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Situational Analysis for GCED Curriculum Development & Integration (CDI) Project in Thailand

GCED CDI PROJECT
ROUND 5

Situational Analysis for GCED Curriculum Development & Integration (CDI) Project in Thailand (2025 Edition)

Publisher

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APCEIU Asia-Pacific Centre of Education for International Understanding
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The **Asia-Pacific Centre of Education for International Understanding (APCEIU)** is a UNESCO Category 2 Centre established in 2000 according to the Agreement between UNESCO and the Government of the Republic of Korea, with the mandate to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) toward a Culture of Peace. APCEIU has been at the forefront of promoting GCED and thereby supporting UNESCO Member states to achieve the Sustainable Development Goals, SDG 4.7 in particular.

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This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its **GCED Curriculum Development and Integration Project (GCED CDI)** in Thailand (2024-2026).

Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)

In the face of the global challenges of the 21st century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifi cally by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1st Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2nd Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021), the 3rd Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023), and the 4th Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024) of the Project and is currently operating the 5th Round (Morocco, Nepal, Pakistan, and Thailand, 2024-2026) and the 6th Round (Fiji and Uzbekistan, 2025-2027).

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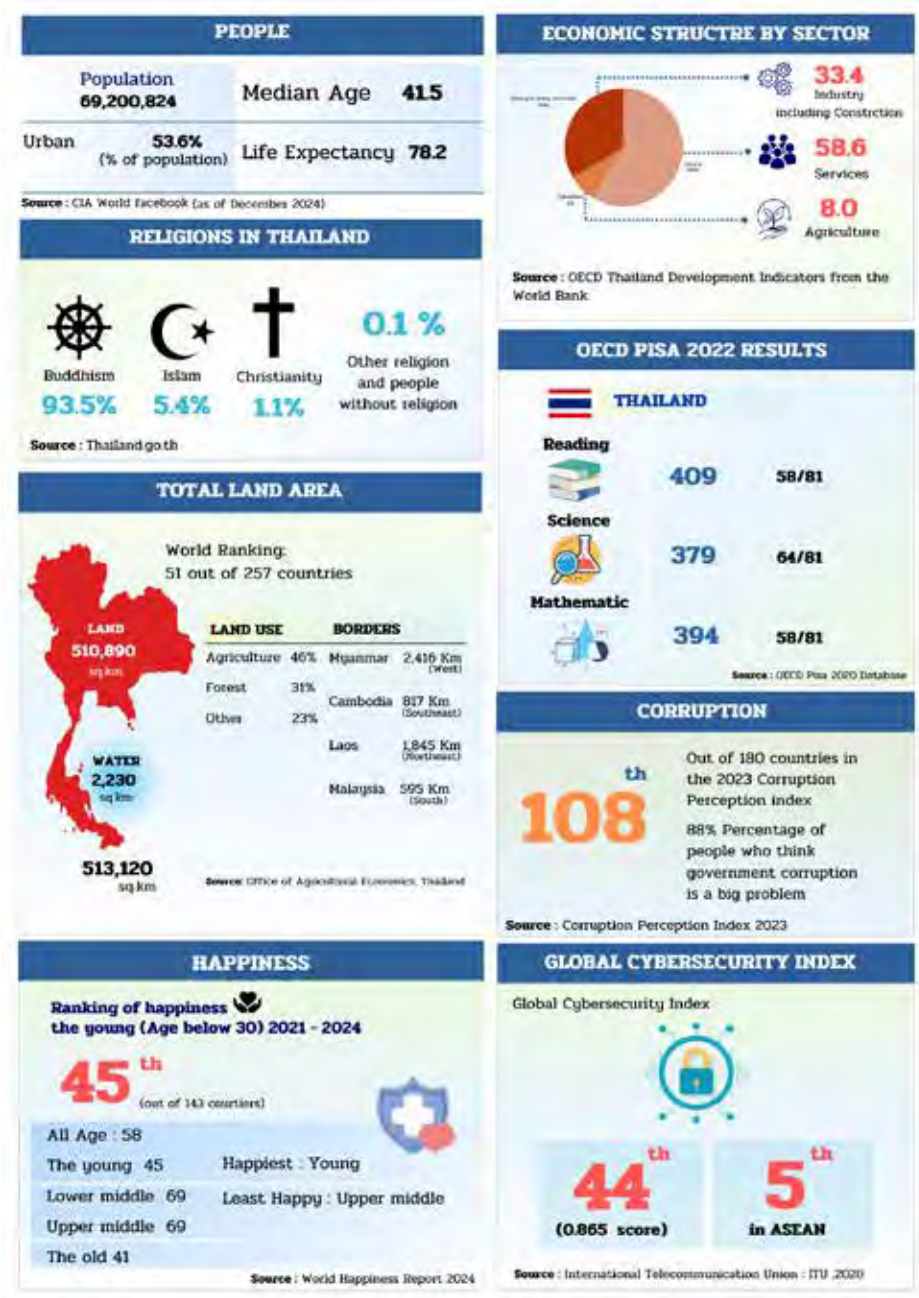
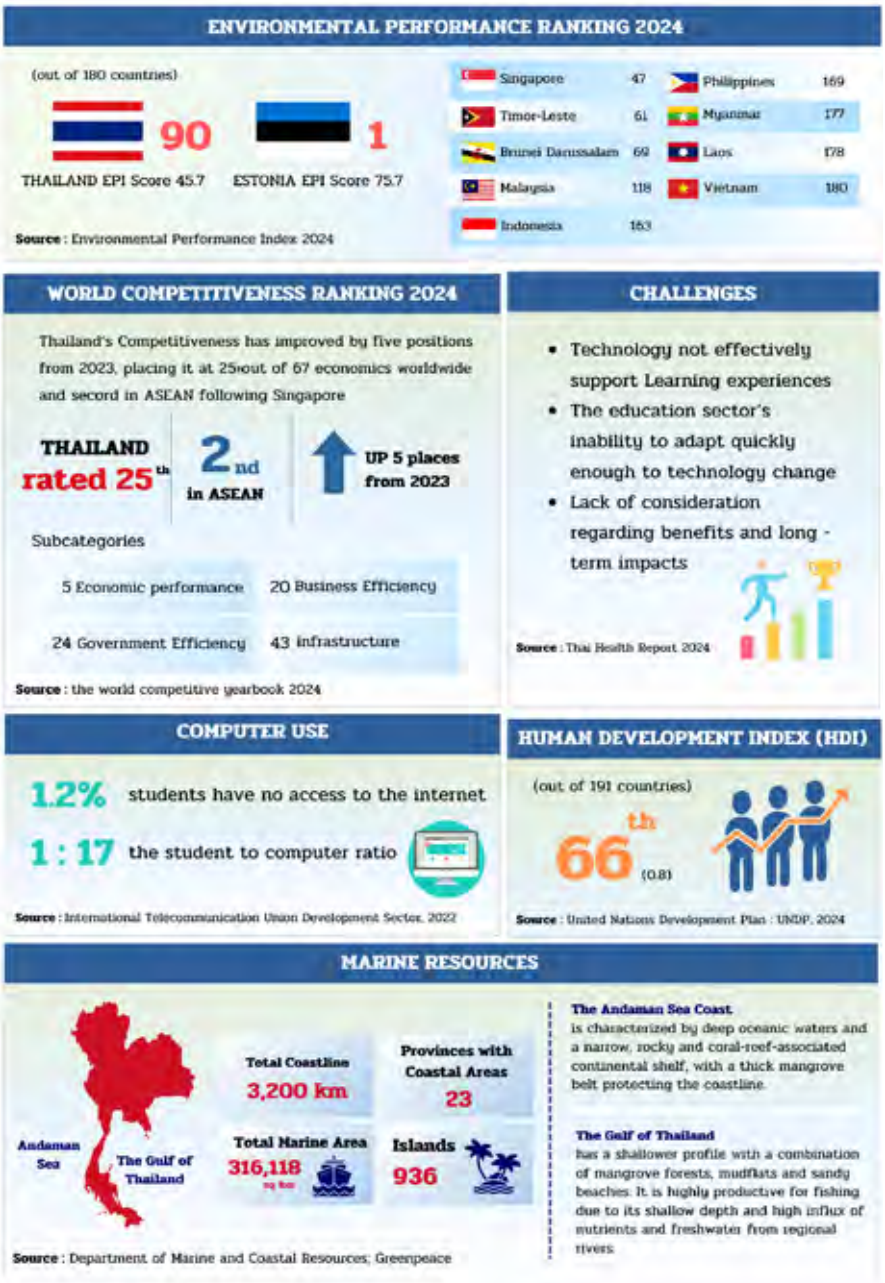
Thailand Overview




ENVIRONMENTAL PERFORMANCE RANKING 2024
(out of 180 countries)
90
THAILAND EPI Score 45.7
1
ESTONIA EPI Score 75.7
Source : Environmental Performance Index 2024
Singapore 47
Timor-Leste 61
Brunei Darussalam 69
Malaysia 118
Indonesia 163
Philippines 169
Myanmar 177
Laos 178
Vietnam 180
WORLD COMPETITIVENESS RANKING 2024
Thailand's Competitiveness has improved by five positions from 2023, placing it at 25rout of 67 economics worldwide and secord in ASEAN following Singapore
THAILAND
rated 25th
2nd
in ASEAN
UP 5 places
from 2023
Subcategories
5 Economic performance
20 Business Efficiency
24 Government Efficiency
43 infrastructure
Source : the world competitive yearbook 2024
CHALLENGES
Technology not effectively support Learning experiences
The education sector's inability to adapt quickly enough to technology change
Lack of consideration regarding benefits and long - term impacts
Source : Thai Health Report 2024
COMPUTER USE
1.2% students have no access to the internet
1 : 17 the student to computer ratio
Source : International Telecommunication Union Development Sector, 2022
HUMAN DEVELOPMENT INDEX (HDI)
(out of 191 countries)
66th
(0.81)
Source : United Nations Development Plan : UNDP, 2024
MARINE RESOURCES
Andaman Sea
The Gulf of Thailand
Total Coastline
3,200 km
Provinces with Coastal Areas
23
Total Marine Area
316,118
Islands
936
The Andaman Sea Coast
is characterized by deep oceanic waters and a narrow, rocky and coral-reef-associated continental shelf, with a thick mangrove belt protecting the coastline.
The Gulf of Thailand
has a shallower profile with a combination of mangrove forests, mudflats and sandy beaches. It is highly productive for fishing due to its shallow depth and high influx of nutrients and freshwater from regional rivers.
Source : Department of Marine and Coastal Resources; Greenpeace

Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
OBEC	Office of the Basic Education Commission, Thailand
GCC-ESD	Global Citizenship Education Cooperation Centre-Education for Sustainable Development at Chulalongkorn University (GCED Cooperation Centre-Thailand)
GCED	Global Citizenship Education
GCED CDI	Global Citizenship Education Curriculum Development and Integration Project
(GCED CDI) CDC	(Global Citizenship Education Curriculum Development and Integration Project) Curriculum Development Committee
ESD	Education for Sustainable Development Goal
SDGs	Sustainable Development Goals
SEP	Sufficiency Economy Philosophy
DOE	Desirable Outcomes of Education
MIDL	Media, Information, and Digital Literacy
UNESCO	United Nations Educational, Scientific and Cultural Organization
OECD	Organisation for Economic Co-operation and Development
O-NET	Ordinary National Educational Test

Executive Summary

The *Global Citizenship Education: Curriculum Development and Integration (GCED CDI) Project,* in collaboration with Thailand's Office of the Basic Education Commission (OBEC) and the Asia-Pacific Centre of Education for International Understanding (APCEIU), aims to align Thailand's education system with UNESCO's Global Citizenship Education (GCED) framework. This initiative is part of Thailand's commitment to achieving SDGs 4, which focuses on providing inclusive, equitable, and high-quality education while promoting lifelong learning with an emphasis on global citizenship and sustainability.

