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Master's Thesis of Arts

**Teachers' Perception
on Global Citizenship Education
in ASEAN Countries**

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Abstract

The purpose of the study is to understand the perception teachers have of global citizenship education in ASEAN countries. As interlinkages between people and places have increased enormously in the global era, global challenges require global solutions attained through global citizenship education. Hence the study focuses on the significance of the perception of teachers of global citizenship education as a way to constitute global solutions through transformative learning. The researcher reviews country reports and existing literature of ASEAN countries and conducts in-depth interviews with select teachers in Cambodia, Singapore and Thailand.

The study finds that global citizenship education has already been reflected in the national basic education curricular of most ASEAN countries. Core concepts of global citizenship education are embedded in basic courses such as social studies, geography, history, and etc. Nevertheless, teachers have yet to acquire a clear understanding of what global citizenship education is in ASEAN countries excluding Singapore. Moreover, each ASEAN country has a different cultural and historical background and developmental status and thus, teachers from each country have different perceptions on global citizenship education. In particular, because Cambodia and Thailand have strong backgrounds in religion and humanity, moral values and human rights values were deeply rooted in their education curricula. However, the interviews show that the perception of teachers in Cambodia and Thailand is low due to the lack of a national education budget and excessive workload of teachers. By contrast, the teachers in Singapore do not find much difficulty in accepting and implementing global citizenship education; also,

educational materials and information are fully supported from school and government appropriately.

Importantly, the study found that the perception of teachers on global citizenship education in ASEAN countries is not only influenced by their national education policies and types of teacher practices, but also other educational challenges such as lack of sufficiently qualified teachers, effective training, and low national educational budget allocations. Due to the challenges, the integration of global citizenship education in ASEAN countries is slow and tedious, aside from Singapore.

Keyword: Global citizenship education, ASEAN, Cambodia, Singapore, Thailand

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Chapter 1. INTRODUCTION

1.1. Study Background

The role of education in a global age will be changed and need to be increasingly transformative, which can enhance international cooperation and facilitate social transformation (Kim, 2015; UNESCO Bangkok, 2013). The impact of globalization on education becomes more comprehensive (Pak, 2013). The interconnectedness and interdependence of people and places is enormously increased (Goh, 2012; Kim et al., 2014; Symeonidis, 2015; UNESCO Bangkok, 2013) and due to the interlinkage, global challenges require global solutions attained through new frameworks for education such as global citizenship education (Pak, 2013; UNESCO, 2013a).

The education agenda should be of universal relevance, which would hold all countries, regardless of their development status, accountable. Yet, as countries have different education priorities, the post-2015 education agenda needs to be flexible enough to cater for this diversity, while also being adaptable to evolving situations within countries. For this reason, appropriate provision should be made to allow for specific target setting and indicator development at national level to take into account diverse national priorities and contexts (UNESCO, 2013a).

Rapid advancements in communications and other modern infrastructures have morphed our global society into a nodular society (KFTA¹ & MOE of Korea, 2016). In it, people are better networked, connected, and enjoy greater access to

¹ This is the abbreviation of ‘the Korean Federation of Teachers’ Associations’. KFTA was originally established in 1947 and has 17 metropolitan and provincial federations of teachers’ associations, and 26 functional and affiliated organizations.

information; a mere finger tap on the screen can create and diffuse knowledge (Presidential Innovation Papers, 2014). Khanna (2014) reviewed emerging technologies as being inevitably disruptive of existing patterns. People are enabled to interconnect around the world regardless of their location and distances and that allows people to live globally as well as locally, so learning how to live together in the connected world earns more importance (Pak, 2013).

Our youths and students also access information with ease, bringing what they accessed into the classroom. To them, information comes at lightning speed, and now more than ever, teachers need to pay greater attention to understanding students. The first step to understanding students better would be for teachers to accept the fact that students are no longer just consumers of knowledge, but also active producers and creators of it (Presidential Innovation Papers, 2014).

The 2016 meeting of World Economic Forum², held under the theme "Mastering the Fourth Industrial Revolution," also discussed the future of jobs in a rapidly evolving employment landscape, where "children entering primary school today will ultimately end up working in completely new job types that don't yet exist." (World Economic Forum, 2016). Teachers must recalibrate for a new generation of students, and effectively embody new values and concepts in their teaching and learning (KFTA & MOE of Korea, 2016).

In 2012, Serbian primary school teacher Slavica (2012) contributed an article to the blog, 'Daily Edventures³', in which she states, "Today, the teacher must not be a conveyer of information and knowledge to students. The teacher must be

² Held under the theme "Mastering the Fourth Industrial Revolution," it took place from 20 to 23 January in Davos, Switzerland.

³ This is the title of the blog run by Microsoft Global Education Vice President Anthony Salcito (<http://dailyedventures.com/index.php/about/>).

organizer, planner, coordinator and strategist of the teaching process, and must understand that the center of the teaching process should be the student.” Teachers should seek to be more than knowledge transmitters; teachers should be transformers who are versatile in adapting to rapid changes in society. UNESCO (2014) also noted in its publication a need for transformative pedagogy to prepare students to adapt to living in a continuously changing society. In such a setting, the teacher’s knowledge and skills need to be refreshed and updated (Supriatna, 2011).

Teachers’ role in education will need to be increasingly transformative, and reach further past the role of knowledge transmission. OECD (2005) overviewed changes in the role of schools and teachers, which will affect student learning and bolster school responsibility. At the International Summit on the Teaching Profession, Schleicher proposed, “Teachers’ tasks need to be expanded to include providing students with both cognitive and non-cognitive skills. These skills include ways of thinking and working, tools for working and skills related to citizenship and personal and social responsibility for succeeding in today’s societies.” (Schleicher, 2012).

UNESCO (2014) responded to the international community by seeking solutions for current global challenges through a new paradigm of education reforms and global citizenship education. Societies need to empower the youth to become responsible global citizens who are fully aware of global issues and challenges and face responsibilities (UNESCO, 2013b). Current global challenges can be categorized as environmental, geopolitical, societal, economic, and technological; interconnected and complex risks that are shared internationally and not confined to a singular location or nation (World Economic Forum, 2016; Hutt, 2016). That is to say, global citizenship must transcend nationalistic values

(UNESCO, 2013b) in order to provide global solutions to global problems. A new type of education that fosters cognitive and non-cognitive skills, collaboration, and responsibility among our future leaders is needed.

Huh (2004) characterized the ‘process of change’ in modern society as internationalization, informatization, and diversification, categorizing them into four dimensions; emergence of network for a communication dimension, formation of global internal market for an economic dimension, world as a global village⁴ for a social dimension, and the world as a risk community for security dimension. To create a better world and respond to global challenges, countries have no choice but to work together, and as part of this, the youth need to be educated as global citizens who can collaborate well together. Global citizenship should be understood under the concept of global ties and a commitment to the collective good of the world (Torres, 2015).

Global citizenship education aims at education that will cross boundaries and accept the world as one community; cooperating, interacting, and segregation free. Currently, education in individual countries instills nationalistic loyalty, and lacks a comprehensive global citizenship education that can propose new values and unity among nations. Global citizenship education, however, has been gaining momentum (Kim et al., 2013), as the international community will seek individuals with global capacity and creativity, capable of changing the world (Altbach, 2010).

However, change can be difficult and uncomfortable, and the teachers’ willingness to adopt proposed changes is unclear. Yet, as UN Secretary-General Ban Ki-moon stated on 26 September 2012 at the launch of the Secretary General’s

⁴Due to the advancement of electric technology, the whole globe became a village since information can instantaneously reach all over the world (Wikipedia, 2016).

Global Education First Initiative, “We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”

1.2. Research Purpose and the Significance of the Study

The purpose of the study is to analyze the differences of teachers’ perception on global citizenship education in ASEAN⁵ countries. How the teachers understand and interpret global citizenship education will further improve learning outcomes for students, which are the main goal of school education.

Just as “the quality of an education system cannot exceed the quality of teachers”, student learning outcomes are also a function of teachers and their quality of teaching (McKinsey on Society, 2007; Schleicher, 2012). As such, understanding of teachers and their practices in classroom settings can provide insight into the students' learning outcomes, which in turn may be interpreted as the quality of an education system. Quality of teachers and the efforts to guarantee it are essential to the betterment of education (Lee & Han, 2004).

Previous studies attempted to analyze the development, application, and effectiveness of the global citizenship programs by focusing on the programs

⁵ This is an abbreviation of the Association of Southeast Asian Nations and was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration). The member nations are Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. It has been established to promote active collaboration with the purpose of enhancing economic cooperation and development of each country. But it also emphasizes the importance of sharing social, cultural, technical, and scientific values (The Association of Southeast Asian Nations, 2012; ASEAN-Korea Centre, 2008). The websites can be found at <http://asean.org/asean/about-asean/overview/>; and <http://www.aseankorea.org/kor/ASEAN/overview.asp>.

themselves or special targeting groups related to global citizenship education (Hunt, 2012; Ko, 2015; Massey, 2014). These studies provided objective information on the level of global citizenship through the development of indices to measure global citizenship and surveys. And considerable research has also been done to develop scales of global citizenship education (Morais & Ogden, 2011; Seo, 2016; Slavica, 2012), yet it was not easy to find research focused on teachers in ASEAN countries and their perception of global citizenship education.

Global citizenship education is interpreted and implemented in various ways per the concept of 'internationalization', 'globalization', 'global citizenship' based on the different perceptions of the understanding of the nature, beliefs, and missions of individuals or institutions (Lee et al., 2016). However, until recently, most of the studies on global citizenship education have been conducted based on cases of Western countries (Davies, 2006; Dill, 2013, Kim et al., 2013; O'Sullivan & Pashby, 2008; Seo, 2016), which significantly fails to represent global citizenship. Although most studies on global citizenship education are still being carried out based on Western values, there is also a steadily increasing number of studies in Korea that are addressing this issue (Huh, 2004; Jeong, 2015; Kang, 2014; Kim, 2015; Kim et al., 2013; 2014; 2015; Lee et al., 2015b; Seo, 2016), yet not many were found on global citizenship education in ASEAN countries.

This increased Korean interest in studying global citizenship is associated with the recent emergence of democratic citizenship education (Park & Cho, 2016) following the Korean president's speech at the World Education Forum on the subject of global citizenship education, saying, "to foster global citizenship worldwide. We will, furthermore, strive to keep supporting the organization as a core channel for global citizenship education." (APCEIU, 2015).

Interpreting with regional perspectives in the Asia-Pacific region is helpful to implement global citizenship education in the Asia-Pacific region, and due to its widely spread area and diverse cultural, ethnic, and religious differences, direct comparisons are not easy (Pak, 2013). However, within ASEAN, research and studies on ASEAN are limited; in particular, those focusing on ASEAN teachers were not readily available. A study titled “An International Comparative Study on Global Citizenship Education between ASEAN Members and Korea” compared the curriculum of 10 ASEAN countries and evaluated the student survey results to set a basis for better educational cooperation between Korea and ASEAN countries. However, the research has limitations of curriculum analysis that cannot provide details of pedagogical methods or status quo of classroom settings (Kim et al., 2013). The other research papers on ASEAN teachers and global citizenship education were found from the 32nd ASEAN Council of Teachers Convention⁶ handbook. However, the country reports within those documents have not been analyzed by any researchers yet, therefore this paper will try to review those documents.

Based on the Global Competitiveness Index (GCI) from World Economic Forum, three countries ranked in order of their developmental stages placed Singapore in the second ranking, Thailand for 34th and Cambodia as 89th (Klaus & Xavier, 2016). As it is stated in the report of ASEAN Secretariat (2014), Cambodia is one of the ‘least developed countries’ among ASEAN members and Thailand is classified by World Bank as an ‘upper middle income’ countries. And as it is

⁶ The theme of the convention was “Expansion of Quality Education in ASEAN and Korea through Character and Global Citizenship Education” and co-hosted and co-organized by the Korean Federations of Teachers’ Associations and Ministry of Education, Republic of Korea on September, 2016 in Seoul (KFTA, 2016).

shown from the GCI, Singapore obviously is a ‘well-developed country’ (Klaus & Xavier, 2016), therefore this study chose these three representative countries among ASEAN countries based on their economic development status.

