



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
Associated  
Schools

## **CONCEPT & GUIDANCE NOTE**

### **ASPnet Change Initiative:**

### **Teacher Education & Training Institutions for Global Citizenship Education for Sustainable Development**

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## ACRONYMS

APCEIU	Asia-Pacific Centre of Education for International Understanding
ASPnet	UNESCO Associated Schools Network
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
ICUA	International Centre for UNESCO ASPnet
NCs	ASPnet National Coordinators
OTA	Online Platform for ASPnet
SDG	Sustainable Development Goal
TEI	Teacher Education and/or Training Institution
TVET	Technical and Vocational Education and Training

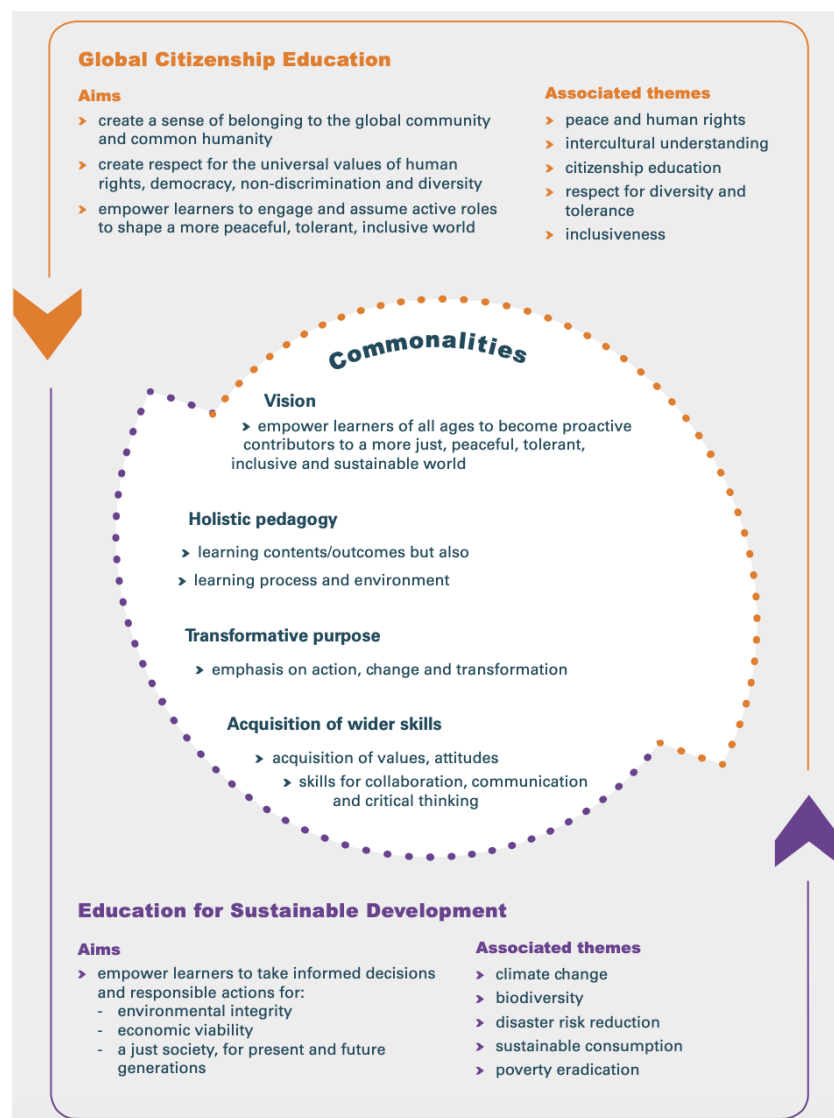
## BACKGROUND

The 2030 Sustainable Development Goal 4, Indicator c, acknowledges the important contribution of qualified teachers for improved student learning outcomes. Well-trained, motivated and supported teachers are a key element to inclusive quality education.

The 2030 Sustainable Development Goal 4 Target 7 emphasizes the importance for “all learners to acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

**Within the framework of SDG Goal 4, Indicator c and Target 7, well-prepared and supported teachers can empower learners to become proactive contributors to more just, peaceful, tolerant, inclusive and sustainable societies.**

Figure1: UNESCO ASPnet’s Framework “[Global Citizens for Sustainable Development](#)” was elaborated in 2016 and is an attempt to address SDG Target 4.7 holistically.



