Global Citizenship Education in Thai Higher Education:

A Comparative Study and Guidelines for Tertiary-Level Students

Patcharee Chuntong[1], Rungkaew Phumpho[2], Chatchawan Limruchatakul[3],

Chutima Chavasint[4], Chonthipan Insawang[5], Krittika Maneetat[6],

and Sornnate Areesophonpichet[7]

Faculty of Education, Chulalongkorn University, Thailand [1,5,6,7]

Multidisciplinary College, Christian University of Thailand, Thailand [2]

Faculty of Education, Rajabhat Mahasarakham University, Thailand [3]

North-Chiang Mai University, Thailand [4]

Corresponding Author, E-mail: ggiepchr@gmail.com[1]

Abstract

This research aimed 1) to examine and compare the international context and Thai higher education (HE) in global citizenship competencies, global citizenship education (GCED), and global citizenship development projects, and 2) to propose pedagogical guidelines on global citizenship education in Thai tertiary education. After the documentary analysis and the in-depth interviews, this qualitative research relied on the IPOO model. Data were analyzed through content analysis.

The result showed: 1) the global citizenship competencies mainly lies on awareness of social inclusion, but with different viewpoints, the two contexts have their own approaches to run their global citizenship development projects and stimulate experiential learning and practices for the tertiary-level learners. Aiming at learning outcomes and guidelines, the four aspects (knowledge, skill, attitude and value) of global citizenship were focused in the international sphere while Thainess was added only in Thai higher education. Furthermore, the international and Thai Higher Education contexts mostly gear towards essential skills, awareness of civic duties, international understanding, and intercultural awareness as learning outcomes, and 2) Global citizenship education guidelines for Thai tertiary education that comes with four points including seven learning approaches and four aspects of learning

outcomes and global citizenship competencies that could possibly be adapted from promoting GCED in Thai higher education.

Keywords: Global Citizenship Education, Thai Higher Education, Cultural Competence, International Understanding, Pedagogical Guideline

Introduction

World changes can be considered as a evolution called "globalization" that serves as the transition of things. The global community are facing various changes, such as lifestyles influenced by social and cultural diversity, innovation and technological advancements, etc. Such changes are like big waves that the community inevitably has to encounter and cope with them in different ways. Especially in education, such changes lead to new learning paradigms that educators shall know and understand in order to adjust learning contents and instructions that align with current needs of the learners (Tantirojanawong, 2017). Based on Delors (1998), six challenges in the 21st century education were growth of data and knowledge base, technological advancement, demographic changes, international co-dependence, new social interests, and amendment of institutional plans and policies to suit the prevailing context. These showed the challenges that educational institutes, especially the higher education (HE), should concern due to their role in educational services and foster workforce for the country; therefore, higher education institutes (HEIs) must search for suitable guidelines to develop skillful, well-rounded learners along with fostering them to have global citizenship qualities.

Global citizenship has been one of the most widely discussed concepts in HE worldwide, and become increasingly one of major missions and a part of HEIs' plan and policy (Olds, 2012). Later, the United Nations (UN) proposed the UN's Global Education First Initiative: the traditional teaching was not enough for global citizenship development, especially in developing awareness of peace, tolerance and inclusive societies. For this reason, the UN proposed a concept of global citizenship education (GCED), as a pedagogical guideline to develop core competencies for the younger generations to connect and comprehensively face the global society (UNESCO, 2023b).

According to the 2nd UNESCO Forum on Global Citizenship Education (GCED) in 2015, the importance of global citizenship development to peaceful inclusion was emphasized (Promwong & Sriphan, 2023). As a result, studies on global citizenship education as a

pedagogical guideline in the 21st century. UNESCO also indicated that the concept connected with the sustainable development goals (SDGs), especially the SDG4: Quality Education that aimed at education equality and lifelong education at all ages. Target 4.7 significantly focuses on supporting education for all; it related to sustainable lifestyles, human rights, gender equality, peace culture, global citizenship, respect towards cultural diversity, and participation in sustainable development (UNESCO, 2023a). Thus, GCED is as vital pedagogical guideline in HEIs to promote global citizenship education outcomes that prepare learners for changes.