This study will review and discuss the findings from these documents and add to the discourse on ASEAN teachers’ perceptions on global citizenship education, which is of great significance to this study.

Global citizenship education requires a global mindset, and follow-up action on individual basis is important. To change and transform the world, educators and leaders should be actors of global citizenship education who set good examples of global citizenship education by its actions. Teachers are directly contacting students and that is high in impact to cause the change of students and furthermore, teachers, themselves are learners of the new paradigm as well (OECD, 2005). UNESCO (2013b), also, suggests ideas to support teachers to become change agents.

Teachers are a crucial part of education and by extension, delivery of global citizenship education. Effective education can be transformational and contribute to building peaceful and sustainable societies, but teachers may also need “encouragement, support, training and guidance.” (UNESCO Paris, 2015).

1.3. Research Questions and Scope of the Research

1.3.1. Research Questions

Due to the globalization of the world, problems are all interconnected as well. It is inevitable to separate citizenship from chauvinistic nationalism in the context of global citizenship and global citizenship education (Nussbaum, 2002). Yet, more

studies on global citizenship education are done from the perspective of Western values (Huh, 2004; Jeong, 2015; Kang, 2014; Kim, 2015; Kim et al., 2013; 2014; 2015; Lee et al., 2015b; Seo, 2016), and it is meaningful to research by region-specific perspectives of ASEAN countries, despite its diverse cultural and ethnic differences (Pak, 2013).

This study will seek answers to the following research questions in order to find perceptions of teachers on global citizenship education in ASEAN countries focusing on the cases from Cambodia, Singapore, and Thailand:

1. What is the national curriculum on global citizenship education in ASEAN countries especially in Cambodia, Singapore, and Thailand?
2. How do teachers perceive global citizenship education in Cambodia, Singapore, and Thailand?
3. What are the challenges teachers are facing in order to promote global citizenship education?

To obtain deeper understanding and information on teachers' perceptions of global citizenship education, this study was designed to find the answers to the above-mentioned research questions.

1.3.2. Scope of the Research

Global citizens need to think globally and act locally, and the values pursued at the global level should also be relevant to the national level, reflecting the nation's traditional, cultural and societal context, even though the world's problems are interconnected and interrelated.

Decentralization and multi-polarity are suggested as the conditions for

globalization (Huh, 2004; OECD, 2009). Understanding ASEAN is mandatory for a better future and an essential strategy to survive together in this interconnected age (Lee et al., 2015b).

With respect to growing interest in ASEAN countries (ASEAN-Korea Centre, 2008), there have been unprecedented levels of interconnectedness and inseparability of the global community in the past decades (Huh, 2004; OECD, 2009; UNESCO, 2014), where the traditional perspectives and behaviors of individual nation states may no longer be appropriate. Hence this research examines teachers' perceptions on global citizenship education in ASEAN countries. In order to find teachers' perceptions on global citizenship education in ASEAN, this study will review country reports from ASEAN countries in self-reported papers from representative teachers to the 32nd ASEAN Council of Teachers' Convention and collected documents from ASEAN countries and interviews were conducted with 2-3 teachers from Cambodia, Singapore and Thailand.

CHAPTER 2. LITERATURE REVIEW

In this chapter, the meaning of global citizenship education and teachers' role in global citizenship education is the two main topics.

Global citizenship education is overviewed with respect to definition and interpretation. A review of global citizenship education formed as a global agenda will explain how goals can be set for teachers to adapt to change, fostering and equipping students as global citizens.

2.1. Global Citizenship Education

The definition of 'global citizenship' is broad and ambiguous (Kim, 2015; Kim et al., 2014; UNESCO, 2013b; 2014) and educating students on such a concept is also challenging (Davies, 2006; Tawil, 2013). It is confusing if it is 'global citizenship education' or 'education for global citizenship' (Tawil, 2013) and still the concept of global citizenship is a contested notion (UNESCO, 2013). Even though the terminology has ambiguity in itself, it has value to critically and carefully analyze since it highly affects school practices through produced publications (Symeonidis, 2015). Traditionally 'citizenship' refers to individual entities with rights and responsibilities that belong to a nation state (Davies, 2006), but it does not mean the mere member of the state, but the citizen means the subject of the society who is responsible for his/her decision (Han et al., 2013).

Legal liability is limited in the discussion of global citizenship because individual citizens are not legitimate members of global politics (Lagos, 2003 cited in Tawil, 2013). The concept of global citizenship is a metaphorical expression (Tawil, 2013), although globalization obviously affects a citizen's perception,

taken in a perfectly legal sense. Globalization is seen as creating a new territory beyond the boundaries and borders of the state in the economic, social, and cultural sense (Law, 2004), and the emergence of the concept of global citizenship has led to the emergence of transcendental citizenship (Sassen, 2002 cited in Tawil, 2013).

The social, civic, and political functions of citizenship in education should be approached in a broad range of areas of learning, such as curriculum and educational policies, rather than categorizing them into academic disciplines (Tawil, 2013). Traditional citizenship education is focused on teaching and learning knowledge of the social order to be protected as a citizen or norms related to the state, and critical citizenship education focuses more on changes in technology and attitudes that participate and contribute to the changing social order, according to Tawil (2013). This concept is consistent with the active citizenship that Crick (1998) discusses, suggesting that positive relationships with the local community motivates students to learn.

Globalization allows states to enter into mutually inseparable relationships through interconnectedness and active interactions (Han et al., 2013). And it also means that problems can span borders, neighboring countries, and the international community. International cooperation is necessary for problem solving. To this end, students have to develop global mindsets focusing on the world's problems to learn to live together (Lee & Kim, 2010; UNESCO Bangkok, 2014). Education to learn to live together, especially, can provide the philosophy and direction of global citizenship education in the sense of managing conflicts with others with respect to pluralism, mutual understanding, and peace (Han et al., 2013).

As mentioned in the review above, the majority of literature has focused on Western values in the interpretation of global citizenship education (Huh, 2004;

Jeong, 2015; Kang, 2014; Kim, 2015; Kim et al., 2013; 2014; 2015; Koshmanova, 2009; Lee et al., 2015b; Seo, 2016). However, the world is interconnected and more attention should be given to Eastern societies and developing countries as well. In the context of teaching students how to live together, educational development should be emphasized in the sense of interconnected and interdependent relationships of the world. Developing countries cannot solely solve the problems such as poverty, malnutrition, disease, hunger, and natural disaster, etc. (Lee & Kim, 2010); this is the time to allocate the power of global citizens.

As for the measurement of global citizenship education, there are many discussions about the index measuring the perception of global citizenship education (Ko, 2015), to examine teachers' perceptions about global citizenship education, it helps to understand with the identification of the elements. And to find out dimensions of global citizenship education that how they have been promoted and what are the theoretical backgrounds of the discourses are reasonable to figure out (Symeonidis, 2015).

Competencies in global citizenship education includes four different dimensions by UNESCO (2013b)'s suggestion:

- knowledge and understanding of specific global issues and trends, and knowledge of and respect for key universal values;
- cognitive skills for critical, creative and innovative thinking, problem-solving and decision-making;
- non-cognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills and aptitude for networking and interacting with people of different backgrounds and origins; and

- behavioural capacities to launch and engage in proactive actions.

The paper analyzes complex issues of global citizenship education in the conditions of a political, societal, cultural or religious climate and the spectrum can cover peace and human rights, diversity, justice, democracy, caring, non-discrimination, and tolerance (UNESCO, 2013).

In the background information paper for 「Technical Consultation on Global Citizenship Education⁷」, the researcher suggests three different level of indicators that provides scale to analyze complex issues of global citizenship education and those are:

- Societal: democracy, tolerance, international cooperation;
- Supplier: characteristics of educational system, teacher characteristics, content of global citizenship education (curriculum); and
- Receiver: (outcomes of learning) identity, values and attitudes, knowledge and skills, behavior.

Those composite three indicators are derived from many other institutional sources⁸, and those key elements should be easy to use and interpret to monitor trends and changes of global citizenship education to measure the accurate differences. In this sense, the above three suggestions has its meaning (Skirbekk et al., 2013).

Global citizenship is multidimensional with social responsibility, global competence and global civic engagement. These indicators measure and analyze

⁷ The technical consultation forum was held in Sept 9-10, 2013, in Seoul, Korea (UNESCO, 2013b)

⁸ Each indicator dimension was aggregated level data from international and national organizations (Freedom House, World Press, Transparency International, Pew Centre, Uppsala University, World Bank, OECD, UNESCO – UIS, IBE, and Gallup) (Skirbekk et al., 2013).

global citizenship. Morais & Ogden (2011) suggest that each indicator follows the items explained below and those presented in Figure 2-1 (Morais & Ogden, 2011).



Figure 2-1. Global citizenship conceptual model

Source: Morais & Ogden, 2011

Dewey's teacher theory and Guskey's teacher change model⁹ value the learning outcomes of students and also the growth of their communities as teachers' mission of teaching (Guskey, 2000; 2002; Jeong, 2015), so the researcher would like to follow the conceptual model of Morais & Ogden (2011) with its focus on students' learning outcomes.

As Bourn and Edge (2009, cited in Symeonidis, 2015) have stated, to teach global and development issues, research is necessary to set the foundation of common grounds, so it is expected that a systematic knowledge framework will be

⁹ With respect to the quality of the teacher and the being the most important factors in student learning, Guskey describes a linear model of teacher change (Guskey, 1986; 1989; 2002).

constructed through analysis of discourses on global citizenship education. The definition and notion of global citizenship can be restated based on operational definitions of researchers (Ko, 2015) because of its contested meaning. Therefore, the researcher of this study will take the 8 different categories of Johnson (2010) to analyze ASEAN countries' global citizenship education. The suggested different dimensions of global citizenship education – political, moral, economic, cultural-aesthetic, critical, positional, environmental and spiritual – could help to analyze and examine different policies and also could give implications for further teaching of teachers (Symeonidis, 2015).

Table 2-1. Johnson (2010)'s categorisation of global citizenship

Categories	Conceptual Types and Manifestations	Related to theories by:
Political	World-state / institutional	Kant; Rawls; Held;
Cosmopolitan	cosmopolitanism	McGrew; Linklater;
Global Citizenship	Cosmopolitan democracy Anarcho-cosmopolitanism	Carter; Archibugi
Moral	“Strong” cosmopolitanism	Stoics; Kant; Nussbaum;
Cosmopolitan	Human Rights-based “New”	Sen; Singer; Appiah
Global Citizenship	cosmopolitanism	
Economic	Competitive / egocentric	Smith; Quesnay; Hayek;
Cosmopolitan	Corporate Social Responsibility	Friedman
Global Citizenship	/ Philanthropic	

Cultural-aesthetic Cosmopolitan Global Citizenship	Identification with globalised forms of media and languages ("MTV / Internet generation") Identification with awareness of cultures and individuals Evaluation of cultural genres	Nietzsche (übermensch)
Critical (post- colonial) Global Citizenship	Post-development / post- colonial Post-Marxist	Escobar; Said; Gramsci; Marx; Frankfurt School; Critical Pedagogy (e.g. Freire)
Positional Global Citizenship	Sociological discourse-based (e.g. feminism; race theory) Pragmatic and relationship- based: global civil society	Habermas (communicative rationality)
Environmental Global Citizenship	Ecocentric Anthropocentric	Dobson; Lovelock; enviro- scientific research
Spiritual Global Citizenship	Spiritual / humanist Faith-based	Noddings; Danesh; religious texts

Source: Johnson, 2010, p.19-20

There have been many studies and considerable research on global citizenship education. More recently in the United Nations, global citizenship education has attracted enterprising attention since the UN Secretary General launched the Global Education First Initiative (GEFI)^{1 0} in 2012 to achieve one of the goals fostering

^{1 0} www.gloaleducationfirst.org

of global citizens (GEFI, 2012) after the launch of the UN Academic Impact^{1 1} in November 2010. UN Academic Impact adopted global citizenship education as one of their 10 principles to achieve. And after the establishment of divisions in the UN and organizations affiliated with the UN, many followed international conferences^{1 2} and meetings were planned, held, and finally the UN declared global citizenship education under the goal 4 of the UN's declarations of Sustainable Development goals (Kim, 2015). And after the attention global citizenship education got, ASEAN teachers realized the importance of acceptance of new educational framework to their public education and organized international conference among ASEAN teachers with close cooperation from the Korean teachers' association (KFTA, 2016; KFTA & MOE of Korea, 2016). However, research on the recognition of global citizenship education in ASEAN countries was hard to find, and the research on Asian cases was not easy to find either.