**In recent years, countries have made tremendous efforts to develop and/or reform their teacher and curriculum policies and practices, to mainstream emerging issues in the curriculum of teacher education and programmes of continuous professional learning. However, a lot remains to be done with mainstreaming SDG Target 4.7 in teacher education curriculum and in schools.** In many countries, the types of education part of SDG 4 Target 7 are not included in teacher education curricula or incorporated into the school curricula. For example in Europe, less than one third of the thirty-six countries include Global Citizenship Education (GCED) in teacher training.<sup>1</sup> Globally, based on 66 country responses collected by UNESCO in the context of the UN Decade of Education for Sustainable Development (2005-2014), the share of countries that fully integrated Education for Sustainable Development (ESD) in teacher education rose from 2% in 2005 to only 8% in 2013.

One of the main findings of the UNESCO progress report on the 6th Consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedom titled: “Progress on Education for Sustainable Development and Global Citizenship Education” (2018) is that the level of support for teacher training for ESD and GCED is less than sufficient in the context of both pre-service and in-service programmes.

Already in 2012, the Global Education First Initiative (GEFI) had identified limited teachers’ capacities as one of the barriers for Global Citizenship Education for Sustainable Development. The capacity of curriculum developers to articulate these in national learning goals in the curriculum is another barrier. Fostering global citizens for sustainable development requires careful teacher preparation and providing continuous professional learning opportunities for in-service teachers to strengthen their pedagogical content knowledge, professional competencies and skills on one hand and aligning teacher training with curriculum reforms on the other hand. For example, a teacher’s understanding (or lack thereof) and interpretation of global citizenship’s underpinning concepts, topics and associated learning objectives may impact negatively on learners, even if GCED is mainstreamed in the curricula. Teachers not only facilitate and support learning, but they also serve as role models who inspire, and influence young learners through their professional qualities and personal beliefs, values and stories. The capacity of teachers to interpret the curricula, teach and assess learning is very important; however what is most urgent is supporting education systems to use teachers’ experiences to inform policies on curricula, teacher trainings, assessment, learning and planning.

According to a 2017 MGIEP study<sup>2</sup>, the teaching of global citizenship may be subject to instrumentalism, nationalism and competitiveness. A review of national education policies and curricula in 22 countries across Asia found that global citizenship concepts were mostly interpreted to foster national identity (vs humanity as privileged referent of identity) and as a way to develop human

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<sup>1</sup> UNESCO GEM Report (2017) “[Peace: Building Sustainable Peace and Global Citizenship through Education](#)”

<sup>2</sup> UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (2017) “[Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia](#)”

resources towards enhancing national economic strength. References to ‘civil liberties’ were completely absent in nine countries, and most featured no reference to concepts, such as ‘activism’, ‘participation in civic protest’, ‘engagement in debates on socio-political issues’ and ‘action on issues of global reach’.

The UNESCO Global Education Monitoring Report (2017) highlighted a shortage of information about how teachers are trained in areas related to global citizenship, including empathy, understanding discrimination, cultural sensitivity, tolerance, acceptance of diversity and interpersonal communication.

**For education to be transformative, knowledge (cognitive domain) must touch the heart (socio-emotional domain) and turn into action to bring about positive change (behavioural domain).<sup>3</sup>**

In the light of such findings, **it is crucial to train and support teachers at different levels of education to foster global citizens for sustainable development and the associated three dimensions of learning in a balanced way:**<sup>4</sup>

- **The Cognitive**: To acquire knowledge understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations as well as social, economic and environmental aspects of sustainable development;<sup>5</sup>
- **The Social and emotional**: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity as well as feel and assume a sense of responsibility for the future;<sup>6</sup>
- **The Behavioural/ Action-centred**: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.<sup>7</sup>

UNESCO further sets out the following **crosscutting competencies crucial to advance sustainable development and to achieving the Sustainable Development Goals**<sup>8</sup>. They are an interplay between the cognitive, socio-emotional and the behavioural/ action-centres learning dimensions. They are acquired during action, on the basis of experience and reflection:

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<sup>3</sup> UNESCO (2018) "[Preparing Teachers for Global Citizenship Education: A Template](#)"

<sup>4</sup> It is recognized that the dimensions are interwoven and overlapping. The three learning dimensions align with the pillars of learning described in the Delors' Report [Learning: The Treasure Within \(1996\)](#): learning to know, to do, to be and to live together.