Objectives and Scope

This report analyzes how GCED is integrated into Thailand's Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The study assesses curriculum alignment with GCED principles, reviews national and international policy frameworks, and proposes improvements to better equip learners to address both global and local challenges.

Key Findings

1. International Context, Educational Policies, and Stakeholder Perspectives

The implementation of GCED within Thailand's education system has made progress through the 2017 curriculum revisions. However, challenges persist, such as limited integration across subjects, inadequate assessment methods, and insufficient teacher preparation. Teachers report difficulty integrating GCED due to fragmented policies and outdated systems, highlighting the need for improved resources, experiential learning, and digital literacy. Students express a desire for hands-on, project-based learning and increased access to digital tools to foster global perspectives.

Key recommendations include mandatory GCED inclusion in the curriculum, development

of new assessment frameworks, enhancement of teacher training programs, investments in digital resources, and connection of local challenges to global contexts. A balanced approach aligning with international standards while preserving local culture is vital for preparing Thai students as global citizens.

2. Curriculum Mapping and GCED Integration

Thailand's Basic Education Core Curriculum is structured with clear vision, goals, and competencies, providing a foundation for GCED implementation. The curriculum mapping reveals that 414 indicators (20.14%) across 12 years of education align with GCED principles, with the highest alignment found in Thai Language (41.38%), followed by Occupations (38.89%), and Social Studies, Religion, and Culture (25.59%).

Co-curricular activities, such as guidance, student clubs, and public service activities, offer flexible opportunities for integrating GCED, except for specific programs like Boy Scouts and Junior Red Cross, which follow their own curricula. These activities allow for practical application of global citizenship concepts in alignment with the curriculum's core objectives.

Recommendations

1. Policy Recommendations for GCED Implementation

The report outlines six policy recommendations for successful GCED implementation:

1) Integration of GCED into educational policies and plans across all levels and types of education, supported by clear implementation guidelines and consistent policy communication.

2) Establishment of clear definitions and conceptual frameworks for GCED terminology, considering Thai linguistic and cultural contexts while maintaining alignment with international standards.

3) Creation of a balanced multi-layer citizenship framework that integrates local, Thai, ASEAN, global, and digital citizenship dimensions, recognizing

their interconnectedness and conflicts management.

4) Development of collaborative networks among domestic and international organizations to share knowledge, methodologies, and best practices in GCED implementation.

5) Implementation of systematic social monitoring mechanisms to ensure educational directions remain responsive to current challenges and future needs through public-private collaboration.

6) Promotion of meaningful youth and children's participation in curriculum development and implementation, recognizing their vital role as stakeholders in educational transformation.

2. Curriculum Recommendations for Integrating GCED

The findings suggest four key aspects for integrating GCED:

1) GCED integration across multiple dimensions encompasses macro (national curriculum), meso (educational service areas), and micro (school and classroom) levels. The national curriculum currently contains 414 indicators (20.14%) aligned with the GCED framework. Integration occurs through subject-based, co-curricular, extra-curricular, and hidden curriculum approaches.

   At each level, especially within schools and classrooms, there is an emphasis on using local context data and the unique characteristics of learners to foster meaningful learning experiences. This approach promotes contextualization, ensuring that teaching methods and materials are adapted to fit the learners' specific contexts, thereby enhancing the relevance and effectiveness of learning.

2) curriculum development tools, particularly Curriculum Mapping, serve as essential mechanisms for analyzing relationships between curriculum components and GCED concepts. This systematic approach helps identify gaps, redundancies, and alignment issues while facilitating collaborative planning among teachers.

3) school-based curriculum development requires creating comprehensive

curriculum guides and accessible learning resources. This includes establishing a central digital repository platform with GCED-aligned materials, promoting inquiry-based learning, and ensuring equitable access through Open Educational Resources.

4) stakeholder participation involves school administrators with academic leadership, quality teachers as key change agents, students providing valuable feedback, parents and community members engaged in holistic development, and curriculum developers maintaining balance between standardization and flexibility.

Section 1. Introduction

1. Significance and Background

The Sustainable Development Goals (SDGs) are a set of global development objectives established after 2015 and endorsed by 193 United Nations member states, as outlined in the document *"Transforming Our World: the 2030 Agenda for Sustainable Development."* Goal 4 of the SDGs emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Specifically, Target 4.7 focuses on ensuring that all learners acquire the knowledge and skills necessary to promote sustainable development.[1]

Thailand has pursued educational reforms that align with these global shifts, ensuring an educational approach responsive to the rapid technological and socio-economic changes of the 21st century. The country's education system currently prioritizes elevating educational practices to meet these global changes and aligns with the SDGs, broadening learning beyond classroom boundaries to cultivate lifelong learning skills and a comprehensive personal development framework.

The Office of the Basic Education Commission (OBEC) has partnered with the Asia-Pacific Centre of Education for International Understanding (APCEIU) to implement the Global Citizenship Education: Curriculum Development and Integration Project (GCED CDI). This project aims to enable Thailand to develop, integrate, and implement an impactful GCED curriculum that achieves program objectives.

At the basic education level, the Basic Education Core Curriculum B.E.2551 (2008) emphasizes the development of students as global citizens. Its vision states that the core curriculum *"aims to develop every student, as a national asset, to be a well-rounded individual in body, knowledge, morality, with a sense of responsibility as both Thai and*

[1] United Nations. "Transforming Our World: the 2030 Agenda for Sustainable Development." UN General Assembly Resolution A/RES/70/1, 25 September 2015.

global citizens, loyal to a constitutional monarchy, with foundational knowledge, skills, and attitudes essential for learning, work, and lifelong self-development." [2] Therefore, fostering global citizenship through the GCED has become increasingly essential to promote sustainable development, peace, and an understanding of cultural diversity.

The Situational Analysis Report aims to assess the context of GCED within Thailand's education system and the Basic Education Core Curriculum B.E.2551 (2008), in alignment with global societal dynamics. The report seeks to identify core mechanisms for integrating GCED into the national intended curriculum. Key activities include a comprehensive review of Thailand's social and cultural context, and review of the curriculum structure, and an analysis of curriculum frameworks and pedagogical methods, establishing a foundational dataset to inform future initiatives.

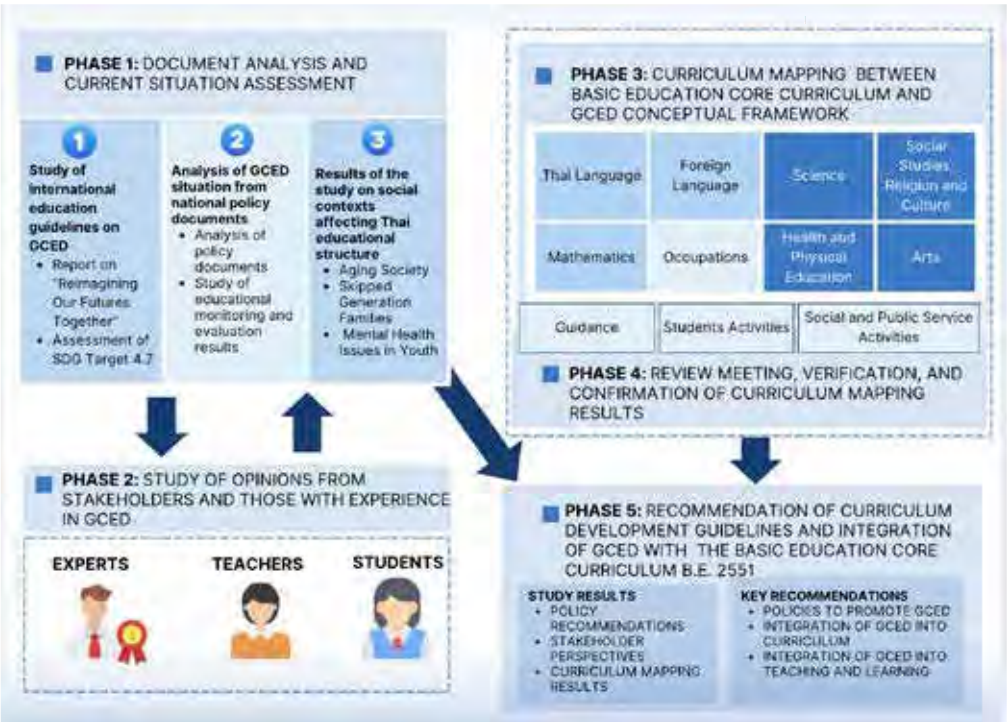
Under the objective of identifying opportunities and linkages for integrating GCED into Thailand's basic education curriculum, the situational analysis emphasizes the integration of international and national policy documents, current national and international education challenges, and trends, alongside the Basic Education Core Curriculum B.E.2551 (2008) (revised in A.D.2017). This process seeks to ensure that GCED is comprehensively incorporated within Thailand's educational system.

2. Objectives of the Study

To identify opportunities and entry points for integrating GCED into Thailand's basic education curriculum, the Situational Analysis Report examines GCED within Thailand's educational framework. This involves a comprehensive approach, combining policy document analysis with curriculum mapping, and providing targeted recommendations for implementation. The study process for developing the Situational Analysis Report on GCED in Thailand's basic education curriculum consists of 5 phases, which are detailed as follows.

[2] Ministry of Education Thailand. "The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)." Bangkok: Ministry of Education, 2008.

Figure 1: Methodology Study for the Situational Analysis Report on GCED in Thailand's Basic Education Curriculum



3. Methodology

This study aims to integrate GCED into Thailand's the Basic Education Core Curriculum. The methodology has 5 main phases:

(1) Document analysis and current situation assessment,
(2) Study of opinions from stakeholders and those with experience in GCED,
(3) Curriculum Mapping between the Basic Education Core Curriculum and GCED conceptual framework,
(4) Review, verification and confirmation of curriculum mapping results, and
(5) Recommendation (refer to Figure 1).

The details of each phase are as follows:

Phase 1: Study of Global and Thai Contexts Affecting GCED

This study phase involves reviewing documents that provide information about global and Thai situations affecting education management, including the importance and necessity of education for global citizenship. This is to understand global and international issues in order to determine directions for developing learners to become citizens who can participate in change, jointly addressing challenges, or preventing problems that may intensify in the future.