2.2. Teacher and Global Citizenship Education

Literature on education often express, "the state is the custodian of education." (Jeong, 2015) which means education policy should be managed under the control of nation state. However, the role of teachers is more important than the control of the nation state since teachers are the main players in the classrooms. In England, 94% of teachers felt that teachers and schools should be ready to teach students to

^{1 1} <https://academicimpact.un.org>

^{1 2} Those are The First Global Forum on GCED in Bangkok, Thailand in 2013; Global Education for All Meeting UNESCO, Muscat, Oman in 2014; The Second UNESCO Global Forum on GCED in Paris, UNESCO Headquarters in 2015; Nagoya Aichi Conference in Japan in 2015; World Education Forum in Seoul, Korea in 2015; and the 32nd ASEAN Council of Teachers Convention in Seoul, Korea in 2016 (GEFI, 2012; KFTA, 2016; KFTA & MOE of Korea, 2016; Report, G. E. M, 2014; UNAI, 2010; UNESCO, 2014; UNESCO Bangkok, 2013, 2014).

prepare for a fast-changing and globalized world (Ipsos MORI, 2009). But teachers have expressed the inconvenience of the rapidly changing teachers' role in education (OECD, 2005). If this trend continues, teachers will be embarrassed in the meantime (Jeong, 2015) unless they accept the change and transform to adapt to the rapidly changing society and education.

Global citizenship education should break the boundaries of traditional ways of teaching as "a one-sided transmission of knowledge from teacher to student" and move to new ways of teaching that allows students to find their own learning methods through activities on global citizenship and learn from the positive experiences which can be defined as "transnational and transformational knowledge" (Koshmanova, 2009).

A teacher who teaches global citizenship education must first become a global citizen (Jeong, 2015), and active citizens of global civil society (Koshmanova, 2009). Moreover, being global citizens should be interpreted as a positive challenge to enrich and expand cultural, regional, and national identities (UNESCO, 2014). A teacher as a global citizen should pursue the transformative pedagogy that requires respect for the right to teach and learn for the growth and development of all human beings. Therefore, teachers need to have enough knowledge on transformative pedagogy beyond nationalities, religions, territories, cyber spaces, and modernism (Jeong, 2015).

Why do we need transformative pedagogy in this era? The answer is simple. Learners need transformative pedagogy to create relevant sustainable and peaceful plans for all mankind in an increasingly interconnected and interdependent world with conflicts, poverty, climate change, energy security, unequal population distribution, and all forms of inequality and injustice that a country cannot solve by

itself, but need collective and transnational remedies (UNESCO, 2014).

As Paulo Freire (cited in Park et al., 2016) points out, teachers have a duty to lead in social transformation, and is encouraged to participate in social movements to achieve social justice, rather than teaching and staying in the classroom. Teachers should also aim for the development and growth of all human beings based on universal human rights (Park et al., 2016). Teachers' professionalism may also be determined by their values, attitudes, and aspirations that teachers should embody, rather than just curriculum contents, methodical knowledge, and teaching skills. As McBer (2000) and Kim et al. (2004) suggest, being professional is identified as 'behavior pattern deeply inward', because professionalism currently is so heavily based on extrinsic performance and behavior, their treatment to others, images, and values which are dominantly determined by their occupational attitude and beliefs. Based on literature, professionalism may be underlined as the ability and role that teachers need.

Teachers' behaviors, attitudes, and beliefs in the teaching profession in the educational organization are important (Clarke, 1993; Guskey, 2002; Guskey & Huberman, 1995; Kim et al., 2004) to reaching goals for their teaching at the classroom level, which directly leads to the achievement of students and success of the school. Furthermore, they are important to the individual teacher's improvements on their academic, social, and personality-wide contentment. When we talk about change, it should be reviewed multi-dimensionally, discussing individual factor, group factor, and societal factor^{1 3} that can be interpreted as

^{1 3} That includes “purpose; knowledge stored in the learner’s mind; social context; school culture; new knowledge; politics; physical setting; and leadership” by the study of Little (1993).

citizenship (Little, 1993).

A lot of literature mentions the importance of being open to changes for teachers to access and acknowledge new opportunities to grow, learn, adapt and develop their skills, knowledge, attitudes, and beliefs (Villegas-Reimers, 2003; Gamble, 2010; Guskey & Huberman, 1995). In this context, all students should be able to access high quality educational opportunities (McBer, 2000).

Teacher roles are presented differently per the change of situation and by the purpose of the scholarly research. In a changing society, the role of teachers need to be considered from knowledge transmitter to teaching-learning leader, life leader, class manager, and change facilitator. Therefore, professionalism should be redefined and professional development should deal with the consideration of constant accumulation of knowledge, skills, attitude and beliefs in a comprehensive manner (Oh, 2006).

At the school-level, the learning process of all members can be summarized as the learning outcomes of the organization, making the primary task creation of an adequate and appropriate environment for individuals. One element of that task is to create a learning culture with all teachers at school, even when there are not adequate systems or strategies for teachers' professional development (Park & Jeon, 2005). Consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision, and technical assistance are some examples of such means, and are divided into two types: teacher training by outside organizations and 'teacher collaboration within school' (Song & Park, 2014).

To implement changes to education, effective design and teacher-favorable programs are crucial. Having a professional development program, as a means of supporting educational change should try to balance among different models

suggested by scholars and between traditional aspects and new transformative perspectives as well. Moreover, a teacher as an individual and a school as an academic organization should be balanced (Hoban, 2002 cited in Villegas-Reimers, 2003).

The mission and vision of national education is a bit distant from global citizenship education, but teachers' rights to teach global citizenship education should be protected as basic rights that anyone born on the planet has as a global citizen (Jeong, 2015). To practice global citizen education in the classrooms, teachers' interests and capacity should match. This is because teachers need to be equipped with the ability to understand the world and different cultures, which will directly influence students and their learning, and teachers are windows that provide students the perspective of understanding the world (Ko, 2015).

Teachers are not ready to teach global citizenship education to students yet. The survey that Davies et al. (1999 cited in Davies, 2006) conducted found that teachers ranked their global concerns high but did not include them in the curriculum. Teachers were not confident to teach students more complex and specific issues of global concerns, while they were happy to discuss general global issues (Ipsos MORI, 2009; Robbins et al., 2003).

Exploratory research was conducted targeting pre-service teachers and the negative results on their interests of international issues, and it was found that the level of understanding on global citizenship was even lower (Kim et al., 2010). Another experiment in Canada showed similar results that teachers were not positive on a global perspective within their subject-based discipline (McLean & Cook, 2016). And in Korea, literature illustrates that much effort and support were given to train teachers to practice Education for International Understanding (EIU);

nevertheless, a lack of qualified teachers and lack of understanding block active practices of EIU (Kim, 2005). Moreover, few educational programs for multicultural education have launched (Choi, 2012).

However, teachers are often overburdened with responsibilities and are left alone to deal with the challenges of teaching new and difficult topics, such as global citizenship education. During the Forum, it was acknowledged that often there is a gap between teacher policies and practices (UNESCO Paris, 2015).

Minding the gap between teacher policies and the real practice in classrooms on global citizenship education, teachers' professional development can be a solution. To enable teachers to deliver global citizenship education, teacher training can enhance their capacity (UNESCO, 2014). Ko (2015) also suggested teacher training as the method to resolve differences between the ideal and reality. A teacher interviewed for the article of APCEIU on the effectiveness of training program he experienced described his experience: "learning from lectures and workshops for three days, Mr. Choi could experience that his thoughts and paradigms towards education have changed." (Choi, 2012).

Teacher training to enhance perception on global citizenship education was performed, but it is difficult to apply learning to teaching in a real classroom. Intervention was given to teachers to introduce collaborative projects to solve problems, yet it took a lot of effort before teacher changes led to changes in students' leaning outcome (Davies, 2006).

Professional development methods other than training programs and workshops can help teachers facilitate global citizenship education. International teacher exchange programs are one way to encourage teachers to expand their perceptions on global citizenship education by sharing new pedagogical methods

and competencies while automatically being exposed to other cultures through meeting foreign teachers (UNESCO, 2014).

Online discussion forums of teachers from around the world were found to be effective and useful for teachers to learn different pedagogies on global citizenship education. By building an online learning community for teachers to share pedagogy and reflect on their teaching in classrooms, teachers' perception of global citizenship education can be enhanced. Discussions opened their minds, helped them interconnect, and supported them with cross-cultural learning experiences (Harshman & Augustine, 2013). The experimental outcomes of the global learning community provide enough reasons to explain the effectiveness of professional development to enhance the perception on global citizenship education. And teachers stated that "thinking about how teaching contributes to making the world a better place motivates me to stay in teaching." (Ipsos MORI, 2009).

Fullan (1991) proposed that reform and innovation are both technical and social at the same time, and the idea emphasizes the importance of creating environments to allow equal opportunities for teachers to access. The most productive educational reform takes place within the school (Fullan & Hargreaves, 1992). Fullan (1995) focused more on external influences for success, including redesigning of staff development as a process of learning; the role of leadership at the school level; the organizational culture at the school level; and the role of external agencies, especially at the local and regional levels. Educators are looking for better solutions and approaches to professional development of teachers and this led to the attention on learning communities. "A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights" (Garvin, 1993).

Research suggests that professional learning communities are effective in developing teacher professionalism that also can positively affect students' achievement, and play an important role for successful school reform (Bryk et al., 1997; Gamage, 2006; Vescio et al., 2008).

Responding to a rapidly changing knowledge-based society requires the means to maintain the quality of teachers. All teachers should be 'active agents', and teachers should be able to improve their practices through changes of their beliefs and attitudes to improve students' learning outcomes through their teaching (OECD, 2005).

CHAPTER 3. RESEARCH DESIGN

This study has focused on the perception on global citizenship education of ASEAN teachers. This research is designed as an explanatory study from the case of ASEAN teachers to find answers of the nature of certain status (Rajasekar et al., 2006). Also, research methods are ways to help find answers and solutions to the research questions, so is is crucial to learn the methods researchers use (Rajasekar et al., 2006). Therefore, this chapter will explain the research methods used for this study.

3.1. Research Methods

The main methods for data collection were document analysis, interviews, and case studies. In this chapter, research design, research methods, and data collection are presented to examine teachers' perceptions of global citizenship education. The results from the document analysis and interviews are presented in the following pages as a form of case study.

Data for the research has been collected through document analysis and interviews. Document analysis is a way of reviewing documents that have been internally or externally collected to answer the research questions of the study (Evaluation Research Team, 2009). Advantages of analyzing documents are that they are "relatively inexpensive, good source of background information, unobtrusive, provides a behind-the-scenes look at a program that may not be directly observable, and bring up issues not noted by other means" (Evaluation Research Team, 2009).

For analyzing data, interviewing is a commonly and widely used method

(Manser & Mitchell, 2012) in qualitative research (Hofisi et al., 2014). Strauss & Corbin (1990, cited in Manser & Mitchell, 2012), argued that, “Theory derived from data is more likely to resemble the “reality” than is theory derived by putting together a series of concepts based on experience or solely through speculation. Grounded theories, because they are drawn from data, are likely to offer insight, enhance understanding, and provide a meaningful guide to action”.

There is no single formatted way to collect and analyze interview data; therefore the interviewer tries to ensure validity and reliability of the interview questions and its analysis (Hofisi et al., 2014). To test the validity of the interview protocols, questions to teachers were borrowed from Symeonidis (2015) and consulted from the education experts of a couple of ASEAN teachers’ associations before interviewing teachers from Cambodia, Singapore, and Thailand. According to the results of the consultation, questions were modified as shown in Table 3-1. Table 3-1 shows the categories of each question under the main theme of the interview.