<sup>5</sup> The **cognitive** dimension comprises knowledge and thinking skills to understand the world and its complexities.

<sup>6</sup> The **social and emotional** dimension comprises skills that enable learners to collaborate, negotiate and communicate to cope with challenges of life and work in the 21st century as well as values, attitudes and motivations that enable learners to lead fulfilled, productive lives and to live respectfully and peacefully with others.

<sup>7</sup> The **behavioural** dimension targets social conduct including respectful and non-violent relationships and the application of learning according to local community norms or broader societal standards. It also refers to action competencies such as participating constructively in community projects that promote sustainable development.

<sup>8</sup> UNESCO (2017) [Education for Sustainable Development Goals: Learning Objectives](#)

- **Systems thinking competency:** the abilities to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency:** the abilities to understand and evaluate multiple futures – possible, probable and desirable; to create one’s own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the abilities to understand and reflect on the norms and values that underlie one’s actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- **Strategic competency:** the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
- **Critical thinking competency:** the ability to question norms, practices and opinions; to reflect on own one’s values, perceptions and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one’s own role in the local community and (global) society; to continually evaluate and further motivate one’s actions; and to deal with one’s feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above-mentioned competences.

## STRATEGIC CONTEXT

The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: ‘to construct the defences of peace in the minds of children and young people’. Established in 1953, ASPnet promotes the ideals and values of UNESCO by reinforcing the humanistic, ethical, cultural and international dimensions of education.

UNESCO ASPnet connects more than 11,500 institutions in over 180 countries, which provide pre-primary, primary, secondary, technical or vocational education, or teacher training. 104 Teacher Education Institutions (TEI) in 32 countries are currently registered as members of the network.<sup>9</sup> Additional information on where and who they are can be found in ANNEX I. Over the past decades TEIs have not been involved nor solicited for ASPnet initiatives although some are actively engaged in the network, including support to ASPnet schools and teachers at national level.

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<sup>9</sup> A survey was conducted in 2019 to identify active TEI members.

In line with UNESCO's role to serve as a laboratory of ideas, ASPnet pioneers innovative and creative pedagogies to translate global concepts into practice at the school level and to advance the transformation of education systems and policies.<sup>10</sup>

UNESCO defined 'Global citizenship and a culture of peace and non-violence', 'Sustainable development and sustainable lifestyles' and 'Inter-cultural learning and the appreciation of cultural diversity and heritage' as ASPnet's three thematic action areas.

In 2019, UNESCO launched a new global ASPnet project, financed under the UNESCO – Hainan Provincial People's Government Fund for ASPnet:

***Teacher Training in Support of Global Citizenship Education for Sustainable Development: Strengthening professional competencies for effective teaching of the cognitive, socio-emotional and behavioural dimensions of learning.***

The overall objective of this project is to effectively support, within and through ASPnet, teacher educators and teachers to empower students to become proactive contributors to more just, peaceful, tolerant, inclusive and sustainable societies.

#### **Main activities:**

The global project focuses on the following main activities and outputs:

Webinars, meetings and trainings:

- Series of three webinars with ASPnet TEIs (Q3-4 2020)
- Global Meeting of ASPnet TEIs (Q2 2021 - **TBC**<sup>11</sup>)
- Online Teacher Training Workshops for African ASPnet members (TBC)
- Global Forum of ASPnet Students (TBC)

Knowledge production:

- Mapping of existing research on ASPnet practices related to Global Citizenship Education (Report)
- GCED Online training tool for ASPnet members in African countries

This Change Initiative is interwoven into these different components and intends to engage ASPnet TEIs through an integral and comprehensive approach.

Altogether, the different project activities and knowledge production contribute to the achievement of [Sustainable Development Goal 4: Quality Education](#) and more specifically SDG 4:

- Target 7. By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles,

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<sup>10</sup> UNESCO Associated Schools Network (ASPnet): [Guide for National Coordinators](#)

<sup>11</sup> Dates for in-person meetings are indicated tentatively and depend on the evolution of the COVID-19 pandemic and impact on participating countries. Depending on its evolution, the Global Meeting might be adapted to a series of virtual meetings (TBD together with Change Initiative participants).

human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development; and

- Indicator c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

The project also responds to [the Brussels Declaration](#)<sup>12</sup>, which re-emphasized the need for “strengthening education for global citizenship and for sustainable development to promote values of respect for life, dignity and contribute to social cohesion, democracy, peace and social justice and cultural diversity.” It further clarifies that GCED and ESD “require attention to pedagogy, curricula, teaching and learning materials, assessments, initial teacher training and continuous professional development”.