1.1 Review of policies on global citizenship to develop a global citizenship framework aligned with Thai context. This analysis will thoroughly review key documents to identify principles and rationales behind international and national education policies. The selected documents for study are categorized into 2 types as follows:

1) International education trends on global citizenship from 2 documents: (1) Book "Reimagining for Education: The New Social Contract for Education" by the United Nations and (2) International education implementation framework - United Nations Sustainable Development Goals (SDGs)

2) Thai national policies through studying policy documents to examine opportunities and possibilities for integrating global citizenship framework concepts, consisting of:

2.1) Constitution of the Kingdom of Thailand B.E. 2560
2.2) National Economic and Social Development Plan No. 13
2.3) National Education Plan B.E. 2560-2579
2.4) National Education Act B.E. 2542
2.5) National Education Standards B.E. 2561

3) Results from monitoring 3 policy documents: 1) National Economic and Social Development Plan No.13, 2) Monitoring and evaluation results of National Education Plan B.E. 2560-2579 in the first phase (B.E. 2560-2564), and 3) Monitoring and evaluation results of basic education teaching and learning that promotes learners' 21st century characteristics and learning skills

1.2 Analysis and presentation of current social situations and structural influences related to education in Thailand, focusing on key issues aligned with international context and

situations in Thailand. These issues emphasize the necessity of GCED in promoting relevant skills and awareness among learners to ensure they are ready to meaningfully participate in a globalized world.

Phase 2: Study of Stakeholders' Opinions and Experiences Related to GCED in Thailand's Educational Context

This is to gather diverse perspectives and experiences about GCED teaching in Thailand and to analyze opinions for designing GCED curriculum suitable for Thai educational context and aligned with international standards. The analysis results create collaborative space to explore new possibilities and innovative approaches for GCED in Thailand.

The 3 stakeholder groups are: 1) Expert group consisting of 5 experts including education policymakers, educators, leading university instructors, supervisors, and demonstration school teachers serving as educational models, 2) Teacher group consisting of 10 teachers directly responsible for implementing global citizenship concepts in classrooms, and 3) Student group consisting of 12 students who are products of basic education system, providing direct perspectives on global citizenship education.

Stakeholder discussions were conducted through interviews and focus group interviews.

Phase 3: Analysis of Basic Education Core Curriculum B.E. 2551 Alignment with Global Citizenship Framework Concepts

Curriculum mapping to study and identify ways to integrate GCED concepts into Thailand's basic education core curriculum using UNESCO's GCED framework. This curriculum mapping helps ensure students are better prepared to handle complex global issues with responsibility and understanding that transcends national boundaries. The implementation steps are as follows:

3.1 Analysis of alignment between Basic Education Core Curriculum B.E. 2551 and UNESCO's "GCED: Topics and Learning Objectives" (2015) document. The analysis aims to identify areas where global citizenship concepts and objectives align with or support existing curriculum, focusing on integration opportunities and development aligned with global context and Thailand's education.

3.2 Curriculum mapping systematically integrates GCED concepts into core curriculum

through analysis divided into 3 parts:

3.2.1 Analysis of 5 goals of basic education curriculum including vision, principles, goals, desirable learner characteristics, and key learner competencies.

3.2.2 Analysis of learning standards and indicators across 8 learning areas, studying how these indicators align with global citizenship framework standards in promoting comprehensive participation and learner skill development.

3.2.3 Analysis of Students Development Activities goals as co-curriculum that develops learners to be complete humans physically, intellectually, emotionally and socially, leading to goals of enhancing key competencies and desirable characteristics of learners according to Basic Education Core Curriculum B.E. 2551 consisting of 1) Guidance 2) Student activities and 3) Social and public service activities

Phase 4: Meeting to Review, Verify and Confirm Curriculum Mapping Analysis Results

This step involves reviewing, verifying and confirming curriculum mapping results from Phase 3 through a workshop with the CDC to obtain diverse perspectives from stakeholders and those responsible for curriculum development and implementation. Additional participants were invited including supervisors, teachers and school administrators with the objective of jointly considering curriculum mapping results and improving accuracy and clarity.

Phase 5: Presentation of Education Curriculum Development Guidelines and Integration of GCED Framework with Basic Education Core Curriculum B.E. 2551

From collecting all data through document study and stakeholder discussions to prepare the complete report consisting of 3 key outcome presentations:

5.1 Analysis results of international and national documents and situations

5.2 Results of curriculum mapping between Basic Education Curriculum B.E. 2551 and GCED framework from UNESCO's GCED: Topics and Learning Objectives (2015)

5.3 Summary of recommendations for GCED implementation consisting of 1) Driving GCED in Thailand: Policy recommendations 2) Recommendations for integrating GCED into

Thailand's basic education curriculum and 3) Recommendations for integrating global citizenship in teaching and learning.

Section 2. Review of Global and Thai Contexts Influencing the Education Management of GCED

This section presents the analysis results of both global and Thai situations affecting educational management and global citizenship integration, focusing on important issues and emerging problems at the global level. These issues include climate change, digital technology, democratic regression and polarization of opinions, as well as uncertain future of work. For Thailand, the issues relate to aging society, skip-generation family structure, and mental health. Additionally, this section analyzes Thai educational policy documents that can be linked to GCED, consisting of National Education Act B.E. 2542, National Economic and Social Development Plan No.13 (B.E. 2566-2570), National Education Plan (B.E. 2560-2579), and National Education Standards (B.E. 2561), as well as monitoring and evaluation results of educational management by the Office of the Education Council, with details as follows:

1. Analysis Results of Situations Related to GCED: International Challenges

This section studied information from 2 documents: a document examining international education situation issues titled *"Reimagining Our Futures Together - A New Social Contract for Education"* prepared by UNESCO in 2021 (UNESCO, 2021), and the international education implementation framework, which is the United Nations SDGs. The study results are as follows:

1.1 Report: Reimagining Our Futures Together: A New Social Contract for Education

This report was prepared by UNESCO in 2020, where the International Commission analyzed the roles and current challenges that will continue to impact the future of educational

management and global citizenship education. The report also provides recommendations regarding curriculum and educational management as follows:

1.1.1. Global Situations and Educational Challenges

This report identifies challenges that will continue until 2050, pointing out challenging factors that will intervene and impact global education, which will inevitably affect Thailand as well. These comprise 4 key issues: 1) Climate change, 2) Inequality from interaction and learning to coexist with technology, 3) Democratic regression and polarization of opinions and 4) Instability of future work patterns. The details are as follows:

1) **Adapting Education to Climate Change Challenge**

The scientific consensus underscores that in the upcoming decades leading up to 2050 – particularly in the 2020s – are crucial for the future of life on Earth. Immediate action to reduce carbon emissions is essential; failure to do so could lead to long-lasting consequences. In fact, in 2015, the Paris Climate Accords represented a significant commitment to lowering greenhouse gases, yet emissions are still on the rise. The Intergovernmental Panel on Climate Change's 2021 report highlighted that warming is occurring more rapidly than expected, resulting in more frequent extreme weather events, drought, floods, wildfires, and biodiversity loss.

Even with immediate reductions in greenhouse gas emissions, global communities will still face the impacts of unsustainable environmental practices like deforestation, overfishing, and resource exploitation, which push ecosystems toward collapse. Climate change and ecosystem destabilization have profound implications for education. Extreme weather events can disrupt access to education, displacing children and youth into remote areas lacking adequate schooling facilities, and repurposing school buildings as emergency shelters.

Moreover, displacement-related teacher shortages present ongoing challenges. Rising temperatures also pose distinct risks to education, as research shows that heat negatively affects cognitive function. Most educational institutions lack the infrastructure or technology to manage indoor temperatures effectively. Addressing these climate challenges requires a reimagined educational framework that builds

students' adaptive capacities and resilience, equipping them with the skills and knowledge needed to navigate and mitigate the impacts of climate change.

2) Digital Technologies: Connecting and Dividing

Our era is marked by technological advancements driving social change with digital innovations reshaping lifestyles and learning processes. On one hand, digital tools and platforms have expanded access to information and fundamental rights, as seen during the COVID-19 pandemic, where those with connectivity and digital skills could continue learning remotely and receiving vital information in real time. Yet, digital inequality persists, both in terms of internet access and the skills needed to leverage technology effectively for personal and collective goals.

Digital technology, while enhancing connectivity and knowledge sharing, presents challenges such as algorithmic biases, platform monopolies, and inequitable digital infrastructure. Emerging trends like hybrid and virtual-only education risk deepening disparities. Although digital literacy is crucial and profit-driven; individual-focused digital systems can foster isolation and marginalize traditional or Indigenous knowledge which further widen access gaps.

These shifts affect not only the right to education, but also cultural rights related to language, heritage, and democratic engagement. Privacy and personal agency become key considerations as digital transformation reshapes educational contexts. Although information technology has reduced costs for data collection and enabled greater participation, it has also shifted scientific progress towards numerical data, often overlooking qualitative insights like personal experience.

Therefore, education must be adapted by equipping learners to critically interpret information, fostering a balance between digital innovation and traditional realms.

3) Democratic Backsliding and Growing Polarization

In democratic settings that uphold participation and human rights, critical thinking, innovation, and personal and collective goal pursuit thrive. However, recent years have seen a significant decline in democratic governance, accompanied by a rise in exclusionary nationalism, often driven by the discontent of those marginalized

by globalization. This discontent fuels migration and displacement due to conflict, economic hardship, and climate-induced pressures, further intensifying these divisions.

The emergence of populist leaders, rising nationalism, and the influence of social media in spreading misinformation and shaping social behavior contribute to this shift. Heightened distrust in elites and uncertainty about the future deepen societal divides, eroding pluralism, dialogue, and mutual understanding. Under authoritarian regimes, civic, social, human, and environmental rights are increasingly compromised, with fear, prejudice, and discrimination used as tools of control.

These breakdowns in civic discourse and increasing restrictions on freedom of expression have serious implications for education that emphasize human rights, citizenship, and civic engagement at local, national, and global levels. Despite these challenges, vibrant civic movements continue to emerge, from youth-led environmental initiatives to resistance against regimes violating minority rights. These movements demonstrate resilience and point to futures for participatory democracy, with global demands for the restoration of democratic rights and the rule of law gaining momentum.

The uncertain trajectories of these political transformations will influence educational agendas for decades. In response, shaping educational access, curricula, and pedagogies will, in turn, impact political transformations worldwide. As society confronts rising polarization and diminishing tolerance, exacerbated by the rapid pace of social media, education has a vital role in fostering empathy, respect, and active citizenship, equipping students to participate constructively in democratic life.

4) Uncertain Future of Work

The future of work is undergoing significant transformation as technologies like artificial intelligence (AI), automation, and robotics reshape labor markets. While these advancements create new job opportunities, they also displace many traditional roles, challenging workers to adapt to rapidly evolving employment landscapes. This shift highlights a critical need for education systems to provide

individuals with forward-looking skills, as existing training methods often fail to align with the demands of emerging industries, leaving certain skills outdated.

Recurring global economic setbacks and uncertainties significantly influence education and training. Schools play a vital role in equipping individuals for economic stability within frameworks that uphold freedom and dignity. However, education alone cannot address broader economic issues like job quality and unemployment. To create high-quality jobs and ensure economic security, education must work alongside strong macroeconomic, industrial, and employment policies.

Skill mismatches in the transition from school to work are an increasing concern, with many young people requiring significant support to enter the labor market and contribute effectively to society. A strengthened collaboration between schools, industries, and communities is essential to provide students with access to diverse career paths and vocational opportunities. Additionally, career counseling and lifelong learning programs for educators are critical to aligning educational content with the changing demands of the workforce.