Table 3-1. Main themes and interview questions

Main themes	Questions
General information	Sex, country, year of teaching, Experience of teaching global citizenship education
Teachers’ perceptions of global citizenship	-Which are the first words or phrases that come to your mind when you hear the term “global citizen”? -How would you define the term “global citizen”?

<p>Skills, values and knowledge promoted when teaching on global issues</p>	<p>-What kind of knowledge, competencies, values and attitudes do you think that education needs to promote to help students to develop into global citizens?</p> <p>- To what extent are the following issues being discussed in your classroom: a) globalisation, human rights, poverty, and sustainable development or any other related areas? b) Are those issues mainly discussed in the citizenship education course or in other lessons as well? Can you provide some examples? c) What kind of educational resources do you use for teaching those issues and where do you find them? What support is provided for you in school?</p>
<p>Teaching practice and social engagement</p>	<p>-What is your didactical approach for teaching those issues and other related global issues? Could you mention any good practice for teaching such issues that you have previously implemented in your classroom or that you are aware of?</p> <p>-Do you participate in any social activity organised by your school, your community or neighbourhood?</p> <p>-Do you promote the active engagement of your students in social activities inside your school?</p> <p>-Would you for example encourage your students to participate in voluntary activities organised by your school or the community?</p>
<p>Challenges</p>	<p>-Are there certain challenges when you teach global issues? If yes, could you mention some of them?</p> <p>-Do you think that today's school prepares students for the 21st century? Do you have any concrete proposals for improving the situation?</p>

Depending on the situation and depth of knowledge, different styles of interviews would be conducted (Manser & Mitchell, 2012). However, due to restrictions of distance and time-constraints, the researcher was only able to conduct telephone and paper interviews with teachers in Cambodia, Singapore, and Thailand with the full understanding of its limitations. It is obvious that telephone and paper interviews both have strengths and weaknesses. An interviewer can save budget and time by not traveling long distances to meet interviewees yet, there are risks that can cause unanticipated issues due to anonymity when not doing face-to-face interview (Hofisi et al., 2014).

3.2 Data Collection: Document

For this research, document analysis was conducted primarily through review of literature and discourse. To approach the key questions of this research, ASEAN teachers' reports and related papers were collected, organized, and analyzed.

This research mainly reviewed documents from on-line electronic document repositories such as academic journals, information on websites and government documents, and some unpublished documents from government or international organizations were also reviewed. However, it was not easy to find first-hand data from the internet, though it was possible to have papers and power-point sources from ASEAN teachers including their country report papers on global citizenship education during the recently concluded 32nd ACT in Korea 2016. Those are listed as in Table 3-2 and include discussions and discourses on global citizenship education of each countries and teachers' perception on it:

Table 3-2. List of reviewed documents from ASEAN teachers

Country	Representing teachers' organization	Title of the paper
Brunei Darussalam	Brunei Malay Teachers' Associations (BMTA)	Best practices, initiatives towards excellence in education
Cambodia	Ministry of Education, Youth and Sport (MOEYS)	Current teacher and curriculum reforms in Cambodia: Some reflections on character and global citizenship education
Indonesia	Teachers' Associations of the Republic of Indonesia (PGRI)	Global education
Lao PDR	Ministry of Education and Sports Lao PDR	Introduction of global citizenship education in Lao PDR
Malaysia	National Union of the Teaching Profession (NUTP)	Global citizenship education – Malaysian experience
Philippines	Philippine Public School Teachers Association (PPSTA)	Increasing quality of teachers through character and professional development

Singapore	Singapore Teachers' Union (STU)	Quality education: Are we ready?
Thailand	The Teachers' Council of Thailand (Khurusapha)	Expansion of Quality Education in ASEAN and Korea through Character and Global Citizenship Education -Thailand-
Vietnam	National Education Union of Vietnam (NEUV)	Vietnam school education and the goal of training global citizens

Source: KFTA & MOE of Korea, 2016

In this research, Cambodia, Singapore, and Thailand were chosen as representing countries based on the Global Competitiveness Index (GCI) from World Economic Forum (Klaus & Xavier, 2016), to review the perception of teachers on global citizenship education by its different economic development status.

In addition, Pak (2013) categorized ASEAN countries by their characteristics. Malaysia, Indonesia, Brunei Darussalam, Thailand, and Myanmar are categorized for having religious education as a required subject. Philippines and Singapore are grouped for civics and citizenship education (Pak, 2013) and the rest of the Indo-China peninsula, Cambodia, and Vietnam can be categorized into a group that has similarities.

CHAPTER 4. FINDINGS

In this chapter, national curriculum on global citizenship education in ASEAN countries especially in Cambodia, Singapore, and Thailand, will be examined through document analysis, review of governmental papers and curriculum, and interviews with teachers of each country.

Self-reported text by ASEAN teachers describing their thoughts on global citizenship education and governmental policy is analyzed. Report papers and power point presentation materials from ASEAN countries (KFTA & MOE of Korea, 2016) are also reviewed. From the document printed for the international conference, ASEAN teachers explained comprehensively their ideas and concepts on global citizenship education, government policy, educational goal and way to adapt global citizenship education, and most documents showed there is considerable interest in global citizenship education.

The methods that governments take to train teachers so that each ASEAN countries can carry out governmental policy, curriculum, or educational practices on global citizenship education, which can give relevant information of teachers' actual practice, will be illustrated with regard to each ASEAN country. After that, teachers' perceptions on global citizenship education will be sorted and organized by the suggested categories of global citizenship education of Johnson (2010) as it is given in Table 2-1, and diverse dimensions of Morais & Ogden (2011) in Figure 2-1.

As has already been mentioned in the previous chapter, Cambodia, Singapore, and Thailand will receive a closer focus on their global citizenship education curriculum. Further studies to analyze and examine other ASEAN countries except

Cambodia, Singapore, and Thailand will be suggested for future research.

4.1 Overview of ASEAN Countries

Brunei Darussalam

The Ministry of Education (MOE) Brunei Darussalam tries to provide new educational system to prepare their students as future ready citizens, especially with the value of Melayu Islam Beraja philosophy, which is the Royal regime of them, pursuing global standards while put same emphasis on local values.

Teachers believes the quality of global citizens are defined as follows and global citizenship education should be done to educate students achieving these goals and from the Morais & Ogden (2011), it is interpreted as Brunei is more focusing on Social Responsibility and Global Competence dimension:

- Resolves conflict, build relationships;
- problem solve in diverse contexts;
- think in ways that are flexible, innovative, and holistic; and
- have views on how systems operate at a global systems level without losing sight of local impacts and contexts.

To educate students as global citizens of future, government plans to provide teachers professional development (TPD) such as University collaborate training programs and encourage peer-observation among teachers that facilitate teachers share their best practices or effective lessons, syllabuses to other teachers. That peer interaction encouragement programs are named as Learning Design by MOE.

Cambodia

Cambodia is still more focusing on peace education and human right education, environment education, and anti-corruption education other than adopting global citizenship education yet. However, in curriculum and school textbooks try to include cognitive knowledge, skills, attitudes and values on global citizenship education concepts and contents.

And successful delivery of new educational framework heavily relies on students' learning outcomes of global citizenship education and well-qualified, highly-motivated and well-supported teachers. Here Cambodia sees the importance of teachers' professional development and government provides primary and basic education teacher training programs to empower teachers' better practices in classrooms on new curriculum. Teachers and educators have received both short and long-term training and degree level programs.

Current teacher and curriculum reforms in Cambodia puts much value on the global trends of Sustainable Development Goals (SDGs) and this can be categorized into global competence and global civic engagement dimension (Morais & Ogden, 2011).

Indonesia

Government encourages universities to educate their students, future teachers more ready to school and emphasizes the importance of pre-service training. Moreover, in-service training program is provided to teachers from government and government supports allowances for developing quality of teachers to meet the standard of Teacher Certification Policy.

Although a global dimension was included in the curriculum and global

education put emphasis on curriculum process, global citizenship education curriculum or policies were not found in Indonesian educational system yet.

Educators indicate the necessity of global dimension of ability and curriculum and global education ^{1 4} is implemented to educate students with global perspectives and current issues of the world, which can be interpreted as of global competence dimension by Morais & Ogden (2011).

Lao PDR

Teacher Education Institutions (TEI) offer pre-service training for pre-school, primary and secondary preliminary teachers. On the other hand, The Ministry of Education and Sports (MOES) provides professional development opportunities for current teachers in types of in-service training. Yet, many teachers in Laos is qualified who needs to learn effective and relevant method of teaching.

Although there is no adequate and relevant curriculum or textbooks and insufficient realistic plan and financial support for training teachers on the new arising issue, government plans to train teachers at national level and provincial level. The concept of global citizenship education consists of human rights, children's rights, and education for international and ASEAN understanding, which can be, categorized as global competence (Morais & Ogden, 2011).

^{1 4} Global education is explained as the form of education that “enables people to understand the links between their own lives and those of people throughout the world; increases understanding of the economic, cultural, political and environmental influences which shape our lives, develops the skills, attitudes and values which enable people to work together to bring about change and take control of their own lives, and ; works towards achieving a more just and sustainable world in which power and resources are more equitably” from Indonesian teachers’ perspective (KFTA & MOE of Korea, 2016).

Malaysia

Malaysia trains all school heads to be ready for accepting global citizenship education into school curriculum, and school partnerships by connecting classrooms to access resources and share teachers' good practices with other teachers in international context. Ministry of Education moreover, connects schools with foreign educational organizations to provide professional development for teachers. For school curriculum, some of global citizenship education curriculums were already in religious studies, moral education and child holistic education that teach students human values, religion and ethics for peaceful world.

Concept of global citizenship education is already well settled in Malaysia and formal curriculum is integrated subjects such as civic, geography, history and moral studies. Non-formal system also is varied and active such co-curricular activities, sports, and school linkage programs. Malaysia accepted concepts of UN and UNESCO and the interpretation of global citizenship education and curriculum cover all three different dimensions of Morais & Ogden (2011): Social Responsibility; Global Competence; and Global Civic Engagement.

The Philippines

Training and Development (T&D) System was planned by the government as a great mandate of the professional development and its goal for professional development for all is to transform leadership, and achieve educational goals to establish a transforming and integrated operation of training programs. And knowledge, pedagogical skills, assessment strategies and professional ethics are main topic of training programs.

Regarding curriculum on global citizenship education, teachers are more

focusing on community of practice and provincial level of problem finding and solving. Therefore, social responsibility is very important in the issue of global citizenship education in Philippines.

Singapore

Teacher Growth Model is suggested as teachers' professional development method and mentoring among teachers are active in Singapore as one of types of professional development. Since 2011, 「Global Citizenship Education Syllabus」 in schools were disseminated for unified curriculum on global citizenship education. And all three dimension: Social Responsibility, Global Competence, Global Civic Engagement (Morais & Ogden, 2011) gets attentions in Singaporean curriculum by emphasizing “global interdependence, diversity of identities and culture, sustainable development, peace and conflict, respect for everyone, regardless of race, language or religion, and the way to be good workers and citizens.”

Teachers are asked to recalibrate their class practices for students with the understandings and skills to teach global citizenship education to educate students to be global citizens who has “right knowledge, skills development, wisdom and mentorship from the right people” in the facing new society.

Thailand

To educate students on global citizenship education, it is necessary to promote awareness about ASEAN countries and local, enhance human development, and to plan projects regarding teachers' capacity. Thailand, noticeably, encourages

building learning communities among teachers, collaborative research design through learning by reflective thinking or meta-cognition and collaborative observation of the research lesson while most of other countries plan on training programs. Thai educational plans reflect ASEAN work plan and UN Sustainable Development Goal, attempting educational reform in Thai education.

Vietnam

National training program is provided to teachers for their new adjustment of global citizenship education. And the concept of educating students as global citizens is embedded into national curriculum.

In Vietnamese curriculum, to educate students to “have a global vision to understand the world and problems; an open mind and attitude to accept and respect differences; aware of and able to share responsibilities for major global issues; possess modern tools to access the world; possess a globally recognized learned knowledge; and supplement the world culture with national cultural identity.” And Social Responsibility, Global Competence, Global Civic Engagement was all covered by the goal of Vietnamese global citizenship education.