## OBJECTIVE

As part of the overall Global Project, UNESCO invites a small, select group of ASPnet Teacher Education & Training Institutions to participate in this Change Initiative (see the section for PARTICIPATION and ANNEX II for further information).

**The objective is to build a community of practice amongst selected ASPnet TEIs by undertaking (joint) activities to promote and strengthen Global Citizenship Education for Sustainable Development in teacher education and training and, thereby, contribute to fostering global citizens for sustainable development.**

The initiative is **process focused** and has an **action learning**<sup>13</sup> **approach** at its centre:

- TEIs individually and/or collectively define and undertake activities to initiate actual changes in programmes and practices towards Global Citizenship Education for Sustainable Development “on the ground”.
- TEIs come together as a community of practice throughout the process of defining and implementing (joint) activities, to share reflections, learn and grow together.

**The process to develop and implement activities for Global Citizenship Education for Sustainable Development is intended to be iterative**, i.e. learning, reflecting and acting taking place in repeated cycles to advance and improve the experimental activities and bring about transformative change individually and collectively:

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<sup>12</sup> Outcome of the 2018 Global Education Meeting.

<sup>13</sup> Action Learning is a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. It helps organizations develop creative, flexible and successful strategies to pressing problems. ([World Institute for Action Learning](#))



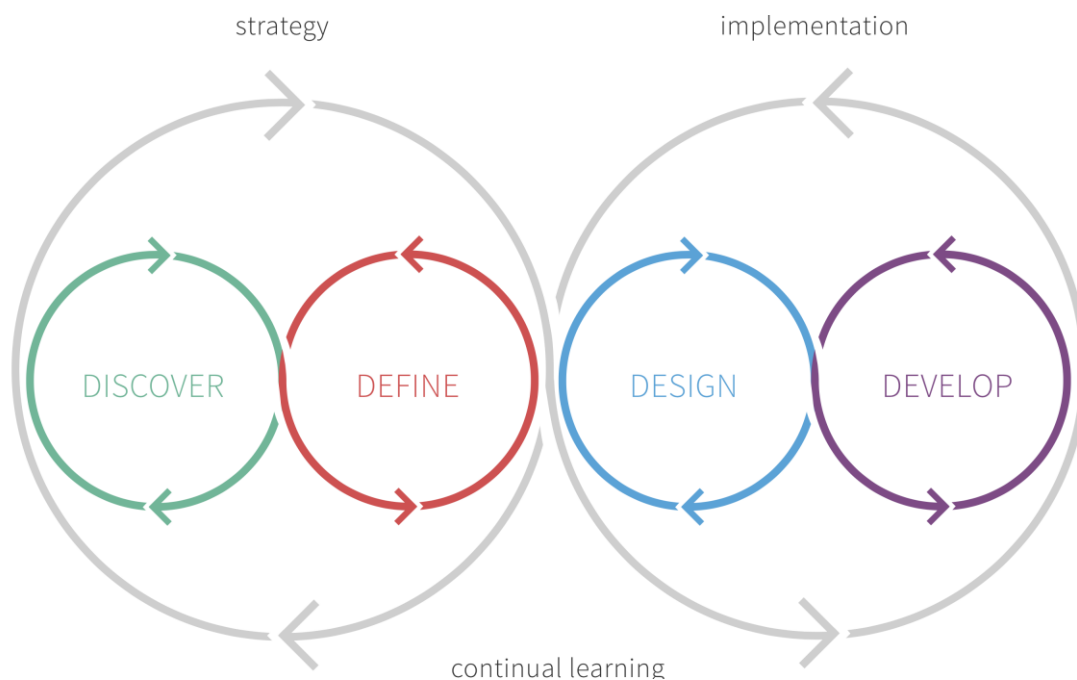


Figure 3: Suggested iterative process of joint activities for Global Citizenship Education for Sustainable Development

Examples from research and practice indicate that when teacher educators work together to bring about curriculum innovation and practice changes, they are able to provide strong leadership for Global Citizenship Education for Sustainable Development in teacher education and other educational institutions.<sup>14</sup> Moreover, collective work and common engagement can facilitate and support leadership roles overall. Through this, teacher educators can empower current and future teachers to offer better quality, more relevant education and training. They can also inspire families and communities to stand for a common good. They too can become agents of change, social leaders.