Education is crucial for developing individuals with advanced innovation skills, knowledge application, problem-solving, and managing complex tasks. Beyond building deep expertise and cognitive abilities, it should create meaningful opportunities for applying these skills. Focusing solely on employment or entrepreneurial training falls short; education must aim to provide long-term social and economic security for individuals, their families, and their communities alike.

Addressing these critical challenges requires acknowledging the uncertainty of the future while anticipating key changes to guide planning and create adaptive strategies. This proactive approach ensures that education evolves to meet the changing needs of humanity at local, national and global scales, staying relevant in the face of rapid globalization and future developments.

1.1.2. Recommendations for Curriculum and Educational Management

UNESCO proposes concepts for curriculum reform and education to address current environmental and social crises. It aims to build new relationships between humans and the world through integrating knowledge from various sources. The curriculum should

be developed from humanity's shared knowledge repository, combining ecological, cultural, and interdisciplinary learning to enable learners to access, analyze, and apply knowledge effectively.

Education must look beyond school timetables by connecting with learner competency development through two key processes: acquiring knowledge as humanity's shared heritage and co-creating new knowledge. This should combine both *"knowing what"* and *"knowing how"* without separating content knowledge from skills and competency development.

The curriculum must promote equal access to collective knowledge repositories, resist knowledge dominance, and allow learners to participate in creating new knowledge through developing essential basic skills such as literacy, numeracy, and scientific inquiry. It must be remembered that knowledge is never complete but is part of an intergenerational dialogue where learners interpret and give new meaning through their own learning.

1) Curriculum That Opens Knowledge Boundaries

Educational curricula should consider knowledge as a collective achievement of humanity, although current exclusions and monopolization of certain knowledge need to be addressed. Educators should allow learners to participate in knowledge creation, recognizing that knowledge is never complete. Participatory education helps build epistemological justice and cognitive awareness.

The curriculum must resist knowledge dominance and promote cross-disciplinary boundaries through incorporating diverse perspectives, rejecting prejudices and unreasonable hierarchies. Developing basic skills like literacy, numeracy, and scientific inquiry will help learners better understand and engage with the world.

Curriculum design should focus on considering the world's complexity and knowledge systems rather than adhering to rigid subject boundaries. It must recognize that knowledge is an intergenerational inheritance that allows for review and improvement. Teaching should be framed within historical context and be part of intergenerational dialogue, enabling learners to interpret and give new meaning through their own learning.

2) Curriculum for a Damaged World and Shifting Perspectives Toward Sustainability

Current climate change demands urgent educational curriculum reform, aiming to shift paradigms in viewing human-nature relationships. Modern curricula must emphasize that humans are merely part of the ecosystem, not sole owners or guardians.

Climate change education must take a holistic view, considering interconnected social, economic, and historical factors, particularly inequalities between developed and developing countries in both causing and being affected by climate change, including the influence of colonial and industrial systems on human-nature relationships.

The concept of "rewilding" should be incorporated into curricula, using the biosphere as a natural classroom and promoting intergenerational knowledge exchange about sustainable coexistence with the world. Feminist perspectives and indigenous wisdom play important roles in proposing alternative economic systems that respect resource limits and ecosystems.

Modern educational curricula should therefore integrate social justice with ecological justice, combining scientific and technological knowledge with discussions about the limitations of various tools and methods to create awareness and encourage concrete actions to protect global biodiversity and ecosystems.

3) Integrating Knowledge and Feelings in Education: Pathway to Complete Human Development

Modern education must view learners as complete humans who possess not only curiosity and thirst for knowledge but also various emotional dimensions including fear, insecurity, confidence, and passion. This educational approach promotes social and emotional interactions between learners and the world, leading to the ability to collaborate with others for social improvement.

Advances in neuroscience confirm that knowing and feeling are part of the same cognitive process, occurring through direct and continuous relationships with others rather than in isolation. Social and emotional learning should therefore

cover social, emotional, cognitive, and ethical dimensions of learner identity through carefully designed learning experiences, building positive relationships with teachers, peers, and community, including mindfulness practice, empathy, and critical analytical thinking.

Furthermore, education must emphasize physical dimensions by providing quality physical education, promoting movement skills that encompass all abilities, genders, and cultural backgrounds, alongside age-appropriate and culturally sensitive comprehensive sex education to promote understanding of respect, consent, and equality in human relationships.

However, this educational approach creates special challenges for teachers, necessitating appropriate support systems to enable effective learning management, which will lead to developing learners as complete humans in terms of knowledge, feelings, and ability to build positive relationships with others in society.

4) **Humanities Education: Foundation for Understanding and Solving Problems in the Modern World**

Humanities play a crucial role in helping learners understand and solve complex problems in today's world. Humanities knowledge has accumulated important values for creating a shared world. Although this knowledge may have limitations and biases, adjusting the understanding of humanity must consider balanced relationships between humans, other living beings, and technology.

Effective historical education helps develop deep perspectives on social change, discrimination, and privilege, moving beyond memorizing chronological events to analyzing evidence and understanding experiences of both human and non-human entities. Additionally, philosophy, literature, and arts help connect learners with analytical thinking, empathy, ethics, and imagination, forming the foundation of 'Future literacy' that helps understand and effectively cope with change.

5) Digital Skills: Educational Challenges in the Technological Era

Connected digital technologies have become fundamental to participation in modern society. Education must therefore develop both operational skills and 'critical digital literacy' that helps learners understand political and economic dimensions of digital society, including motivations of various actors in the digital ecosystem.

Digital education must promote the ability to diagnose and seek complex truths, recognizing that technology's impacts may reach those who don't directly use it. Education should not merely adapt to technological advances but must play a role in guiding digital innovation and change by encouraging teachers and students to participate in determining how technology is used and its goals for the benefit of society as a whole.

6) Creating Imagination, Judgment, and Possibilities Through Arts Education

Creating imagination, judgment, and possibilities through arts education is a crucial concept that should be considered in curriculum development. Arts education in various forms, including music, theater, dance, design, visual arts, literature, and poetry, plays a vital role in multiple aspects of learner development.

Arts education helps expand learners' capabilities in practicing complex skills and promotes both social and emotional learning. Art develops the ability to access others' experiences through building empathy and reading non-verbal signals. Additionally, art helps reveal hidden truths and presents diverse perspectives in interpreting the world.

Arts education helps learners understand the subtleties and ambiguities of life, showing how small changes can have significant impacts. Artistic experiences train learners to be open to unfamiliar things and understand that everything can change according to context and opportunity.

Curricula that promote creative artistic expression have the potential to shape the future by allowing learners to discover new ways of understanding the world, participate in cultural criticism, and engage in political activities. It also promotes appreciation and critical engagement with cultural heritage, including

understanding symbols and references that reflect society's shared identity.

7) **Education for Human Rights, Active Citizenship, and Democratic Participation**

Human rights education is transformative education that creates a shared language and moral starting point focusing on acceptance and growth for all. It develops skills in analyzing inequality and cultivates critical consciousness, leading to participation as active citizens. This type of education also promotes sustainable and fair economic, social, and political development.

Human rights education is deeply connected to peace education, aiming to address societal violence, especially against vulnerable groups such as women and children who face various forms of discrimination and violation. Education, together with legal mechanisms and social welfare, helps create a peaceful society where conflicts can be resolved through peaceful means.

Furthermore, education must aim to develop analytical thinking and political creativity to question and confront unfair power structures, whether they involve discrimination based on gender, race, religion, age, disability, or other status. Particularly, addressing gender inequality caused by patriarchy must begin with early childhood education to build understanding and acceptance of gender equality.

Finally, the curriculum must emphasize combating racism and discrimination against various ethnic groups, such as indigenous peoples, African communities, and minorities, to create a society that respects diversity and accepts cultural differences.

1.2 Opportunities to Address Educational Challenges Through SDGs 4.7 Integration of GCED

Reflecting on global educational trends aligned with SDG Goal 4: Quality of Education, the United Nations' *Sustainable Development Goal Report (2023)*[3] identifies two critical opportunities for aligning education with globalization dynamics in Thailand:

(1) Thailand has made rapid progress in secondary school completion rates in East and Southeast Asia, rising from 63% in 2015 to 74% in 2023, despite a global slowdown.

(2) There is an urgent need to improve quality by prioritizing climate change awareness, sustainable practices, and enhanced teachers' training.

These insights highlight Southeast Asia's potential to enhance educational quality by equipping students for global citizenship. Integrating real-world issues into the curriculum enables students to engage in emerging challenges, building their awareness and problem-solving abilities. Problem-based learning encourages collaboration and inquiry, breaking disciplinary boundaries to develop innovative solutions while linking individual experiences to broader global contexts.

The 2030 Agenda for Sustainable Development stresses the importance of diverse perspectives for addressing complex global issues. SDG Target 4.7 and Indicator 4.7.1 call for integrating global citizenship and education for sustainable development into national policies, curricula, teacher training, and student assessments. As we approach 2050, these competencies will be even more crucial. The SDGs offer a framework for interdisciplinary, project-based learning that empowers students to actively contribute to sustainable development goals.

GCED focuses on integrative learning by which students develop skills through collaboration. Service learning and community engagement offer diverse, real-world experiences that connect classroom knowledge to practical applications, promoting unity and cooperation. By providing inclusive and accessible opportunities, all students can actively participate in community, national, and international development.

[3] United Nations. "The Sustainable Development Goals Report 2023." New York: United Nations Publications, 2023.

2. Review of National Policy Document

This section presents the situation of global citizenship education and educational policies, which consists of:

1) Overall of Thailand global citizenship education,

2) Overview of Thailand's progress on SDGs target 4.7,

3) National acts and educational policies document, and

4) Monitoring and evaluation results of educational management based on policy documents. The details are as follows:

2.1 Overall of Thailand Global Citizenship Education

The 13th National Economic and Social Development Plan (2021)[4] shows that Thailand has made steady progress in human resource development, reflected in improved quality of life, increased access to education, and higher income levels, as indicated by the United Nations Human Development Index. These gains suggest an overall increase in knowledge and skills across all age groups. However, challenges remain, including declining literacy and learning skills, and a growing number of youths not engaged in education or employment, leading to untapped potential in this demographic.

Human capital development remains a major challenge for Thailand, as educational outcomes still fall below the desired standards. According to the OECD, 59.5% of Thai students aged 15 did not meet basic proficiency standards in Mathematics, Science, and Reading, and only 0.18% exceeded the global benchmarks. Furthermore, Thailand's education system does not align well with labor market demands and lacks a comprehensive data infrastructure for workforce planning. This gap makes it difficult to identify the skills needed for various professions, a priority for the private sector over formal qualifications.

This disconnects limit Thailand's ability to build a workforce with skills aligned to its shift toward an innovation-driven economy, which requires expertise in science, technology,

[4] Office of the National Economic and Social Development Council. (2021). The 13th National Economic and Social Development Plan (2023-2027). Bangkok: Office of the National Economic and Social Development Council.

digital skills, data management, AI, and coding. Additionally, essential behavioral skills such as interpersonal communication, critical thinking, teamwork, and creativity—skills that technology cannot replace—are crucial for adapting to the rapidly changing labor market.

