and growing concerns over social, cultural, environmental and other aspects of life around the globe (Held, 2002). Indonesia is aware that they need to develop their teachers amidst the context and demands of globalization. They need to equip them with necessary knowledge and skills that will make them ready to face the increasingly diverse, interconnected and interdependent world. Meanwhile, the global perspectives and viewpoints are ideas that people make that are not only limited to the geographical states but extend across boundaries. Talking about poverty and environmental problems, for instance, global perspectives and viewpoints bring the

discussion to a global level where discussion of the said problems can be a concern of everyone in the world and solutions can be done in macro ways.

Diversity and Unity and Multicultural Education deal with the diversity of cultures and groups within multicultural societies and their explicit recognition in the formal and informal teacher education curriculum. It talks about how students study diversity within their own communities and nation-states and around the globe and the history of interactions and intermixing between different groups and the issues that surround contact between groups. This leads to better awareness and appreciation of diversity and the perspective of unity that it brings to different people (Banks et al, 2005). Respect and Tolerance is also expected to be developed as a result of understanding different people and their cultures.

On the contrary, the bottom five concepts that are least included in the goals and objectives are “cosmopolitanism”, “peace education and conflict resolution”, “human rights”, “global citizens/global citizenship”, and “education for sustainability and environmental education.” They were labelled as “occasionally”. It is good to note however that despite the low rating given to ‘peace education and conflict resolution’ and “cosmopolitanism” which were interpreted as “occasionally”, the standard deviation (SD) of 1.27 and 1.09, respectively, reveals the heterogeneity of respondents’ responses in relation to the said items which means that they vary significantly in their answers. This can also explain the case of “regionalism and ASEANness/ASEAN community/ASEAN identity” which has a rating of 3.62 or often but with an SD of 1.22 which could mean that there are respondents who rated the item occasionally or even below.

2. GCE in the contents (subjects/courses/topics) of teacher education curriculum of Indonesia

Table 40

Level of inclusion/use of GCE in the goals contents of teacher education curriculum of Indonesia

GCE Concepts, Issues and Related Concepts	Mean	SD	Verbal Interpretation
Democracy and Democratic Citizenship	4.50	.5	Often
Diversity and Unity	4.50	.5	Often
Respect and Tolerance	4.25	.43	Often
Religious Diversity	4.14	.35	Often
Globalization	4.12	.78	Often
National Citizenship/Citizenship Education	4.12	.60	Often
Multicultural Education	4.12	.78	Often
Ethnic and Indigenous Identity	4.00	.87	Often
Gender Equality	3.75	.66	Often
Peace Education and Conflict Resolution	3.71	.45	Often
Poverty, Hunger & Health Issues	3.71	.45	Often
Regionalism and ASEANness/ASEANCommunity/ ASEAN Identity	3.71	.88	Often
War and Conflict	3.71	.45	Often
Climate Change	3.62	.48	Often
Human Rights	3.62	.70	Often
Intercultural Education	3.57	.49	Often
Global Perspectives and Viewpoints	3.50	1.0	Occasionally
Global Interconnectedness, Interdependence, and Responsibility	3.38	.70	Occasionally
Education for International Understanding	3.25	.97	Occasionally
Education for Sustainability and Environmental Education	3.25	.66	Occasionally
Global Citizens/Global Citizenship/GCE	3.25	.43	Occasionally

Local, National and Global Systems and Structures	3.25	1.09	Occasionally
World/Social Justice and Equity	3.17	1.67	Occasionally
Cosmopolitanism	3.00	1.22	Occasionally
Underlying Assumptions of Power Dynamics	2.20	.98	Rarely

In terms of the contents, the top GCE concepts, issues and related concepts that are perceived to be included in the teacher education curriculum are “democracy and democratic citizenship”, “diversity and unity”, “respect and tolerance”, “religious diversity”, “globalization”, “national citizenship/citizenship education” and “multicultural education”.

Consistently, many of the concepts that are included or mentioned in the goals and objectives are given emphasis in the contents of the teacher education curriculum like “diversity and unity”, “respect and tolerance”, “globalization”, and “national citizenship/citizenship education”. For topics like diversity, however, contents in the curriculum are more specific like religious diversity, ethnic and indigenous identity and gender identity or equality.

Indonesia being a multiethnic and cultural diverse society gives provision on the study of such diversities. Multicultural Education and National Citizenship/Citizenship Education are offered as separate subjects and they serve as good avenues to discuss GCE concepts, issues and related concepts. Other concepts or topics are integrated in different subjects in the curriculum.

On the other hand, there are concepts which are given the least space in the teacher education curriculum. These concepts are “underlying assumptions of power dynamics” rated as “rarely” and “cosmopolitanism”, “world/social justice and equity”,

“local, national & global systems & structures”, and “global citizens/global citizenship” rated as “occasionally”. Concepts like “cosmopolitanism” and “global citizens/global citizenship” are consistently less talked about in the goals and in the contents of teacher education.

It will be understood however that despite the rating of “occasionally” given to “cosmopolitanism”, “world/social justice and equity”, “local/national and global systems and structures” and “global perspectives and viewpoints”, the SD of the said items reflect heterogeneity of responses which means that respondents’ rating were not unanimous or similar with each other.

3. GCE in the processes (pedagogical practices and activities, methodologies/strategies) of teacher education curriculum of Indonesia

3.1 GCE Specific Practices and Activities

Table 41

Extent of inclusion/use of GCE in the processes (specific practices and activities) of teacher education curriculum of Indonesia

GCE Specific Practices and Activities	Mean	SD	Verbal Interpretation
Developing effective communication skills	4.75	.43	Very Often
Cultivating empathy and the ability to understand deeply the situation of others	4.50	1.0	Often
Asking questions and thinking critically and creatively	4.38	.70	Often
Exploring issues of social justice locally and globally	4.38	.99	Often
Applying learning to real-world issues and context	4.25	.97	Often
Cultivating students commitment to social justice and equity	4.12	1.27	Often
Engaging learners to take informed, reflective actions and have their voices heard	4.12	.33	Often
Exploring local and global connections of our views, values and assumptions	4.12	.93	Often
Promoting the belief that people can bring about change	4.12	.60	Often
Developing students’ open-mindedness and ability to address stereotypes	4.00	.53	Often
Developing students’ sense of identity, self-	4.00	.5	Often

reflection, and self-esteem			
Promoting democracy, diversity, and differences in ideas, beliefs and cultures in the classroom	3.88	1.27	Often
Promoting gender equality, inclusion and shared understanding of classroom norms	3.75	.43	Often
Teaching/modelling to students the respect for people and their rights	3.75	.83	Often
Allowing students to understand the complexities surrounding the issues like poverty, hunger and health	3.67	.94	Often
Inculcating among students the concern for the environment and commitment to sustainable development	3.38	.99	Often
Inculcating the values of peace, cooperation and conflict resolution	3.38	.99	Often
Promoting community participation, international exchanges, and virtual communities	3.27	.70	Occasionally
Allowing students to manage complexity and uncertainty	3.25	.97	Occasionally
Promoting the rights of ethnic, indigenous and religious minorities	3.25	1.09	Occasionally
Encouraging discussion on different sexual orientation and respect for people who have such orientation	2.25	1.20	Rarely

With regard specific practices and activities in the classroom, teachers give high value to “developing effective communication skills” of students which is interpreted as “very often”. Following it are “cultivating empathy and the ability to understand deeply the situation of others”, “asking questions and thinking critically and creatively”, “exploring issues of social justice locally and globally”, and “applying learning to real-world issues and context”. They were rated as “often”. It is important to explain however that despite the high average mean given to “cultivating empathy and the ability to...” the SD of 1.0 suggests that responses for the said item vary among the respondents. This is also applicable to “cultivating students’ commitment to social justice...” and “promoting democracy, diversity...” with SDs of 1.27 each.

In contrast, there are also practices and activities related to GCE but they are not visibly observed in the classroom like “encouraging discussion on different sexual

orientation and respect for people who have such orientation” rated as “rarely” and “promoting the rights of ethnic, indigenous and religious minorities”, “allowing students to manage complexity and uncertainty”, and “promoting community participation, international exchanges, and virtual communities” which were labelled as “occasionally”. Please take note however the even though there was a low rating given to “promoting rights...” and “encouraging discussion on different sexual orientation...” the SDs of said items were 1.09 and 1.20, respectively. This means that response was varied from one respondent to another and that they did not share similar rating to the said items.

3.2 GCE-Identified Pedagogical or Instructional Methodologies/Strategies

Table 42

Extent of inclusion/use of GCE in the processes (methods and strategies of teaching) of teacher education curriculum of Indonesia

Methods and Strategies of Teaching	Mean	SD	Verbal Interpretation
Collaborative and Cooperative Learning	4.62	.48	Very Often
Service Learning	4.25	.99	Often
Project-Based Method	4.12	.64	Often
Computer/Technology-mediated instruction (ex. use of www)	3.88	.93	Often
Role Playing/Socio drama	3.88	.78	Often
Community-Based Teaching	3.75	.83	Often
Problem-based Learning	3.75	.83	Often
Creative Pedagogy	3.62	.48	Often
Field Study/Experiential Learning Method	3.62	.86	Often
Reflective Method	3.38	.99	Often
Inquiry Method	3.25	.83	Occasionally
Problem-Solving Method	3.12	1.27	Occasionally
Discovery Method	3.00	1.0	Occasionally
Inductive Method	3.00	.71	Occasionally
Laboratory Method	2.75	1.09	Occasionally

The respondents agree that collaborative and cooperative learning and service learning as teaching strategy are used very often in integrating GCE concepts, issues and related concepts in teacher education. This is followed by the use of project-based

method, computer/technology-mediated instruction and role playing or socio drama which is utilized often. In contrast, there are methods which are least preferred in teaching GCE concepts, issues and related concepts. These methods are rated as ‘occasionally’ used, namely: laboratory method, inductive method, discovery method, and problem-solving method. It will be understood however that although laboratory method and problem-solving method were rated ‘occasionally’, this does not mean that all respondents do not use them often or very often in integrating GCE in the classroom. This is because of the SDs of 1.09 and 1.27, respectively, which suggest heterogeneity of responses.

3.3. On Best Pedagogical Practice that teaches or integrates GCE in teacher education curriculum

When asked about the most appropriate pedagogy that integrates GCE concepts, issues and related concepts in teacher education curriculum, the lecturers and professors mentioned three methods and strategies, namely: collaborative and cooperative learning, project-based and problem-based learning methods. The said methods are utilized in the delivery of the community service learning course called Kuliah Kerja Nyata (KKN) which is translated as Authentic Learning Course.

The KKN is considered as course pedagogy that enables learners to understand the needs of the selected depressed, remote community and design programs that would address the said needs like early childhood literacy program, environmental awareness and protection program, livelihood program, health education etc. For a given period, the students who are grouped together implement and monitor the program in the selected community. If possible, students need to live with the community to establish strong

connection to the members and understand not only the needs but also the culture of the community. Afterwards, the students prepare a technical report regarding the implemented project. The highlight of the report is the impact and contribution of their project to the members of the community.

KKN is believed to develop awareness of students regarding community needs, community culture and the diversities that exist within each community. They also become aware of social issues and problems that affect communities like poverty, environmental destruction, injustices, etc. In terms of skills development, students have the chance to enhance their social interaction skills through community engagement and they learn to work with fellow students and key people in the community under the spirit of teamwork. Equally, important, students develop a positive attitude towards diversity and eventually promote respect and tolerance. They also learn the value of empathy which is necessary in understanding people in the community (Based on interview with Dr. S. Hartati, Dean, Faculty of Education, UNJ).

4. GCE in the outcomes (assessment, measurement, evaluation of learning) of teacher education curriculum of Indonesia

Table 43

Extent of inclusion/use of GCE in the outcomes of teacher education curriculum of Indonesia

Assessment Tools	Mean	SD	Verbal Interpretation
Performance Assessment	4.71	.45	Very Often
Collaborative/Group Projects	4.43	.50	Often
Attitude and Values Scales	4.14	.64	Often
Peer Appraisal	3.86	.64	Often
Teacher-Made Tests	3.86	.99	Often
Verbal Tests	3.86	.64	Often
Personality Assessment and Inventories	3.71	.70	Often
Observational Technique	3.43	.73	Occasionally
Portfolio Assessment	3.43	1.18	Occasionally
Creativity Test	3.29	1.28	Occasionally
Mastery Tests	3.29	1.03	Occasionally
Self-report Technique	3.29	1.38	Occasionally
Journals and Reflections	3.14	.83	Occasionally
Standardized Tests	2.57	.90	Occasionally

In terms of assessment tools, teachers prefer to use performance test ‘very often’ in measuring GCE related competencies in teacher education. Other than this, they also favour collaborative group projects, attitude/value scales, peer appraisal, teacher-made tests and verbal tests. They were rated as ‘often’ used. On the other hand, teachers do not prefer much the use of standardized tests, journals and reflections, self-report technique, mastery test and creativity test which were labelled as ‘occasionally’ used. It is good to explain however that despite the rating of ‘occasionally’ given to self-report technique, mastery tests and creativity test, the SDs of the said items go beyond 1.0. This speaks of the varied responses which can be assumed that there are respondents who use them as well in assessing GCE related learning outcomes.

C. The Teacher Education Curriculum of Malaysia

In our world today, high academic achievement is not the sole determinant of success in the job market. Employers have high expectations of graduates. Given the ever

increasing challenges in employment, graduates do not only need academic qualifications but capabilities and skills that give added value and make them attractive to employers. From this context, the Ministry of Education specified seven (7) elements of soft skills that every graduate should master, namely: “communication skills, critical thinking and problem-solving, team work, life-long learning and information management, entrepreneurial skills, professional ethics and morality, and leadership skills.” Soft skills are seen as critical contributors in generating holistic human capital besides increasing global competitiveness (www.moe.gov.my).

The table below shows the majors and specific criteria of the seven soft skills. All subjects/courses in the teacher education curriculum are mapped in terms of level of soft skills.

Table 44

Soft Skills in the Teacher Education Curriculum of Malaysia (derived from the Ministry of Education, Malaysia)

Soft Skill	Major and Specific Criteria
Communication Skills	Communication skills involve effective communication in Malay and English and are categorized into 8 levels: • The ability to deliver an idea with clarity, effectiveness and confidence in verbal and written form • The ability to apply active listening skills and give feedback • The ability to give clear presentations with full confidence and appropriate to the level of the listener • The ability to use technology in presentations • The ability to negotiate and achieve agreement • The ability to communicate with communication participants who are of different cultures • The ability to develop personal communication skills • The ability to use non-verbal communication
Critical Thinking and Problem Solving Skills	Thinking skills and problem solving skills involve the ability to think in creative, critical, analytical, innovative ways and the ability to apply understanding and knowledge to new and unrelated problems. Criteria for the 7 skill levels of Creative

	Thinking and Problem Solving Skills are as follows: • Ability to identify and analyse problems in complex and uncertain situations and make justified evaluations • Ability to develop and improve thinking skills such as, clarifying, analysing and evaluating discussions • Ability to seek ideas and alternative solutions • Ability to think out of the box • Ability to make decisions based on solid evidence • Ability to preserve and give full attention to responsibilities given • Ability to understand and adapt to the new work culture and new environment
Teamwork Skills	Teamwork Skills involve the ability to cooperate with others from diverse socio-cultural backgrounds to achieve the same goals. The 5 levels of teamwork skills are as follows: • Ability to develop good relationships, interact with others and work effectively with them to achieve common objectives • Ability to understand and play alternate roles as team leader and team member • Ability to recognize and respect attitudes, behaviours and beliefs of others • Ability to contribute towards planning and facilitating group work output • Responsible for group decisions
Lifelong Learning and Information Management	Lifelong learning involves the student's effort in independent acquisition of skills and new knowledge. The 3 levels of Lifelong Learning and Information Management are as follows: • Ability to search for and manage relevant information from varied resources • Ability to accept new ideas and develop capacity for autonomous learning • Ability to expand mind and thirst for knowledge
Entrepreneurial Skills	Entrepreneurial skills involve the ability to explore opportunities and develop risk awareness, creativity and innovativeness in activities related to business and employment. The 4 levels of Entrepreneurial Skills are as below: • Ability to identify business opportunities • Ability to develop business plans • Ability to build, explore and grab business and employment opportunities • Ability to work independently
Professional Ethics and Morality	Professional Ethics and Morality involve ability to practice high moral standards in professional practice and social interaction. Below are the 3 skill levels for Professional Ethics

	and Morality: • Ability to understand the impact of economy, environment and socio-cultural elements and professional practice • Ability to analyse and make decisions to resolve ethics-related problems • Ability to practice ethical behaviour and possession of responsibility towards society
Leadership Skills	Leadership Skills involve ability to practice leadership qualities in various activities. The levels of Leadership Skills are as follows: • Knowledge of the basic theories of leadership • Ability to lead and manage projects • Ability to understand and play alternate roles of team leader and team member • Ability to supervise team members

Generally, the teacher education curriculum of Malaysia is composed of four areas with the following approximate percentages:

- University Course (10%)
- Basic Education Course (15%)
- Major Course/First Method (50%)
- Minor Course/Second Method (25%)

For the purpose of this study, the researcher identified and analyzed only those subjects/courses under common/basic/essential education areas offered to students regardless of their teacher education program (or specialization). They were treated based on global citizenship education concepts, issues and related concepts using the subject/course titles and descriptions.