### ANTICIPATED OUTCOMES

Through TEIs' commitment, motivation and engagement in the community of practice and the Change Initiative, the following outcomes are anticipated:

1. **ASP inner network collaboration for Global Citizenship Education for Sustainable Development strengthened.**
2. **Global Citizenship Education for Sustainable Development integrated and strengthened in ASPnet TEIs.**
3. **Teacher capacity for Global Citizenship Education for Sustainable Development in ASPnet schools strengthened.**

### PARTICIPANTS

**ASPnet Teacher Education & Training Institutions** selected for participation in the Global TEI Meeting are invited to join this initiative.

<sup>14</sup> As seen in the "[Sustainability Starts with Teachers](#)" a partnership project between UNESCO, the Southern African Regional Universities Association (SARUA), Rhodes University and the Swedish International Centre of Education for Sustainable Development (SWEDES).

Selected **ASPnet National Coordinators (NCs)** will also be invited to join this initiative. National Coordinators from countries with participating TEIs will be invited to join the community of practice to support the TEI(s) to engage in the Change Initiative to foster global citizens for sustainable development. In addition, a few selected NCs will also be invited, similar to TEIs, to develop and implement activities related to the Change Initiative in their country's ASPnet schools and institutions.

A tentative list of participants can be consulted in ANNEX II.

Selected **experts in the fields of GCED, ESD and teacher education and training** will provide technical support and advice to ASPnet TEIs and NCs during the process of developing their activities.

**UNESCO Category II Centres**, including the International Centre for UNESCO ASPnet (ICUA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU) will participate to provide expertise.

**UNESCO Regional and Field Offices** will be invited to participate as focal points to support the Unit for ASPnet and ASPnet TEIs in the implementation of their (joint) activities.

## **IMPLEMENTATION STRATEGY**

The Change Initiative will commence in Q2 2020 and will be supported through a range of activities and tools:

- A. **Online collaborative platform**, including short library of relevant UNESCO publications (Q2-3 2020)
- B. **Template as guidance for developing experimental activities** (Q2-3 2020)
- C. **1<sup>st</sup> series of TEI webinars** (Q4 2020)
- D. **Global Meeting of ASPnet TEIs** (Q2 2021 - **TBC**)
- E. **2<sup>nd</sup> series of TEI webinars** (Q2-3 2021)

A **narrative report** that systematizes and analyses the activities undertaken by TEIs and NCs, including their outcomes, lessons learnt and challenges will be prepared by UNESCO, once they are completed (Q4 2021).

An overview of the Change Initiative's timeline and milestones for 2020 can be consulted in **ANNEX III – Roadmap**.

Depending on availability of extra-budgetary funding, a Phase II of the ASPnet GCED Global Project could commence in 2021 and include a second series of webinars as well as another Global Meeting of TEIs to continue building a global community of practice<sup>15</sup> on and for Global Citizenship Education for Sustainable Development.

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<sup>15</sup> A community of practice is a group of people who are willing to work together on a practice, and to learn from each other.

## **A. ONLINE COLLABORATIVE PLATFORM**

To support the implementation of the Global ASPnet GCED Project, including the initiative outlined in this document, a shared online space and platform will be created and accessible to all participants. It will include detailed information on activities, electronic materials for free download as well as useful links and resources, such as a short library of UNESCO and ASPnet publications. Participating TEIs will also be invited to upload information and materials related to their (joint) activities on and for Global Citizenship Education for Sustainable Development. This project-specific platform will be hosted via the Online Platform for ASPnet (OTA).

## **B. TEMPLATE FOR DEFINING (JOINT) ACTIVITIES FOR GLOBAL CITIZENSHIP FOR SUSTAINABLE DEVELOPMENT**

A template was designed by UNESCO to support and facilitate the process of developing and implementing TEIs (joint) activities to bring about change for Global Citizenship Education for Sustainable Development. The template, which can be found in ANNEX IV, is divided into two parts:

1. Part I focuses on a situation analysis to identify the current situation and opportunities for change, i.e. an initial idea for (joint) activities.
2. Part II focuses on the implementation strategy and overall framework for (joint) activities.