These trends, reflecting both national and global challenges, highlight the need for Thailand to adapt its basic educational policies to align with the United Nations Sustainable Development Goals (SDGs) for 2030. To meet these global commitments, Thailand must integrate SDG objectives into its strategic policies, ensuring equitable access to education and addressing social inequalities.

2.2 Overview of Thailand's Progress on SDGs Target 4.7

Thailand has consistently improved and expanded access to education, adapting to the rapidly changing global landscape. Currently, the focus is on aligning education with 21st -century needs, including technological advancements and broader spectrum of learning that goes beyond traditional classrooms. Key elements such as sustainable development, human rights, equity, peace, and cultural diversity are essentially integrated into education to enhance students' understanding of global citizenship.

According to statistical data from the UNESCO Institute for Statistics (2024)[5], the status of Thailand's progress on SDG Target 4.7.1 has been evaluated across three key indicators and has garnered high scores in implementing GCED across national education policy, student assessment, and teacher training. The key indicators include:

1) Integration into national education policy: The extent to which (i) global citizenship education and (ii) education for sustainable development have mainstreamed into national education policy which scored 0.84.

2) Integration into student assessment: The integration of these areas into student assessment processes which scored 1.00.

3) Integration into teacher training: The incorporation of global citizenship and sustainable development education in teacher training which scored 0.95.

[5] UNESCO Institute for Statistics (UIS). UNESCO Institute for Statistics database. Montreal: UNESCO Institute for Statistics, 2024. http://data.uis.unesco.org

These scores demonstrate a strong commitment from Thailand's educational authorities at both policy and operational levels, aligning with the 2016-2020 Sustainable Development Goals Progress Report. The Thai government has prioritized equipping individuals with the knowledge and skills needed to contribute to a sustainable global society. The National Education Plan (2017-2036) emphasizes 21st-century competencies, including cross-cultural understanding, a crucial skill for fostering global citizenship.

Thailand's Basic Education Core Curriculum (2008) serves as a foundation for learning, emphasizing skills for peaceful coexistence, responsible citizenship, and environmental stewardship. This approach reflects Thailand's commitment to fostering globally aware citizens who can actively contribute to building a sustainable and inclusive world.

2.3 National Acts and Educational Policies Document

This section reviews Thailand's educational policies at various levels, which serve as frameworks and goals for educational management agencies to reference in their operations, program and project planning, monitoring and evaluation, quality assurance, and budget allocation. The analysis focuses on identifying connections to global citizenship education in order to recognize development opportunities and key areas that need to be promoted for effectively implementing GCED within the context of Thai government educational policies.

To analyze the state of GCED in Thailand, UNESCO's *GCED: Topics and Learning Objectives* (2015) serves as a key reference. This document provides a framework for assessing how well GCED aligns with Thailand's current educational policies, supported by key policy documents listed below.

List of National Education Policy Documents

(1) National Education Act B.E. 2542 (1999)

(2) 13th National Economic and Social Development Plan, B.E. 2566 - 2570 (2023 - 2027)

(3) National Education Plan, B.E. 2560 - 2579 (2017 - 2036)

(4) National Educational Standards B.E.2561 (2018)

The study and analysis of national policy documents have identified six key areas of

alignment between Thailand's current educational policies and UNESCO's *GCED: Topics and Learning Objectives* (2015). These areas are highly relevant to GCED and offer significant opportunities for integration into Thailand's Basic Education Core Curriculum. The six key areas are as follows:

1) **Promoting Lifelong Learning to Equip Learners with Adaptability in a Changing World**

GCED provides a framework emphasizing the lifelong development of knowledge, skills, values, and attitudes needed to navigate the evolving dynamics of a global society. Lifelong learning is a core component of Thailand's education policies, as outlined in the National Education Act, B.E. 2542 (1999), (Ministry of Education, 1999, p.3), as follows:

Section 4 defines *"Education"* as a lifelong process aimed at enriching individuals and society. It involves teaching, practice, training, cultural preservation, sustainable academic development, and knowledge creation within supportive environmental, social, and educational settings to promote continuous learning throughout a lifetime.[6]

"Lifetime Education" refers to a comprehensive approach that integrates formal, non-formal, and informal learning to enable continuous personal growth and improve quality of life throughout an individual's lifetime. *(National Education Act, B.E. 2542 (1999), p.2)*

This definition in the National Education Act serves as the foundation of Thailand's educational vision, emphasizing the importance of lifelong learning. The National Education Plan 2017-2036 reinforces this commitment by ensuring that all Thai citizens have access to high-quality education and continuous learning opportunities throughout their lives. *(Office of the Education Council, 2017).*

Moreover, the Ministry of Education's main policy emphasizes ***educational revolution*** to address the country's problems, focusing on developing Thai

[6] Ministry of Education. National Education Act, B.E. 2542 (1999). Bangkok: Kurusapa Ladprao Publishing, 1999.

children to be "knowledgeable, thoughtful, and skillful." This will lead to Excellence in Education and Education for Life Security under the ***"Good Learning, with Happiness"*** policy, which emphasizes that happiness must come along with learning, and children must be able to build upon their knowledge happily in all dimensions.

2) Integrating Community, Local Wisdom, and Global Contexts into Learning

Thailand's national educational policies, aligned with the principles of GCED, aim to foster a keen sense of community, identity, and global awareness in students. These policies emphasize learning experiences that empower students to actively engage with both local communities and broader society.

By adopting a localized approach, students are encouraged to apply their knowledge to address social challenges, developing skills in social innovation and problem-solving.

The National Education Standards (2018) introduced the Desirable Outcomes of Education (DOE), an innovative educational management framework that serves as a crucial goal for all levels and types of education in Thailand. A key component of the DOE is the development of active citizenship, particularly at the upper secondary level, which emphasizes several essential characteristics: belief in social equality and justice, volunteerism, moral courage, and active participation in building sustainable Thai and global societies.[7] The framework particularly stresses the importance of integrity when working for the common good, reflecting Thailand's commitment to fostering responsible and engaged citizens who can contribute meaningfully to both their local communities and the wider world. This approach supports the United Nations Sustainable Development Goals (SDGs 2030) by integrating both local and global perspectives, essential for promoting sustainable development. The strategy aims to prepare students to navigate the complexities of the modern world and actively contribute to sustainable, inclusive communities.

[7] Office of the Education Council. The National Education Standards B.E. 2561 (2018). Bangkok: Office of the Education Council, Ministry of Education, 2018.

3) Prioritizing Age-Appropriate Learning to Develop 21st Century Skills

In response to the transformative effects of globalization and the digital age, Thai policymakers have adopted the *"4.0 Policy,"* which focuses on an innovation-driven economy. As a result, education in Thailand is evolving to prepare students as 21st-century learners and digital citizens. This shift aligns with national education policies that emphasize a balanced approach, promoting knowledge, critical thinking, and social responsibility. Through student-centered, competency-based teaching, Thailand's education system aims to address the diverse needs and interests of learners, enhancing their quality of life in ways that are age-appropriate and aligned with their potential.

The focus on 21st-century learning outcomes includes developing essential skills in three core areas: Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills. In alignment with the National Education Plan 2017-2036, Thailand aims to equip all learners with the 21st Century Learning Attributes and Skills, known as the 3Rs and 8Cs. These include:

- **3Rs:** Reading, Writing, Arithmetic
- **8Cs:** Critical Thinking and Problem Solving, Creativity and Innovation, Cross-Cultural Understanding, Collaboration, Teamwork and Leadership, Communications, Information and Media Literacy, Computing and ICT Literacy, Career and Learning Skills, Compassion.

These competencies are crucial to Thailand's goal of developing students who are not only responsible citizens but also globally aware individuals, ready to navigate the complexities of a rapidly changing world.

4) Promoting Acceptance of Individual Rights and Multicultural Diversity for Peaceful Coexistence

The core objective of GCED is to enhance students' social and emotional skills, promoting respect for diversity and differences. This approach encourages responsible behavior at local, national, and global levels, fostering a foundation for peace. It aligns with Thailand's National Education Act B.E. 2542, which

emphasizes the holistic development of Thai citizens, stating:

"Section 6" states that education should aim to develop Thai individuals into well-rounded human beings, fostering physical, mental, intellectual, and moral growth. It emphasizes the importance of morality, cultural values, and the ability to live harmoniously with others.

Thailand's National Education Act emphasizes peaceful coexistence, shaping educational goals that prioritize cross-cultural understanding, compassion, discipline, and ethical integrity. It also focuses on developing teamwork and leadership skills, essential for engaging with diverse communities. Educational policies promote learning within community, national, and global contexts, valuing multicultural diversity across various beliefs, religions, ethnicities, and political systems. This approach helps students understand and respect diverse cultures, fostering a peaceful foundation for becoming responsible global citizens. *(Office of the Education Council, 2019, p. 7)*

5) Applying Sufficiency Economy Philosophy as a Guide Principle in Education for Environmental Stewardship

The Sufficiency Economy Philosophy[8] is a key framework in Thai education policy, promoting environmental awareness and sustainable practices. This philosophy aligns with the principles of 21st century GCED, which emphasizes the knowledge, skills, and attitudes necessary for responsible global citizenship in an interconnected world. Today's global citizens must understand and respect cultural and environmental differences, manage interactions effectively, and build positive relationships—skills essential for peaceful and sustainable living.

The philosophy's emphasis on sustainable and efficient resource use aligns with

[8] The Sufficiency Economy Philosophy (SEP) is a **decision-making framework based on both knowledge and virtues.** SEP is based on the principle of **moderation, reasonableness and prudence.** They translate into appropriate way to solve problems or act in difference situations.

SEP stresses balance in the use of **economic, social, environmental and cultural capital,** while underlining the importance of preparedness in dealing with changes in these four dimensions. According to SEP, progress with balance promotes stability and, ultimately, provides a basis for sustainability. That can be as true for national development programs as for our own agenda in life.

Thailand's national educational policies, integrating the principle of balanced, sustainable living throughout the education system. This focus is highlighted in the 13th National Economic and Social Development Plan B.E. 2566-2570 (2023-2027), which promotes sustainable development through strategies to restore natural resources and enhance efficiency based on sufficiency principles. This vision is also reflected in the National Education Plan (2017-2036), which states:

> *"All Thai citizens shall receive a quality education and lifelong learning, leading to a happy life in alignment with the Sufficiency Economy Philosophy and the transformative changes of the 21st century." (Office of the Education Council, 2017, p.78)*

The Sufficiency Economy Philosophy is integrated into educational frameworks to promote resource-efficient behaviors aligned with environmental sustainability. From primary education, it encourages responsible daily practices and community development. In secondary education, students learn to apply sufficiency principles to sustainable resource management at local, national, and international levels, preparing them to contribute to a resilient and sustainable society. *(Office of the Education Council, 2017, p.126)*

6) Education on Foster Digital Citizenship and the Role of Technology in Daily Life

Rapid technological advances and constant access to information and communication technology (ICT) have transformed how people seek knowledge which is now readily available online. This global access to information has shifted behaviors, allowing individuals to connect to knowledge networks worldwide. In response, the GCED curriculum focuses on the cognitive dimension, promoting critical thinking, media literacy, and an awareness of interconnected global, regional, and local issues through digital networks.