GCED consists of four main aspects: education for diversity and inclusion, education for civic participation, education for economic participation, and education for managing resources. They reflect the overall GCED that covers complex and wide-ranging topics. Within the scope in diversity and inclusion along with social phenomenon, diversity and inclusion are recommended for HEIs to consider in terms of administering education. In the 21st century conditions, people confront with cultural diversity and internationalization, and are challenged to live with others and alleviate cultural conflicts like ethnical discrimination, stigma, cultural misunderstanding, and violence. This, fostering for the tertiary-level students to know, understand, and have cultural diversity competence is a necessity for all HEIs (Cleminson, 2021).

A focus on cultural diversity will promote students' potential to enter the international workforce. Due to academic experience in HE and the interest in developing learners to have desired characteristics that conform global citizenship, especially in diversity education and inclusion in a culturally diverse society, the researchers collected, compared, and analyzed relevant documents and case studies that focused on building knowledge and understanding about cultural diversity in the international and Thai HE. Mainly focusing on Thai HE context, the research also paid attention to instructional process relying on GCED to derive knowledge and propose the global citizenship education guideline for future tertiary-level students.

Research Objectives

1. To examine and compare the international context and Thai higher education in global citizenship competencies, global citizenship education concepts and global citizenship development projects.

2. To propose pedagogical guidelines on global citizenship education in Thai tertiary education.

Literature Review

The research emphasized on four main concepts that are global citizenship education, international understanding, cultural diversity, and cultural competence as discussed below.

Global Citizenship Education (GCED)

Global citizen education or GCED is a pedagogical concept on developing global citizenship characteristics in learners. Due to the changing world, the concept is introduced by UNESCO with a view that the traditional education is inadequate for learner development in the 21st century, but GCED must be connected to the Sustainable Development Goals (SDGs), especially SDG 4: *Quality Education* and the Target 4.7: "By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."

Regarding SDG 4 and Target 4.7, in the international contexts, GCED contents include various topics (e.g. the environment, civics, human rights, sustainable development, and intercultural studies) under fostering global citizenship characteristics (Cleminson, 2021). In Thailand, besides SDG 4 and Target 4.7, HEIs also presented performances adhered to the 17 SDGs.

International Understanding

Due to the needs of war aversion and environmental protection, the concept of international understanding was introduced to all levels of education to prepare the younger generations to be peacefully inclusive in the diverse society in terms of culture, society, economy and politics. Based on the concept, people mutually and friendly learn about each other until they understand complexity and diversity. Afterwards, they adapt themselves for co-existence without value judgment; they trust in human rights and basic freedom for wellbeing and world peace. This concept is not limited to person-to-person relationship but is also for state-to-state relationship.

In the education sphere, international understanding could possibly be considered as "Education for International Understanding (EIU)." HEIs and relevant agencies and authorities might join forces in EIU through various means such as curriculums, instruction, training, research, administration, quality assurance and fundraising to allow the students and staff to learn and develop positive attitude towards other people and nations on the basis of understanding relationship and co-dependence among people from different corners of the

world. This would lead to a friendly multicultural society that all could live together peacefully with less conflict. (Power, 2011; Laves, 1949; Elvin, 1979; UNESCO, 1970; Chitoran & Pombejr, 1984)

Cultural Diversity

Cultural diversity refers to diversity of cultural experience in a social system manifesting in many ways, such as language, religion, expression, food, clothing, livelihood, houses, and others. It is important in human society formation, and UNESCO's proposal indicated that cultural diversity leads to choices, skill stimulation, values and viewpoints in various dimensions, and using past knowledge as a lighting beacon towards the future. Cultural diversity is a major driving force for sustainable human, community, and national development; therefore, creation of effective guidelines for sustainable development and education for sustainable development (ESD) requires attention towards respect, protection, and preservation of current and future cultural diversity (UNESCO, 2021).