University Courses

Table 45

GCE in the university courses of teacher education curriculum of Malaysia (derived from the University of Malaya, 2014-2015)

Subjects/Courses	Descriptions	GCE Issues, Concepts and Related Concepts (in the form of knowledge, skills, values and attitudes)
Information Literacy	This course will develop student information management skills so that they can become effective and efficient users of information. These essential skills will contribute to the academic success as well as create a foundation for lifelong learning. Therefore, this course focuses on the strategic use of information and references sources in various format. Evaluation of information obtained and the preparation of reference list is also emphasized.	• Information Literacy and Lifelong Learning
Ethnic Relations	This course will explain the basic concepts and theories of ethnic relations. It also inculcates communication skills, teamwork, critical thinking, lifelong learning and information management skills among students via individual assignment, presentation and group work.	• Ethnic relations • Communication skills • Team work • Critical Thinking • Information literacy and lifelong learning
Basic Entrepreneurship	This course will attempt to inculcate the basic elements of entrepreneurship in the students. Initiatives are taken to open their minds and motivate the entrepreneurial spirit in this potential target group. This course encompasses theory and type's entrepreneurship, the importance of entrepreneurship and factors affecting entrepreneurship, entrepreneurship development in Malaysia, ethics of entrepreneurship, creativity and innovation in entrepreneurship, business opportunity, ability to start a business, developing business plans, skills to run and manage a business/ This course also incorporates a direct exposure to the real business	• Creativity and Innovation • Ethical Entrepreneurship

	environment.	
Introduction to Malaysia	This course will explain the history and formation of Malaysia. It will also discuss the national administrative structure system of Malaysia, the Malaysian Constitution, cultures, values, ethnic orientation, national integration, unity and guidelines on social interactions with Malaysians.	• Cultural diversity • Ethnic orientation • National integration and unity
Islamic and Asian Civilization	This course discusses the importance of civilization in shaping perception. This course also adopts the values and understanding between diverse cultures through dialogue and interaction abilities.	• Understanding diverse cultures • Dialogue and Interaction skills
Social Engagement	This course exposes the students on social engagement and their roles as volunteers. Students need to plan their social engagement program and will be placed at a specific location based on their program. Students have to write a report and make a presentation on their experience with the community.	• Social/Community Engagement • Community Service and Volunteerism
Thinking and Communication Skills	This course is based on the conviction that thinking is an ability that can be developed and improved through guidance and practice. It is designed to help develop fundamental abilities such as clarifying, analyzing and evaluating arguments; and developing attitudes of open-mindedness and curiosity. These are needed for success in courses, in solving problems and making informed decisions in life. The course integrates the development of both critical (evaluation) and creative (synthesis) thinking abilities within communication situations such as emphasizing empathy between speaker and the audience, interpersonal communication, and the use of language and nonverbal messages.	• Critical thinking skills • Problem-solving skills • Decision-making skills • Communication skills

Basic Courses

Table 46

GCE in the basic courses of the teacher education curriculum of Malaysia (derived from the University of Malaya, 2014-2015)

Subjects/Courses	Descriptions	GCE Issues, Concepts and Related Concepts (in the form of knowledge, skills, values and attitudes)
Ethics and Teaching	This course will introduce to students the theories and practices of values in teaching of definitions, concepts and characteristics of ethics including the ethical code of teaching. This course will enable students to understand the importance of ethics and religion in developing moral character as well as planning for ethical behavior and professionalism in teaching. The course will also analyze the values and characteristics of a noble and moral person for his or her well-being and skills in problem solving ethical problems and issues.	• Ethics and Morality (Ethical Code of Teaching) • Ethical Problems and Issues and Problem-Solving
Self-Organization and Leadership	This course aims to provide understanding on basic excellent leadership and self-image required in an organization of work place. Among the topics to be discussed are; introduction to leadership, dynamic leadership, understanding leadership from multiple perspectives. Discussions on self-organization will include topics such as knowing potentials of self-leadership, analyzing self-strengths and weaknesses and building self-confidence.	• Knowing self and others • Understanding leadership from Multiple Perspectives
Sociology of Schooling	This course gives students an understanding of the concepts, meanings and role of education and schooling in sociological context. Students are also introduced to theories of the educational sociology and its impact such as functionalism, conflict, internationalism and	• Educational Sociology and its impact to conflict, internationalism and post-modernism • Relationship between school and social structure, socio-economic differences

	post-modernism. Students will also be introduced to the relationship between school and the social structure, socio-economic differences, educational opportunities and equity and hidden curriculum.	

The soft skills prescribed by the Ministry of Education for every graduate of education are noticeably imbedded in the university and basic courses offered to teacher education students. Indeed the soft skills do not only highlight academic or intellectual preparation in the curriculum. Equally important it also gives emphasis to skills and values that are important in the world of work. According to Business Insider (2016) there are top ten (10) skills that will be in demand by all employers by 2020, namely: “cognitive flexibility, negotiation skills, service orientation skills, judgment and decision making skills, emotional intelligence, coordinating skills, people management skills, creativity, critical thinking skills and complex problem solving skills. Notice that majority of the skills involves high level of thinking and excellent social abilities.”

In terms of global citizenship education, the university and basic courses highlight the development of information literacy and lifelong learning skills necessary in the current digital landscape of different societies in the world; the enhancement of higher level thinking like critical and creative thinking skills; the development of communication skills; the understanding of ethics, ethnicity, diversity and cultural relativity including the values and issues that are inherent to them; and the formation of future teachers who will not only take care of themselves and their students but also other people through service and volunteerism and socially engaging projects and activities.

Other courses especially in the area of Social Sciences include global citizenship education concepts, issues and related concepts. They were not included in this report because the researcher, unfortunately, did not have the access to these curriculum documents. This is one of the constraints of this study.

D. GCE's extent of inclusion/use in the teacher education curriculum of Malaysia

In terms of the extent of inclusion of GCE concepts, issues and related concepts in the general goals and objectives, contents, processes and outcomes of teacher education in Malaysia, the results of the GCE Audit/Assessment as rated by the faculty of teacher education institutions reveal the following:

1. GCE in the goals/objectives of teacher education curriculum of Malaysia

Table 47

Extent of inclusion/use of GCE in the goals and objectives of teacher education curriculum of Malaysia

GCE Concepts, Issues and Related Concepts	Mean	SD	Verbal Interpretation
Diversity and Unity	4.88	.33	Very Often
Globalization	4.75	.43	Very Often
Multicultural Education	4.71	.70	Very Often
Lifelong Learning (Add)	4.62	1.48	Very Often
Respect and Tolerance	4.62	.48	Very Often
Education for International Understanding	4.50	.5	Often
Education for Sustainability and Environmental Education	4.50	.5	Often
Global Interconnectedness, Interdependence, and Responsibility	4.50	.71	Often
Global Perspectives and View points	4.50	.71	Often
Intercultural Education	4.25	.97	Often
Democracy and Democratic Citizenship	4.00	.71	Often
Gender Equality	4.0	1.12	Often
National Citizenship/Citizenship Education	3.75	.43	Often
World/Social Justice and Equity	3.75	1.48	Often
Global Citizens/Global Citizenship/GCE	3.62	.99	Often
Cosmopolitanism	3.50	.5	Occasionally
Human Rights	3.38	.48	Occasionally
Peace Education and Conflict Resolution	3.25	.97	Occasionally
Regionalism and ASEANness/ASEAN Community/ASEAN Identity	3.0	0	Occasionally

The top GCE concepts, issues and related concepts which are included in the goals and objectives of teacher education in Malaysia are the following rated as “very often”: “diversity and unity”, “globalization”, “multicultural education”, and “respect and tolerance”. In addition to the aforementioned, several respondents added the concept of “lifelong learning” in the goals objectives of teacher education curriculum. In Malaysia, citizenship education has been geared towards a lifelong learning and knowledge society. Within the overall framework of the citizenship building agenda, each individual student has the opportunity to develop his/her talents, intelligence and opportunities to the fullest (Bajunid, 2008). More recently, the citizenship education curriculum has drawn philosophy, principles, framework, objectives and contents from the germinal ideals in the UNESCO Reports on education, specifically “Learning to be” and Learning: The Treasure Within (Delors, 1996). The central ideas in the reports and the lifelong learning agenda have become cornerstones of the ideals of education, incorporating the notions of “learning” as “learning to learn”, “unlearn and relearn”, “learning to know and understand”, “learning to do”, “learning to live with others”, “learning for employment and re-employment”, “learning to become active citizens in participatory democracies”, “learning to be committed to social inclusion, of all the citizenry”, and “learning for personal development” to achieve the goal of the character of becoming better persons through the lifespan (Bajunid, 2008). Please note however that although “lifelong learning” is rated 4.62, interpreted as very often. It has an SD of 1.48 which speaks of the heterogeneity of responses.

On the other hand, the GCE concepts which are not given much attention in the goals and objectives of the curriculum are “regionalism and ASEANness/ASEAN identity”,

“peace education and conflict resolution”, “human rights” and “cosmopolitanism” which were rated as “occasionally”. It is good to note that despite the effort of the governments to announce the ASEAN integration publicly, the topic on “regionalism and ASEANness/ASEAN identity” is one of the less talked about concepts in teacher education in Malaysia. It is good to explain that the mean rating given to the said items can be interpreted as ‘occasionally’ but the SDs of below 1.0 suggest homogeneity of responses among lecturers and professors surveyed.

2. GCE in the contents (subjects/courses/topics) of teacher education curriculum of

Malaysia

Table 48

Extent of inclusion/use of GCE in the contents of teacher education curriculum of Malaysia

GCE Concepts, Issues and Related Concepts	Mean	SD	Verbal Interpretation
Multicultural Education	4.75	.43	Very Often
Education for Sustainability and Environmental Education	4.62	.48	Very Often
Respect and Tolerance	4.62	.48	Very Often
National Citizenship/Citizenship Education	4.60	.48	Often
Diversity and Unity	4.50	.5	Often
Globalization	4.50	.87	Often
Global Interconnectedness, Interdependence, and Responsibility	4.38	.86	Often
Global Perspectives and Viewpoints	4.38	.86	Often
Religious Diversity	4.38	.70	Often
Democracy and Democratic Citizenship	4.12	.33	Often
Ethnic and Indigenous Identity	4.12	.33	Often
Intercultural Education	3.62	.48	Often
Education for International Understanding	3.50	.71	Occasionally
Global Citizens/Global Citizenship/GCE	3.50	.5	Occasionally
Climate Change	3.38	.99	Occasionally
Peace Education and Conflict Resolution	3.38	.86	Occasionally
Poverty, Hunger & Health Issues	3.38	.86	Occasionally
Gender Equality	3.25	.97	Occasionally
Cosmopolitanism	3.12	.93	Occasionally
Local, National and Global Systems and Structures	3.12	.33	Occasionally
World/Social Justice and Equity	3.12	.93	Occasionally
Regionalism and ASEANness/ASEANCommunity/ASEAN Identity	3	.5	Occasionally
Underlying Assumptions of Power Dynamics	2.88	.78	Occasionally
War and Conflict	2.88	.60	Occasionally

Human Rights	2.75	.43	Occasionally

In terms of contents in teacher education curriculum, there is a good space in the curriculum for GCE concepts, issues and related concepts like “multicultural education”, “education for sustainability/environmental education”, “respect and tolerance” which rated as “very often” and “diversity and unity”, and “globalization” which were interpreted as “often”. Except for “multicultural education” and “national citizenship/citizenship education” which are offered as a separate subject, the rest of the concepts are integrated with other subjects in the curriculum. In Malaysia, School-based efforts to promote citizenship education are reinforced, in content and spirit, through principles, programs and practices in teacher education in colleges and universities and in the wider society. The Philosophy of Teacher Education and the Code of Ethics of the Teaching Profession celebrates the values of professionalism as a citizenship value (Teacher Education Division, 1982). At the university level, citizenship education is located in the compulsory core subjects for all university students known as Tamadun Islam dan Tamadun Asia (ITAS) or Islamic Civilization and Asian Civilization (Bajunid, 2008).

In contrast, the bottom five concepts which are “occasionally” mentioned or included in the contents of the curriculum are “human rights”, “war and conflict”, “underlying assumptions of power dynamics”, “regionalism and ASEANness/ASEAN identity” and “world/social justice and equity”. It would be noticed that the topics “human rights” and “regionalism and ASEANness/ASEAN identity” were also not given

much space in the content of the teacher education curriculum. This is consistent with the table above on the goals and objectives of the curriculum.

3. GCE in the processes (pedagogical practices and activities, methodologies/strategies) of teacher education curriculum of Malaysia

3.1 GCE Specific Practices and Activities

Table 49

Extent of inclusion/use of GCE in the processes (specific practices and activities) of teacher education curriculum of Malaysia

GCE Specific Practices and Activities	Mean	SD	Verbal Interpretation
Developing effective communication skills	5.00	0	Very Often
Developing students' sense of identity, self-reflection, and self-esteem	4.88	.33	Very Often
Asking questions and thinking critically and creatively	4.75	.43	Very Often
Applying learning to real-world issues and context	4.62	.48	Very Often
Cultivating empathy and the ability to understand deeply the situation of others	4.62	.70	Very Often
Inculcating among students the concern for the environment and commitment to sustainable development	4.50	.5	Often
Developing students' open-mindedness and ability to address stereotypes	4.38	.86	Often
Allowing students to understand the complexities surrounding the issues like poverty, hunger and health	4.25	.97	Often
Engaging learners to take informed, reflective actions and have their voices heard	4.25	.83	Often
Promoting democracy, diversity, and differences in ideas, beliefs and cultures in the classroom	4.12	.93	Often
Allowing students to manage complexity and uncertainty	4.00	.71	Often
Inculcating the values of peace, cooperation and conflict resolution	3.88	.60	Often
Promoting the rights of ethnic, indigenous and religious minorities	3.75	.66	Often
Exploring local and global connections of our views, values and assumptions	3.62	.48	Often
Promoting community participation, international exchanges, and virtual communities	3.62	.48	Often
Promoting gender equality, inclusion and shared understanding of classroom norms	3.62	.48	Often
Promoting the belief that people can bring about	3.62	.48	Often

change			
Cultivating students commitment to social justice and equity	3.50	.5	Occasionally
Teaching/modelling to students the respect for people and their rights	3.50	.50	Occasionally
Exploring issues of social justice locally and globally	3.38	.70	Occasionally
Encouraging discussion on different sexual orientation and respect for people who have such orientation	2.0	.50	Rarely

Among the specific practices and activities that promote GCE in the classroom, the top five activities include ‘developing effective communication skills’, ‘developing students’ sense of identity, self-reflection, and self-esteem’, ‘asking questions and thinking critically and creatively’, ‘applying learning to real-world issues and context’, and ‘cultivating empathy and the ability to understand deeply the situation of others’. They were used ‘very often’ in the classroom. In contrast, there are GCE practices which are rarely and occasionally done in the classroom like ‘encouraging discussion on different sexual orientation and respect for people who have such orientation’, ‘exploring issues of social justice locally and globally’, ‘teaching/modelling to students the respect for people and their rights’, and ‘cultivating students commitment to social justice and equity’.

3.2 GCE-Identified Pedagogical or Instructional Methodologies/Strategies

Table 50

Extent of inclusion/use of GCE in the processes (methods and strategies of teaching) of teacher education curriculum of Malaysia

Methods and Strategies of Teaching	Mean	SD	Verbal Interpretation
Collaborative and Cooperative Learning	4.62	.48	Very Often
Computer/Technology-mediated instruction (ex. use of www)	4.62	.48	Very Often
Service Learning	4.52	.33	Often

Project-Based Method	4.50	.5	Often
Problem-based Learning	4.25	.43	Often
Problem-Solving Method	4.12	.33	Often
Creative Pedagogy	4.00	0	Often
Discovery Method	4.00	0	Often
Inductive Method	4.00	0	Often
Inquiry Method	4.00	0	Often
Reflective Method	4.0	0	Often
Field Study/Experiential Learning Method	3.88	.78	Often
Community-Based Teaching	3.50	.5	Occasionally
Laboratory Method	3.38	.48	Occasionally
Role Playing/Socio drama	3.00	.87	Occasionally

On top of the list of methods and strategies which are used to integrate GCE concepts, issues and related concepts in the teacher education curriculum are collaborative and cooperative learning, computer/technology-mediated instruction, service learning, project-based method, problem-based method, and problem solving method. The first two were rated as very often while the rest are used ‘often’. The three methods occasionally used in integrating GCE in the classroom are role playing/socio drama, laboratory method, and community-based teaching.

3.3 On Best Pedagogical Practice that teaches or integrates GCE in teacher education of Malaysia

When posed about the best pedagogical method that integrated GCE concepts, issues and related concepts in teacher education curriculum, the respondents shared the following: collaborative and cooperative learning, project-based method and problem-based method. As explained by the lecturers and professors, the said methods do not work independent from each other. They are incorporated with each other and develop critical thinking, problem-solving and other skills. They said methods are highly utilized in social engagement course for teachers.

This course exposes the students on social engagement and their roles as volunteers. Students need to plan their social engagement program and will be placed at a specific

location based on their program. Students have to write a report and make a presentation on their experience with the community.