National education policies highlight the need to equip individuals with the qualities necessary to become informed global citizens. This includes lifelong learning skills, the ability to use technology for learning anytime and anywhere, and the development of critical thinking and media literacy. As stated in Section

9 of the National Education Act B.E. 2542 (1999), educational technology plays a key role in fostering independent knowledge-seeking throughout life. This aligns with the National Education Plan (2017-2036), which emphasizes 21st-century competencies such as communication, media literacy, and ICT skills. These abilities are essential for preparing global citizens who can navigate and contribute to a rapidly changing world. *(Office of the Education Council, 2017, p.79)*

Thailand's national policy documents provide a solid foundation for integrating GCED into its educational system, supporting the country's commitment to preparing students for a rapidly evolving and interconnected world. These policies are built around six core pillars in Thai education.

These six pillars reflect Thailand's alignment with global standards and SDG 4 Target 4.7 Indicator 4.7.1, which integrates global citizenship and education for sustainable development into national policies. This approach demonstrates a comprehensive effort to embed GCED into the education system. By balancing local and global values, fostering lifelong adaptability, ensuring digital readiness, and promoting sustainable practices, Thailand's education policy framework builds a solid foundation for developing globally aware, responsible, and capable citizens.

2.4 Monitoring and Evaluation Results of Educational Management Based on Policy Documents

This section presents the monitoring results of 3 policy documents from the Office of the Education Council Secretariat:

1) The 13th National Economic and Social Development Plan,

2) The monitoring and evaluation results of the National Education Plan 2017-2036 in its initial phase (2017-2021), and

3) The monitoring and evaluation results of basic education management that promotes learners' 21st -century characteristics and learning skills. Details are as follows:

2.4.1 The 13th National Economic and Social Development Plan

From the overall situation in human resource development in Thailand under the 13th National Economic and Social Development Plan, the analysis of Thailand's human resource development shows a continuously improving trend. This results from improvements in quality of life, access to educational opportunities, and increased income, according to the United Nations Development Programme's Human Development Index, which reflects the increase in knowledge and skills among Thai people of all ages. However, it was found that reading and learning skills have declined, and the number of youths not in education or employment has increased, resulting in this youth group's potential being unutilized and undeveloped.

Quality human capital development remains a significant challenge for Thailand, as educational achievement in the education system remains low. According to the Organisation for Economic Co-operation and Development (OECD) report, which tested 15-year-old students worldwide in mathematics, science, and reading, 59.5% of Thai students fell below standard criteria, and only 0.18% scored above global standards. Moreover, Thailand's education system lacks connection with the labor market and does not have a sufficiently comprehensive database for workforce development planning, which is necessary for identifying competencies and skills required by each profession, which the business sector values more than educational qualifications.

This misalignment creates limitations in producing and developing labor skills that match market demands and the country's economic structural transformation towards innovation-based development. This transformation tends to require more science and technology skills, such as digital skills, data management, artificial intelligence, and coding. Additionally, behavioral skills such as interpersonal skills, critical thinking, teamwork, and creativity, which technology cannot replace, are becoming important learning developments in responding to rapidly changing labor market demands.

Thailand has continuously planned and established educational guarantees, developing and adapting to the ever-changing global context. Currently, Thai education focuses on elevating learning to align with 21st century contexts, an era of rapid technological change where learning has broader dimensions and is not limited to classrooms. Therefore, creating awareness about sustainable development, education for sustainable

development, developing knowledge about human rights and equality, promoting a culture of peace, and building understanding of cultural diversity are extremely important and should be part of education to enhance awareness as global citizens.

2.4.2 National Education Plan 2017-2036 in its Initial Phase (2017-2021)

The Office of the Education Council Secretariat has monitored and evaluated educational management according to the National Education Plan. The National Education Plan has established indicators for five areas of educational development goals: 1) All people have access to quality and equal education (Access), 2) All target groups receive equitable and equal educational services (Equality), 3) Quality education system that can develop learners to achieve their capabilities and full potential (Quality), 4) Efficient management system for comprehensive and quality learner development, and cost-effective educational investment that achieves goals (Efficiency), and 5) Education system that responds to and keeps pace with dynamic global changes and changing contexts (Relevancy). A total of 53 indicators were established according to these goals.

The monitoring results can be summarized that the educational management implementation according to the National Education Plan in the first 5 years (2017-2021) has not met expectations, namely:

1) Implementation of the 5 areas in the urgent phase of the plan (2017-2018), including:

   Area 1: Development of individual database that can link and exchange data, including shared utilization between the Ministry of Education and other health agencies.

   Area 2: Expansion of high-speed internet services and utilization of Distance Learning Information Technology (DLIT) and Distance Learning Television (DLTV) for accessing education in remote schools and developing teaching quality for general schools.

   Area 3: Teacher allocation to meet criteria and ratios, with appropriate teacher-to-classroom ratios and classroom teachers for all rooms.

   Area 4: Development of analytical thinking, problem-solving, and life application skills.

Area 5: Adjustment of the O-NET (Ordinary National Educational Test) system to be acceptable and reflect educational management quality. The evaluation results found that only 2 areas achieved the target criteria.

2) Implementation according to the target indicators in the first 5-year phase of the plan (2017-2021), totaling 55 indicators. The evaluation results found that only 19 indicators achieved the National Education Plan targets, representing 34.45%.

3) **Success Factors** stemmed from administrators having knowledge, understanding, ability, management vision, and prioritizing the National Education Plan; personnel being dedicated and cooperative in implementing collaborative networks and participation from relevant agencies; and policy or operational guidelines being aligned with local contexts. Obstacles to implementation included practitioners lacking knowledge and understanding in driving the National Education Plan, staff and budget shortages, frequent administrative changes, redundant performance monitoring and evaluation systems, and lack of data transfer between agencies.

4) **Positive Impacts** from the COVID-19 pandemic situation include: 1) Teachers adapting to learn and develop themselves with knowledge and ability in online teaching management and appropriate technology use; 2) Learners developing themselves in using technology for educational research and self-directed learning; 3) Educational institutions and agencies having teacher development programs for new teaching methods; 4) Parents showing more interest and attention to their children who had to change to online learning formats.

5) **Recommendations** consist of: 1) Development of individual databases in health, social, geoinformation, labor, and education that can be linked, exchanged, and utilized jointly between the Ministry of Education and relevant agencies; 2) Development of analytical thinking, problem-solving, and life application skills, with relevant agencies jointly reflecting actual learning management conditions to use the information in designing mechanisms or guidelines for assistance or providing appropriate feedback to educational institutions; 3) Development of distance education quality for teaching and learning management; 4) Revision of laws related to educational institution autonomy and responsibility, acceleration of educational decentralization, and building knowledge and awareness among educational

institutions in receiving decentralized education management authority.

2.4.3 Basic Education that Promotes Students' 21st Century Characteristics and Learning Skills

The Office of the Education Council (2024) studied the results of educational management that promotes students' 21st century characteristics and learning skills, divided into 4 phases as follows: 1) Phase 1 Monitoring of teaching and learning conditions, consisting of studying relevant domestic and international documents and research, developing monitoring and evaluation frameworks, and monitoring teaching and learning conditions both quantitatively and qualitatively; 2) Phase 2 Assessment of learning characteristics and skills, consisting of secondary data analysis from O-NET (Ordinary National Educational Test) results from 2017-2022 and PISA results from 2009-2018, including the assessment of upper secondary students' skills in 3 areas: critical thinking, digital technology understanding and usage, and English for communication, by the National Institute of Educational Testing Service (NIETS); 3) Phase 3 Study of success factors, problems and obstacles by analyzing and synthesizing data from phases 1 and 2; and 4) Phase 4 Policy recommendation development, consisting of drafting recommendations and organizing expert focus group discussions. The study results are as follows:

1) **Results of Monitoring Teaching and Learning Management to Promote 21st Century Learning Characteristics and Skills for Basic Education Students**

   The study found that educational institutions have implemented comprehensive measures covering all key aspects, following the policies of their governing bodies and receiving support from both public and private sectors. Schools have developed their curricula in alignment with the Basic Education Core Curriculum B.E. 2551 (2008) while responding to local needs. They have implemented Active Learning approaches, with teachers adapting their roles to become coaches and using diverse assessment methods through observation and work evaluation. Various learning materials, including digital media, are being utilized, and classroom research is being conducted to develop teaching innovations. Furthermore, academic networks have been established between administrators and teachers. However, the study indicates that students still require urgent development in

reading, writing, mathematical computation, and English communication skills.

2) **Assessment Results of 21st Century Learning Characteristics and Skills for Basic Education Students**

Based on O-NET test results from academic years 2017-2022, at the Grade 6 level, only Thai language achieved the 50% benchmark across all school contexts. English passed the benchmark only in Bangkok areas and large schools. For Grade 9, Thai language passed the benchmark in most contexts, except in schools under Primary Education Area Office, Local Administrative Organizations, and small to medium-sized schools. For Grade 12, almost all subjects failed to meet the benchmark, except for Thai language in Bangkok schools.

Regarding PISA results from 2009-2018, the average scores in Mathematics, Science, and Reading were below the OECD average across all administrative bodies. Mathematics and Science scores showed stable trends, while Reading scores demonstrated a continuous decline. Most students scored below Level 2, which is considered the minimum basic level for practical application.

The assessment of upper secondary students in three areas revealed that Critical Thinking skills showed satisfactory results, passing the 50% benchmark across all school contexts. For Digital Technology Understanding and Usage, while passing overall, it met the benchmark only in the Central and Southern regions, extra-large schools, and urban schools. English Communication for Work scored below the benchmark overall, with only extra-large schools passing the assessment criteria.

3) **Results of the Study on Success Factors, Problems, and Obstacles in Basic Education Teaching and Learning Management that Promotes 21st Century Learning Characteristics and Skills**

The study concludes that key success factors at the policy level include clear policy formulation, continuous monitoring, and support tailored to school contexts. At the school level, success factors comprise active learning implementation, development of diverse teaching materials, systematic assessment and evaluation, and building cooperative networks with parents and communities.

Major problems and obstacles at the policy level include lack of policy campaign continuity, confusion arising from new policies, and insufficient in-depth monitoring. At the school level, significant issues include lack of knowledge and skills in creating teaching innovations, absence of quality assessment tools, insufficient development of learning materials that align with student interests, and teachers being overburdened with work, leaving little time for designing learning activities.

3. Key Consideration on the GCED Framework Within Thailand's National Policy Document

The study and analysis of GCED within Thailand's national education policy shows that the principles and methods for fostering global citizenship are effectively integrated. However, the study identifies three key considerations for further developing and refining the GCED farmwork, as outlined below:

1) **Gap in Integrating GCED from the National Policy Document Within the Framework of the Basic Education Core Curriculum B.E. 2551 (Revised B.E. 2560)**

   The development of GCED highlights the importance of competency-based learning approaches. While current educational policies in Thailand have introduced frameworks to facilitate competency-based learning, gaps remain in effectively integrating these frameworks within the Basic Education Core Curriculum. Addressing these gaps will be essential to fully align policy objectives with curriculum practices, thereby strengthening the foundation for GCED implementation in Thailand's education system.