Cultural Competence

The concept of cultural competence is a basis on respecting diversity, equity and social fairness that allowed people to well face differences in the culturally diverse society. Based on academic documents, cultural competence relates thinking and behavioral expression; it comprises knowledge, skills, and behaviors involving cultural confrontation (such as awareness of own vision, development of positive attitude towards cultural diversity, knowledge about practices and perspectives on different cultures, and development of intercultural communication and appropriate interaction skills (Chun & Evans, 2016; Cooke, 2017).

Research Methodology

Population and Sample

Due to the number of cases on Center for Social Impact: Impact 500 Organizations website and global citizenship development projects in Thai HEIs, the researchers use simple random sampling technique to access the samples. Thus, outstanding and accessible cases were considered and selected as research samples. The selected projects from the website were Global Citizenship Year, American College Personnel Association - College Student Educators International by ACPA Foundation, and Our Global Village by Education for Global Peace. Meanwhile, regarding the Thai HE context, Voluntary Intania Camp (VIC) by Chulalongkorn University, CONNECT - The Photo Exhibition and NFT Fundraising Campaign by The College of Digital Innovation Technology of Rangsit University, Mahidol HIDEF by Mahidol

University, and Home-Grown Teacher Scholarship for Elementary Education by Chiang Mai University were focused.

Research Instruments

To examine the case studies from the website, the researchers used documentary analysis form; meanwhile, the form of semi-structured interview with a set of questions was used when collected data from Thai HEIs.

Data Collection

The case studies selection was focused on those which develop youths as global citizens. Those from countries, excluding Thailand, were searched from the Center for Social Impact: Impact 500 Organizations website, while, for the Thai cases, outstanding global citizenship development projects carried out by universities in Thailand were targeted.

Data Analysis

Using documentary and content analysis, this study used a qualitative approach by means of documentary study, focusing on documents related with GCED in the international and Thai higher education context. Additionally, handlers of GCED projects in the Thai higher education context were interviewed. Knowledge about a pedagogical process of each project was then derived by synthesizing data along the line of the IPOO model (Input, Process, Output, and Outcome).

Research Results

Examine and compare the international context and Thai higher education in global citizenship competencies, global citizenship education concepts and global citizenship development projects.

1. Global Citizenship Competencies

Regarding the SDGs, global citizenship competencies were identified in four aspects by PISA 2018.

1.1 Competency in Local and Global Issue and Situation Analysis. This competency was along with culturally significant issues (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes). With this competence, individuals must critically think, logically express opinion, hold media literacy, and be able to access and analyze data.

1.2 Competency in Understanding and Respecting Different Visions and Viewpoints. Regarding this competency, Individuals must be well-versed in other cultures, histories, norms,

and communications in order to appropriately behave and respect coexistence involving equality, human rights, awareness of others' cultural values and beliefs.

1.3 Competency in Cross-Cultural Interaction. Competency in cross-cultural interaction shall be broaden, appropriate, and effective; this refers to positive interaction in terms of races, religions, and cultures. Hence, interpersonal relationships and skills in interpersonal and intercultural communication are vital to individuals' ability to interact with people of different backgrounds and origins. Also, cognitive skills like empathy, openness to experiences and perspectives, and aptitude for networking is included.

1.4 Competency in Expressing towards Peaceful Coexistence and Sustainable Development. Having ability and positive attitude towards coexistence contribute social responsibility. Individuals, particularly younger generations, should be ready to handle social issues by having a role in practical changes; for instance, participation in campaigns, communications about social problems, etc. Consequently, they would drive social improvement.