Moreover, Huong & Tin (2016) presented their research paper at an international conference and emphasized global citizenship education’s economic impacts to their students. Their students will have more opportunities to get jobs in ASEAN countries and abroad with the broader perspectives and understandings of other cultures (Huong & Tin, 2016).

4.2 National Context of Global Citizenship Education in Cambodia

4.2.1. A brief overview of education in Cambodia

Cambodia is considered as a least developed country among ASEAN countries but it is relatively a young country that 32% of the population is aged between 0-14 years and 90% are speaking in Khmer and 90% of the population are Buddhist (ASEAN Secretariat, 2014). Cambodian education is administered under the motto "Nation, Religion, King" (Yahan, 2003). And the national curriculum generally aims to “develop knowledge, skills, values, personality, work experience, life experience, and useful habits of learners so that they can take active part in national development in the spirit of national unity and liberal pluralistic democracy” (Yahan, 2003).

Governmental budget and its allocation on education can indicate governmental commitment to education, and except for Myanmar, Cambodia allocated the lowest public expenditure on education as a percentage of GDP in the selected years 2007 to 2010 among ASEAN countries (UNESCO Bangkok Office, 2014). And when it comes to the share of education expenditures by Sub-Sector, only Cambodia allocates more than 70% of its share to pre-primary and primary education and a minimal share less than 5% is for tertiary education (UNESCO Bangkok Office, 2014), which indicates that Cambodia puts highest priority on basic education.

Through the Education Law of 2007, Cambodia provides a fundamental legal framework for education and determines the national criteria for establishing a comprehensive and consistent educational system (MoEYS, Cambodia, 2007).

The National Supreme Council of Education proposes policies and develops long-term strategies, and the Ministry of Education, Youth and Sport (MoEYS) develops relevant regulations and operates systems (ASEAN Secretariat, 2014). A five-year Education Strategic Plan, states that "all Cambodian children and youth have equal opportunities for access to basic education, both formal and informal, without discrimination on grounds of race, skin color, gender, languages, religion, political affiliations of parents, place of birth, or social status. " (MoEYS, Cambodia, 2010).

4.2.2. Global citizenship education elements in Cambodia education system

Cambodia went through educational changes after the collapse of the Khmer Rouge regime and the national school curriculum also has changed "in response to demographic, social, political, and economic situations" (Vicéanon, 2016b). In this section, the global citizenship element of the Cambodian education system will be explored by examining general aims, public school subjects, and key players, as outlined in the national curriculum framework.

In Cambodia, global citizenship education is framed in a broad term, as citizenship education, which governs civic knowledge, skills, values, human rights, responsibilities, morals, virtues, democracy, tolerance, ethics, openness and international cooperation and more than a national boundary of thinking about the nations, it helps learners identify the significance of cultural, national and global understanding and contributes to peace and civic democratic development (Vicéanon, 2016b).

The Cambodia government has carried out policies to decentralize its power to local governments (ASEAN Secretariat, 2014) and that surely worked as barriers to implementing global citizenship education into public school curriculum. Regulations have emerged to emphasize the responsibilities of local governments in the education sector, and management through traditional centralized governance became difficult (ASEAN Secretariat, 2014). Moreover, as Yahan (2003) explained, “the National Curriculum was implemented in schools while local and international NGOs promoted human rights, democracy awareness, and community improvement.” The Non-Governmental Organizations Education Partnership (NEP) and Non-Governmental Organizations took a major role as global citizenship education stakeholders in Cambodia (Vicheanon, 2016b), and have assisted in various perspectives of Cambodian global citizenship education. However, as it comes to the actual practice, a lack of strategic planning in curriculum design, management, and implementation was observed (Vicheanon, 2016b).

Global citizenship education elements were found from the review of the national curriculum plan of Cambodia; it generally aims to “have an understanding and appreciation of other people and other cultures, civilizations and histories that leads to the building of a public spirit characterized by equality and respect for others’ rights; be active citizens and be aware of social changes, understanding Cambodia’s system of government and the rule of law, and demonstrating a spirit of national pride and love of their nation, religion and king; and have an appreciation of and be able to protect and preserve their natural, social and cultural environment” (MoEYS, 2004). Yahan (2003) also identified that the National Curriculum tries to “develop learners' knowledge, skills, values, personality, work

and life experience, and ability to take part in national development in the spirit of national unity and liberal pluralistic democracy”.

In Social Studies, global citizenship education elements also were found. Key topics such as Living in Community, Good Behaviour, Relationships with Others and Human Rights are related to global citizenship education at all grade levels (MoEYS, 2004; 2010; Vicheanon, 2016a). From the social studies and moral/civics curriculum, the human rights sector attracts the most notice of global citizenship education. Beginning with grade 4, emphasizing religious education, and human rights includes children’s rights, gender and human rights, and international human rights law (MoEYS 2010; Vicheanon, 2016a). Moreover, Cambodian population predominantly believe in Buddhism, human rights education often regarded as important as formal religious courses and it is usually interpreted into Khmer and moral and civic subjects with the basic understanding of religious backgrounds (ASEAN Secretariat, 2014; Yahan, 2003). This trend can be identified because Cambodian global citizenship education is deeply rooted in moral cosmopolitan global citizenship and spiritual global citizenship education from the category of Johnson (2010).

Besides the abovementioned values, Cambodia’s education curriculum also aims to encourage civic values (MoEYS, 2004) and a high emphasis on the Khmer language to keep their indigenous national characteristic (MoEYS, 2010). The Cambodian government also puts high values on health education, physical education/sports, and arts education, and arts or physical education courses can facilitate global citizenship education (MoEYS, 2010) that can be interpreted as the Cambodian government’s efforts for holistic education. The theme of global citizenship education has close linkage to many other subjects (Vicheanon, 2016a).

For example, language learning, especially foreign languages, can introduce students to the diversity and shared values and literature, open chances for students to learn about different cultures, and give a variety of experiences which allow students to acquire concepts, attitudes, and behaviors of global citizenship education within the Cambodian education system (Vicheanon, 2016a).

Overall, various aspects and trials of global citizenship education of the Cambodian school curricula were found, but Cambodia still has issues to disseminate those curricula to the teachers in all areas, and the government still struggles to train teachers properly on global citizenship education (Vicheanon, 2016a).

4.2.3. Interviews with teachers

As for the Cambodia case study, data have been collected through interviews with four current teachers, with their teaching experiences ranging from 5 years to more than 10 years. Interviews were processed through the international phone call or e-mail to understand teachers' perceptions on global citizenship education. Teachers contacted for the research varied from primary teachers to university professors.

Perception of teachers on global citizen and global citizenship education

Teachers were asked to define 'global citizen' and their initial thoughts when they hear the term 'global citizen'. Most interviewee teachers answered that global citizens are those who have open minds for different cultures and understand other cultures with the awareness of diversity. Those who have lived outside of their origin country or often traveled abroad have been exposed to different cultures and

environments. However, most teachers had no experience to teach about ‘global citizen’ or on ‘global citizenship education’ in their classroom and do not have any plan to teach it in the near future. But they responded that some of their contents are related and those subjects can be integrated for global citizenship education within the broader sense.

Also, teachers understood global citizenship education of the value such as ‘empathy, respect, appreciation, gratitude, understanding, and responsibility’ which emphasizes moral values and it was not surprising that Cambodia is one of the religious countries with a high emphasis on Buddhism and human rights as has already been described in the review of curriculum. And one teacher noted that, “It is important to teach students to be ready with international mindedness, cultural awareness, global contexts, technology, English language competency, and community service.” It is in the same context of social studies and civic education in Cambodia.

One teacher understood global citizen in the sense of eco-centric values with the view of environmental global citizenship. Now we live in an interconnected and interrelated globe and environments are all connected so the teacher thinks curriculum on sustainable development needs to get highlighted more.

Person who can adapt to different cultures and have good understanding of different races, countries, culture and so on. This person likes and respect the environment. Global citizen is person of any particular countries who have global understanding of different other nations. This person likes and respects the environment and nature. They usually want to protect this world for the next generation.

In actual practices of global citizenship education and Challenges that teachers are facing

Most teachers were not able to answer how to guide or teach their students on global issues but one teacher answered that she tries to teach global issues in her classroom:

We discuss globalisation, human rights, poverty, and sustainable development across subject groups. It is embedded in the curriculum and the community service initiatives undertaken by students and teachers. Also, my grade 9 students, for example, created their own countries with focus on global issues, laws and citizenship. It can be said that project-based global citizenship education is practiced in my classroom.

Teachers answered that they participate in social activities organized by their school, community or neighborhood and they answered confidently, “absolutely, hundred percent I do, and I did join, etc.” As Jeong (2015) argued in his article, teachers need to be good global citizens first, to pursue transformative pedagogy. Teachers must be active agents of the society and even for global citizenship education. Moreover, teachers all encouraged their students to join actively and voluntarily in such activities and the answers also were very confident.

However, teachers are facing many challenges ahead to teach global issues and global citizenship education due to the lack of relevant teaching materials or sources. Teachers barely found useful materials for their teaching from the on-line sources, newspaper, TV news or other teachers. Not any disseminated pedagogical instruction or curriculum was given to teachers regarding global citizenship education based on the interviews with teachers. Yet this can be biased due to the

limited number of interviewee teachers, and the research therefore has limitations in its generalizability.

There are no particular educational resources given. I found the resources through mainly internet, newspaper, or TV news.

A university professor mentioned that students are struggling for their financial problems so they cannot focus on their learning at school. Also, from primary to secondary level, students and teachers struggle with the high demand of their regular curriculum.

Teachers think students and curricula are not yet ready for global citizenship education in Cambodia, but family at home and teachers at schools can encourage and ready students to be active, socially-engaged global citizens.

I think that in Cambodia students are not yet prepared well for it. I believe that if all family as well as faculty members understand clearly they would try to engage students in schools and communities volunteer work.

Furthermore, Cambodian teachers understand important role of teachers to become active transformers more than mere knowledge transmitters as it is found from one teachers' quote;

As a quote states: "We have students of the 21st century, learning 20th century curricula, in schools of the 19th century" said by Heidi Hayes Jacobs. The main person who connects students with curriculum is the teacher. First, teachers must be well trained. Then the curriculum should be reviewed very often so that it can follow with the fast changing world.

4.3 National Context of Global Citizenship Education in Singapore

4.3.1. A brief overview of education in Singapore

The Ministry of Education (MOE), Singapore administers the Singaporean educational system; Singapore's MOE operates most national schools (Singapore Ministry of Education, 2010). The Singapore education system aims to “provide students with a holistic and broad-based education. Given the multi-cultural and multi-racial characteristics of Singapore, the bilingual policy is a key feature of the Singapore education system. Under the bilingual policy, every student learns English that is the common working language. Students also learn their mother tongue language (Chinese, Malay or Tamil), to help them retain their ethnic identity, culture, heritage and values” (Winston, n.d.). Singapore's national curriculum basically consists of literacy, numeracy, bilingualism, the sciences, humanities, aesthetics, physical education, civics and moral education, and national education (Singapore Government, 2016).

In 2003, Singapore adopted compulsory education and enacted the Compulsory Education Act from the age of 6 to 15 years (Singapore Government, 2016). The education system of Singapore is composed of 10 years of basic education, which comprises 6 years of compulsory primary education and 4 years of secondary education. After secondary school, students will choose among different options of post-secondary institutions: 2 year of Junior College or 3 years of polytechnics or 2 years of Institute of Technical Education. Beyond higher education, students will decide to go to 3 to 4 years of university by their “eligibility and choice” (Winston, n.d.).

The Singaporean education system can be categorized into three different focused periods: those are “survival-driven from 1959 to 1978”, “efficiency-driven from 1978 to 1997”, and “ability-driven from 1997 till present” (Singapore Government, 2016). Survival-driven education was to build a national education system after the colonial era, and finally achieved virtual universal primary education. The goal of efficiency-driven education was to raise quality education and focused more on language acquisition of students to evaluate their educational efficacy. Ability-driven education aims to develop students to their fullest potential through education under the vision of “Thinking Schools Learning Nation”. Also, Desired Outcomes of Education (DOE)^{1 5} were drafted by the MOE to educate young students with the government suggesting 21st century competencies such as ‘self-awareness, self-management, social awareness, responsible decision making, and relationship management’ that can encourage them to be global citizens in the globalized world (KFTA & MOE of Korea, 2016; Singapore Ministry of Education, 2010).