This separation is purposefully done for TEIs to move through the process of defining their (joint) activities step-by-step and in relation to the webinars and the Global Meeting. The process is set out in ANNEX III and can also be found once more in the template itself.

ASPnet TEIs' activities should focus on and involve one or more of the following priority action areas:

1. Institutional Change: mainstreaming or strengthening Global Citizenship Education for Sustainable Development institution wide (i.e. actions that bring about change in a TEI's policy, strategy, curriculum, learning activities, learning environments or Institution-community relations. It is particularly encouraged to focus on innovations in curriculum, teaching practices and/or whole-institution approach)
2. Capacity development and support for ASPnet schools/ particularly teachers in your country and/or region on Global Citizenship Education for Sustainable Development
3. Collaboration with another ASPnet TEI and/or UNESCO related Institutes, Centers or Networks to promote and strengthen Global Citizenship Education for Sustainable Development (this priority area can be linked/ combined with one or both of the above priority areas) to promote the exchange of experiences, and/or adaptation and transfer of practices.

Following their selection of priority action area(s), and within the framework of the template, TEIs can define their activities according to their aspirations and context; however, it should be co-defined as well as collaboratively developed and implemented in a small community of practice (i.e. with colleagues).

Technical support will be provided by the ASPnet International Coordination Unit, ASPnet National Coordinators and selected experts through a) the two series of webinars (spanning 2020 and 2021), b) the Global Meeting and c) individual calls with TEIs.

The timeline for TEIs (joint) activities depends on the priority area(s) selected. They can last anything from between 3 months to 1 year.

### C. 1<sup>st</sup> SERIES OF TEI WEBINARS

Objectives:

- Start building a community of practice on Global Citizenship Education for Sustainable Development amongst ASPnet TEIs in the run-up to the Global TEI Meeting (Q2 2021 - **TBC**).
- Kick-start reflection on (joint) activities for Global Citizenship Education for Sustainable Development through a) UNESCO template and guidance, b) expert inputs and c) facilitated discussions

Participants:

- Representatives from ASPnet Teacher Education Institutions from all regions, including, deans, teacher educators and student teachers
- Selected ASPnet National Coordinators
- Selected Experts in the field of GCED, ESD, teacher education and training and ASPnet
- Observers: UNESCO Category II Centres (TBC): ICUA & APCEIU

### WEBINAR PROGRAMME

<p><u>Webinar #I</u> 14 October 2020, 2.30-4.30pm (CEST)</p>
<p>Objective: Ice-breakers, and learn about respective work on and for Global Citizenship Education for Sustainable Development</p> <p>Tentative Agenda Items:</p> <ul style="list-style-type: none"> <li>• Introduction: UNESCO ASPnet International Coordination Unit introduces the Change Initiative for Global Citizenship Education for Sustainable Development.</li> <li>• Roundtable: each participating TEI/ group of representatives presents themselves, their TEI and their work (or aspirations) to foster global citizens for sustainable development.</li> <li>• Q&amp;A</li> </ul>

<p><u>Webinar #II</u> 19 November 2020, 2.30-4.30pm (CEST)</p>
<p>Objective: Discuss Template Part I and what changes are sought through this initiative to</p>

stimulate reflection and create a shared understanding of the journey ahead.

Tentative Agenda Items:

- UNESCO ASPnet International Coordination Unit presents Template Part I and Roadmap.
- Types of change sought after through the Change Initiative.
- Examples by (non-ASPnet) TEIs involved in the [Sustainability Starts with Teachers](#) project.
- Q&A

### Webinar #III

*December 2020/ January 2021 (TBC), length: 2h*

Objective:

Discuss a few ASPnet TEIs' current situation and opportunities for change.

Tentative Agenda Items:

- TEIs from different regions and different starting points will present their current situation and opportunities for change.
- Each presentation will be followed by Q&A as well as expert inputs.

### ***D. GLOBAL MEETING OF ASPnet TEIs***

A Global Meeting of ASPnet TEIs will be held in Q2 2021 (**TBC**) in Nairobi, Kenya, and provide an opportunity for face-to-face interaction and for the sharing of knowledge, good practices and experiences of effective teacher training and support for Global Citizenship Education for Sustainable Development. Depending on the COVID-19 pandemic and its evolution, the Global Meeting might be adapted to a series of virtual meetings (TBD together with Change Initiative participants).