As the four stated aspects of global citizenship competencies could be supported by individual development in knowledge, skill, attitude, and value. This study also found joints and intersections of characteristics of global citizenship after comparing the international context and Thai HE context. The result is presented in the following tables:

Table 1 International Global Citizenship Characteristics

Knowledge	Skill	Attitude	Value
• Social understanding	• Critical thinking	• Open-mindedness	• Active engagement
• Awareness of global issues	• Collaboration	• Intercultural understanding	• Social justice
• Social values	• Problem-solving (especially conflict resolution)	• Intercultural awareness	• Human rights
• Engagement in environmental issues		• Respect differences	• Equality
• Social responsibility	• Rationality	• Interdependence	• Confidence
• Social imaginary	• Technology skill		• Moral reasoning
• Sustainable development	• Comparative skill		• Diversity
	• Creative thinking		• Empathy
	• Adaptability		• Peace
	• Communication Skills		

Table 2 Global Citizenship Characteristics in Thai Higher Education (HE)

Knowledge	Skill	Attitude	Value
• Awareness of citizen's roles	• Critical thinking	• Open-mindedness	• Active engagement
• Social understanding	• Collaboration	• Intercultural understanding	• Social justice
• Social responsibility	• Problem-solving	• Respect differences	• Social conflicts
• Sustainable development	• Rationality	• Political differences	• Social support
• Engagement in environmental issues	• Decision making	• Value differences	• Human rights
• Recognizing the basic public health	• Technology skill	• Sharing values	• Equality
	• Media literacy	• Interdependence	• Democracy
	• Creative thinking		• Good governance
	• Adaptability		• Empathy
	• Effective action		• Peace
	• Leadership and fellowship		• Sense of belonging
	• Communication skills		• Thainess

According to table 1 and 2, with the broad scope of competencies, global citizenship competencies, in both of the compared spheres, are similar to those proposed by UNESCO, albeit with different details.

In sum, the view on global citizenship between the contexts similarly lies on awareness of social inclusion. However, they have different focal points that lead them to own specified learning outcomes and guidelines, and these also include various ways to conduct global citizenship development projects.

2. Global Citizenship Education (GCED) Concepts

As an important goal for the GCED is to prepare learners for the multicultural society, HEIs must develop their learners to be aware of social problems and cultural diversity, to understand the international world, and to have cultural competencies. The comparative documentary analysis result on GCED concept in the international and Thai HE context is explained in the following diagram.
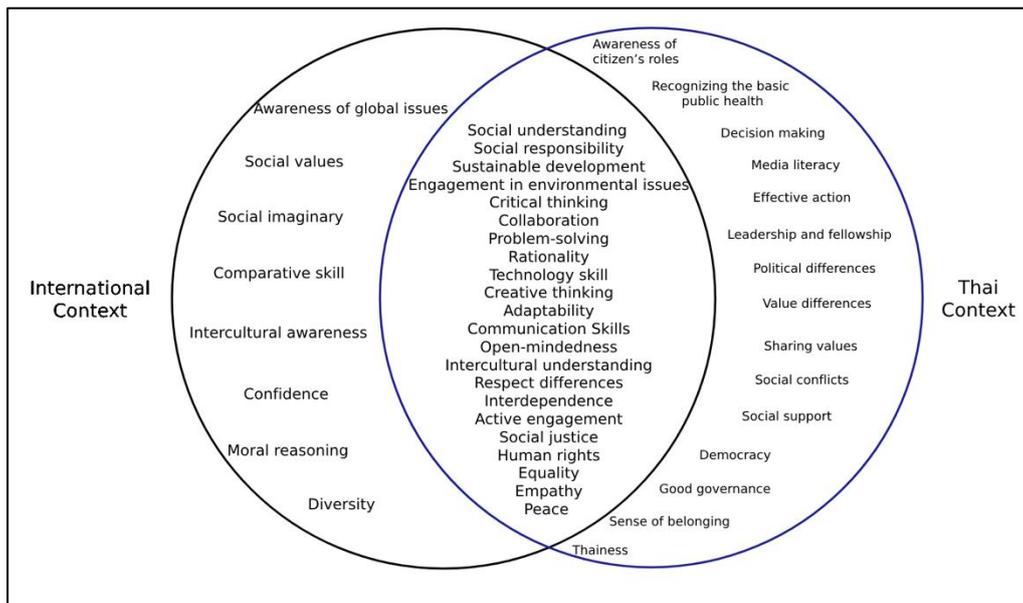
Figure 1 A Comparison of Global Citizenship Education (GCED) Attributes in the International and Thai Higher Education (HE) Context