4.3.2. Global citizenship education elements in Singapore education system

As its holistic approach to education, global citizenship education elements were found in the Singaporean educational plan. This section will identify key elements of global citizenship education in the Singapore curriculum by exploring the general aims, contents, and practices, as outlined in the DOE.

It was noticed that Singapore’s global citizenship curriculum has attributes of moral cosmopolitan global citizenship and cultural-aesthetic cosmopolitan global

^{1 5} DOE was formulated in 1997 and it was reviewed again in 2009 (Singapore Government, 2016).

citizenship due to its emphasis on character education and moral values in the social context of diverse nationalities in a country. As it is illustrated in Figure 4-1, Singapore’s global citizenship curriculum puts its focus on character education, with the foundation of character centered in the figure. Goh (2012) mentioned the focus on the “moral values, such as respect, responsibility, care and appreciation toward others, to guide each of them to be a sociably responsible person.” And Singapore’s country report at the international conference also elaborated: “It is clear to Singapore that knowledge and skills must be underpinned by values as part of character building. Values define a person’s character as they shape the thinking, beliefs and actions of our students. Hence the framework is anchored by core values in the center.” (KFTA & MOE of Korea, 2016).

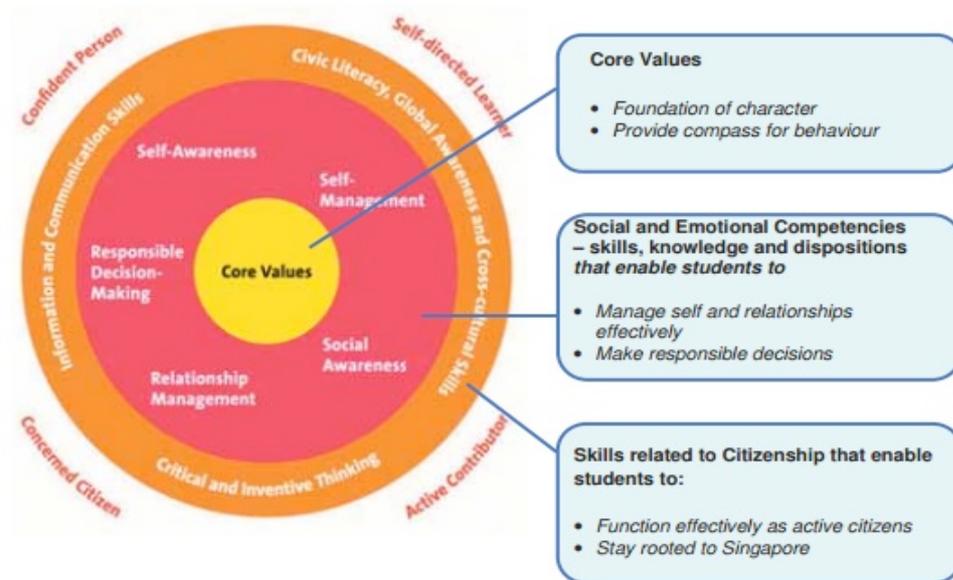


Figure 4-1. The 21st century competencies of Singapore’s education system

Source: Ministry of Education, Singapore

And through its bilingual policy in education due to multi-cultural and multi-racial backgrounds, students are taught to understand other cultural and ethnic differences while they are taught to retain their ethnic identity, culture, heritage, and values (Goh, 2012; Ho, 2009; Koh, 2004; Winston, n.d.). As the outer ring of Figure 4-1 shows, civic literacy, global awareness and cross-cultural skills, critical and inventive thinking, and communication, collaboration and information skills are core skills that students need and that are reaffirmed elements of cultural-aesthetic cosmopolitan global citizenship.

The general aims of global citizenship education elements found in DOE (Singapore Government, 2016) are that Singapore curricula are designed to educate students to be:

1. a confident person who has a strong sense of right and wrong, is adaptable and resilient, knows himself, is discerning in judgment, thinks independently and critically, and communicates effectively;
2. a self-directed learner who takes responsibility for his own learning, who questions, reflects and perseveres in the pursuit of learning;
3. an active contributor who is able to work effectively in teams, exercises initiative, takes calculated risks, is innovative and strives for excellence;
4. a concerned citizen who is rooted to Singapore, has a strong civic consciousness, is informed, and takes an active role in bettering the lives of others around him.

This aims to educate students as socially active agents fully aware of social responsibility, which can be seen as the emphasis of Singapore education in the moral cosmopolitan and cultural-aesthetic global citizenship aspect. Moreover,

MOE distributed the Character and Citizenship Education (CCE) Syllabus in schools (KFTA & MOE of Korea, 2016) that highlights the interconnectedness of the core values, social and emotional competencies, and civic literacy, global awareness and cross-cultural skills which can help to develop characters and citizenship of students (Singapore Ministry of Education, 2016). It puts high value on keeping national identity, but the curriculum put efforts to place citizenship in a broader context that can encompass the limitations of the nation-state while emphasizing the importance of global aspects.

The curriculum is structured into three different parts: CCE lessons^{1 6}, cohort-level CCE^{1 7}, and customized CCE leaning experiences^{1 8}. To put the curriculum into practice, guiding principles were given to teachers, and the guidelines suggest that it should be taught with a contextualised, age-appropriate, and customised content, encouraged to other-centeredness and contributing to community through discussion and collaborative student participatory methodology (Singapore Ministry of Education, 2016). It can be interpreted that global citizenship education policy and strategies in Singapore focus more on actual practice than the notion or definition, therefore DOE, 21st competencies that students need to have and CCE offer ideas on global citizenship education from the Singapore government to teachers.

From the Social Studies syllabus, issues of the ‘new diversities’ in society, economic growth, and participative citizenry were organized with the perspective

^{1 6} Regular classroom lectures on topics of the syllabus (Singapore Ministry of Education, 2016).

^{1 7} Learning experiences from cohort such as assembly programs, lessons on personal or leadership development, and career fair (Singapore Ministry of Education, 2016).

^{1 8} Which can fulfil the goals of CCE but it is beyond cohort learning (Singapore Ministry of Education, 2016).

of Singapore and the world, which can be interpreted as global citizenship education elements of Singapore Social Studies (Ministry of Education, Singapore, 2016b). Social Studies is taught to Singapore students to make them, “understand their identity as Singaporeans with a global outlook” (Ministry of Education, Singapore, 2016b). Also in Geography, global citizenship elements were found in its aims and subjects. “Geography finds a scalar dimension to every environmental, social, political and economic issue that it studies. It constructs for students different resolutions of scale from the personal and national to the global” (Ministry of Education, Singapore, 2016a). The geography syllabus aims to educate students to “gain global awareness^{1 9} of current geographical issues and future challenges; learn the process of geographical inquiry and to use it to make sense of new knowledge”; etc. (Ministry of Education, Singapore, 2016a).

DOE for teachers in Singapore is explained in Figure 4-2; teachers should be global citizens first who can pursue the transformative pedagogy (Jeong, 2015). As Jeong (2015) suggested, teachers should have enough knowledge and skills to teach students beyond their nationalities, religions, territories, etc. (Jeong, 2015). A teacher should be an ethical educator, competent professional, collaborative learner, transformational leader, and community builder. Teachers must understand and apply the changing contexts on the global stage through network learning, reflective practice, experiential learning, and other forms of cooperative learning (KFTA & MOE of Korea, 2016).

^{1 9} Global Awareness refers to the willingness to recognize the problems of the world and contribute to the international community. This is the ability to understand the trends in the ability, and the ability to cope with changes in the global era, and to analyze and evaluate interconnection with the community (Ministry of Education, Singapore, 2016a).

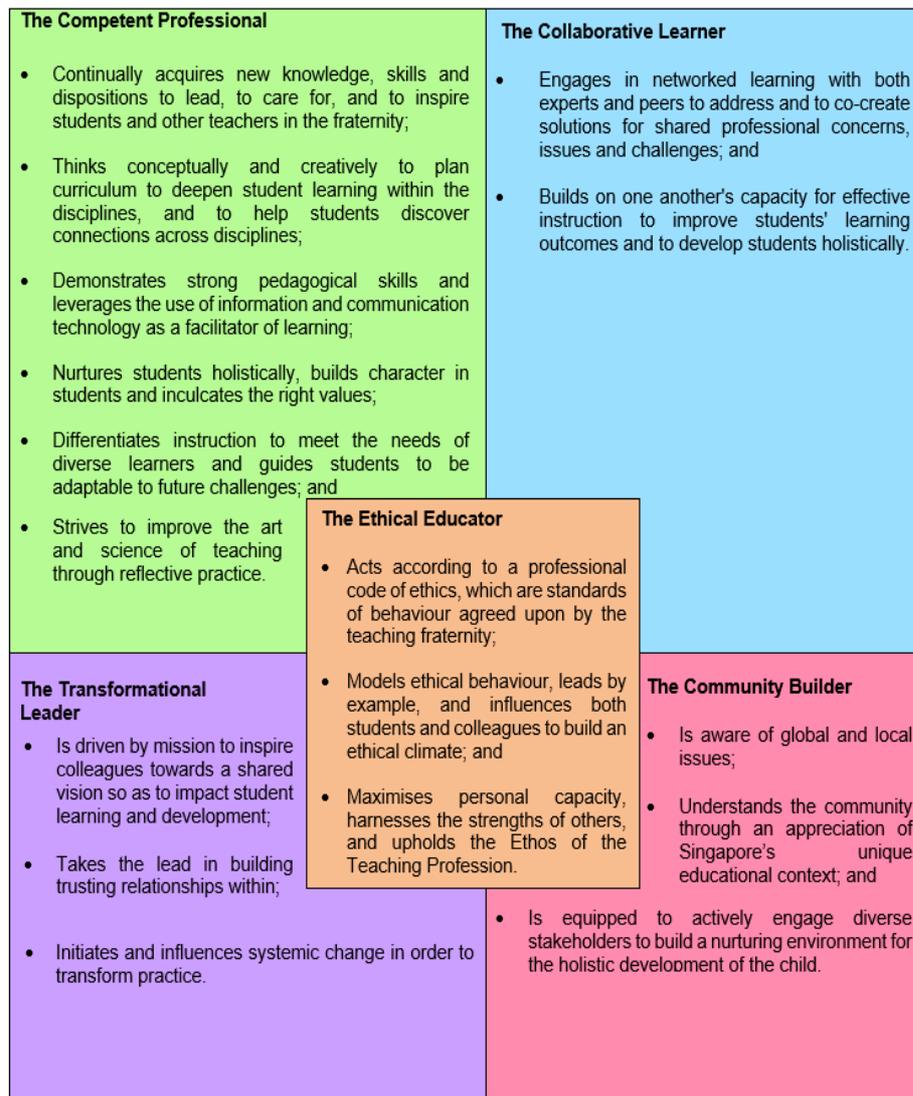


Figure 4-2. Desired Teacher Outcomes of the 21st Century Singapore Teacher

Source: Ministry of Education, Singapore

Still, Singapore global citizenship education has challenges to ensure that collaborative governance is built to provide the right knowledge, skills, and passion to benefit Singapore. The core of collaborative governance is the formation of the right partnership, not the cooperation of the public private sector (KFTA & MOE

of Korea, 2016). Secretary General of Singapore Teachers' union wrote, "There should not be any definite right or wrong or battle of the egos. Instead, it is how we harness and grow our youths of today to become the global leaders of tomorrow, with the big heart to think one level higher, for Singapore and the region." (KFTA & MOE of Korea, 2016).

4.3.3. Interviews with teachers

Interviews were conducted with current Singaporean teachers whose teaching experiences ranged from 10 years to more than 20 years to understand better teachers' perceptions on global citizenship education in Singapore and their teaching practices.

Perception of teachers on global citizenship education

When Singaporean teachers were asked about the meaning of global citizens and global citizenship education, they had a tendency to focus on practical skills and competencies, and that is assumed to be because of the detailed plan of government such as DOE, CCE and 21st competences, which can guide teachers to interpret global citizenship education with specific outcomes from their students.