The Global Meeting will also present an important milestone for this initiative by providing time and room for TEIs to exchange and reflect on creative, innovative and meaningful action for Global Citizenship Education for Sustainable Development and to re-define and/or edit their planned (joint) activities. A selected group of TEIs will present their ideas for (joint) activities in a plenary session.

In close alignment with this Change Initiative, the Global Meeting will culminate in an outcomes document, preliminarily labeled "Future Perspectives for ASPnet TEIs". The underlying idea for such an outcomes document is to define together the role TEIs play as part of the ASP network and to create enthusiasm and commitment to taking action for Global Citizenship Education for Sustainable Development and in and through ASPnet. UNESCO will make a call for inputs to TEIs and prepare a first draft, which will be discussed and finalized together at the Global Meeting.

Participants to the Global Meeting will include

- Approximately 80 ASPnet Teacher Education Institutions representatives;

- Selected ASPnet National Coordinators;
- Selected UNESCO Centres, UNESCO Chairs, etc.;
- Selected experts.

Discussions will focus on

1. Creating a shared understanding of Global Citizenship Education for Sustainable Development;
2. Effective capacity development for Global Citizenship Education for Sustainable Development;
3. Defining future perspectives and activities for Global Citizenship Education for Sustainable Development.

The format will provide for

- Interactive and innovative plenaries;
- Breakout sessions and workshops for knowledge and solutions sharing;
- Marketplace gallery and stands for informal exchange of good practices and experience sharing;
- World café-style networking, co-creating and action design.

#### **E. 2<sup>nd</sup> SERIES OF TEI WEBINARS**

The second series of webinars will commence once TEIs started implementing their (joint) activities for Global Citizenship Education for Sustainable Development. The objective is to share experiences, provide each other with feedback and support and to learn from each other during the implementation phase of their (joint) activities. This 2<sup>nd</sup> series of webinars also intends to further strengthen the community or practice and to allow for transfer of knowledge and practices. A detailed programme will be developed once TEIs defined their (joint) activities for Global Citizenship Education for Sustainable Development.

#### **POTENTIAL PHASE II**

Depending on availability of extra-budgetary funding, a Phase II of the ASPnet Global Project could commence in 2021 for a two-year duration. The overall objective would be to widen and strengthen initiatives launched in Phase I to ensure greater and more sustainable, long-term impact.

Phase I currently focuses on

1. Building awareness and capacity for Global Citizenship Education for Sustainable Development and transformative action amongst teacher educators, teacher students, teachers and students.
2. Connecting TEIs around a shared objective (“Global Citizenship Education for Sustainable Development”) and reinvigorating commitment and engagement in the ASP community through tailored activities, for the first time in ASPnet’s history.

Phase II could focus on

1. Enlarging the number of ASPnet members enacting transformative change for Global Citizenship Education for Sustainable Development.
2. Providing technical support to ASPnet members to anchor and enact Global Citizenship Education for Sustainable Development in a

sustainable and longer-term manner to bring about lasting institutional change.

3. Providing further opportunities for collaboration between ASPnet members with other UNESCO partners within and across countries.
4. Share and spread the insights gained during Phase II to policy makers and practitioners.