Based on the diagram above, it can be concluded that the implementation of GCED was influenced by the principle proposed by UNESCO; therefore, the pedagogical guideline and learning result aimed to develop the four aspects of global citizenship that are knowledge, skill, attitude and value. However, the major difference of GCED in the two contexts is that Thainess, referring to Thai values and localness, is added in the Thai HE context, where some dimensions, such as the national government, Thai identity, and Thai norm, are more focused.

3. Global Citizenship Development

Based on the comparison of global citizenship development projects in the international and Thai higher education contexts, differences in principle were found when the concept of global citizenship development was employed. Through the system approach analysis, or IPOO as discussed earlier, the researchers had collected and studied on the global citizenship development programs for learners in the focused contexts, it was found that, for the global citizenship development, they use informal and experiential learning that could possibly be categorized into two groups:

3.1 Learning through New Experiences. For developing global citizens, learners were nurtured through new learning activities, area and/or community engagement that promote them in transformative learning. For example, via fellowship and training programs, Global Citizen Year opens learning spaces for the learners outside their home countries. With direct experiences, they develop their deep understanding towards others, their own life

purpose and meaning, empathy, ability to deal with global challenges, and ability to create positive impact. About the cases of Thai HE, the VIC project by Chulalongkorn University created opportunities for learners to join field study and be parts of community development. With the aim to create sustainable agricultural areas, the learners mingled with the locals and proposed solutions for community by creating. Another example was Home-Grown Teacher Scholarship for Elementary Education by Chiang Mai University, which Thai and minority students could practice their teaching skills in remote communities or their hometown to refine their professional teaching skills and community coexistence skills. Furthermore, Mahidol HIDEF project provides learners experience and build literacy in five dimensions: health, internationalization, digitalization, environment, and finance through extracurricular activities.

3.2 Learning through Previous Experiences. Learning through previous experience encouraged learners to present their own or others' experience through artwork and public presentation. An example in the international context is Our Global Village by Education for Global Peace. With the pedagogy of history and memory, learners were aroused to share stories and experiences of violence confrontation, and creative arts were a medium for reflecting effects of violence and building awareness on peace. Like CONNECT - The Photo Exhibition and NFT Fundraising Campaign by The College of Digital Innovation Technology of Rangsit University, Thailand, the project allowed the learners to create photographs connecting to the society; they had to take their own experiences that relate to social issues and presented them on NFT platform and photograph exhibition.

The studied international and Thai HE cases mostly gear to learning outcomes for global citizenship development in four dimensions: essential skills, awareness of civic duties, internationalization understanding, and intercultural awareness. Nevertheless, both of the contexts differently focused on the global citizenship development. While the international ones were more attentive to intercultural awareness, international understanding, and civic duties that were followed future skills, Thai HE prioritized future skills development, civic duties, and intercultural awareness with a secondary concern on international understanding.

Discussion

Supported by the research result, the researchers could propose the guideline for global citizenship education (GCED) in Thai tertiary education on the following topics:

1. The Principle of Global Citizenship Education (GCED) aims to prepare learners to live in the context of cultural diversity in the 21st century as a global citizen with good conscience, social responsibility, and appropriate behaviors (Global Citizenship Education, 2021; Prapasanobon, 2021; Pratumsuwan, 2019; Oxfam, 2015). This concurred with the proposed guideline made by UNESCO (2023a, 2023b). Therefore, it could be concluded that HEIs worldwide had similar direction on global citizenship education despite the differences in economy, ideas, value, and local cultural identity that might affect some perspectives on human development. Still, this reflected that the world community had the same direction regarding nurturing higher education students into high-potential workforce that would be major players in national society and economy.