4. In the outcomes (assessment, measurement, evaluation of learning) of teacher education

Table 51

Extent of inclusion/use of GCE in the outcomes of teacher education curriculum of Malaysia

Assessment Tools	Mean	SD	Verbal Interpretation
Performance Assessment	5.00	0	Very Often
Collaborative/Group Projects	4.75	.43	Very Often
Journals and Reflections	4.00	0	Often
Creativity Test	3.88	.33	Often
Verbal Tests	3.75	.83	Often
Attitude and Values Scales	3.62	.70	Often
Mastery Tests	3.62	.86	Often
Observational Technique	3.62	.48	Often
Peer Appraisal	3.62	.48	Often
Portfolio Assessment	3.50	.5	Occasionally
Teacher-Made Tests	3.12	1.36	Occasionally
Personality Assessment and Inventories	3.00	0	Occasionally
Self-report Technique	3.00	0	Occasionally
Standardized Tests	2.62	1.11	Occasionally

In terms of assessment tools used to measure GCE related competencies, the teachers prefer to use performance assessment and collaborative/group projects more often. Journals and reflections, creativity test and verbal tests are the immediate options which are utilized often. The least preferred assessment tools which are used occasionally are standardized tests, self-report technique, personality assessment and inventories, teacher made tests and portfolio assessment. Please note however that despite the rating of ‘occasionally’ given to standardized tests and teacher-made tests, the SDs of 1.11 and 1.36, respectively talk about the variety of responses which could mean that there are respondents who might have used them in GCE assessment.

E. The Teacher Education Curriculum of Singapore

Generally, the teacher education curriculum of the National Institute of Education Singapore offer several main components of study with the following approximate distribution:

- Education Studies (20%)
- Curriculum Studies (50%)
- Practicum (25%)
- Language Enhancement and Academic Discourse Skills (5%)

The table below shows the descriptions of the four (4) common areas of study:

Table 52

Major Areas of Studies in teacher education curriculum of Singapore (derived from the National Institute of Education Singapore, 2015. www.nie.edu.sg)

Areas of Study	Descriptions
Education Studies	Student teachers will learn the key concepts and principles of education that are necessary for effective teaching and reflective practice in schools. They will also have the opportunity for in-depth study of some significant aspects of education.
Curriculum Studies	Student teachers will specialize in the methodology for teaching at either primary or secondary school level. These are designed to give student teachers pedagogical skills in teaching specific subjects in Singapore schools. The choice of Curriculum Studies subjects depends on the track and strand to which the student teacher belongs.
Practicum	The Practicum courses are required for all student teachers. Teaching Practicum is a very important component of the degree program. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching. The practicum is developmental in nature. It consists of four school attachment periods of varying durations, namely: school experience, teaching assistantship, teaching practice 1 and teaching practice 2. The institute also offers international practicum program.
Language Enhancement and Academic Discourse Skills (LEADS)	The course in this component will equip student teachers with the basic language and voice skills that they require for teaching, as well as for successfully engaging in academic writing of assignments and theses.

	The student teachers will have to offer compulsory courses, Communication Skills for Teachers (CST) and Academic Discourse Skills (ADS).

In addition to the four major areas of study, there are additional areas to specific programs in NIE. For Bachelor of Arts in Education and Bachelor of Science in Education, for instance, the following areas are added: subject knowledge, essential course, academic subjects and general electives. Descriptions are written below:

The table below shows the descriptions of the eight (8) areas of study:

Table 53

Additional areas of study in the teacher education curriculum of Singapore (derived from the National Institute of Education Singapore, 2015. www.nie.edu.sg)

Areas of Study	Descriptions
Subject Knowledge	This group of courses helps to reinforce subject content mastery for primary school teaching. Student teachers in the primary track must offer Subject Knowledge subjects aligned with their choice of Curriculum Studies subjects.
Essential Course	There is only one (1) special course that introduces student teachers to the implications of living in a diverse society entitled 'Multicultural Studies: Appreciating and Valuing Differences'.
Academic Subjects	This area of study covers knowledge of the content and fundamental concepts and principles of either one or two subjects depending on the program enrolled for.
General Electives	BA Ed/BSc Ed student teachers in the secondary and primary (2 Curriculum Studies) tracks have to take 9 academic units of General Electives, while student teachers in the primary (3 Curriculum Studies) track will have to take 6 academic units.

Under each area of study are specific subjects/courses that need to be passed by student teachers. All core courses are required; however, subjects/courses under education studies, curriculum studies, academic subjects, and electives will depend on what are required for each program as stipulated in the academic structure of the program/track.

For the purpose of this study, the researcher identified and analyzed only those subjects/courses under common/basic/essential education areas offered to students

regardless of their teacher education program (or specialization). They were treated based on global citizenship education concepts, issues and related concepts using the subject/course titles and descriptions. For complete list of subjects/courses under each area of study including their descriptions, please see Appendix E.

Education Studies

This area of study will acquaint student teachers with the key concepts and principles in education that are necessary for effective instruction and reflective practice in primary and secondary schools. Nine (9) core courses for Education Studies are compulsory and should deal with basic educational concepts such as pupil development, the learning and thinking process, the social context of schooling, the application of psychology in teaching and learning, and the use of instructional technologies.

The following are the subjects/courses identified to be related to the issues and concepts of global citizenship education and related concepts. Also included in the presentation below are their course descriptions:

Table 54

GCE in the education studies of teacher education curriculum in Singapore (derived from the National Institute of Education Singapore, 2015. www.nie.edu.sg)

Subjects/Courses	Descriptions	GCE Issues, Concepts and Related Concepts (in the form of knowledge, skills, values and attitudes)
Group Endeavours in Service Learning	Group Endeavours in Service Learning (GESL) is a service-learning community engagement project which is mandatory for all student teachers. Student teachers work in groups of about 20 on a service-learning project	• Community Engagement/Social Engagement • Networking and Partnership • Knowledge and Understanding of

	that they craft together in partnership with an/several organization(s). GESL provides the opportunity for groups to broaden their knowledge and understanding of underserved communities. Service and learning objectives are determined before the group commence on their project. Each group has a staff mentor who mentors, guides, and eventually assesses the group on their project. GESL seeks to empower student teachers through a hands-on approach of finding out the needs of the community and serving them. It is hoped that through the experience of conducting a service-learning project, each student teacher would develop social-emotional learning competencies, project management skills, teamwork, needs analysis, decision-making, and empathy towards the communities around us.	Underserved Communities and Serving them • Collaborative Learning and Teamwork • Socio-emotional learning competencies • Decision-making Skills/Ethical decision-making • Empathy towards others
Technologies for Meaningful Learning	To explain how technology supports teaching, learning and assessment for learning; To develop teaching and learning resources from a repertoire of technological tools; To design meaningful technology-enabled activities for implementation in Singapore classrooms by considering student profiles, curriculum, pedagogical approaches and cyber wellness. This course equips student teachers with strategies to promote meaningful learning with the use of technology in learning environments. Student teachers will evaluate technological tools that support teaching, learning and assessment. They will design meaningful technology-enabled activities and develop appropriate digital resources for implementation in the Singapore classrooms. Student teachers will also design activities that	• Cyber Wellness

	teach learners to be astute in using the Web by taking appropriate measures in ensuring cyber wellness.	
Diversity, Inclusivity and Reflective Practice	This course situates teachers within the realities of their classrooms and the lives of their pupils in contemporary Singaporean society where diversity is increasingly recognized as the norm. The emphasis in the course is on the student teachers learning the knowledge and skills to build classroom communities that are inclusive of and responsive to pupils of diverse needs and abilities. Student teachers will have the opportunity to become reflective practitioners in understanding and engaging with their own experiences in working with their pupils for the purpose of regenerating themselves and the classroom communities.	• Diversity or Understanding Diversity or Valuing Diversity • Inclusivity or Inclusive Education • Reflective teaching or Reflective practice
Critical Reasoning Skills for Effective Teaching	This course will equip student teachers with a broad range of critical reasoning skills to develop the thinking and analytical abilities of their pupils in schools. Critical reasoning is based in part on mastery of basic rules of elementary logic, as well as practical reasoning skills. These skills are used for the analysis and evaluation of situations and arguments, as well as the formulation and articulation of good arguments and judgments. By learning how to formulate and articulate good arguments, student teachers will acquire an appreciation of how these critical thinking skills can be used to facilitate multi- and inter-disciplinary learning in their teaching. Working in groups, they will design innovative lesson plans that would help to stimulate interest in critical thinking and problem solving among their pupils.	• Critical Reasoning Skills • Critical Thinking Skills • Effective Communication Skills
Critical and Creative Thinking	This course enables teachers to	• Creative Thinking

	understand the phenomenon of thinking from simple to complex, from concrete to abstract, and from logical to intuitive. Teachers would learn to develop thinking and pedagogical skills and curriculum materials and to help students to think critically and creatively at more advanced level. In addition, the course hopes course, student teachers will be aware of the knowledge, skills and attitudes required of STs to manage their diverse learners in the classroom. The main focus of this course is to consolidate student teachers' understanding of their role as a ST, the learning environment and approaches to managing learners which focuses mainly on diverse learner classroom management skills together, and the application of relevant strategies to support the pupils in their learning and development. To emphasize on the theory-practice link to strengthen competencies of student teachers with respect to classroom management challenges, the course includes a component which requires student teachers to experience and heighten their awareness of authentic classroom situation from their practicum attachment.	• Critical Thinking
Social Context of Teaching and Learning	This course aims to promote deeper understanding about the socio-political development of the Singapore education system among pre-service teachers at the National Institute of Education. They will appreciate the functions of the education system in socializing citizens for economic, political and social roles in the context of a multi-ethnic and multicultural society. They will have the opportunity to understand the rationale of major education policies and new government initiatives that	• Social Roles in the context of multiethnic and multicultural society • Diversity in education • Innovative, effective and caring teachers

	impact the school leaders, teachers, students and other stakeholders in order to achieve the Desired Outcomes of Education laid out by the Ministry of Education. At the same time, they will be made aware of the diverse and multiple roles that are played by teachers in the education system. It is hoped that pre-service teachers will become aware of the challenges that teachers face when engaging in pedagogical developments and initiatives in schools and be empowered to become innovative, effective and caring teacher. Pre-service teachers are encourage to link the content learnt in this course to what they have learnt in other courses at NIE, as they discuss major challenges and issues in the Singapore education system.	
Character and Citizenship Education	This course helps pre-service teachers to understand the key concepts and issues in Character and Citizenship Education (CCE) and get a good grasp of their roles in CCE in school. As schools play a nurturing role in the development of students, teachers have the responsibility to be aware of their professional commitments with regard to CCE: What roles do teachers play in the character development of students? What are the relevant attitudes, knowledge and skills that teachers should possess to enable them to contribute meaningful to the character development of their students in schools? How should teachers introduce students to the notions of citizenship through citizenship education? Hence, the CCE course will allow pre-service teachers in NIE to learn about character development, elements of citizenship, key approaches and	• Character Education • Citizenship Education

	pedagogies for CCE, as well as current MOE CCE policy and curriculum. Furthermore, the course will emphasize the relevant knowledge and skills teachers will need in order to deliver the CCE curriculum. Pre-service teachers will learn about the policy associated with CCE and be given opportunities to discussed the implementation of CCE in their future roles as teachers.	

Essential Course

Table 55

GCE in the essential course of teacher education curriculum in Singapore (derived from the National Institute of Education Singapore, 2015. www.nie.edu.sg)

Subjects/Courses		Descriptions	GCE Issues, Concepts and Related Concepts
Multicultural Appreciating Differences	Studies: Valuing and	This course introduces student teachers to implications of living in a diverse society- primarily through the prisms of “race” and ethnicity, but also through addressing issues of class, gender and other social structures. In an increasingly complex world, understanding the dynamics suggested by multiculturalism, multiculturalism and “cultural relativism” is an important step in gaining the necessary perspective of one’s relationship to community, society and the larger world.	• Race, ethnicity, issues of class, gender, and other social structures • Multiculturalism • Cultural Relativism • Personal Relationship to the community, society at the world at large

It can be understood that the teacher education curriculum in Singapore is consistent with its philosophy/vision/mission of teacher education as reflected in the V3SK framework. In terms of GCE, the knowledge and understanding of diversity, inclusivity, multiculturalism, and issues that go with them; the values of service and

community engagement, social responsibility, working collaboratively under the spirit of teamwork and volunteerism and empathy towards the needy and less fortunate; and the skills of critical thinking, creative thinking, reasoning, reflective thinking; are deeply valued in the courses/subjects common to all students teaching teacher education programs (UNESCO, 2015; APCEIU, 2013, Oxfam, 2006; Banks et al, 2005).

The GCE concepts, issues and related concepts manifested in the form of knowledge, skills, values and attitudes imbedded in the basic education courses in teacher education reflect the strong desire of the state to develop teachers who are not only globally competitive in terms of the economic aspect (preparing students for the world of work) but also equipped with necessary competencies to surpass the challenges of an increasingly diverse but interconnected and interdependent world.

Under academic subjects, GCE concepts, issues and related concepts also reflect in different subject areas more specifically in History, Geography and English Literature. History includes subjects like Singapore History: The Making of a Global City-State; International History: From World War One to the Present; Modern Southeast Asia; War and Peace in the Media; Aspects of Imperialism and Military History; Singapore History: Issues and Perspectives; Peace and War in the 21st Century Asia; Patriarchy and Gender: Women in China; among others. Meanwhile, Geography contains Geographies of Sustainability; Climate and Climate Change; Economic Geography and Globalization; Space, Place and Culture; Population and Sustainability; Asian Cities; Feeding the world; Ethnic Geography; among others. English Literature includes 20th Century Drama and Contemporary British Literature. (The course descriptions are accessible from the university's website, www.nie.edu.sg)

F. GCE's extent of inclusion/use in the teacher education curriculum of Singapore

In terms of the extent of inclusion of GCE concepts, issues and related concepts in the general goals and objectives, contents, processes and outcomes of teacher education in Singapore, the results of the GCE Audit/Assessment as rated by the faculty of the institute reveal the following:

1. GCE in the goals/objectives of teacher education curriculum of Singapore

Table 56

Extent of inclusion/use of GCE in the goals and objectives of teacher education curriculum of Singapore

GCE Concepts, Issues and Related Concepts	Mean	SD	Verbal Interpretation
Diversity and Unity	5.00	0	Very Often
Global Interconnectedness, Interdependence, and Responsibility	5.00	0	Very Often
Global Perspectives and View points	5.00	0	Very Often
Globalization	5.00	0	Very Often
Intercultural Education	5.00	0	Very Often
Multicultural Education	5.00	0	Very Often
National Citizenship/Citizenship Education	5.00	0	Very Often
Respect and Tolerance	5.00	0	Very Often
Democracy and Democratic Citizenship	4.75	.43	Very Often
Education for International Understanding	4.62	.48	Very Often
Education for Sustainability and Environmental Education	4.62	.48	Very Often
Global Citizens/Global Citizenship/GCE	4.62	.48	Very Often
Peace Education and Conflict Resolution	4.62	.48	Very Often
Gender Equality	4.50	.5	Often
Cosmopolitanism	4.38	.48	Often
World/Social Justice and Equity	4.00	0	Often
Human Rights	3.12	.33	Occasionally
Regionalism and ASEANness/ASEAN Community/ASEAN Identity	2.00	1.32	Rarely

There is a significant number of GCE concepts, issues and related concepts that are manifested in the goals and objectives of teacher education curriculum in Singapore as perceived by the lecturers and professors. The top concepts among them are “globalization”, “diversity and unity”, “global interconnectedness, interdependence and

responsibility”, “global perspectives and viewpoints”, “intercultural education”, “multicultural education”, “national citizenship/citizenship education”, and “respect and tolerance”. They were all rated as “very often”. Globalization is very much present in the teacher education curriculum as it serves as the underpinning philosophy of education of the nation state. In terms of producing quality teachers, Singapore uses the V3SK framework which is founded on the attributes of the 21st Century teaching professional. It is also good to highlight that Singapore rated “global citizens/global citizenship” as included or mentioned ‘very often’ in the goals and objectives of teacher education curriculum.

On the other hand, there are two concepts which are “rarely” and “occasionally” mentioned in the goals and objectives of the curriculum. These are “regionalism and ASEANness/ASEAN identity” and “human rights”, respectively. These two concepts are also less emphasized in Indonesia and Malaysia teacher education. Please note however that it has an SD of 1.32 which speaks of heterogeneity of responses. This also means that not all respondents rated it as ‘rarely’. Some may have rated it even higher.