Teachers' answers to the question regarding the definition or the meaning of global citizen and global citizenship were varied. The importance of attitudes to the globalized world and openness to it was more focused among Singapore teachers.

Global citizenship education needs to take into consideration the kind of values and principles that schools should inculcate into our students from the start. At the same time, schools need to ensure that the learning by the students should include awareness of global issues such as poverty,

gender inequity and environment changes. These areas are the bedrocks for future development of global citizens who will be able to understand and effect positive changes around the world.

Moreover, teachers said that global citizens are people who have been exposed more to different and international cultures and that they had more chances to travel and commute to different countries for work and do not stay permanently at a particular country.

Someone who is culturally sensitive, able to socialize and communicates well, able to adapt, adjust and integrate into the social fabric without much difficulties. One of the ways we could promote that is to expose our students to different kind of cultures across the countries, instill in them the sense of grit and perseverance so that they will succeed in whichever condition they are being thrown into.

Singaporean teachers value moral and civic aspects to teach and equip their students to be global citizens. One teacher stated, “I would define it as someone is self-aware of one’s action and choices made, in relationship to communities and global stage. For example, if a student chooses the wrong values such as greed and selfishness, then his further action as a potential leader will have a negative impact on society” and his statement shows clearly his teaching with the sense of moral and civic values. Teachers believe global citizenship education can give students chances to learn more on these values and it can be found from the interview with one teacher as below:

At least these non-tested subjects could train our students to be more balanced and have a better appreciation of things around them. It could

possibly develop in them a greater sense of empathy to look at things differently, and to start questioning why and how they can empower themselves to improve the very community they are living in rather than to just complain, sit there and wait for other to serve them.

In actual practices of global citizenship education and Challenges that teachers are facing

Skills and knowledge were expressed as competencies of global citizens to live in a globalized world; being able to use the pervasive internet and communicate well in on-line communities are competencies of global citizens who feel they belong to a greater community and are responsible for shaping it need to be equipped with.

Singaporean teachers felt that their curriculum already has global citizenship education elements such as globalisation, human rights, poverty, sustainable development, and other related areas. Based on the interview answers, topics for discussion in English classes, CCE lessons, Humanities curriculum like History and Geography, Biology, and Economics have related areas on global citizenship education. Also, they use various teaching skills in classrooms to practice global citizenship education: teachers encourage students with debate, give videos or articles as stimulus for discussion, and give team projects to accomplish.

In my classrooms, I tend to facilitate effective questioning in getting the students to share and discuss more, rather than merely front teaching. At the same time, at the start of my lesson, we will first share about current news that are happening around the world. This is to get students interested and discovered that there is world larger out there than their classroom alone. The students will also realize that their learnings are

alive and not just from the books.

Teachers have high quality of access to the resources for teaching and teachers were using additional sources outside of school textbooks such as articles, web-articles, journals, reference books, newspapers, magazines, internet/intranet sites, and videos viewed from “Youtube, Facebook or TedTalks”. Access to the Internet and IT skills seem crucial for Singaporean teachers to teach their students with better resources and materials.

We have both tangible and intangible resources. The tangible resources are reference books, tools, internet/intranet sites and curriculum related books that aid teachers in the teaching of global citizenship education. Intangible resources will be in the form of staff development programs where core areas of development are planned for teachers to become more competent in the teaching of global citizenship education.

Teachers face challenges in keeping up with current issues in the globalized world and do not have enough time to cope with the change. Also, linking current issues to the relevant subjects and current curriculum are challenges that teachers are facing to solve. One teacher mentioned the point in the interview as below:

For me, it is keeping current with world's issues and being mindful that we need to expose students to global citizenship education. Sometimes, it is easier for teachers to merely teach content and ensure students get the grades without caring about global citizenship education. In addition, to spur and get all students interested in global affairs can be trying too. Some students have been brought up to be more self-centered and they don't see the needs to care about communities or others.

In classroom, cultural demographics are diverse in Singapore and it often creates value conflicts (Goh, 2012). Therefore, it is not easy for teachers to manage their unintentional discrimination to students or at certain values. As Goh (2012) mentioned, “Cultural intelligence practitioners are mindful of the diverse socio-political, cultural and religious systems that inform the ideologies, human values, and national priorities that govern relationships between peoples, countries and regions of the world. I recognize firsthand that stereotypes, prejudice and racism exist. I also concede that even teachers with the best of intentions find long-held attitudes and behaviors hard to change”. Challenges to educate students without any prejudices and how are on teachers’ hands.

4.4 National Context of Global Citizenship Education in Thailand

4.4.1. A brief overview of education in Thailand

The national religion of Thailand is Buddhism (ASEAN Secretariat, 2014; Lee, 2015; Prapassara, 2012) and most of its’ population use the Thai language (ASEAN Secretariat, 2014). Due to its strong religious, social and cultural background, Thai people can be identified with the characteristics of being “generous, gentle, respecting seniors, and grateful” (Prapassara, 2012) which can be categorized as moral cosmopolitan global citizenship, cultural-esthetic cosmopolitan global citizenship, and spiritual global citizenship (Johnson, 2010).

For children in Thailand between the ages of 6 and 15, 12 years of basic education is compulsory upon their choice since the enactment of Thailand’s Constitution in 1997 (ASEAN Secretariat, 2014; Nuffic, 2015). The school year is

structured as 6 years for primary school, 3 years for lower secondary and 3 years for upper secondary schools (ASEAN Secretariat, 2014; OECD & UNESCO, 2016). Thailand went through several educational reforms to provide human resources and utilize education as a key power of national development (Lee et al., 2015a; Nuffic, 2015). Furthermore, most noticeable changes were made after the enforcement of the National Education Act (Lee et al., 2015a). Major changes of the reforms are as below (Nuffic, 2015);

Broader compulsory education up to and including lower secondary education; curricular reform in primary, vocational and higher education, with particular emphasis on the needs of the community; the establishment of an Office for National Education Standards and Quality Assessment (ONESQA).

The Office of the Basic Education Commission (OBEC) is charged in managing primary and secondary education, the Office of the Higher Education Commission (OHEC) manages public universities, private higher education institutions (universities, colleges, and institutions), and community colleges and the Office of Vocational Education Commission (OVEC) works for vocation - related schools which government aims to balance between general education and vocational education (ASEAN Secretariat, 2014; Nuffic, 2015).

In general, the quantity of Thailand education shows a dramatic expansion such as almost 100% rate of pre-primary education enrollment, significant increase in completion of secondary education, governmental efforts on upper-secondary education, and an extraordinary growth of the higher education sector in Thailand (ASEAN Secretariat, 2014). Yet, quality teacher issues and a mismatch of usage of

national educational budget and financial management by the local government after the decentralization policy have not been solved (ASEAN Secretariat, 2014).

4.4.2. Global citizenship education elements in Thailand education system

With more international impacts influencing Thailand, the portion of subjects such as foreign language and vocational education has become wider (OECD & UNESCO, 2016). In Thailand's educational curriculum, foreign language is very important for students to face today's global society (The Ministry of Education, Thailand, 2008). To acquire a foreign language could be a very good way to initiate global citizenship education since it can open chances for learners to have more knowledge of different cultures and experience diverse communities, which would be the foundation to understanding others and can also be interpreted in the cultural-aesthetic cosmopolitan global citizenship category from Johnson (2010).

The core curriculum of Thai basic education aims to develop learners' "desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizens" (Nuffic, 2015; The Ministry of Education, Thailand, 2008), consisting of: Love of nation, religion and king, Honesty and integrity, Self-discipline, Avidity for learning, Observance of principles of Sufficiency Economy Philosophy in one's way of life, Dedication and commitment to work, Cherishing Thai-ness, and Public-mindedness.

Human capacity development not only equips learners with morality, but also allows them to acquire the capacities, skills, and basic knowledge needed in the future (Office of the National Economic and Social Development Board, 2012). The curriculum in Thailand emphasizes morality, ethics, preference for Thai-ness, and ability to live in harmony in the globalized 21st century (The Ministry of

Education, Thailand, 2008). Morality is a basic value to serve the world, as was already mentioned in the desirable characteristics, and can be interpreted in the moral cosmopolitan global citizenship category from Johnson (2010).

In Thailand's curriculum, religion, morality, and ethics have close connections that aim to achieve "knowledge and understanding of the history, importance, the masters and moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of moral principles for peaceful coexistence" (The Ministry of Education, Thailand, 2008). These were found in the curriculum from Grade 8, which was stated as "Analyze self-conduct in accord with moral principles of students' own religions for appropriate behaviour amidst the tide of global change and for peaceful coexistence" which can be interpreted as global citizenship education elements in the Thai curriculum and is categorized as spiritual global citizenship.

The core objective of Grade 7 is to "Search for relevant information, analyze and explain effects of global warming, ozone holes and acid rain on living things and the environment" (The Ministry of Education, Thailand, 2008), and this also can be in the global citizenship education element that helps learners to understand our globe well. This would be categorized as environmental global citizenship by Johnson (2010)'s categorization.

Moreover, human rights aspects were found from the curriculum of Grade 10, where it mentions, "Evaluate human rights situations in Thailand and propose developmental guidelines" (The Ministry of Education, Thailand, 2008). If the learning goals are set to human rights education, learners can learn with values beyond themes, and develop competencies needed in the 21st century (OECD & UNESCO, 2016). Also, emphasis on human rights was found from the

Development Guidelines in the document reported by the Ministry of Education, which says, “Instill the value of social responsibility in the population. They should respect laws and human rights. Consumption behavior that is environmentally responsible should be emphasized. Knowledge and awareness should be created about energy conservation and adaptation to climate change and disasters” (The Ministry of Education, Thailand, 2008).

4.4.3. Interviews with teachers

It was not easy to find teachers in Thailand to interview on global citizenship education and there were not abundant answers from interviewed teachers to analyze. However, among the negative and insufficient answers, the researcher tried to find relevant and pertinent answers for the research questions of this study.

Perception of teachers on global citizenship education, their practice in school and current challenges

Teachers answered with an economic point of views that global citizen and global citizenship reminds them global development, which can lead their economic developments. One teacher emphasized the importance of corporate citizenship and has proper knowledge and skills to cope with internationalized society. And these answers are in line with the middle school level students’ answers from Lee et al. (2015)’s research paper.

For them, globalization meant “developing world”. In this sense, globalization is a “positive” idea “as it meant a development for a better world”. As for the question about what they believe to especially important in the globalized world, all middle school students answered

“we should change our way of thinking and acting to keep up with the global world”. In addition, Tms4 stated that “we should be able to accept cultures of other countries (Lee et al., 2015).

Even though curriculum related to Thailand’s religion, morality, and ethics has close connections to global citizenship education, teachers didn’t recognize it as an aspect of global citizenship education. Teachers were not able to explain who global citizens are and what global citizenship education is. Teachers mentioned their students may not be able to explain the meaning either since they don’t have those in their curriculum and Thai translation of global differs according to students’ grade levels, which misleads students on the true meaning of global citizen or global citizenship. Also, teachers added that global citizenship education can be found in their national programs. It seemed the interviewee teacher was not favorable to the idea of internationalization or globalization over Thai originality of practice, culture, and traditions. Thailand is a strong Buddhist country so the basis of the curriculum is the people’s spirit, moral, and civic values, but it seemed understanding the meaning of human rights and global citizenship education, etc. was somewhat unclear.

Teachers in Thailand listed their struggles as being an excessive workload, lack of discipline, low achievements of students, lack of learning process, and out-of-date teaching materials. Although global citizenship education aspects were found in Thailand’s curriculum, teachers are facing difficulties not to have proper guidelines and materials. Moreover, one teacher mentioned the government also struggles for its decentralization and lack of educational budget. Thailand has high spiritual, religious, and moral values already embedded deeply in their education

system but it seems they need to set proper educational goals and policies to implement global citizenship education as their curriculum.

CHAPTER 5. DISCUSSIONS

This chapter presents the results of the document analysis and interviews from teachers in ASEAN countries. Teachers' perceptions on global citizenship education in Cambodia, Singapore, and Thailand, and challenges they face to promote global citizenship education were examined through the data obtained from the documents and interviews.