2. GCED content should promote awareness of coexistence as global citizens in the diverse cultures that covers value of cultural diversity, internationalization understanding, empathy, peacebuilding for inclusion, international ethics, critical thinking, knowledge about world situation, and sustainable development. Supported by Cleminson (2021), environment, civics, human rights, sustainable development, and intercultural studies were subjects to be included for developing learners' global citizenship. However, in Thai HE context, the local context shall be compiled in the GCED content; hence, it may include Thainess or localness. This is concurred with the report by the Education Council Secretariat 2019 which proposed that GCED in the Thai context must integrate three more things: Thainess, localness, and globalness (Rakphonlamueang, 2019).

3. Learning Approaches

To educate learners with global citizenship, the various appropriate learning approaches aim at building learners' experiences through informal exposure and practice. Those could be summarized in seven approaches that are:

Learning Approach 1: Transformative Learning. Transformative learning refers to learning to create changes in how an individual perceives own self, others, and surrounding environment. With processes (such as self-reflection and deep listening) in stimulating creativity and changes, learners are as a center of learning where all own new body of knowledge (Drikx, 1998; Syaharuddin et al., 2022)

Learning Approach 2: Experience-based Learning. Experience-based learning is different from the formal education as it sets aside learners' everyday life activities for generating new knowledge. This approach consists of four steps: learning required experience, reflecting and thinking, creating the idea, and applying in real context (Moon, 2004; Sutiarj, 2018).

Learning Approach 3: Art-based Learning. About the art-based learning approach, it integrates art learning and academic learning to promote the learning achievement. Also, with skills in arts, learning processes, and educational experiences, the art-based learning is a tool that strengthens learners, to study in other areas of study beside arts practices. By employing this approach, learners are opened to new viewpoints and learn new methods for decision-making and problem-solving. This approach leads them to creative, constructive, and diverse ideas (Mullen, 1999).

Learning Approach 4: Project-based Learning. Project-based learning with learners as the center is one learning approach of the 21st century. In concurrence with the learner-centered learning approach, the project-based learning encourages the learners to seek and build their body of knowledge. Learning will be done from acquiring knowledge to practice; therefore, the ability to apply knowledge is vital. The project-based learning allows the learners to connect existing knowledge and experience to new ones, and appropriately apply them. Additionally, teamwork is involved at all steps, and training how to lead, follow, and listen to others are highlighted (Kokotsaki et al., 2016).

Learning Approach 5: Community-based Learning. Community-based learning allows learners to learn with the community members based on their needs and interests. There might be scholars, experts or local community wise people providing knowledge and information, as well as cooperation, in all aspects. The educational institutions and community jointly help turn local areas into sources of education, employment and good livelihood. At the same time, the community plays roles as advisors for learners. They, along with teachers, educational administrators, and community members work together on the curriculum and assessment using a diverse range of methods and tools for learning outcomes (Guo-Brennan et al., 2020).

Learning Approach 6: Practice-based Learning. This learning approach creates a suitable learning environment based on practices that aimed to build proficiency in desirable contents, knowledges, skills and characteristics, using technologies and information applied in the learning process (Kennedy et al., 2015).

Learning Approach 7: Exhibition-based Learning. For this learning approach, exhibition is used as a learning basis allowing learners to have new experiences via practice, teamwork, and experiment as they are required to set up exhibitions. By doing so, they could discover related issues and utilize them for designing their learning process; they are able to connect

the existing experience with new ones through practice, analysis and interpretation of displayed objects in exhibitions (Sangpikul, 2020).

4. Learning Outcomes of Global Citizenship Competencies

According to the analysis, learning outcomes of global citizenship competencies shall be discussed in four aspects:

Essential Skills. Essential skills, like critical thinking, knowledge about news and world situation, creativity, innovation and technology skills, media literacy, data searching and self-learning skills, and understanding of sustainable development, are important to people of the 21st century. They promote the individuals' development of knowledge and competency, and equip people with certain global citizenship characteristics. At the same time, the ability to coexist in cultural diversity requires them to be enthusiastic in learning about culture, history, values, and traditions of others.