2. GCE in the contents (subjects/courses/topics) of teacher education curriculum of Singapore

Table 57

Extent of inclusion/use of GCE in the contents of teacher education curriculum of Singapore

GCE Concepts, Issues and Related Concepts	Mean	SD	Verbal Interpretation
Ethnic and Indigenous Identity	5.0	0	Very Often
Global Perspectives and Viewpoints	5.0	0	Very Often
Globalization	5.0	0	Very Often
Multicultural Education	5.0	0	Very Often
Respect and Tolerance	5.0	0	Very Often
Global Citizens/Global Citizenship/GCE	4.88	.33	Very Often
Global Interconnectedness, Interdependence, and Responsibility	4.80	.4	Very Often
Cosmopolitanism	4.62	.48	Very Often
Democracy and Democratic Citizenship	4.62	.48	Very Often

Diversity and Unity	4.62	.48	Very Often
Local, National and Global Systems and Structures	4.62	.48	Very Often
War and Conflict	4.62	.48	Very Often
National Citizenship/Citizenship Education	4.58	.48	Often
Climate Change	4.0	0	Often
Education for International Understanding	4.0	0	Often
Gender Equality	4.0	0	Often
Underlying Assumptions of Power Dynamics	4.0	0	Often
World/Social Justice and Equity	4.00	0	Often
Peace Education and Conflict Resolution	3.88	.93	Often
Education for Sustainability and Environmental Education	3.75	.43	Often
Intercultural Education	3.75	.97	Often
Human Rights	3.38	.48	Often
Religious Diversity	3.12	1.45	Occasionally
Poverty, Hunger & Health Issues	2.75	.97	Occasionally
Regionalism and ASEANness/ASEAN Community/ASEAN Identity	2.62	.86	Occasionally

GCE concepts, issues and related concepts spread widely in the contents of teacher education curriculum of Singapore. It gives emphasis on the following: “globalization”, “global perspectives and viewpoints”, “multicultural education”, “respect and tolerance”, and “ethnic and indigenous identity”. It also touches topics which are not much discussed in the previous countries’ curricula like “cosmopolitanism”, “war and conflict”, and “local, national and global systems and structures”. They were all labelled as used “very often”. “Multicultural education”, “Ethnic and Indigenous Identity” and “Character and Citizenship Education” are offered as separate, stand alone subjects while others are integrated in these three subjects or in other subjects like social science.

The content/topics which are occasionally touched in the curriculum in relation to GCE are “regionalism and ASEANness/ASEAN identity”, “poverty, hunger and health issues”, “peace education and conflict resolution” and “religious diversity”. It is good to explain however that although “religious diversity” has a mean rating of 3.12 or

occasionally, it has an SD of 1.45 which suggests heterogeneity of respondents' answers to the said item.

3. GCE in the processes (pedagogical practices and activities, methodologies/strategies) of teacher education curriculum of Singapore

3.1 GCE Specific Practices and Activities

Table 58

Extent of inclusion/use of GCE in the processes (specific practices and activities) of teacher education curriculum of Singapore

GCE Specific Practices and Activities	Mean	SD	Verbal Interpretation
Allowing students to manage complexity and uncertainty	5.00	0	Very Often
Applying learning to real-world issues and context	5.00	0	Very Often
Asking questions and thinking critically and creatively	5.00	0	Very Often
Cultivating empathy and the ability to understand deeply the situation of others	5.00	0	Very Often
Developing effective communication skills	5.00	0	Very Often
Developing students' sense of identity, self-reflection, and self-esteem	5.00	0	Very Often
Promoting democracy, diversity, and differences in ideas, beliefs and cultures in the classroom	5.00	0	Very Often
Promoting the belief that people can bring about change	5.00	0	Very Often
Engaging learners to take informed, reflective actions and have their voices heard	4.88	.33	Very Often
Teaching/modelling to students the respect for people and their rights	4.88	.33	Very Often
Promoting the rights of ethnic, indigenous and religious minorities	4.62	.48	Very Often
Developing students' open-mindedness and ability to address stereotypes	4.38	.48	Often
Promoting community participation, international exchanges, and virtual communities	4.38	.48	Often
Inculcating the values of peace, cooperation and conflict resolution	4.12	.60	Often
Allowing students to understand the complexities surrounding the issues like poverty, hunger and health	4.00	0	Often
Inculcating among students the concern for the environment and commitment to sustainable development	4.00	.86	Often
Promoting gender equality, inclusion and shared understanding of classroom norms	3.75	.97	Often
Cultivating students commitment to social justice and equity	3.50	.5	Occasionally
Exploring local and global connections of our	3.50	.5	Occasionally

views, values and assumptions			
Exploring issues of social justice locally and globally	3.38	.48	Occasionally
Encouraging discussion on different sexual orientation and respect for people who have such orientation	1.88	.93	Rarely

Majority of the specific practices and activities that relate to GCE are observed in the delivery of teacher education curriculum in Singapore. Out of 21 items, eleven items are rated as “very often”. These include “allowing students to manage complexity and uncertainty”, “applying learning to real-world issues and context”, “asking questions and thinking critically and creatively”, “cultivating empathy and the ability to understand deeply the situation of others”, and “developing effective communication skills, among others”. The good thing about the curriculum is congruency not only of the content to the objectives of the curriculum but also the specific practices and activities in the classroom to the contents and goals and objectives that promote GCE in teacher education. The best example is the value given to “diversity” and “multicultural education” in the goals, the “ethnic and indigenous identity” in the content and “promoting the rights of ethnic, indigenous and religious minorities” in the specific practices and activities.

In contrast, there are activities which are not very much observed in the teaching and learning process like “encouraging discussion on different sexual orientation and respect for people who have such orientation” which is rated as “rarely” and “exploring issues of social justice locally and globally”, “exploring local and global connections of our views, values and assumptions”, and “cultivating students commitment to social justice and equity” rated as “occasionally” observed or included.

3.2 GCE-Identified Pedagogical or Instructional Methodologies/Strategies

Table 59

Extent of inclusion/use of GCE in the processes (methods and strategies of teaching) of teacher education curriculum of Singapore

Methods and Strategies of Teaching	Mean	SD	Verbal Interpretation
Collaborative and Cooperative Learning	5.00	0	Very Often
Computer/Technology-mediated instruction (ex. use of www)	5.00	0	Very Often
Service Learning	5.00	0	Very Often
Project-Based Method	4.75	.43	Very Often
Inquiry Method	4.38	.48	Often
Reflective Method	4.25	.43	Often
Inductive Method	4.0	0	Often
Creative Pedagogy	3.88	.33	Often
Problem-based Learning	3.75	.97	Often
Problem-Solving Method	3.75	.97	Often
Discovery Method	3.38	.48	Occasionally
Field Study/Experiential Learning Method	3.38	.48	Occasionally
Laboratory Method	3.38	.48	Occasionally
Community-Based Teaching	3.25	.83	Occasionally
Role Playing/Socio drama	3.25	.43	Occasionally

In terms of methods and strategies, the lecturers and professors prefer to use service learning, collaborative and cooperative learning and computer/technology-mediated instruction very often in integrating GCE concepts in the classroom. On the other hand, they occasionally use role playing/socio drama, community-based teaching, laboratory method, field study/experiential learning method, and discovery method.

3.3 On Best Pedagogical Practice that teaches or integrates GCE in teacher education

When asked about the most appropriate pedagogical practice that can be used to integrate GCE concepts, issues and related concepts in teacher education curriculum, the respondents unanimously shared Group Endeavour Service learning (GESL). For them, GESL promotes civic responsibility, service and volunteerism, understanding of social issues, networking and partnership and teamwork.

As stipulated in the course description, “GESL provides the opportunity for groups to broaden their knowledge and understanding of undeserved communities. Service and learning objectives are determined before the group commence on their project. Each

group has a staff mentor who mentors, guides, and eventually assesses the group on their project. GESL seeks to empower student teachers through a hands-on approach of finding out the needs of the community and serving them.” (NIE)

According to Dr. Tan Soo Yin, “Group Endeavour Service Learning is a local service learning program for all student teachers. GESL involves community outreach and engagement and gives student teachers the opportunity to serve and to learn from the community. It is a process that will strengthen character and build citizenry.”

GESL is a mandatory course for all pre-service teachers at NIE since 2005. It is offered for 6 to 9 months service learning experience with local community. It includes meetings take place once a week and a face-to-face connection with host non-profit organization (NPO). Partnership with an NPO that specializes on the certain project that will be implemented in the community is one unique element of this course.

Dr. Tan Soo Yin further said that GESL responds to the underpinning philosophy of teacher education of NIE which is the Values, Skills and Knowledge (V3SK) model that represent the attributes of the 21st century teaching professional. Under V1 (Learner-centered values), GESL helps attain empathy and valuing of diversity. Under V2 (Teacher Identity), GESL addresses ‘aiming for higher standard’, quests for learning, passion, and professional. For V3 (service to the profession and community), GESL promotes collaborative learning and practice and social responsibility and engagement. For Skills, GESL responds to reflective skills and thinking dispositions, people management skills, self-management skills, communication skills, facilitative skills, innovation and entrepreneurial skills and social and emotional intelligence. Under knowledge, GESL promotes awareness of self, pupils, community, multicultural literacy and environment.

Majority of these values, skills and knowledge are also included in the concepts, issues and related concepts significant to global citizenship education. In addition, GESL is considered to be pedagogy for building the 21st century competencies shown in figure 25 below:

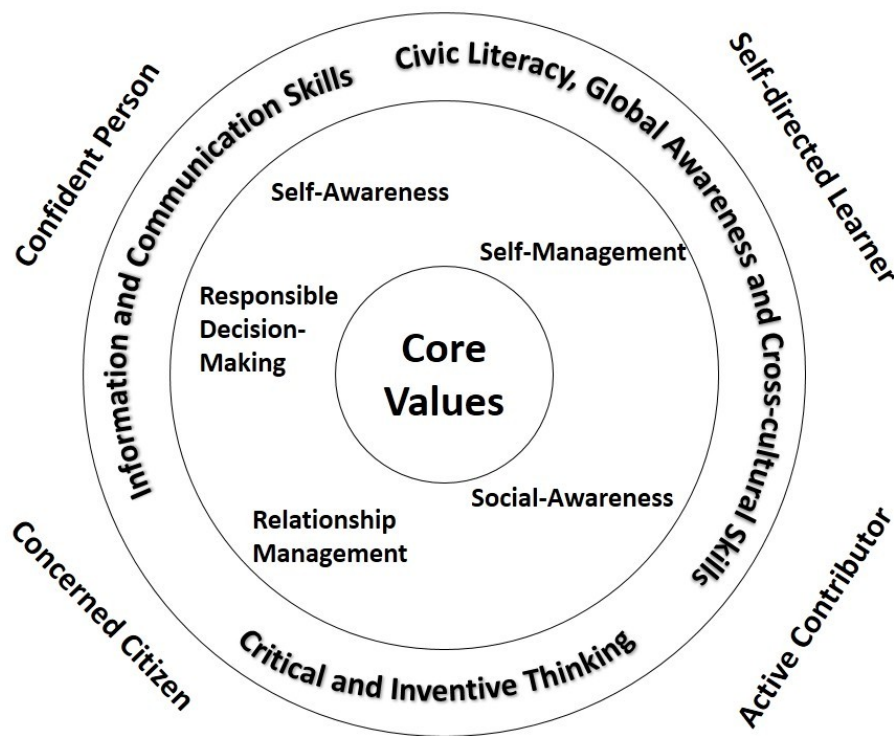


Figure 25. 21st Century Competencies in Singapore
(derived from the Ministry of Education, Singapore. www.moe.gov.sg)

Through service learning, student teachers are exposed to the values of service through reaching out to the community and which in turn enhances their ability to contribute to the community in their future roles as education. Specifically, GESL aims to achieve the following:

1. Understanding of self
2. Understanding of others

3. Understand community needs better and explore social entrepreneurship
4. Develop effective team skills
5. Develop and exercise situational leadership skills
6. Develop project management skills
7. Encourage innovation and creativity under conditions of resource and time constraints
8. Experience service learning and group project work which you may apply in school
9. Link curriculum learning to service learning experiences

(Source: Adapted from National Institute of Education Singapore)

The table below shows the project ideas and target population for consideration in GESL:

Table 60

Areas of Focus and Target Population of GESL (derived from the National Institute of Education Singapore)

Area of Focus	Target Population
• Community building and development • Disaster prevention and recovery • Diversity and Multicultural • Environmental/Conservation • Animal Welfare • Health and Safety • Character Building • Intergenerational equity • Literacy and Education • Social Welfare	• Public • Children and Youth • Students • Disabled or Sickly • Elderly • Underprivileged • Nature/Earth

4. In the outcomes (assessment, measurement, evaluation of learning) of teacher education

Table 61

Extent of inclusion/use of GCE in the outcomes of teacher education curriculum of Singapore

Assessment Tools	Mean	SD	Verbal Interpretation
Attitude and Values Scales	5.00	0	Very Often
Collaborative/Group Projects	4.75	.43	Very Often
Mastery Tests	4.62	.48	Very Often
Performance Assessment	4.62	.48	Very Often
Creativity Test	4.50	.50	Often
Journals and Reflections	4.38	.48	Often
Verbal Tests	4.33	1.10	Often
Portfolio Assessment	4.25	.66	Often
Observational Technique	4.0	0	Often
Peer Appraisal	3.38	.48	Occasionally
Standardized Tests	3.00	1.15	Occasionally
Self-report Technique	2.38	.48	Rarely
Personality Assessment and Inventories	1.86	.64	Rarely
Teacher-Made Tests	1	0	Never

With regard to assessing learning outcomes of students in relation to GCE, the lecturers and professor prefer the use of attitude and values scales, collaborative/group projects, mastery tests, and performance test very often. The nature of GCE concepts, issues and related concepts suggests learning them beyond knowledge or recall. GCE learning outcomes are best manifested in the ability of the students to portray in day to day life the acceptable values and ethics relevant to GCE, working well with others under the spirit of teamwork, showing mastery of skills, among others.

They occasionally utilize standardized tests and peer appraisal as assessment tools. However, the SD of standardized tests equivalent to 1.15 suggests that not all respondents agree to the occasional use of standardized tests in assessing GCE-related learning outcomes.

F. GCE in the Goals and Objectives of Teacher Education Curriculum (Overall)

Table 62

Overall extent of inclusion/use of GCE in the goals and objectives of teacher education curricula of three countries

Goals and Objectives of Teacher Education	Overall Mean	Overall Interpretation
Globalization	4.67	Very often
National Citizenship/Citizenship Education	4.61	Very Often
Global Perspectives and View points	4.58	Very Often
Multicultural Education	4.50	Often
Diversity and Unity	4.42	Often
Education for International Understanding	4.37	Often
Gender Equality	4.29	Often
World/Social Justice and Equity	4.25	Often
Education for Sustainability and Environmental Education	4.17	Often
Respect and Tolerance	4.13	Often
Democracy and Democratic Citizenship	4.12	Often
Global Interconnectedness, Interdependence, and Responsibility	4.12	Often
Global Citizens/Global Citizenship/GCE	4	Often
Intercultural Education	4	Often
Cosmopolitanism	3.92	Often
Peace Education and Conflict Resolution	3.83	Often
Human Rights	3.75	Often
Regionalism and ASEANness/ASEAN Community/ASEAN Identity	2.96	Occasionally

In general, the three countries in Southeast Asia (Indonesia, Malaysia and Singapore) include the top five GCE- related concepts of “globalization”, “national citizenship/citizenship education”, “global perspectives and viewpoints”, “multicultural education”, and “diversity and unity” in the goals and objectives of teacher education curriculum. The three countries are aware that they need to prepare their teachers through the challenges of an increasingly globalized world. In addition, global citizenship per se is mentioned often in the goals/objectives.

Globalization, also called economic globalization, is an evolutionary process considered to be the outcome of human innovation and technological improvements. The term refers to the increasing integration of different economies worldwide, specifically through the movements of capital, goods and services across countries or states. This also

refers to the movement of people and technology transfer in and out of one's borders. In addition, globalization has also broader cultural, political, and environmental dimensions (IMF, 2008).

According to Held (2002), "globalization draws most parts of the world closer together. It involves the processes of change which underpin a transformation of human affairs by linking together and expanding human activities across regions and continents." It is focused on the intensified interconnectedness among nations and regions on account of the increasing flow of trade and commerce, emerging patterns of immigration, modern forms of communication and technology, and growing concerns over social, cultural, environmental and other aspects of life around the globe.

Globalization opens the discussion of global perspectives and viewpoints in education. Globalization being a cultural and political phenomenon covers the discussion of social problems and issues that concern people in local communities but looking at them in national and global contexts.

National citizenship/citizenship education refers to active and responsible participation in civic/political life of the nation which covers democracy, respect for human rights and tolerance among others. The goals of education for active citizenship include behaviors at the levels of the individual, the local community, the state and the global community. The concept of citizenship education has been incorporated in the skills and values goals relating to peace, tolerance, responsible behaviors in terms of society and the environment, and laying the foundations for democratic governance. It would be noted, however, that the retention of national citizenship in the light of growing

regional integration in Southeast Asia reflects a neoliberal view that sees values in the global while maintaining the national (Delanty, 2006; Gaudelli, 2009).

In terms of multicultural education and diversity and unity focus on conflict prevention and enabling people to live more comfortably together are ideas such as ‘positive tolerance’, meaning the welcoming diversity as a source of enrichment of society. There is substantial overlap between activities designed to promote tolerance and those designed to promote peace and human rights (Mitchell, 2003). In many Western societies there are educational movements in favor of multicultural education, designed to promote tolerance and to counter racism. Many schools enable students to learn about other cultural traditions in terms of their ‘heroes and holidays’, but some educators consider the multi-cultural and inter-cultural education should be more structured. Clear behavioral goals and structured programmes to develop the appropriate behavioral skills and values are needed to overcome the prejudice and indifference encountered by minority and ethnic groups in many societies (Kennedy and Mellor, 2000).