As ASEAN Secretariat (2014) stated in its report, "Education plays a significant role in narrowing the development gap in the ASEAN region. Children in ASEAN-6 countries generally stay longer in school, and more of them are able to finish their basic education, than is the case in the CLMV²⁰ countries." The average year of public schooling of Brunei Darussalam, Indonesia, Malaysia, the Philippines, Singapore and Thailand is 8.1 years while schooling years in Cambodia, Lao PDR, Myanmar, and Vietnam is approximately 3 years less (ASEAN Secretariat, 2014). Also, according to the ranks by the GCI from the World Economic Forum (Klaus & Xavier, 2016), Singapore, Thailand and Cambodia were ordered by their developmental stages. ASEAN Secretariat (2014) and Klaus & Xavier (2016) defined Cambodia as 'one of the least developed countries', Thailand as an 'upper middle income' country, and Singapore as a 'well-developed country'.

In Cambodia, many NGOs and international organizations had great impacts on the governmental policy on global citizenship education, and recent documents from government and affiliated bodies or offices of international organizations have shown global citizenship education aspects. Yet, decentralized power from

²⁰ CLMV presents Cambodia, Lao PDR, Myanmar, and Vietnam (ASEAN Secretariat, 2014).

central government to local governments hinders the effective dissemination of global citizenship education in Cambodia. Teachers do not have clear ideas on the notion of global citizenship education and have few experiences with teaching it in the classroom. Furthermore, they struggle with a lack of relevant materials to use to facilitate students' learning on global citizenship education. The concept was understood as the mixture of global and moral values in the context of Buddhism. Many global citizenship education elements already existed in the Cambodian curriculum, but teachers were not able to draw these aspects into a form of global citizenship education. Even though Cambodia is developing a global citizenship education-related curriculum at the governmental level and input from NGOs and international organizations helped them to develop a well-designed curriculum that tried to cover as many aspects of global citizenship education as possible, it seems difficult to disseminate the curriculum, and government still struggles to train qualified teachers for general education. Cambodia still has primary education problems. Building the concept of global citizenship education was almost done by external forces yet implementation still seems uncertain and a bit far.

On the other hand, Singaporean teachers perceive global citizenship education in a more practical way than other ASEAN teachers do and most teachers seemed already to have full knowledge and understanding of global citizenship education. Centralized government provided guidelines are given to teachers with detailed objectives and directions so teachers do not need to struggle for their acquisition of global citizenship education, but they only need to study deep for better practice in their classrooms. It can be interpreted that global citizenship education policy and strategies in Singapore are more focused on actual practice than the notion or definition. The goal of education was clearly set as it is titled in DOE and to

achieve those outcomes, detailed targets were given to teachers from the government under the title of 21st competencies, and detailed processes to educate students of global citizenship education were given as a form of CCE from the Singapore government to teachers. Overall, global citizenship education elements were easy to find in the curriculum such as ‘globalisation, human rights, poverty, sustainable development and other related areas.’ And even the ‘topics for discussion in English classes, CCE lessons, Humanities curriculum like History and Geography, Biology, and Economics’ have global citizenship education content while moral and civic values were easily focused on in the curriculum. Therefore, the notion of global citizenship education is not dramatically new to Singaporean teachers, but is a concept that already existed in their curriculum.

Challenges for Singaporean teachers were how to keep up with current issues in globalized world and understand diverse cultural demographics in classrooms. Cultural-aesthetic cosmopolitan global citizenship gets more highlights in the discussion of Singaporean global citizenship education.

As interconnectedness of societies has rapidly increased (Huh, 2004; OECD, 2009; UNESCO, 2014), the traditional perspectives and behaviors of individual nation states may be rejected. However, in Thailand teachers placed their nationality education and national distinctiveness ahead of global citizenship education. They interpreted being a global citizen as a chance to bring economic growth to their country through global development. Teachers paradoxically emphasized Thailand’s original culture and traditions to foster their students as global citizens. Teachers in Thailand are suffering from a lack of educational budget for basic facilities and basic education, which means they do not have enough budget to dedicate to global citizenship education. Also, it is necessary to

do global citizenship education in Thailand to have proper goal setting and detailed guidelines for teachers. Government also should find a proper way to disseminate the educational policies to individual schools. While people in Thailand have good images for foreign influx into their country, global citizenship education seems too unachievable.

In Table 5-1 briefly explains each ASEAN country’s governmental actions, curriculum, or educational practices on global citizenship education, which can give relevant information of teachers’ practices in the classroom. Furthermore, the categorization was classified based on Morais & Ogden (2011)’s global citizenship conceptual model and Johnson (2010)’s categorization of global citizenship.

Table 5-1. Analysis of the documents from ASEAN teachers

Country	Governmental Actions to Train Teachers	Policies on the Global Citizenship Education	Teachers’ Perception on Global Citizenship Education	Categories of Global Citizenship Education
Brunei	Government	Develop	Social	Spiritual
Darussalam	driven Teachers’ professional development training program, peer observation	Brunei’s Royal Regime embedded curriculum, Share Lesson plans	Responsibility, Global Competence	global citizenship

Cambodia	Teacher training program, qualification program	Prepare curriculum guide, subjects and textbooks	Global Competence, Global Civic Engagement	moral cosmopolitan, spiritual global citizenship education
Indonesia	Pre-service and in-service training program, certification process	Global dimension is included in the curriculum	Global Competence	spiritual global citizenship
Lao PDR	Pre-service training by Teacher Education Institutions, In-service training by MOES	No curriculum and textbooks yet	Global Competence	Positional global citizenship

Malaysia	Training for all school heads, school partnership, training program with foreign organizations	Well embedded into curriculum, co-curriculum activities with moral education and peace education	Social Responsibility, Global Competence, Global Civic Engagement	spiritual global citizenship
Philippines	Training & Development System	Emphasis on local values to understand the world	Social Responsibility	moral cosmopolitan /environment al global citizenship
Singapore	Teacher Growth Model, mentoring	Global citizenship education Syllabus in schools since 2011	Social Responsibility, Global Competence, Global Civic Engagement	Moral/cultural-aesthetic cosmopolitan global citizenship

Thailand	Learning community, collaborative research, collaborative observation of research lesson	School curriculum	Social Responsibility, Global Competence, Global Civic Engagement	Moral/ spiritual/ cultural- aesthetic/ environmenta l/ Economic cosmopolitan global citizenship
Vietnam	National training	Embedded in curriculum to equip students as global citizens	Social Responsibility, Global Competence, Global Civic Engagement	Economic cosmopolitan global citizenship

As was reviewed in previous chapters, each ASEAN country shows different types of global citizenship education based on their cultural, historical, geographical, and religious backgrounds as presented in Table 5-1. Each ASEAN country has discrepancies of interpretation and implementation of global citizenship education with a different focus, and diverse approaches and policies to equip their teachers and that concluded each ASEAN countries in varied categorization of the contents.

CHAPTER 6. CONCLUSION

The research reported in this paper examines perceptions of global citizenship education, and also investigates teachers' perceptions of global citizenship education in ASEAN countries. In addition, by reviewing materials submitted to international conferences, government policy papers, curriculum reviews, and interviews, this research could have a good grasp of ASEAN teachers' perceptions on global citizenship education.

This chapter concludes with a summary of the relevant key findings. In addition, the researcher draws attention to the limitations of the research and makes suggestions for future research.

Global citizenship education in ASEAN countries differed by their national education policies, and that led to different types of teacher practices, challenges, and future directions. In most ASEAN countries' curricula, global citizenship education has already been reflected in their national basic education curricula. However, it has differed whether teachers recognize elements as aspects of global citizenship education or not.

In Singapore, the government has set clear goals of DOE and also set specific guidelines and targets to achieve those goals. The central government has enough strength to control and manage the plan, and it seems teachers do not feel much difficulty in accepting and implementing global citizenship education, and educational materials and information are fully supported by the school and government appropriately. Singapore's case could be interpreted as well-planned and well-practiced.

On the other hand, Cambodia is at the stage where the specific direction of

global citizenship education is being set up through NGOs and international organizations. Cambodian education includes diverse and various global citizenship education elements in the curricula, however, it is not easy to practice and implement global citizenship education. Teachers are faced with difficulties such as lack of educational materials and indifference of students, and they are also in a situation where they do not fully understand the concept. Moreover, even if the government establishes clear government policies by implementing decentralization, there still remain problems of propagation and proliferation of global citizenship education. In addition, Cambodia lacks qualified teachers and training for them, so it feels too early to discuss global citizenship education.

In Thailand, with its strong religious background, many global citizenship education factors were found, and in the basic education curriculum, many subjects contain global citizenship education content. However, nationalism is more prevalent than globalization and the government has yet to develop a concrete plan on global citizenship education that does not hinder the implementation of global citizenship education in Thailand. Moreover, teachers do not understand the concept of global citizenship education and it still remains ambiguous in Thai translation. In addition, there seems to be no room for global citizenship education yet, due to existing problems of Thai teachers such as lack of national education budget and excessive workload of teachers.

This research has some limitations in terms of its research design and methods. As with any other study, the findings and discussions should be considered in the light of the limitations of the research.

First, this research was unable to gather necessary data from all ten ASEAN countries. Each member has its own education history, nature, and characteristics,

but it was not possible to gather papers nor survey outcomes from all countries. Therefore, a more comprehensive and complete data collection from ASEAN countries is recommended for future studies.

Second, the conventional documents submitted from ASEAN teachers and interviews with several teachers from ASEAN countries did not share a common understanding of global citizenship education, and some countries just copied what they have learned and reviewed from some documents from international organizations. Therefore, qualitative research on teachers from each country is needed to identify perceptions for each country.

Third, most data analyzed in this research were text-based resources, and the only ones available were in English and accessible to the researcher. Due to the limitation of the collected data, this research may have limitations and the findings should be considered with these limitations in mind.

Since qualitative research can be designed using detailed patterns and qualities using information obtained and reviewed from the document analysis and quantitative methods (Rajasekar et al., 2006), the results of this research may provide a basis for further qualitative research to review global citizenship education.

Re-examination of country-specific surveys, conducting qualitative research (mentoring, coaching, and teacher learning activities) by finding out the success stories of individual citizen education clubs, or teachers' individual activities in each country are recommended to design further studies. To find more creative ways for teachers to learn new knowledge such as global citizenship education and put it into practice, more research should be planned to measure teachers' beliefs and attitudes in the balance with proper training methods (Guskey, 2000; 2002),

and should put continuous effort to develop better ways to measure relative variables on global citizenship education.

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국문 초록

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정빛나

국제적으로 발생하는 문제들은 세계시민교육과 같은 전지구적인 해결책이 필요하다. 세계화 시대의 교사들은 ‘학생들 참여 방식’에 더 많은 변화를 주려는 노력이 필요하다. 최근까지의 선행연구는 서구 중심으로 이뤄졌기 때문에, 앞으로는 아시아 국가와 관련한 연구가 보다 깊이 있게 진행될 필요가 있다. 이에 본 연구는 캄보디아, 싱가포르, 태국 등 아세안(ASEAN) 국가의 사례를 국가문서검토 및 기존 연구자료 분석과 인터뷰 결과를 통해 교사의 세계시민교육 인식 차이를 분석하기 위해 고안되었다.

아세안 국가도 나라마다 문화적, 역사적 배경 및 발달 상황이 다르고, 각국 교사들의 세계시민교육에 대한 인식도 다르다. 세계시민교육의 핵심 개념은 각 국가의 사회, 지리, 역사 등 기초교육과정에 나타나 있었다. 특히 캄보디아와 태국은 강한 종교적 배경으로 인해 인성, 도덕성과 인권의 가치가 교육에 많이 녹아있는 것으로 관찰되었다. 반면에 싱가포르를 제외하면 대부분의 교사들은 세계시민교육에 대해 명확하게 이해하지 못하고 있었다. 또한, 아세안 국가의 교사들은 자격을 갖춘 교원과 효율적인 연수, 국가교육예산 부족 등의 문제에 직면하고 있다. 이 밖에도 과도한 업무량으로 싱가포르

이외에는 세계시민교육 통합이 지연되고 있다.

주제어: 세계시민교육, 아세안, 캄보디아, 싱가포르, 태국