## ANNEX I – Overview of ASPnet Teacher Education & Training Institutions

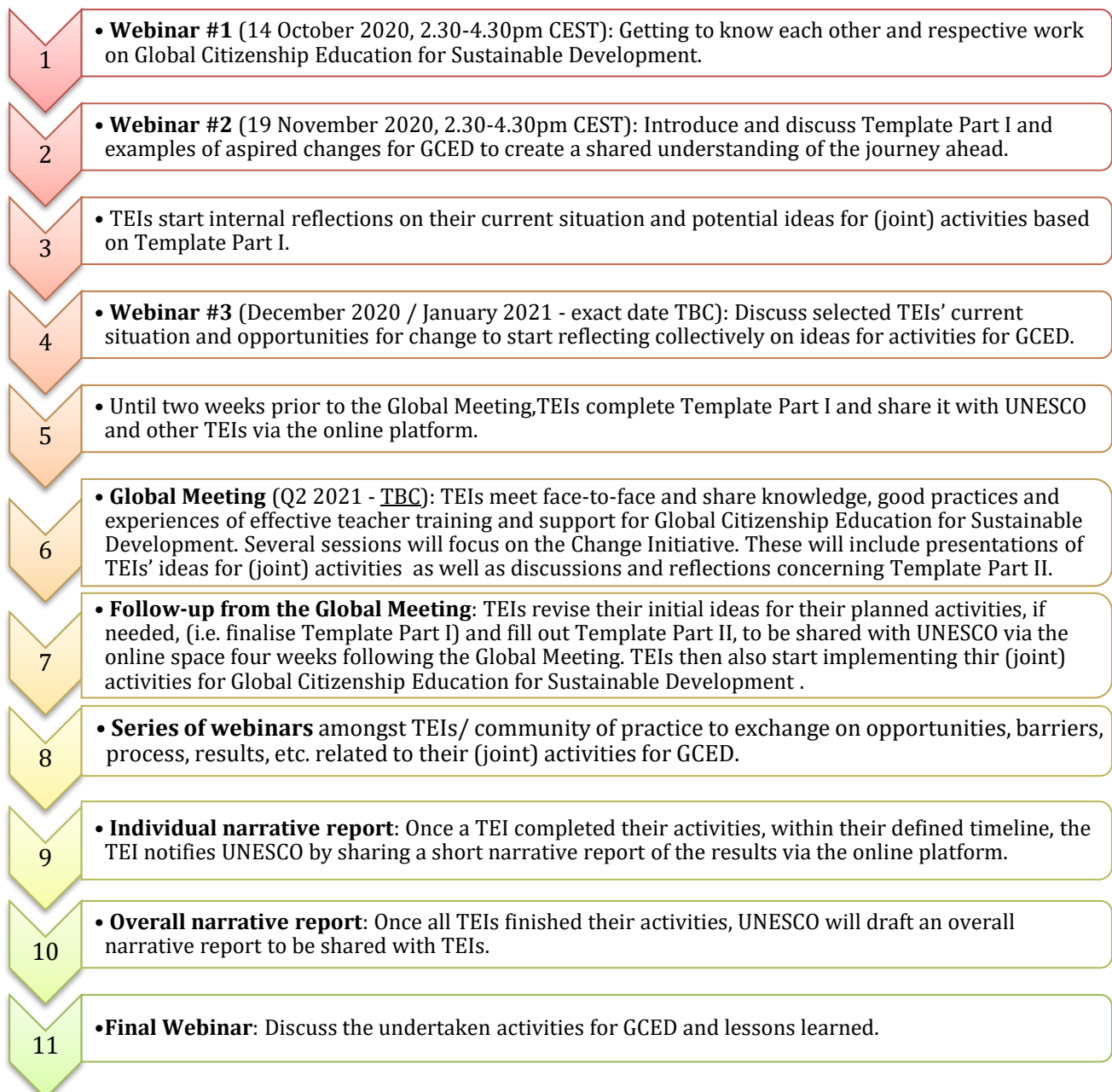
Please consult this Annex through the additional document provided “Brochure – ASPnet Teacher Education & Training Institutions”.

## ANNEX II – List of ASPnet TEIs anticipated to participate in the Change Initiative and Global TEI Meeting

Region	Country	Name of TEI
Africa	Kenya	Asumbi Teachers Training College
		Eregi Teachers Training College
	Senegal	CRFPE William Ponty de KOLDA
	Tanzania	Mtwara Teachers’ College
	Togo	Ecole Normale Supérieure (ENS) d’Atakpam
	Uganda	National Teachers Collage - MUNI
	Zambia	Mansa College of Education
Arab States	Sudan	Khartoum EL Aalmia (KIPS)
Asia & Pacific	Lao PDR	Luangprabang Teacher Training College
	Philippines	Philippine Normal University
Europe & North America	Belgium	Teacher Education Faculty of University Colleges Leuven-Limburg
	Finland	Viikki Teacher Training School of the University of Helsinki
	Germany	Seminar für Ausbildung und Fortbildung der Lehrkräfte Karlsruhe
Latin America & Caribbean	Argentina	Instituto Superior de Profesorado Nro. 1 « MANUEL LEIVA »
	Costa Rica	Centro de Investigación y Docencia en Educación (CIDE-UNA)
	Cuba	Facultad Educación Infantil Universidad Oriente
	Mexico	Escuela Normal Superior Federalizada del Estado de Puebla



## ANNEX III – Roadmap



## ANNEX IV – Template

Please consult this Annex through the additional document provided “ANNEX IV TEMPLATE”.