It is good to note that the concepts overlap with each other like globalization and global perspectives and viewpoints; and multicultural education and diversity and unity. It also shows a balance between knowledge, skills and values expected of citizenship in the national level and the need to work on citizenship in the global context. The three countries are aware that they need to preserve nationalism/national identity/national responsibility but they also acknowledge the need to respond to the demands and challenges of globalization economically, socially and culturally.

Although there has not been much discussion of global citizenship in Southeast Asia, there is a strong recognition given to global dimensions of education in the teacher

education of Indonesia, Malaysia and Singapore. The discussion of citizenship education as a whole, projects an important commitment to a global or cosmopolitan citizenship that enables citizens to look beyond the concerns and even values of particular nation states (Kennedy, 2016).

On the other hand, ‘regionalism and ASEANness/ASEAN identity’ is the only concept that is rated ‘occasionally’ which means that the goals and objectives of teacher education curriculum in three countries do not yet consider giving a significant space of this concept in the curriculum despite the integration of ASEAN member states.

The less emphasis given to regionalism/ASEANness and human rights among others in Southeast Asia could be attributed to limitations of decision-making processes within ASEAN which remains ministerial and is characterized by the ASEAN way as explained by Kogi (2010):

“The ASEAN way is ASEAN’s institutional norm and was developed as a conflict management mechanism. The Principles of ASEAN way are informality, non-interference, consultation and consensus building which are based on Malay cultural practices that have developed within ASEAN. In this norm, if a consensus cannot be reached on a contentious issue, the ASEAN member states agree to disagree and go their separate ways, with ASEAN assuming no official position on the issue.”

National sovereignty will always rule over regional interests in ASEAN and this is another factor why regional citizenship in ASEAN is very challenging. ASEAN’s approach to human rights within its borders also shows how the ASEAN way prevents institution-building (Kennedy, 2016).

In case of human rights for instance, Petcharamesree (2013) explained the context to the development of an ASEAN position on human rights from the very earliest times. Based on her analysis, there is little doubt that within ASEAN there has always been recognition of the importance of human rights as an issue to be addressed hence human rights was significantly included in the ASEAN Charter (ASEAN, 2008). However, the operationalization of the issue has been proven to be problematic and difficult.

Regionalism/ASEANness is basically motivated by economic integration in Southeast Asia. Social and Cultural integration is only an offshoot of economic amalgamation. This could be one of the reasons why this is not much included or used in the goals and objectives of teacher education curriculum. Not to mention that the ASEAN integration has not yet fully taken place in all the economic aspects of member countries like banking, trade and commerce, etc.

G. GCE in the Contents of Teacher Education Curriculum (Overall)

Table 63

Overall extent of inclusion/use of GCE in the contents of teacher education curricula of three countries

Contents of Teacher Education	Overall Mean	Overall Interpretation
Respect and Tolerance	4.62	Very Often
Diversity and Unity	4.54	Very Often
Globalization	4.54	Very Often
Multicultural Education*	4.52	Very Often
National Citizenship/Citizenship Education*	4.51	Very Often
Democracy and Democratic Citizenship	4.41	Often
Ethnic and Indigenous Identity	4.37	Often
Global Perspectives and Viewpoints	4.29	Often
Global Interconnectedness, Interdependence, and Responsibility	4.19	Often
Global Citizens/Global Citizenship/GCE	3.88	Often
Religious Diversity	3.88	Often
Education for Sustainability and Environmental Education	3.87	Often
War and Conflict	3.74	Often
Climate Change	3.67	Often
Gender Equality	3.67	Often

Local, National and Global Systems and Structures	3.66	Often
Intercultural Education	3.65	Often
Cosmopolitanism	3.58	Often
Education for International Understanding	3.58	Often
World/Social Justice and Equity	3.43	Occasionally
Peace Education and Conflict Resolution	3.32	Occasionally
Poverty, Hunger & Health Issues	3.28	Occasionally
Human Rights	3.25	Occasionally
Regionalism and ASEANness/ASEANCommunity/ASEAN Identity	3.11	Occasionally
Underlying Assumptions of Power Dynamics	3.03	Occasionally

(* Separate, stand alone subjects)

The contents of teacher education curriculum in three countries consistently reflect the GCE concepts, issues and related concepts that are included in the goals and objectives of the curriculum. These include “respect and tolerance”, “diversity and unity”, “globalization”, “multicultural education”, and “national citizenship/citizenship education”. Except “multicultural education” and “national citizenship/citizenship education” which are stand alone subjects, all concepts in the list above are integrated in different subjects like social science, character education, moral education and the former. The discussion global citizenship/global citizenship education is also integrated in the said subjects.

For multicultural education course, for instance, students are exposed to the implications of living in a diverse society and the issues and problems that go with it like race and ethnicity, issues of class, gender and other social structures. The course helps students gain an important perspective of one’s relationship to community, society and the larger world. For citizenship education, the goal is to understand the key concepts and issues of character and citizenship education which includes the relevant attitudes, knowledge, and skills that teachers should possess to enable them to contribute meaningful to the character development of their students in school.

It can be understood that imperative to global citizenship education are the concepts of respect and tolerance, diversity and unity, globalization and multicultural education which are highly related and overlapping with each other. These concepts can be embraced by using the overarching concept of diversity which is highly considered in pluralistic, multicultural societies, citizenship across borders, and interconnected societies.

In contrast, the following are GCE concepts, issues and related concepts that are occasionally mentioned in the contents of teacher education curriculum: “underlying assumptions of power dynamics”, “regionalism and ASEANness/ASEAN Community/ASEAN identity”, “human rights”, “poverty, hunger & health issues”, “peace education and conflict resolution”, and “world/social justice and equity.”

In addition to what has been mentioned in the analysis of goals and objectives of teacher education curriculum, the less emphasis given to “underlying assumptions of power...”, “regionalism ...”, “human rights”, etc. in the contents of teacher education curriculum could be attributed to the strong economic motivation that triggers rich countries to prepare their teachers to educate their young people for the world of work and face effectively the challenges of economic globalization. This recognizes the influence of neoliberalism in global economies like Singapore and performing economies in Southeast Asia like Malaysia and Brunei Darussalam.

Issues like human rights and social justice less likely discussed in the contents of teacher education curriculum, can be understood in three ways: (1) the issues are not urgent and they are not considered as disturbing to the economic and social stability of Indonesian, Malaysian or Singaporean societies, or (2) discussion of such issues in

teacher education is very critical as they may affect developments in education, business and commerce, etc., or (3) critical GCE has not deeply rooted in the teacher education curriculum.

H. In the Processes of Teacher Education Curriculum (Overall)

1. Specific Practices and Activities

Table 64

Overall extent of inclusion/use of GCE in the processes (specific practices and activities) of teacher education curricula of three countries

GCE Specific Practices and Activities	Overall Mean	Overall Interpretation
Developing effective communication skills	4.92	Very Often
Asking questions and thinking critically and creatively	4.71	Very Often
Cultivating empathy and the ability to understand deeply the situation of others	4.71	Very Often
Developing students' sense of identity, self-reflection, and self-esteem	4.63	Very Often
Applying learning to real-world issues and context	4.62	Very Often
Engaging learners to take informed, reflective actions and have their voices heard	4.42	Often
Promoting democracy, diversity, and differences in ideas, beliefs and cultures in the classroom	4.33	Often
Developing students' open-mindedness and ability to address stereotypes	4.25	Often
Promoting the belief that people can bring about change	4.25	Often
Allowing students to manage complexity and uncertainty	4.08	Often
Teaching/modelling to students the respect for people and their rights	4.04	Often
Allowing students to understand the complexities surrounding the issues like poverty, hunger and health	3.97	Often
Inculcating among students the concern for the environment and commitment to sustainable development	3.96	Often
Promoting the rights of ethnic, indigenous and religious minorities	3.87	Often
Inculcating the values of peace, cooperation and conflict resolution	3.79	Often
Promoting community participation, international exchanges, and virtual communities	3.76	Often
Exploring local and global connections of our views, values and assumptions	3.75	Often
Cultivating students commitment to social justice and equity	3.71	Often
Exploring issues of social justice locally and globally	3.71	Often
Promoting gender equality, inclusion and shared	3.71	Often

understanding of classroom norms		
Encouraging discussion on different sexual orientation and respect for people who have such orientation	2.04	Rarely

Indonesia, Malaysia and Singapore are unanimous in implementing the following specific practices and activities that promote GCE concepts, issues and related concepts in the processes of teacher education curriculum: “developing effective communication skills”, “asking questions and thinking critically and creatively”, “cultivating empathy and the ability to understand deeply the situation of others”, “developing students’ sense of identity, self-reflection, and self-esteem”, and “applying learning to real-world issues and context.”

Many of the specific practices and activities develop the specific knowledge, skills and values related to GCE as stipulated in the philosophy/vision/mission of teacher education and teaching competency standards of three countries like developing effective communication skills, showing empathy, enhancing critical thinking, knowing self and others and applying knowledge in authentic setting. Oxfam (2006) and UNESCO (2015) also promote effective communication skills, empathy, critical thinking, social justice, respect and tolerance and human rights.

On the other hand, only “encouraging discussion on different sexual orientation...” has been rarely included in the processes (specific practices and activities) of teacher education curriculum in Southeast Asia. Such activity may open discussion on homosexuality, bisexuality, etc. and the rights and opportunities that LGBT people may enjoy like marriage, social recognition, equality. This is rarely discussed in teacher education because this does not concur with Islamic way of life; knowing that Malaysia and Indonesia have a sizable muslim population. The non-inclusion of this topic or

activity in the curriculum is influenced by religious, legal and cultural history and impediments. In Singapore, sexual orientation and gender identity are sensitive issues. Based on a survey conducted by the Institute of Policy Studies, Nanyang Technological University, 47% of Singaporeans does not accept gay lifestyles.

2. Methods and Strategies

Table 65

Overall level of inclusion/use of GCE in the processes (methods and strategies of teaching) of teacher education curricula of three countries

Methods and Strategies of Teaching	Overall Mean	Overall Interpretation
Collaborative and Cooperative Learning	4.75	Very Often
Service Learning	4.59	Very Often
Computer/Technology-mediated instruction (ex. use of www)	4.50	Often
Project-Based Method	4.46	Often
Problem-based Learning	3.92	Often
Inquiry Method	3.88	Often
Reflective Method	3.88	Often
Creative Pedagogy	3.83	Often
Inductive Method	3.67	Often
Problem-Solving Method	3.66	Often
Field Study/Experiential Learning Method	3.63	Often
Community-Based Teaching	3.5	Occasionally
Discovery Method	3.46	Occasionally
Role Playing/Socio drama	3.38	Occasionally
Laboratory Method	3.17	Occasionally

The data on methods and strategies that are utilized to integrate GCE concepts, issues and related concepts in the classroom reflect similarities in three countries. The top five methods and strategies are collaborative and cooperative learning, service learning, computer/technology mediated instruction, project-based method and problem-based method.

Collaborative and cooperative learning is a scenario in which two or more students learn or try to learn something novel together. Different from individual

learning, learners engaged in collaborative or cooperative learning invest on each other's resources and skills like asking one another for information, assessing each other's ideas and opinions, monitoring each other's work, etc. This strategy is based on the principle that knowledge can be formulated within a learning community wherein all members dynamically interact with each other by sharing experiences and take on asymmetry roles. More specifically, collaborative and cooperative learning engages learners in a common task where each member depends on and is accountable to each other (www.edutopia.org).

Service learning is a teaching and learning approach that incorporates meaningful service to the community coupled with instruction and reflection to enhance learning experience, teaches civic responsibility, and strengthens communities. Specifically, it involves students in community service activities integrated with facilitated means for applying the experience to their academic and personal development (Chicago Public Schools, 2002).

Collaborative and cooperative learning and service learning are usually used in group projects that are implemented in depressed, remote and poor communities. Students work together in planning, implementing, monitoring and evaluating service learning projects under the spirit of teamwork and partnership with people in the communities and non-governmental organization. By using the said strategies, students learn awareness of social issues and problems; develop skills of communication, critical and creative thinking, and show empathy and appreciation of diversity and differences.

Computer/technology-mediated instruction takes advantage of the breakthroughs in information and communication technologies in teaching and learning activities like

the use of appropriate educational technology both within the classroom and in distance learning modalities to promote student success and enhance access in accordance with school's vision and mission.

Project-based and Problem-based methods encourage students acquire knowledge and develop their skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Both are almost similar method. The only difference is that a project-based method culminates with a concrete product.

Developing effective communication skills is very important in global citizenship context. It is necessary to transcend deeper understanding of culture, beliefs and knowledge system, etc. through language, verbally and non-verbally. It is imperative to convey the message of peace, respect, unity and responsibility amidst diversity. This is also reinforced by cultivating empathy and the ability to understand deeply the situation of others.

Honing the ability to ask questions and think critically and creatively is another value to GCE specifically critical global citizenship. By developing this skill, students will have the opportunity to question existing local-global structures and issues and concerns relevant to human rights, social justice and power relations, etc.

Also of high stake to GCE is cultivating students' sense of identity, self-reflection and self-esteem. One will be unable to express acceptance, respect, care and understanding of other people including their cultures and beliefs if the person will not personally invest in understanding himself, accepting his strengths and weaknesses, and committing to continuously improve as a person.

Lastly, GCE deems it important to provide an avenue for the students to apply learning to real-world issues and context. Concepts like diversity, democracy, multiculturalism, among others are concretely experienced by people in real world. The issues concomitant to them should also be understood in real setting.

3. On best pedagogical practice that integrate GCE in teacher education

Consistent with the ratings in the table above, the best pedagogical practices that integrate GCE concepts, issues and related concepts in teacher education curriculum in three countries are collaborative and cooperative learning, project-based method and service learning. These methods were utilized combined with each other rather than individually. More concretely, they were used significantly in courses that are conducted in communities: *Kulia Kerja Nyata/Authentic Learning Course* in Indonesia; *Social Engagement Course* in Malaysia; and *Group Endeavour Service Learning* in Singapore. Each course is considered as course pedagogy that helps achieve the goals and objective of teacher education in each country. For the purpose of this study, the said courses are considered as best pedagogical practices (course pedagogy) that can be used to integrate global citizenship education concepts, issues and related concepts in teacher education. Strictly speaking, the nature of delivery of the said courses is project-based and is incorporated with collaborative and cooperative learning and service learning pedagogies. Harshman, J. et al (2015) revealed that many researches on approaches to global citizenship education preferred project-based learning experiences as the pedagogical method that can be used to attain the goals of teachers in advancing global citizenship education in the classroom. They further said that if students are to comprehend and

engage in an increasingly interconnected world, modern citizenship education must be a globally minded perspective.

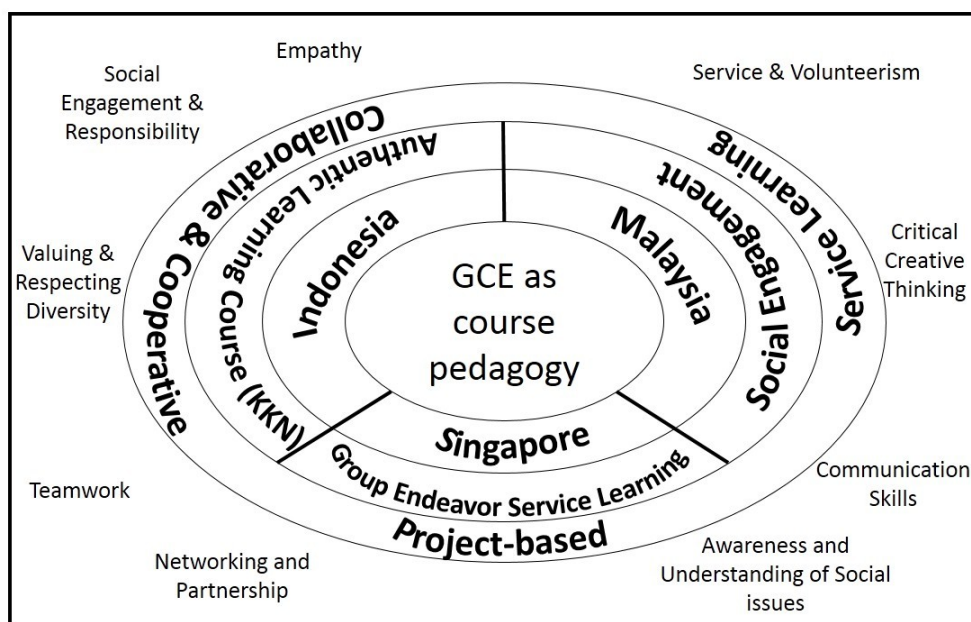


Figure 26. Framework of best pedagogical practices that integrate GCE in teacher education

I. GCE in the Outcomes of Teacher Education Curriculum (Overall)

Table 66

Overall extent of inclusion/use of GCE in the outcomes of teacher education curricula of three countries

Assessment Tools	Overall Mean	Overall Interpretation
Performance Assessment	4.78	Very Often
Collaborative/Group Projects	4.64	Very Often
Attitude and Values Scales	4.25	Often
Verbal Tests	3.98	Often
Creativity Tests	3.89	Often
Journals and Reflections	3.84	Often
Mastery Tests	3.84	Often
Portfolio Assessment	3.73	Often
Observational Technique	3.68	Often
Peer Appraisal	3.62	Often
Self-report Technique	2.89	Occasionally

Personality Assessment and Inventories	2.86	Occasionally
Standardized Tests	2.73	Occasionally
Teacher-Made Tests	2.66	Occasionally

In terms of assessing GCE-related learning outcomes students, lecturers and professors from three countries prefer to utilize performance assessment, collaborative/group projects, attitudes and values tests and creativity tests. It will be noticed that the assessment tools are comprehensively selected to address knowledge outcomes, skills outcomes and values/attitudes outcomes.

Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something. It includes designing and carrying out experiments; writing essays which requires students to rethink, to integrate, or to apply information; working with other students to accomplish tasks; demonstrating proficiency in using a piece of equipment or a technique, among others. Performance assessment promotes the concept of authenticity in the assessment procedures.

Collaborative group projects, as assessment tool, encourage students to rate themselves as well as other group members on specific criteria such as responsibility, contributing ideas, finishing tasks, etc. This can be done through various grading forms or having students write a brief essay on the group/members strengths and weaknesses. Collaborative group project assessment is appropriate for assessing students' participation in service learning community projects.

Attitude and Values Scale is designed to provide a valid, or accurate, measure of an individual's social attitude and values. Because of social desirability, this tool uses indirect methods like projective technique. Since GCE competencies cover different

values and attitude, the use of this scale is believed to be appropriate in assessing the presence of the said competencies among the students.

Verbal test/verbal reasoning test is assessing effective communication skills needed in the 21st century workplace. This test usually includes grammar, verbal analogies, and detailed instructions for vocabulary and work structure. This also includes spelling, sentence completion and reading comprehension.

Creativity test is an assessment tool that measures the ability of students to look for divergent thinking abilities and ability to create original ideas. The test is scored base on fluency, flexibility and original thinking.

As to date, the literature does not suggest any specific assessment tools that measure GCE competencies. According to UNESCO (2014), however, the monitoring and measurement of GCE can also be implemented in different ways, taking into consideration different aspects such as the inputs (e.g. educators' competencies, resources, tools, learning environment), and the process (e.g. teaching methods, types of actions, learners' engagement) and the outcomes (e.g. knowledge, values, attitudes and skills, and impact on communities).

III. Collective Community Service Learning Project (CoCoSeLP): A Proposed Model of GCE Integration in Teacher Education

Background and Introduction

Based on comprehensive literature review, global citizenship education emphasizes essential functions of education related to the formation of citizenship in relation to globalization. It is a concern of the relevance of knowledge, skills and values

for the participation of citizens in, and their contribution to, dimensions of societal development which are linked to local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world (Tawil, 2013).

Global Citizenship Education is a framing paradigm which encapsulates how education can develop the knowledge, skills, values, and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2014). It represents a paradigm shift in the conceptualization of citizenship education that it recognizes the relevance of education in understanding the resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills, and attitudes among learners that can facilitate international cooperation and promote social transformation (UNESCO, 2014).

Being one of the most emerging and important education agenda in the 21st century, several scholars in the field of education across the globe have already proposed approaches and strategies to integrate, incorporate, or introduce GCE in the formal curriculum. This is to ensure that students are prepared to become proactive citizens in an increasingly diverse, world.

The effort of integrating global citizenship education in the formal and non-formal curriculum is becoming a fast and important phenomenon in education. There is a myriad of evidences, as shown in literature and studies, that GCE is incorporated in the goals and

objectives, contents and processes of education in general. The models and approaches identified in the previous chapters prove that it is important to adjust our current citizenship education practices to the demands of the increasingly diverse but interconnected and interdependent world.

The existing models and approaches of GCE integration were general in nature which means that they offer abstract concepts and principles on how to educate for global citizenship. They offer ways on how to integrate global citizenship education concepts, issues and related concepts in the curriculum through specific pedagogies. For instance in the model of Oxfam (2006), Evans (2009), and Cabezudo (2013), they enumerated principles and characteristics of GCE pedagogies or GCE teaching and learning practices. However, specific pedagogies to deliver the GCE content or achieve the GCE goals and objectives were not made explicit. Teachers in the field need to know which of their current methods and strategies of teaching help promote GCE. If not, they need to explore and study new pedagogies that integrate GCE in the classroom effectively. This is one of the areas addressed in the proposed model.

It is worth mentioning that majority of existing models and approaches of educating for global citizenship revolve around the general education curriculum for basic education students. Admittedly, this is already a great contribution to the efforts in popularizing GCE in our schools. The proposed model of GCE integration is specifically intended for teacher education. As stipulated in the philosophies of teacher education of the three countries in this study, the teacher is expected to help produce the kind of citizens who are needed for national and global development. Thus it is with great

imperative to devise a way on how to prepare our teachers for global citizenship education simply because they can't give what they don't have.

The model development process started from identifying GCE concepts, issues and related concepts in the philosophy of teacher education, definition of competent teacher and teaching competency standards of Indonesia, Malaysia and Singapore. More importantly, it has gauged how GCE concepts, issues and related concepts are manifested or included in the teacher education curriculum through a GCE audit developed by the researcher based on published materials on GCE by UNESCO, APCEIU and Oxfam and validated by several experts on GCE across the globe. The audit covers the goals and objectives, contents, processes, and outcomes of teacher education. One very important part of the audit refers to the pedagogical practices, activities and method and strategies that are use to introduce, teach, or integrate GCE concepts, issues and related concepts in the curriculum. The common pedagogies used in three countries were established and their features/characteristics have been identified as bases for model development. The consistency of the methods and strategies to the goals and objectives and contents of the curriculum, even to the philosophy of teacher education and teaching competency standards was highly considered in the process.

The Proposed Model

In consideration of the top GCE concepts, issues and related concepts in the goals and objectives of teacher education curriculum such as globalization, global perspectives and viewpoints, national citizenship/citizenship education, diversity and unity, and multicultural education; in the contents of teacher education curriculum which are respect and tolerance, diversity and unity, globalization, multicultural education and national

citizenship/citizenship education; and in the processes of teacher education curriculum such as project-based method, collaborative and cooperative learning and service learning for methods and strategies and ‘developing effective communication skills’, ‘asking questions and thinking critically and creatively’, ‘cultivating empathy and the ability to understand deeply the situation of others’, ‘developing students’ sense of identity, self-reflection, and self-esteem’, and ‘applying learning to real-world issues and context’ for specific practices and activities; the Collective Community Service Learning Project (CoCoSeLP) is hereby proposed as a model of integrating GCE in teacher education through an instructional framework.

The Collective Community Service Learning Project (CoCoSeLP) is a dynamic, interactive and responsive approach to integrating global citizenship education in teacher education using a course pedagogy. It is dynamic and interactive because it utilizes the strengths of the project-based method combined with service learning and collaborative and cooperative learning methods. It gives the students the opportunity to explore, discover and learn actively and cooperatively in the natural environment. It is responsive because it allows pre-service students to work with the people in the community and other experts to offer solutions to felt needs and problems in the grassroots.

The CoCoSeLP offers a clear approach to integrating global citizenship education in the curriculum. Using this model, institutions of learning give provision to nurture GCE in the school and the community through a course pedagogy that enables learners to apply their knowledge and skills to selected communities under the spirit of service and learning at the same time. This model offers alternative ways to advance GCE in both the formal and non-formal curriculum.

CoCoSeLP is a course pedagogy. Similar to the Authentic Learning Course of Indonesia, the Social Engagement of Malaysia and the Group Endeavour Service Learning of Singapore, the nature of the proposed model of integration is a course pedagogy. Unlike other subjects/courses that integrate global citizenship education such as Multicultural Education, Character Education, Citizenship Education and Ethics and Moral Education, CoCoSeLP covers the content relevant to GCE as they happen in real community situations at the same time becomes as an avenue for the learners to authentically experience GCE through the different community projects. The course pedagogy also serves as vehicle to attain the global citizenship education competencies (knowledge, skills and values) included in the goals and objectives of the teacher education curriculum, philosophy of teacher education, and teaching competency standards. In this study, course pedagogy refers to a course or subject in the teacher education curriculum that is offered to all pre-service teacher education students. The contents of the CoCoSeLP will depend of social issues and problems experienced and felt by the members of the community. The course will have its own space in the curriculum as a common course in education (basic education courses, essential courses) with a certain number of units or credits assigned to it.

CoCoSeLP allows students to work collaboratively and cooperatively with each other; work and establish relationship with local community leaders and members including NGOs; conduct needs analysis and project planning, design, implementation; address national and global issues in local context or setting; and promote awareness and understanding of cultural differences and develop respect and tolerance in local communities.

The Framework of the Proposed Model

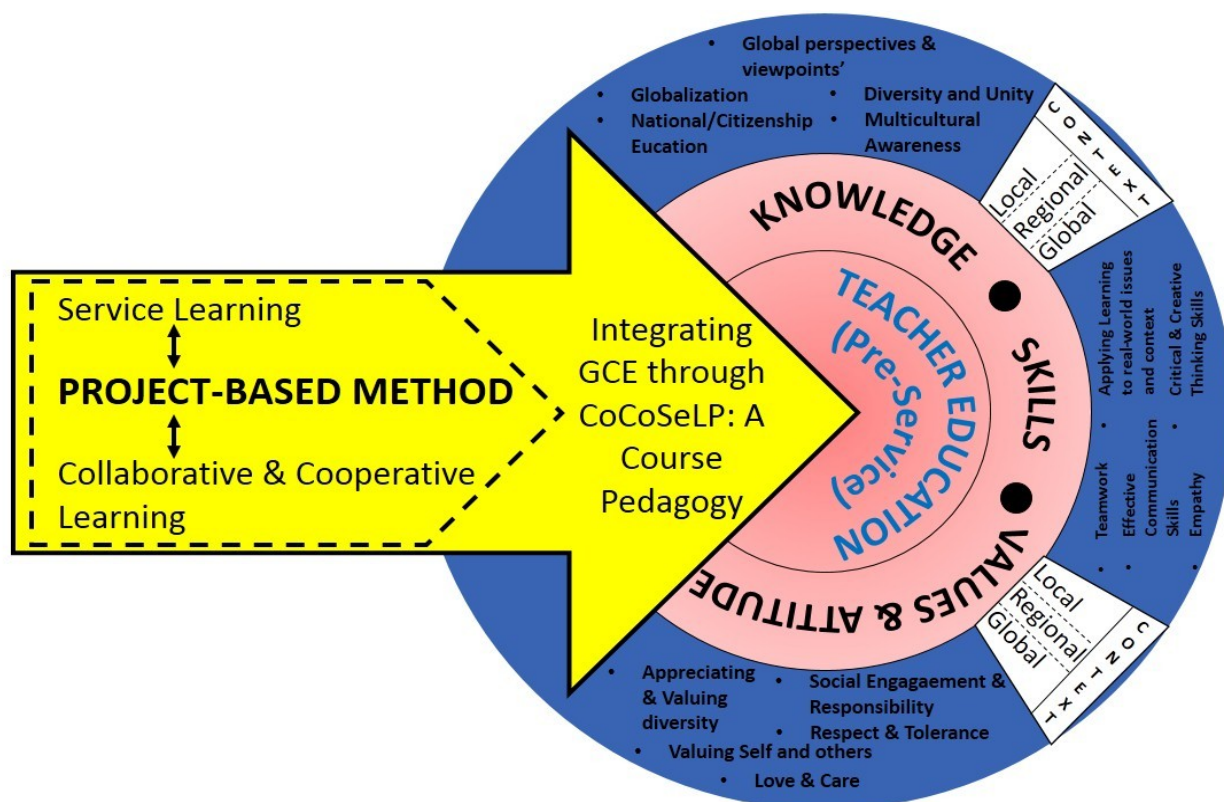


Figure 27. The Framework of Collective Community Service Learning Project

The CoCoSeLP is basically a group project method combined with collaborative and cooperative learning method and service learning. The three methods share common strengths and they synergistically move towards the desired objectives of the course. According to Buck Institute of Education (2008), project-based is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. According to Thomas (2000), project-based requires complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision-making, or investigative activities; gives the students the opportunities

to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations. This is also supported by Marx et al (1994) when they explained that project-based instruction often has a driving question that is anchored in a real-world problem; investigations and artifacts that allow students to learn concepts, apply information, and represent knowledge in a variety of ways; collaboration among students, teachers, and others in the community so that participants can learn from one another.

Collaborative and cooperative learning is a scenario in which two or more students learn or try to learn something novel together. Different from individual learning, learners engaged in collaborative or cooperative learning invest on each other's resources and skills like asking one another for information, assessing each other's ideas and opinions, monitoring each other's work, etc. This strategy is based on the principle that knowledge can be formulated within a learning community wherein all members dynamically interact with each other by sharing experiences and take on asymmetry roles. More specifically, collaborative and cooperative learning engages learners in a common task where each member depends on and is accountable to each other (www.edutopia.org).

Service learning is a teaching and learning approach that incorporates meaningful service to the community coupled with instruction and reflection to enhance learning experience, teaches civic responsibility, and strengthens communities. Specifically, it involves students in community service activities integrated with facilitated means for applying the experience to their academic and personal development (Chicago Public Schools, 2002).

Collaborative and cooperative learning and service learning are usually used in group projects that are implemented in depressed, remote and poor communities. Students work together in planning, implementing, monitoring and evaluating service learning projects under the spirit of teamwork and partnership with people in the communities and non-governmental organization. By using the said strategies, students learn awareness of social issues and problems; develop skills of communication, critical and creative thinking, and show empathy and appreciation of diversity and differences.

In this model, the students will collectively plan, design, implement, monitor and evaluate different projects in depressed or underserved communities based on identified needs. The students will seek the expert assistance of non-governmental organizations and work hand in hand with community leaders to ensure the successful implementation of the project. In the end, the groups will need to prepare project reports and documentation and present the same to their instructors/professors. The course instructor/professor will assist the students from the first part of the process until the end. He/she will make sure that students are on track achieving the objectives of the project. He/she will also facilitate student assessment based on certain criteria and showcase good projects of students.

The CoCoSeLP aims to develop among the pre-service teachers the knowledge, skills and values and attitudes relevant to global citizenship education. For knowledge, the students are expected to develop awareness and understanding of globalization, global perspectives and viewpoints, multicultural education, diversity and unity and national/citizenship education. Under skills, the student will enhance effective communication skills, empathy, critical and creative thinking skills, teamwork and the

ability to apply learning to real-world issues and context. Under values and attitudes, the students will uphold respect and tolerance, social engagement and responsibility, appreciating and valuing diversity, love and care, and valuing self and others.

It is also good to highlight that the competencies in the form of knowledge, skills and values and attitudes included in the proposed model were also related to the GCE concepts, issues and related concepts found in the policy framework and standards of teacher education of Indonesia, Malaysia and Singapore as revealed in the findings of study. The model also maintains the idea that the specific knowledge, skills and values and attitudes in the proposed model adhere to the cosmopolitan view of global citizenship education advocated by UNESCO, APCEIU and Oxfam.

The model is flexible and is also open to accommodate critical GCE competencies which were not much given much attention in teacher education curriculum due to various reasons and limitations but are found to be important in GCE literature as revealed by UNESCO, APCEIU and Oxfam like issues of power relations and dynamics, human rights, gender equality, world/social justice, peace and conflict and social equality. It will also be understood that the competencies are overlapping and highly related with each other. For instance, one's knowledge and understanding of diversity and multicultural literacy could be translated to valuing and appreciating diversity and respect and tolerance as values and attitudes, vice versa.

Areas of Work and Target Participants

The group projects that will be implemented in selected communities will be based in identified community needs, issues and problems that are relevant to the

members of the community. Based on the results of GCE audit, the areas of work are presented but not limited to the following:

1. Basic Literacy
2. Environmental Education
3. Health Education and Safety
4. Community Building and Development
5. Livelihood and Non-Formal Education
6. Social Welfare (esp. women and children)
7. Disaster Prevention and Recovery
8. Poverty, Hunger and Malnutrition
9. Character Building and Moral Recovery
10. Civic Education
11. Education for Sustainable Development
12. Mental Health
13. Responsible Parenting
14. Peace and Conflict Resolution

The different projects could target different members of the community population. More specifically, the projects will benefit the underprivileged and vulnerable members of the community like the disabled/sickly, elderly, children, young adolescents, out-of-school youth, among others.

Proposed Process of Implementation

The suggested steps and activities stipulated below are flexible and open to modifications and adjustments. They are just developed to give the students the idea of the basic elements that should be present in working on the proposed model.