2) **Unspecified in Defining the Scope and Learning Topics for GCED Within Thailand's Policy Documents**

   While Thailand's educational policy documents have established essential skill sets for GCED in the 21st Century, there remains a lack of clarity in defining the precise scope of learning and key topics within GCED. Although the skills required

for global citizenship are broadly articulated, the policy lacks clarity in specifying a structured framework that outlines learning objectives and prioritized topics at each educational level. Addressing this gap would strengthen the progression and coherence of GCED across different age groups, ensuring that Thai youth receive a comprehensive and well-defined pathway to becoming responsible global citizens.

3) Adapting GCED to Digital Access and Rapid Information Flow

Thailand's GCED curriculum, policy document, and Basic Education Core Curriculum clearly define learning objectives by age group and educational level. However, with the rise of digital media, learners now have unrestricted access to global knowledge and information at any time, regardless of age or grade level. This shift requires consideration for GCED development and integration within the national curriculum.

To align with increased digital accessibility, the curriculum may need to adapt to equip learners with skills to navigate rapidly changing global events. This includes fostering media literacy, critical thinking, and ethical analysis, enabling students to discern accurate and responsible information use. Such adaptations would provide a foundation for learners to apply their knowledge constructively for personal, social, and national benefit.

Thailand's policy document and Basic Education Core Curriculum clearly define learning objectives for different age groups and educational levels within the GCED framework. However, the rise of digital media has given learners unrestricted access to global knowledge and information, regardless of age or grade level. This shift presents an important consideration for the development and integration of GCED within the national curriculum.

Thailand is strategically positioned to enhance its educational system in response to increasing digital accessibility. The curriculum needs to adapt to equip learners with essential skills for navigating fast-changing global events, particularly in the realm of digital literacy and critical thinking. This educational transformation is well-supported by several key organizations in Thailand that promote media, information, and digital literacy (MIDL).

The country benefits from established institutions such as the Child and Youth Media Institute[9], specialized units under the Thai Health Promotion Foundation (ThaiHealth), and the Creative and Safe Media Fund. These organizations have accumulated extensive knowledge and research on developing MIDL skills in children and youth. Their expertise provides a valuable foundation for educational institutions to implement age-appropriate MIDL programs effectively.

The curriculum adaptation focuses on three core areas: 1) Media literacy to help students navigate the modern information landscape, 2) Critical thinking skills to evaluate and analyze information effectively, and 3) Ethical analysis capabilities to make responsible decisions in the digital world

By leveraging existing MIDL infrastructure and expertise, Thai educational institutions can create more effective and culturally relevant learning experiences. These resources can be tailored to different age groups, ensuring that students receive appropriate guidance at each stage of their development. This comprehensive approach enables learners to apply their knowledge for personal growth, social development, and national progress, while maintaining Thailand's cultural values and educational standards.

This strategic integration of MIDL resources and curriculum development positions Thai students to become well-equipped digital citizens who can contribute meaningfully to both their local communities and the global society.

4. Societal and Structural Influences on Education in Thailand

Thailand has a unique opportunity to incorporate critical social factors into its educational framework while pursuing alignment with global standards for GCED. While international GCED goals provide a valuable foundation, effectively embedding these values in Thailand requires a curriculum responsive to the country's specific demographic, economic, and social realities.

Three key social contexts must be considered.

[9] For more information about the Child and Youth Media Institute at the website https://childmedia.net/

First, Thailand's rapidly aging population impacts workforce dynamics and resource allocation, challenging sustainable economic and social development.

Second, in rural areas, a sizable portion of children are raised in skipped-generation families, where they live with grandparents in the absence of parents who migrate for work, often resulting in lower educational attainment and long-term developmental challenges.

Third, mental health concerns, particularly among youth, have become increasingly prominent, influenced by academic pressures, family financial stress, and rising incidents of bullying. These societal dynamics underscore the need for an education model that fosters resilience, social responsibility, and cross-generational empathy within a global framework.

In the sections that follow, a detailed analysis will provide insights into how these considerations can be effectively integrated within Thailand's educational framework to create a localized, impactful model for GCED that aligns with both national needs and global aspirations.

1) Implications of Thailand's Aging Population on Economic and Social Development

Thailand has been transitioning into an aging society since 2005 as highlighted in the 13th National Economic and Social Development Plan (Office of the National Economic and Social Development Council Office of the Prime Minister, 2022, p.11). In 2020, the elderly population exceeded 11.6 million, or 17.57% of the total population, with projections showing continued growth. In 2023, Thailand was expected to become a fully aged society with individuals aged 60 and above making up 20.1% of the population. Meanwhile, the proportion of school-aged and working-age populations is shrinking, with those aged 3–21 projected to decline to just 20.66% of the population by 2027—a reduction of over 715,000 individuals.

This demographic shift poses significant challenges. The elderly population faces greater income disparities compared to younger groups, while the decline in the working-age population may result in severe labor shortages, increasing reliance on foreign labor. These trends are expected to impact Thailand's economic

growth, competitiveness, and labor productivity while placing greater strain on budget allocations for retirement welfare and social support systems. From this situation, it reflects on the importance of quality basic education. By uplifting the student competency from national to global citizen competencies, this can help students to expand the competitive advantage to working in the global arena.

2) Implication of the Skipped-Generation Family Structure in Rural Thailand

A "Skipped-Generation Family" refers to households where grandparents and grandchildren live together without the presence of parents, often due to parental migration to urban areas for economic opportunities. This phenomenon is particularly prevalent in rural Thailand. According to the *Influences of Family Structures During Childhood on Human Capital Development: Lessons from Longitudinal Data of Thai Households* report (Lekfuangfu & Srungboonmee, 2018), over 16% of children aged 0–4 years live in such households nationwide. In the Northeast region, this figure rises to over 21%, highlighting the significant prevalence of skipped-generation families in certain areas.

While skipped-generation households may benefit from financial support through parental remittances, the *Influences of Family Structures During Childhood on Human Capital Development* report reveals that these funds often do not directly enhance children's consumption or developmental investment. Moreover, children in such households face limited interaction with their parents, leading to social and developmental challenges.

The research highlights that children raised in skipped-generation families are at a disadvantage compared to their peers, particularly in terms of educational investment and attainment. They receive lower educational spending, have fewer years of schooling in basic education level, and face long-term impacts that persist in young adulthood—a "long-shadow effect." This effect is especially pronounced when children experience this household structure during the critical developmental years between ages 3 and 5.

3) Implication of Mental Health: Critical Issue Across Generation on Children and Adolescents

Mental health challenges in Thailand have risen significantly in recent years. Data from the Department of Mental Health shows that the number of individuals accessing psychiatric services nearly doubled, from 1.3 million in 2015 to 2.9 million in 2023. However, estimates suggest that up to 10 million people may be experiencing mental health conditions, far exceeding those receiving treatment. This places Thailand's mental health burden above the global average, highlighting a substantial gap in care accessibility and leaving many untreated.

Children and adolescents are particularly vulnerable. According to Thailand's Social Outlook Q1/2024 report by the Office of the National Economic and Social Development Council, key stressors include family violence, bullying, and drug-related issues. A growing concern is the rise in stress levels among youth. The 2023 Mental Health Check-In survey revealed that 18% of Thai youth in school years' experience high stress, 26% are at risk of depression, and 12.5% are at risk of suicidal tendencies. Early 2024 data show worsening trends, with 26.8% of youth exhibiting signs of academic burnout and 18.3% experiencing increased stress.[10] These figures underscore the urgent need for expanded mental health support and intervention, especially for Thailand's younger population.

Stress factors among Thai youth vary by age group. For those aged 15–18, academic pressure and career expectations are the primary stressors, affecting 38.4%.

In addition, bullying also significantly contributes to depression among Thai youth. In 2023, the Department of Health Service Support reported that 44.3% of children and adolescents experienced bullying, with 86.9% of incidents occurring in school settings. This aggression negatively affects mental well-being, leading to stress, shame, and reduced self-confidence, with long-term impacts that may hinder future aspirations.

[10] Office of the National Economic and Social Development Council. Thailand's Social Outlook Q1/2024. Bangkok: Office of the National Economic and Social Development Council, 2024.

The report highlights the urgent need for educational institutions to take a proactive role in addressing mental health. Schools should integrate mental health education, monitor risk behaviors, and provide targeted support services to help students manage stress and build resilience.

5. Conclusion

Recognizing these complexities, Thailand's approach to GCED must balance global frameworks with local contexts that influence students' lives, aspirations, and needs. While policy documents provide opportunities to promote citizenship across various dimensions - both Thai and global citizenship - through the development of essential characteristics and competencies aligned with societal changes, the rapid pace of global transformation presents unique challenges. The unprecedented speed of knowledge creation and emerging global issues, such as climate change, technological disruption, and geopolitical shifts, sometimes outpaces existing policy frameworks.

Thailand faces significant transformations in multiple areas: environmental challenges (such as PM2.5 air pollution and severe flooding), demographic shifts (including an aging society and declining birth rates), and digital transformation (with increasing reliance on e-commerce, digital payments, and remote work). These changes demand an educational approach that goes beyond simply following established educational policies. For instance, schools must now incorporate digital literacy skills, environmental consciousness, and cross-cultural communication abilities that may not have been explicitly outlined in original policy documents.

The integration of GCED into Thailand's basic education curriculum therefore requires continuous monitoring and evaluation of emerging situations. This might include:

- Regular assessment of new global competencies required in the job market
- Updating teaching methodologies to incorporate emerging technologies (such as AI tools and virtual reality)
- Adapting content to address contemporary issues like social media literacy and cybersecurity

- Developing programs that connect local community challenges with global sustainable development goals

Through this dynamic and responsive approach, Thailand can nurture empowered global citizens who are equipped with both traditional knowledge and contemporary skills. These citizens should be able to, for example:

- Engage with global issues while understanding their local implications (such as connecting local waste management practices to global ocean pollution)
- Contribute meaningfully to their communities through innovative solutions (like using digital platforms for local market development)
- Navigate the evolving dynamics of Thai society (including participating in digital governance and cross-generational initiatives)
- Maintain cultural identity while developing global perspectives (such as promoting Thai cultural heritage through international digital platforms)

This comprehensive approach ensures that Thai students develop into well-rounded global citizens who can thrive in both local and international contexts while maintaining their cultural roots and contributing to Thailand's sustainable development in an increasingly interconnected world.

Section 3. Study of Thai Educational Stakeholders' Perspectives on GCED Implementation in Thailand's Educational System

Integrating GCED into Thailand's Basic Education Core Curriculum represents a pivotal opportunity to prepare Thai students with the skills, knowledge, and values essential for thriving in a globalized and interconnected world. To support this effort, extensive stakeholder dialogues were conducted with 27 participants, including experts, teachers, and students, to gather diverse perspectives.

This section synthesizes insights from these in-depth interviews and focus group interview capturing shared aspirations, key concerns, and actionable recommendations for embedding GCED into the curriculum. The findings emphasize the need to balance GCED principles with Thailand's cultural heritage while equipping learners with competencies to address global challenges. Additionally, the analysis highlights systemic barriers, such as gaps in teacher training and resource allocation, alongside untapped opportunities to enhance implementation.

By addressing these challenges, the integration of GCED can foster a more inclusive, equitable, and globally engaged education system, empowering students to navigate and contribute meaningfully to the world.