Social Responsibility. Social responsibility, in this case, includes awareness of human rights, all-aspect equality, peacebuilding for society, civic or political participation, violence alleviation, awareness of world social and environmental problems, and empathy. Moreover, individuals must know and understand ethical principles such as human rights, gender equality, justice, etc., as the basic knowledge for coexistence. Therefore, GCED aims to prepare people to live in the society with adherence to the principles of equality, peace, social fairness, and participation in development and solution at the local and international level. These are considered as GCED learning outcomes.

International Understanding. Results from globalization that encourages mutual dependence between the countries. Therefore, as a global citizen, individuals must understand international principles like internationalization understanding, openness to experience and different worldview, adaptability in international context, ability to interact and communicate with common languages, and understanding and awareness of international issues influencing people in terms of social, economic, political and environmental problems at the macro level.

Intercultural Awareness. Intercultural awareness (such as value awareness of cultural diversity, ability to interact and communicate across cultures, intercultural empathy, intercultural sensitivity, ability to work with others, participation in team efforts, etc.) is an important part of global citizenship competencies. This can be called as cultural competence that allows individuals to appropriately and efficiently live in a culturally diverse society. However, they must be well-versed and respectful of their own identity and local culture.

Conclusion

Changes in the 21ˢᵗ century draws attention of global community on global citizen inclusion; thus, global citizenship competencies become the vital skill set for new generations. Regarding to this matter, the concept of global citizenship education (GCED) has been promoting for educational institutions, especially higher education ones (a key driver in fostering workforce to market) to apply and integrate it with their instructions and their students' learning activities. According to the research result, it can be concluded that GCED required the learners' knowledge, comprehension, and skill development in regard to cultural differences, awareness of violence and environmental problems, curiosity, and critical thinking for building skills of living with others. Regarding the proposed global citizenship education (GCED) for Thai tertiary-level students, it can be concluded that GCED must be promoted coexisting skills through developing the understanding of cultural difference and awareness of violence and environmental problems. At the same time, GCED must keep the students enthusiastic and critically think. These are concurred with Papastephanou (2023) claiming that GCED aimed to instill critical thinking in students under the diverse social context, and lay a social foundation for fairness and sustainability in the future.