Table 67

Proposed process of implementation of CoCoSeLP

Steps	Activities	Important Considerations

1	All students attend an orientation to the Course Pedagogy on CoCoSeLP	• Instructor/Professor discusses the course overview including the objectives, contents and processes of the course. • Students share their own expectations, strengths and limitations
2	Students are grouped together	• 8-10 members per group • Grouping is based on program cohort • Composition of groups should observe diversity in gender, age, beliefs, economic background • Each group will select a leader/facilitator and a recorder
3	Group leaders/facilitators and recorders attend a training on project design, implementation and management including facilitating skills	• Group leaders and secretaries re-echo the said training to their group members and initiate team-building in the group level by knowing each other well and being aware of individual's strengths and weaknesses
4	School through the CoCoSeLP instructors and professors invites different non-governmental organizations to share among the students the suitable projects in different communities. This is also to increase the awareness of students of different social issues and problems that are happening in different communities.	• Students consider the different programs conducted by NGOs as benchmark to their future community service learning projects. • Students will decide which project to implement and what area to address. In this case, the feasibility of the project should also be considered.
5	Student conduct needs analysis in an identified community	• The needs analysis will focus on specific needs (For instance, the students decide to focus on basic literacy, needs analysis will highlight specific skills in reading, writing and arithmetic that are lacking among the children in the community). • Students may also hold meetings and consultations with community leaders and relevant NGO to help them understand the need.
6	Groups prepare their project proposals which includes the project design, pre-implementation, implementation and monitoring plans, etc.	• Instructors/professors approve the project proposal. They will also give inputs to fine tune and improve the proposals of students • It is expected that students have observed pre-implementation requirements like permission from community officials/leaders, orientation and initial exposure or engagement with target participants, preparation of materials, coordination with partners, NGOs, etc, and designation of roles and functions.
7	Groups implement and monitor the	• Instructors/professors monitor the project

	project.	implementation of students based on the project plan. They may devise non-traditional way of monitoring like the use of online forms and documentation. Once in a while, they visit their students on site.
8	Groups evaluate their projects	• The students with the help of instructors/professors develop an evaluation tool to measure the strengths and the areas of improvement of the projects including the participation of group members. • Evaluation process should involve the group members themselves, the participants, community leaders, NGO representatives, and the instructor/professor. • It is important the group members have debriefing session after the project evaluation moderated by the instructor/professor. Debriefing should highlight knowledge, skills and values learned all throughout the duration of the project.
9	Groups prepare the technical report with appropriate documentation	• Format of the report will be common to all groups. All instructors/professors may agree on the common parts and the necessary annexes. One important part is reflection and insight of individual members of the group about their project.
10	CoCoSeLP Showcase Day	• All groups will display, exhibit or showcase their projects (through proper documentation) to the members of the school community. • Instructors/Professors based on assessment results/criteria, will identify best/potential projects.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings including the appropriate conclusions and recommendations for future research endeavours. The flow of presentation observes the order of research questions stated in the first chapter.

Summary of Findings

This study on comparing global citizenship education pedagogies in Southeast Asia aimed at knowing the overarching policy framework and standards of teacher education in relation to global citizenship education. It also measured the extent of inclusion or use of GCE concepts, issues and related concepts in teacher education curriculum in terms of goals and objectives, contents, processes and outcomes of teacher education. More specifically, it identified best pedagogical practices of GCE as bases of proposing a new model of integration of GCE in teacher education. This study utilized a descriptive-comparative method of research using a multiple case study approach with a mix of quantitative and qualitative data gathering techniques/tools. It has covered Indonesia, Malaysia and Singapore represented by the different teacher education universities/institutes which are included in this study.

The overarching policy framework and standards of teacher education in Southeast Asia in terms of philosophy of teacher education, definition of competent teacher, teaching competency standards, teacher education programs, and entry requirements and credentials to teacher education programs are as follows:

Philosophy of Teacher Education

1. In Indonesia, the philosophy/vision/mission of teacher education revolves around producing teachers who possess high morals, competitiveness and value democracy, general welfare and excellence amidst the era of globalization and based on the nation's philosophy or Pancasila. The Pancasila includes the belief in

the One and Only God, just and civilized humanity, the unity of Indonesia, democracy guided by the inner wisdom of deliberations among representatives, and by creating social justice for the entire people of Indonesia.

2. The national philosophy of ‘just and civilized humanity’, ‘unity and democracy’, and ‘social justice’ are very relevant to global citizenship education. The aim of producing teachers who are ‘creative’, ‘democratic’, ‘responsible’, ‘with high morals’, and ‘competitive’ in consideration of ‘globalization’ being an economic, social and cultural phenomenon is also related to global citizenship education.
3. Malaysia’s philosophy of teacher education revolves around the “teacher who is noble in character, progressive and scientific in outlook, committed to uphold the aspirations of the nation, and cherishes the national cultural heritage, ensures the development of the individual and the preservation of a united, democratic, progressive and discipline society.” This is based on the national philosophy of education which aimed to develop the potential of individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God.
4. In relation to global citizenship education, the national aspirations that have influenced the formulation of the national philosophy of teacher education reflect ‘moral and ethical values’, ‘democracy’, ‘tolerance’, ‘just and equitable’, ‘responsibility’ and ‘harmony’. More specifically in teacher education, teachers are expected to commit and uphold these very ideals that built the Malaysian society. Teachers are tasked to ensure the development and the preservation of ‘united’, ‘democratic’, ‘progressive’ and ‘disciplined’ society.

5. Singapore's teacher education program is driven by its desire to develop the attributes of a 21st century teaching professional which for them serve as a guide towards 21st century teacher education. Teacher education is robustly anchored on the three-pronged sets of values with skills and knowledge (V3SK) necessary of a 21st century teaching professional enclosed by the central pillar of values. The V3SK framework clearly articulates NIE's teacher education philosophy. It strongly placed the learner at the central point of its teacher education mission.
6. Specific values (i.e., empathy, valuing diversity, inquiring nature, adaptive and resilient, ethical, collaborative, social responsibility and engagement), skills (e.g. reflective skills and thinking, technological skills, social intelligence) and knowledge (e.g. multicultural literacy, global awareness, environmental awareness) are all related to the concepts of global citizenship education. The values, skills and foundational knowledge of teacher education under the V3SK model reflect the knowledge, values and skills that are central to GCE. Likewise, the development of the aforementioned skills was also the main concern of GCE pedagogies
7. Indonesia, Malaysia and Singapore promote 'democracy', 'unity', 'diversity', 'respect' and 'tolerance', 'responsible citizenship' and 'Social Justice and Equity' in their philosophy/vision/mission of teacher education. They also acknowledge developing the competitiveness of their future teachers under the context of 'globalization'. However, the term 'global citizenship' is not much discussed in the philosophy of teacher education.

Definition of Competent Teacher

8. Indonesia defines a competent teacher as one who possessed mastery of content knowledge, personal characteristics such as honesty, religiousness and excellent communication skills in written and oral language, among others. Other competencies are stipulated in the teaching competencies standards based on the country's Teacher Law (The Teacher Law No. 14/2005).
9. Malaysia's definition of a competent teacher is one who is noble in character; has a progressive and scientific outlook; is committed to upholding the aspirations of the nation; cherishes the national cultural heritage; and ensures the development of the individual and the preservation of a united, democratic, progressive and disciplined society.
10. For Singapore, a competent teacher possesses the attributes of a 21st century teaching professional who will be prepared to carry out his/her functions in a rapidly-changing world. A competent teacher is one who embodies national responsibility. He/she contributes in shaping the future of the country by educating students who are prepared for the world of work and critically equipped to face the challenges of today's dynamic global landscape that is marked by modern technological advancement and development.
11. The definition of a competent teacher includes specific knowledge, skills, and values that are expected of every teacher in Indonesia, Malaysia, and Singapore. Although, they have their own way of stating their definitions, each reflects being nationalistic, competitive in terms of knowledge and skills in teaching, moral and ethical, and aware of national and global expectations. On the other hand, there is

an insignificant reference to the term ‘global citizenship’ in the definition of a competent teacher.

Teaching Competency Standards

12. The teaching competency standards of Indonesia are classified into four (4) major competencies: pedagogical, personal, professional and social.
13. The teaching competency standards of Malaysia are categorized into three big strands or classifications: professional teaching values, knowledge and understanding, and teaching and learning skills.
14. The teaching competency standards of Singapore are categorized into four major strands namely: (1) cultivating knowledge, (2) winning hearts and minds, (3) knowing oneself and others, and (4) working with others.
15. The teaching competency standards of Indonesia, Malaysia and Singapore can be summarized into three major competencies namely: Subject Matter and Pedagogical competence, Personal and Social Competence and Professional Teaching Competence. In those three major competencies (including specific competencies for each), ‘global citizenship’ per se is not much discussed or mentioned.
16. The specific teaching competency standards of Indonesia, Malaysia and Singapore represent the knowledge, skills and values and attitudes which serve as key elements of responsible global citizenship.

Teacher Education Programs

17. Indonesia offers the following teacher education programs: Bachelor of Elementary Education (4 years), Bachelor of Education with Specialization (4

years), Professional Teacher Training (1-2 years), Other education-related courses (Psychology, Counseling, Special Education) and Post-Graduate Diploma in Teaching (1 year).

18. Malaysia provides the following programs: Bachelor of Teaching with Specialization and Foundation Program (4 + 1.5 years), Bachelor of Education with Specialization (4 years), Bachelor of Arts with Education (4 years), Bachelor of Science with Education in Math and Science (4 years), Bachelor of Islamic Education (4 years) and Post Graduate Diploma in Teaching (1 year).

19. Singapore offers the following programs: Bachelor of Arts in Education with Specialization (4 years), Bachelor of Science in Education with Specialization (4 years), Bachelor of Education (3.5 years), Diploma in Education (1-2 years) and Post-Graduate Diploma in Education (1-2 years).

20. Indonesia, Malaysia and Singapore share common or similar teacher education programs namely: Bachelor of Education, Bachelor of Science in Education, Bachelor of Arts in Education and other education-related courses.

Entry Requirements and Credentials to Teacher Education Programs

21. Indonesia designed its own set of requirements to determine students, who will qualify for their teacher education program which includes high GPA in high school, passing the admission test/apptitude test, language proficiency, among others.

22. Malaysia has set-up its own Malaysian Public Examination to determine the equivalent education level of students entering college programs. This is equivalent to the Singapore-Cambridge GCE assessment. Once admitted, pre-service teacher education students enjoy certain allowances from the government to be used to finance their education-related expenditures like boarding/lodging, books, tuition, etc.
23. Singapore, has utilized the Singapore-Cambridge General Certificate Education (GCE) Assessment as a main basis (among other requirements) to facilitate selection of high school graduates who will enter the teacher education program in NIE- the sole provider of pre-service teacher education in Singapore. The Singapore-Cambridge GCE is internationally-benchmarked and required in international programs like the pre-service teacher education in Singapore.
24. In general, entry to teacher education programs in three countries is relatively competitive. The universities/institutes make sure that they get the best materials for the teaching profession although the countries vary dramatically in terms of recruitment and procedures.

In terms of inclusion or use of GCE concepts, issues and related concepts in teacher education curriculum, the following findings are revealed:

GCE in the goals and objectives of teacher education curriculum

25. The top five GCE concepts, issues and related concepts which are included or mentioned in the goals and objectives of teacher education in Indonesia are ‘globalization’, ‘respect and tolerance’, ‘diversity and unity’, ‘global perspectives and viewpoints’, and ‘multicultural education’.

26. The top GCE concepts, issues and related concepts which are included in the goals and objectives of teacher education in Malaysia are the following: ‘diversity and unity’, ‘globalization’, ‘multicultural education’, and ‘respect and tolerance’. In addition to the aforementioned, several respondents added the concept of ‘lifelong learning’ in the goals objectives of teacher education curriculum.
27. There is a significant number of GCE concepts, issues and related concepts that are manifested in the goals and objectives of teacher education curriculum in Singapore as perceived by the lecturers and professors. The top concepts among them are ‘globalization’ ‘diversity and unity’, ‘global interconnectedness, interdependence and responsibility’, ‘global perspectives and view points’, ‘intercultural education’, ‘multicultural education’, ‘national citizenship/citizenship education’, and ‘respect and tolerance’.
28. In general, the three countries in Southeast Asia (Indonesia, Malaysia and Singapore) include the top five GCE- related concepts of ‘globalization’, ‘national citizenship/citizenship education’, ‘global perspectives and viewpoints’, ‘multicultural education’, and ‘diversity and unity’ in the goals and objectives of teacher education curriculum. The term ‘global citizenship’ is often mentioned in the goals and objectives of teacher education curriculum. On the other hand, ‘regionalism and ASEANness/ASEAN identity’ is the only concept that is rated ‘occasionally’ which means that the goals and objectives of teacher education curriculum in three countries do not yet consider giving a significant space of this concept in the curriculum despite the integration of ASEAN member states.

GCE in the contents of teacher education curriculum

29. The top GCE concepts, issues and related concepts that are perceived to be included in the teacher education curriculum of Indonesia are ‘democracy and democratic citizenship’, ‘diversity and unity’, ‘respect and tolerance’, ‘religious diversity’, ‘globalization’, ‘national citizenship/citizenship education’ and ‘multicultural education’.
30. In Malaysia, there is a good space in the curriculum for GCE concepts, issues and related concepts like ‘multicultural education’, ‘education for sustainability/environmental education’, ‘respect and tolerance’, ‘diversity and unity’, and ‘globalization’.
31. GCE concepts, issues and related concepts spread widely in the contents of teacher education curriculum of Singapore. It gives emphasis on the following ‘globalization’, ‘global perspectives and viewpoints’, ‘multicultural education’, ‘respect and tolerance’, and ‘ethnic and indigenous identity’.
32. The contents of teacher education curriculum in three countries consistently reflect the GCE concepts, issues and related concepts that are included in the goals and objectives of the curriculum. These include ‘respect and tolerance’, ‘diversity and unity’, ‘globalization’, ‘multicultural education’, and ‘national citizenship/citizenship education’. Also, the term ‘global citizenship’ is often included or mentioned in the contents of teacher education curriculum in different subjects that integrate GCE concepts, issues and related concepts. In contrast, the following are GCE concepts, issues and related concepts that are occasionally

mentioned in the contents of teacher education curriculum: ‘underlying assumptions of power dynamics’, ‘regionalism and ASEANness/ASEANCommunity/ASEAN identity’, ‘human rights, ‘poverty, hunger & health issues, ‘peace education and conflict resolution’, and ‘world/social justice and equity’.

GCE in the processes of teacher education

Specific Practices and Activities

33. In Indonesia, teachers give high value to developing ‘effective communication skills’, ‘cultivating empathy and the ability to understand deeply the situation of others’, ‘asking questions and thinking critically and creatively’, ‘exploring issues of social justice locally and globally’, and ‘applying learning to real-world issues and context’.
34. In Malaysia, the top five activities include ‘developing effective communication skills’, ‘developing students’ sense of identity, self-reflection, and self-esteem’, ‘asking questions and thinking critically and creatively’, ‘applying learning to real-world issues and context’, and ‘cultivating empathy and the ability to understand deeply the situation of others’.
35. Majority of the specific practices and activities that relate to GCE are observed in the delivery of teacher education curriculum in Singapore. These include ‘allowing students to manage complexity and uncertainty’, ‘applying learning to real-world issues and context’, ‘asking questions and thinking critically and

creatively’, ‘cultivating empathy and the ability to understand deeply the situation of others’, and ‘developing effective communication skills, among others’.

36. Indonesia, Malaysia and Singapore are unanimous in implementing the following specific practices and activities that promote GCE concepts, issues and related concepts in the processes of teacher education curriculum: ‘developing effective communication skills’, ‘asking questions and thinking critically and creatively’, ‘cultivating empathy and the ability to understand deeply the situation of others’, ‘developing students’ sense of identity, self-reflection, and self-esteem’, and ‘applying learning to real-world issues and context’. However, they rarely encourage discussion on different sexual orientation and respect for people who have such orientation.

GCE-Identified Pedagogical Methods and Strategies

37. In Indonesia, the respondents agree that collaborative and cooperative learning and service learning as teaching strategy are used very often in integrating GCE concepts, issues and related concepts in teacher education.
38. In Malaysia, the methods and strategies which are used to integrate GCE concepts, issues and related concepts in the teacher education curriculum are collaborative and cooperative learning, computer/technology-mediated instruction, service learning, project-based method, problem-based method, and problem solving method.

39. In Singapore, the lecturers and professors prefer to use service learning, collaborative and cooperative learning and computer/technology-mediated instruction very often in integrating GCE concepts in the classroom.
40. In three countries, the top five methods and strategies are collaborative and cooperative learning, service learning, computer/technology mediated instruction, project-based method and problem-based method.

Best pedagogical practice that integrate GCE in teacher education

41. In Indonesia, the most appropriate pedagogy that integrates GCE concepts, issues and related concepts in teacher education curriculum are collaborative and cooperative learning, project-based and problem-based learning methods. The said methods are utilized in the delivery of the community service learning course called Kuliah Kerja Nyata (KKN) which is translated as Authentic Learning Course.
42. In Malaysia, best pedagogical methods that integrate GCE concepts, issues and related concepts in teacher education curriculum are collaborative and cooperative learning, project-based method and problem-based method. They said methods are highly utilized in social engagement course for teachers.
43. In Singapore, most appropriate pedagogical practice that can be used to integrate GCE concepts, issues and related concepts in teacher education curriculum is service learning. In NIE, a pedagogy course on Group Endeavour Service learning (GESL) is required of all pre-service students.

44. Common to three countries, the most appropriate pedagogical practices that integrate GCE concepts, issues and related concepts in teacher education curriculum are collaborative and cooperative learning, project-based method and service learning. These methods were utilized combined with each other rather than individually. More concretely, they were used significantly in courses that are conducted in communities: Kulia Kerja Nyata/Authentic Learning Course in Indonesia; Social Engagement Course in Malaysia; and Group Endeavour Service Learning in Singapore.

GCE in the outcomes of teacher education

45. In Indonesia, teachers prefer to use performance test ‘very often’ in measuring GCE related competencies in teacher education. Other than this, they also favour collaborative group projects, attitude/value scales, peer appraisal, teacher-made tests and verbal tests.