New Body of Knowledge

Guideline for Global Citizenship Education (GCED) in Thai Tertiary Education

Global Citizenship Development Projects

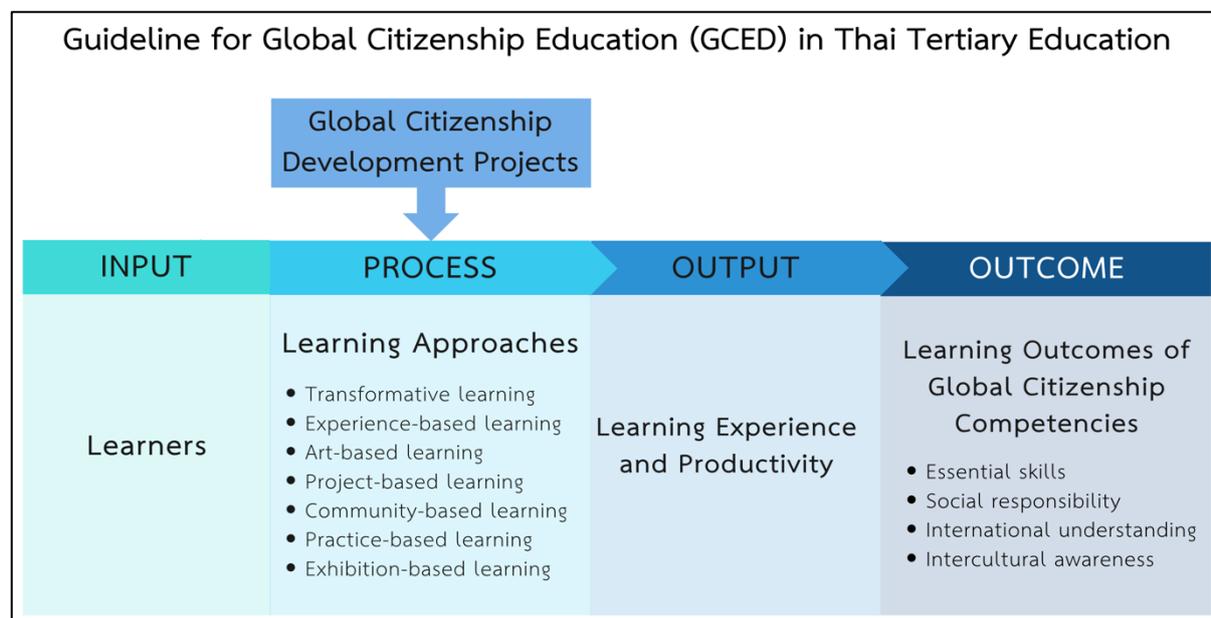| INPUT	PROCESS	OUTPUT	OUTCOME
Learners	**Learning Approaches** • Transformative learning • Experience-based learning • Art-based learning • Project-based learning • Community-based learning • Practice-based learning • Exhibition-based learning	Learning Experience and Productivity	**Learning Outcomes of Global Citizenship Competencies** • Essential skills • Social responsibility • International understanding • Intercultural awareness

Figure 2 Guidelines for Global Citizenship Education (GCED) in Thai Tertiary-Level Students

According to the research result, it could possibly be claimed that promoting global citizenship education (GCED) for the tertiary-level students requires informal learning approaches that could create real learning experiences (through doing or practices) and strengthen their learning productivity. In this matter of selecting appropriate learning approaches, higher education institutions' policies and plans must be considered with targeted learning outcomes, together with instructors' discretion. By doing so, the learners are crafted to become global citizens, equipped with essential skills, social responsibility, international understanding, and intercultural awareness, at the end of the learning process.

Recommendations

According to the research result, the researchers would suggest as follows:

1. Recommendations from the Research

According to the research results found that learning outcomes for global citizenship development were geared toward four dimensions: essential skills, social responsibility, international understanding, and intercultural awareness, relevant organizations should take the key actions.

1.1. The learning content shall promote awareness of coexistence as global citizens in the diverse cultures that covers value of cultural diversity, international understanding, empathy, peacebuilding for inclusion, international ethics, critical thinking, knowledge about world situation, and sustainable development.

1.2. Since Thai higher education concerns about localness, Thainess and globalness, relevant organizations should apply suitable learning approaches (e.g. transformative Learning, experience-based learning, art-based learning, project-based learning, community-based Learning, practice-based Learning and exhibition-based Learning) with a focus on four elements: the 21st century essential skills, social responsibility, international understanding and intercultural awareness as keys learning outcomes of global citizenship competencies.

2. Recommendation for Future Research

For future research, it may be valuable to investigate Global Citizenship Education (GCED) across various countries or regions, particularly focusing on its implementation in primary and secondary levels. Exploring GCED in different educational settings can provide insights into the effectiveness of various approaches, curriculum designs, and teaching methods in promoting global citizenship qualities among younger learners. Comparing practices and outcomes across diverse contexts can contribute to deeper understanding of

the challenges and opportunities associated with integrating GCED into formal education systems worldwide. Additionally, examining GCED at the primary and secondary levels offers the opportunity to assess its impact on students' attitudes, values, and behaviors from an early age through adolescence, shaping their perspectives on global issues and fostering a sense of responsibility towards global challenges and sustainable development. By doing so, they are well nurtured and better continue their vigorous global citizenship development in their tertiary-level of education to be a change agent for a united world.

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