46. In Malaysia, teachers prefer to use performance assessment and collaborative/group projects more often. Journals and reflections, creativity test and verbal tests are the immediate options which are utilized often.

47. In Singapore, the lecturers and professor prefer the use of attitude and values scales, collaborative/group projects, mastery tests, and performance test very often.

48. In terms of assessing GCE-related learning outcomes students, lecturers and professors from three countries prefer to utilize performance assessment, collaborative/group projects, attitudes and values tests and creativity tests.

Based on the common GCE pedagogies in three countries, both general pedagogical methods and strategies and specific practices and activities, the proposed model of GCE integration in teacher education is presented below:

49. Collective Community Service Learning Project (CoCoSeLP) - the CoCoSeLP is a dynamic, interactive and responsive approach to integrating global citizenship education in teacher education using a course pedagogy. It is dynamic and interactive because it utilizes the strengths of the project-based method combined with service learning and collaborative and cooperative learning methods. It gives the students the opportunity to explore, discover and learn actively and cooperatively in the natural environment. It is responsive because it allows pre-service students to work with the people in the community and other experts to offer solutions to felt needs and problems in the grassroots.

Conclusions

Based on the findings of the study, the following conclusions are hereby forwarded:

Overarching Policy Framework and Standards of Teacher Education

Philosophy of teacher education

1. The philosophy/vision/mission of teacher education of countries in Southeast Asia is a reflection of one's country's philosophy and the national philosophy of education. The fundamental knowledge, values and skills that they expect to produce among the teacher graduates represent the strong value they bestow upon their teachers. Teachers are regarded as important people in the nation responsible for promoting nationhood, democracy, unity, social justice and morality. The

philosophy of teacher education is also a manifestation of their recognition of the expanding role of teachers to produce citizens in an increasingly demanding globalized world although ‘global citizenship’ is not much discussed in the philosophy.

Definition of a competent teacher

2. The countries in Southeast Asia define the competent teacher as one who promotes the values stipulated in the philosophy of teacher education. In addition, they expect their teachers to be masters of discipline/knowledgeable in the field, competent in terms of the demands of teaching and learning process and possessing noble character. They also describe a competent teacher who is aware of national and global expectations.

Teaching Competency Standards

3. The countries in Southeast Asia share common competency standards for teachers. They believed that teachers in the region should be proficient in subject matter and pedagogical competence, personal and social competence, and professional teaching competence. The process of developing teachers in Southeast observes the principles of holistic development in all areas of competencies expected of a teacher not only in the region but in the world. The teaching competency standards also recognize the need to develop the knowledge, skills and values and attitude relevant to global citizenship education.

Teacher education programs

4. Although the delivery of teacher education programs varies from one country to another, the pre-service programs are almost similar to all Southeast Asian

countries (with the exemption of Brunei Darussalam). The Bachelor of teaching/education, Bachelor of Arts/Science in Education is a common program in majority of the countries normally offered in an average of 4-5 years including a preparatory or foundation course. It can be said that teacher education programs are internationally benchmarked and that they have adhered to standards set by international organizations/agencies that regularly measure performance and products of higher education institutions.

Entry requirements and credentials to teacher education programs

5. Since entry to teacher education programs is determined and facilitated by the Ministry of Education via a rigid process, teacher education program in three countries is highly competitive. The importance given to teachers and the teaching profession has enabled the nations to maintain a dynamic education system capable of delivering quality education to meet changing needs and demands of the 21st century. It is therefore crucial to Southeast Asian countries to attract and retain the people capable of educating the youth and the next generation. In Singapore and Malaysia, the value given to students training to become teachers is very much observed through the incentives and benefits given to pre-service student teachers during the course of their training in the form of salary/remuneration/allowances and the assistance given upon deployment to different school after graduation from the teacher training universities/institutes.

Inclusion or Use of Global Citizenship Education Concepts, Issues and Related Concepts in Teacher Education Curriculum

GCE in the goals and objectives of teacher education curriculum

6. The goals of objectives of teacher education curriculum in Southeast Asia give value to global citizenship education. Although 'global citizenship' is not explicitly mentioned in the goals/objectives, the other global dimensions of education are included in the goals such as globalization, global viewpoints and perspective, multicultural education and diversity and unity. All countries also highlight national citizenship/national responsibility in the goals and objectives of teacher education curriculum. Hence, it can be concluded that there exist a balance between national and global significance in the curriculum. The countries maintain the importance of developing among the future teachers the values of nationhood and democracy at the same time prepare them for the challenges on an increasingly diverse, fast-changing world economically, socially, and politically.
7. Despite the ASEAN integration, regionalism and ASEANness/ASEAN identity is not much discussed in the goals and objectives of teacher education curriculum. The efforts of the governments to integrate economically, socially, and politically has not taken roots yet in the field of teacher education.

GCE in the contents of teacher education curriculum

8. The GCE in the contents of teacher education curriculum reflects congruency to the goals and objectives. In addition to the concepts mentioned above, the contents of the curriculum include the discussion of 'respect and tolerance' which is needed in multicultural, diverse societies.
9. There are several explicit subjects or courses in the teacher education curriculum specifically in basic teacher education courses/essential courses that mention global citizenship or related concepts and integrate them in the said subjects

(Multicultural Education, Citizenship and Character Education, Moral Education, etc).

10. Consistently, regionalism and ASEANness/ASEAN identity is not much discussed in the contents of teacher education curriculum. This also includes human rights, poverty and hunger, peace education and conflict resolution and world/social justice. In Oxfam (2006), the enumerated concepts and issues reflect important knowledge, skills and values that are essential to global citizenship education. This may be attributed to the way the governments view or perceive issues of human rights and social justice.

GCE in the processes of teacher education curriculum

11. In terms of specific practices and activities, teacher education institutions in three countries share common commitment to develop effective communication skills, critical and creative thinking and applying learning to real-world issues and context among future teachers. The said skills are important to survive the challenges of the modern world; indeed, teachers are being prepared for 21st century education. In addition, there is a necessity to cultivate self-awareness and identity and empathy especially in an increasingly diverse, interconnected and interdependent world. On the other hand, encouraging discussion on different sexual orientation and respect for people who have such orientation is not reinforced in the classroom. Sexual orientation, as a topic, which includes discussion on LGBT seems to be taboo in Indonesia, Malaysian and Singaporean society or at least in teacher education. This could be strongly attributed to the religious beliefs and dogmas of the said countries.

12. In terms of GCE-identified pedagogical methods and strategies, respondents believe that the use of project-based learning, problem-based learning, collaborative and cooperative learning, service learning and computer/technology mediated instruction will promote GCE in teacher education classrooms. This is further enhanced when respondents concluded that the project-based learning, collaborative and cooperative learning and service learning are the most appropriate pedagogies that can integrate GCE in teacher education and that the can serve as bases in model development.

13. The project-based learning, collaborative and cooperative learning and service learning (or the combinations of the three) are significantly used in course pedagogies offered in teacher education curriculum of Indonesia, Malaysia and Singapore. The said course pedagogies are delivered through group projects in selected communities under the spirit of collaboration and cooperation, service and learning with and among classmates, teachers, experts, community leaders and community members.

GCE in the outcomes of teacher education curriculum

14. Based on the preferred assessment tools that will measure GCE competencies, GCE is interpreted as more of a manifestation of skills and values in real life situations. More than knowledge, future teachers should possess the values of respect and appreciate diversity, tolerance, cooperation and unity, empathy, among others. They are also expected to manifest concretely the skills of effective communication, critical and creative thinking, problem-solving, etc.

The Proposed Model of Integration

15. There is a need to develop a model of integration of GCE concepts, issues and related concepts specifically in teacher education. Future teachers must be equipped pedagogically on how to prepare their students for the challenges of globalization in economics, socio-cultural and political dimensions.
16. The model of integration should offer concrete ways, through the different methods and strategies of teaching, to teach, introduce or integrate GCE in the curriculum. It must offer alternative way/s in advancing GCE in both the formal and informal curriculum.
17. The model should be dynamic and interactive to promote the active participation of the learners in the teaching-learning process. The model should be responsive to make the learners understand the different social issues and problems, nationally or globally, and encourage them to be the solutions that they can be amidst the diversity of social issues and problems grossly affecting different human communities- children, out-of-school youth, elderly, women, differently-able and other vulnerable people.
18. The model should offer real solutions to real problems that are felt by people in depressed, underprivileged communities. It must give value to collaboration and cooperation, appreciating and valuing diversity, service and learning. It must promote global citizenship education in the teacher education curriculum.

Recommendations

This study has revealed several findings related to the policy framework and standards of teacher education in Indonesia, Malaysia and Singapore. It has also provided significant information on global citizenship education and related concepts in the goals

and objectives, contents, processes and outcomes of teacher education curriculum. However, there is need to further advance GCE both in the formal and informal curricula; hence, the following recommendations are hereby offered:

1. analyze the policy framework and standards of teacher education in relation to global citizenship education in other Southeast Asian countries like Brunei Darussalam, Cambodia, Laos, Vietnam, Thailand and the Philippines; and other Asian countries like China, Japan and Korea. The analysis should also include the context, contents and processes of GCE and teacher development in the said countries. In this way, countries will be learning from best practices of others and come up with a regional approach to GCE in teacher education.
2. measure the inclusion or use of GCE and related concepts in the teacher education curriculum of other Southeast Asian countries and other Asian countries like China, Japan and Korea. Identify which areas are the strengths and which components need further reinforcement.
3. identify best practices in teaching or integrating GCE in the curriculum in terms of content and pedagogy outside the three countries covered in this study. Establish commonalities among these practices and come up with an alternative model of integrating GCE in the curriculum.
4. compare the extent of inclusion or use of GCE in teacher education curriculum using the analysis of course syllabi, instructional materials and actual classroom delivery or implementation of the lessons.
5. explore the possibility of looking into GCE practices not only in basic teacher education courses and social science and humanities but also in the field of physical and natural science, arts and languages, mathematics, physical education, psychology and other areas.

6. explore possible pathways of integrating critical GCE in the teacher education in Southeast Asia which will give way to more empowered teacher education graduates. Critical GCE includes underlying assumptions of power dynamics, imperialism, human rights and social justice, gender identity and ethnic and religious diversity.
7. devise ways and means on how to increase the discussion of regionalism/ASEANness/ASEAN identity in teacher education and take advantage of the integration by establishing networks and partnership to advance the academic study of ASEAN identity, regional cooperation and unity, peace and stability in the region and the world.
8. establish linkage with different governmental and non-governmental organizations, advocacy groups, international humanitarian and education agencies to seek technical and professional assistance in bringing GCE in teacher education strategically and holistically.
9. study how the different organizations mentioned above implement their projects relevant to GCE and capture good practices in terms of program implementation, management and evaluation in the communities. This will be helpful to the students who will eventually roll out their projects in identified communities.
10. try-out existing models and proposed model (like CoCoSeLP) of GCE pedagogy in basic education, teacher education, or higher education and explore the possible application of the chosen model in local context and setting.
11. develop instructional materials which specifically target the integration of GCE in the curriculum. It is advised that the materials also used local or indigenous materials so that students can find a relevant connection between the local and global context.

12. highlight the link or connection of GCE knowledge, skills and values including the different social issues and problems across the local, regional and global contexts and promote respect and understanding amidst diversity and interconnectedness.
13. develop a comprehensive assessment tool that will measure GCE in the school level across the curriculum, co-curricular activities, school culture, knowledge and values and skills of school personnel, teachers and students.
14. utilize exploratory factor analysis of items under the processes of teacher education in the GCE audit/assessment form specially the specific practices and activities that promote GCE.
15. use a more critical analysis of data (discourse analysis) in treating crucial findings in the study like GCE knowledge, skills and values which were not given emphasis in the teacher education curriculum of the sample countries (e.g., human rights and gender issues, peace and conflict resolution, world/social justice).
16. involve more teacher education institutions (private and public) in a similar study to compare different GCE pedagogies in terms of specific practices and activities and methods and strategies of teaching.
17. recognize that GCE is not a showcase of citizenship education model of every country. The term ‘global’ doesn’t mean international. The programs and activities could be local in setting but they promote GCE and related concepts among our students like diversity and unity, democracy, national and global responsibility, empathy, multicultural understanding, respect and tolerance, peace and conflict resolution, sustainability, human rights and social justice.

POST SCRIPT

The comparison of GCE pedagogies in Southeast Asia revealed similarities and difference on the way Indonesia, Malaysia and Singapore integrate, include, or use GCE concepts, issues and related concepts in the overall policy framework and standards of teacher education in terms of philosophy/vision/mission of teacher education, definition of competent teacher, teaching competency standards, teacher education programs and entry requirements and credentials to teacher education; and in the goals and objectives, contents, processes and outcomes of teacher education curriculum. It provided basic information on how the said countries prepare or develop their teachers. More specifically, this study identified unique and good practices of integrating GCE in teacher education.

It was not the intention of this study, or any comparative research in education of the same scope, to show or prove which country has better teacher education program or better practices in terms of GCE integration over the others. This is because all countries have different structures, cultural contexts, economic and social priorities and directions and even present realities, demands and needs. The purpose of identifying best pedagogical practices was to learn from effective programs of other countries. This does not mean, however, that we entirely borrow or blindly imitate without considering our own culture, beliefs, structures and socio-economic priorities in local context. Instead, these good practices can be used as bases in developing or framing new programs that will suit to the needs of the adapting country or society. The approach should be from ‘borrowing’ to ‘learning’ in international comparative study.

Even before it has been a principle in comparative education that education systems are the products of the factors of society within which they are engrained. This principle determines the line in relation to the possibility of borrowing education or system of other countries. Transposing a practice from one education system to another can only take place after the complete resolution of the compatibilities and discrepancies between the form-giving forces the systems of both societies (Wet and Wolhuter, 2007). The above is advocated by Michael Sadler in his famous 1900 Guildford paper when he said, “how far can we learn anything of practical value from the study of foreign systems of education?” Sadler discarded the immature borrowing from foreign education practices, as advocated and practiced by different government workers and leaders. He further believed that the study of national education system should be within their respective community or cultural contexts. Sadler also explained that a specific education

system is the outcome of forces of society such as the socio-cultural set-up, geography, political system, economy, religion and the philosophy of life, demography and technology (Stone, 1981).

With the strong belief that cross-national comparison can be a good approach to decontextualize education, Isaac Kandel (Sadler's former student) also advanced the contextual study of educational systems, also known as the historiographic method in comparative education (Steiner-Khamsi, 2002; in Caruso and Heinz-Elmar Tenorth, 2002).

In this study, the comparability of GCE pedagogies in Southeast Asian countries was established by utilizing a common definition or perspective of GCE including its issues and related concepts. The extent of inclusion of GCE in the teacher education and teacher education curriculum and good pedagogical practices of GCE integration in teacher education were valid comparisons. According to Bray and Thomas (1995) these refer to countries comparison in terms of geographical/location levels and curriculum under the aspects of education and society. In addition, the acceptability or possibility of learning from the good practices of Indonesia, Malaysia and Singapore is high among other Southeast Asian countries. Southeast Asia is believed to be the most diverse region in the world and this diversity in geographical qualities is related to the increasingly varied social, cultural and economic characteristics present in each country like religious, language and ethnic variations.

GCE is a new, emerging education agenda in the 21st century. This study is one of the initial attempts to explore GCE in the formal education specifically on the areas of content and pedagogies. The proposed model (CoCoSeLP) is a product of an exploratory

work on how to integrate GCE in teacher education based on good practices from other systems of education.

It is hoped that the recommendations provided in this study will be carried out in the immediate future in order to discover or develop new models of integrating GCE in teacher education through instructional strategies or whole-school/school-wide approaches. It is also suggested to address the methodological limitations of this study in upcoming researches to strengthen further the validity and acceptability of the findings of comparative research on GCE in teacher education.

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Appendix A

General Learning Objectives of GCE across Topics and Grade Levels

(UNESCO, 2015)

Appendix B

Curricular Framework for International Education

(Japan)

Appendix C

Curricular Framework for GCE: Knowledge, Skills and Values and Attitudes

(Oxfam, 2006)

Appendix D

Global Citizenship Education Audit/Instrument
with Cover Letter

Appendix E

Sample Copies of Correspondence to TEIs

Appendix F

NIE Singapore's Academic Subjects with Possible GCE Concepts

Appendix G

Turnitin Authenticity Results

Appendix H

Language Editing Certificate

Appendix I

Curriculum Vitae

CURRICULUM VITAE

Personal Data

Name: Bert Jazmin Tuga
Address: 303 Marimba Building, Rhapsody Residences,
East Service Road, Muntinlupa City
Telephone Mobile: 09175832683
E-mail: tuga.bj@pnu.edu.ph/berttuga@yahoo.com
Marital Status: Single
Sex: Male
Nationality: Filipino
Languages Spoken: Waray, Filipino and English

Education Background

Master of Arts in Teaching Reading, PNU Visayas
March 2007

BS Psychology, Guidance Stream, PNU Manila
March 2004

Employment Information

Associate Professor I, Faculty of Education Sciences
Philippine Normal University, Manila

Licensure and Professional Information

Licensure Examination for Teachers, Passer, August 2004
Former Executive Director, United Nations Association of the Philippines
Former Board Member, National Association of UNESCO Clubs in the
Philippines
Member, UNESCO APNIEVE-Philippines