The study results are categorized into 3 target groups, consisting of experts, teachers, and students, to reflect perspectives on Thailand's GCED from different age groups, responsibilities, and experiences related to global citizenship education, with details as follows:

1. Experts: Strategic Vision and Policy Frameworks

5 Experts offered high-level insights on aligning GCED with national and international educational priorities. Representing diverse and influential backgrounds, including policymakers, academics, teacher educator from leading universities, educational supervisors, and teachers from demonstration schools serving as pilot models, they

provided valuable perspectives.

Their contributions emphasized the strategic importance of integrating GCED into Thailand's education system, highlighting its dual role in strengthening national identity while fostering global competencies to prepare students for an interconnected world.

Figure 2: Highlight of the experts' interview

1.1 Alignment of GCED with National and Global Frameworks

Experts highlighted the critical importance of embedding GCED into Thailand's educational policy framework to support international commitments like the SDGs and align with global standards. This alignment ensures GCED reflects international principles while addressing Thailand's moral and civic values, balancing global interconnectedness with cultural identity.

Thailand's educational framework demonstrates significant alignment with GCED principles, particularly through updates to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The 2017 revisions in key subject areas—including Mathematics, Science, Geography, and Social Studies (Religion and Culture)—highlight the emphasis on global citizenship. These updates focus on preparing learners to tackle global challenges, engage in intercultural understanding, and develop competencies that promote sustainability and collaboration.

Moreover, existing policy documents feature extensive terminology and concepts aligned with global educational priorities. Terms like *"global education"* and *"citizenship"* appear prominently in foundational texts, reflecting an open and inclusive policy framework that embraces GCED principles. This robust foundation provides educators and policymakers with clear pathways to effectively integrate GCED values into the curriculum.

By strategically aligning national education policies with global commitments, Thailand positions itself as a regional leader in GCED. This approach equips students with the knowledge, skills, and values needed to address contemporary global challenges while remaining firmly rooted in Thailand's cultural and moral ethos.

1.2 Gaps in Implementation of GCED in Thailand's National Curriculum Based on Current Policy

Despite progress in aligning certain curriculum components with global frameworks like UNESCO's *GCED*: *Topics and Learning Objectives,* integrating GCED into Thailand's education system remains challenging. Stakeholders have identified systemic and structural barriers that hinder effective implementation, emphasizing the need for strategic interventions. These challenges are categorized into four key areas: ***Lack of Clarity and Curriculum Alignment,*** gaps in defining and aligning GCED principles with curriculum content hinder seamless integration; ***Challenges in Assessment and Evaluation,*** inconsistent evaluation methods make it difficult to measure the effectiveness of GCED initiatives; ***Enhancing Teacher Readiness and Classroom Practices,*** teachers require more training, resources, and support to effectively incorporate GCED principles into their teaching; ***Advancing Policy Support and Strategic Vision,*** a strengthened policy backing and a cohesive strategic approach are needed to drive GCED implementation forward.

Addressing these areas is crucial for embedding GCED effectively into Thailand's education system, ensuring its principles are both actionable and impactful.

1.2.1 Lack of Clarity and Curriculum Alignment

Expert groups noted that while GCED concepts are already present in basic education curriculum documents, with relevant keywords dispersed throughout various sections of

the curriculum documents, and changing circumstances have led all parties to recognize and appreciate its importance, there remains a lack of clarity and implementation to achieve concrete citizenship outcomes. This is due to three main reasons: 1) the need for clear definition and framework development for GCED, 2) the connection between GCED and curriculum (curriculum mapping), and 3) capacity building or developing clear understanding. This is due to three main reasons, detailed as follows:

1) **Definition and Framework:** Stakeholders emphasized the need for a unified and clearly defined framework for GCED to ensure effective implementation. A well-articulated definition would promote a shared understanding across disciplines, addressing inconsistencies in its integration.

2) **Curriculum Mapping:** The current curriculum lacks systematic alignment with GCED objectives. While some subject areas, like social studies and geography, incorporate global citizenship concepts, there has been no comprehensive effort to map learning outcomes across subjects. This creates uncertainty for educators about where and how to integrate GCED effectively.

3) **Unlocking Potential:** Elements of GCED, such as intercultural understanding and global awareness, are present in the Thailand National Curriculum but are underutilized. Experts suggested targeted strategies to connect these aspects with broader learning objectives, enabling educators to deliver GCED concepts more holistically and effectively.

1.2.2 Challenges in Assessment and Evaluation

Expert groups emphasized the importance of assessment as a crucial mechanism for effectively integrating GCED into the educational system, with details as follows:

1) **Outcome-Oriented Assessment:** Stakeholders stressed the need for comprehensive tools and indicators to effectively measure GCED outcomes. Current practices often prioritize traditional metrics, such as content retention through worksheets and exhibitions, which fail to capture critical competencies like intercultural communication, critical thinking, and civic responsibility. Incorporating assessment methods that reflect these global citizenship competencies is urgently needed.

2) **Desired Characteristics:** Although the curriculum outlines the desired traits

for learners, systematic alignment with GCED goals remains limited. Experts suggested that evaluations should focus more on experiential learning and global citizenship attributes, such as values, attitudes, and behaviors. By moving beyond academic performance, assessments could better capture the holistic development of students.

3) **Evolving Teacher Practices:** Many educators still rely on traditional evaluation methods, like grading worksheets, which do not adequately measure GCED outcomes. Experts emphasized the importance of equipping teachers with dynamic assessment models that prioritize collaboration, communication, and practical application of GCED concepts. Building teacher capacity in this area is essential for advancing effective GCED integration.

1.2.3 Enhance Teacher Readiness and Strengthen Classroom Practices

Expert groups unanimously agreed that teachers are the key individuals who can help GCED achieve its intended learning outcomes for students. Therefore, teacher development and designing systems that enable teachers to translate their experiences and knowledge into classroom practice are crucial, with details as follows:

1) **Capacity Building for Teachers:** Stakeholders highlighted the need for targeted professional development to equip teachers with the skills and strategies necessary to effectively integrate GCED principles into their teaching. Current training programs often adopt a generalized approach, failing to address the specific needs of teachers based on the age groups they instruct. This limitation affects teachers' ability to adapt GCED to diverse classroom contexts, particularly in early education, where engagement strategies differ significantly from those in secondary education.

2) **Maximizing the Potential of Hidden Curriculum:** Teachers face challenges in incorporating GCED into informal and extracurricular activities, which are vital for fostering values like empathy, cooperation, and civic responsibility. Without clear guidelines or support, these opportunities often go underutilized. Providing actionable frameworks to integrate GCED into informal learning spaces can help educators make these activities more meaningful and impactful.

3) **Fostering Cross-Disciplinary Integration:** The holistic nature of GCED requires integration across various subjects rather than restricting it to specific areas. However, teachers reported difficulties in designing interdisciplinary lessons that align GCED themes with core academic subjects like mathematics, science, and language arts. To address this, teachers need guidance, resources, and best-practice examples to seamlessly integrate GCED across the curriculum, enriching the overall learning experience.

1.2.4 Advance Policy Support and Strategic Vision

Expert groups suggested that to successfully implement GCED, there should be a strategic design to promote policy implementation into practice, with details as follows:

1) **Improved Policy Communication:** Although national policy documents emphasize the importance of global citizenship, unclear and non-specific directives at the school level hinder effective implementation. Teachers and administrators often hesitate to take initiative due to ambiguous guidance from central authorities. Consistent, transparent communication, coupled with official confirmations from policymakers, is crucial to empower schools to align their practices with GCED priorities confidently.

2) **Balancing Local Autonomy with Central Oversight:** Stakeholders advocated for greater decentralization, allowing local education offices and schools to adapt GCED principles to their unique contexts. At the same time, the Ministry of Education should retain its role as both an inspector and academic advisor, ensuring accountability and consistency with national and international frameworks. This balance would encourage innovation while maintaining alignment with broader educational goals.

3) **Scaling Experiential Learning:** Experiential learning methods, such as project-based activities, community engagement, and reflective practices, are vital for integrating GCED effectively.

However, educators emphasized the need for increased resources, institutional support, and policy-driven incentives to implement these approaches at scale. Investments in these methodologies would enhance student engagement and foster a deeper connection to the

principles of global citizenship.

2. Teachers: Bridging Global Citizenship and Local Classrooms

Teachers play a pivotal role in shaping and implementing GCED within Thailand's national curriculum. Their insights, rooted in daily classroom experiences, offer valuable perspectives on the opportunities and challenges of integrating GCED principles. Through dialogue, teachers emphasized the alignment of GCED with Thailand's cultural and developmental priorities, such as the Sufficiency Economy Philosophy and environmental sustainability. They also highlighted the urgent need for clearer policy guidance and practical tools to support implementation.

This section delves into teachers' perspectives, shedding light on systemic gaps, innovative classroom practices, and the transformative potential of digital and media resources. By addressing these insights, Thailand's education system can more effectively align GCED with both national and global frameworks, ensuring its relevance and accessibility for all learners.

Figure 3: Highlight of the teachers' interview

2.1 Alignment of GCED with National and Global Frameworks

Teachers highlighted that foundational elements of GCED already exist in subject areas such as social studies, geography, economics, and civic education. These subjects inherently support national priorities like the Sufficiency Economy Philosophy and environmental sustainability, aligning with Thailand's cultural context and developmental goals. However, they identified a key gap: the absence of a unified framework explicitly connecting GCED objectives with national educational standards.

The lack of a cohesive strategy hinders the systematic integration of GCED across disciplines. While some curricula touch on global citizenship themes, these efforts are often fragmented and inconsistently applied. Teachers emphasized that aligning the curriculum with UNESCO's GCED: Topics and Learning Objectives (2015) would provide much-needed clarity and structure. This alignment would enhance the curriculum's relevance, enabling students to develop the skills and values necessary to tackle global challenges while remaining grounded in national values.

Additionally, teachers advocated for a clear policy directive to embed GCED as a foundational element of the national curriculum, rather than an optional theme. Integrating GCED across all educational levels and learning areas would strengthen the connection between Thailand's national education goals and its international commitments, particularly the SDGs.

2.2 Gaps in Implementation of GCED in Thailand's National Curriculum based on Current Policy

The integration of GCED into Thailand's national curriculum offers significant opportunities but also poses challenges, as emphasized by teachers during stakeholder dialogues. While foundational elements of GCED are present in subjects like social studies and environmental studies, systemic barriers hinder effective implementation.

Teachers pointed to fragmented curriculum integration, inadequate assessment frameworks, and weak alignment between policy and classroom practice as key obstacles. Additionally, challenges such as fostering lifelong learning, bridging local and global contexts, and enhancing digital literacy further complicate GCED integration.

This section explores these gaps, drawing on educators' insights, and highlights the need for a comprehensive strategy to address these issues. Ensuring GCED becomes a foundational element of Thailand's education system will require overcoming these barriers and aligning curriculum, policy, and practice more effectively.

2.2.1 Fragmented Curriculum Integration

The integration of GCED principles within Thailand's curriculum remains fragmented, with limited coherence across subjects and grade levels. Teachers highlighted that rigid subject boundaries often impede interdisciplinary teaching, which is crucial for embedding GCED themes effectively. This challenge is exacerbated by an overcrowded curriculum, where traditional academic subjects are prioritized over holistic approaches needed to develop global citizenship competencies.

A significant gap is the absence of a comprehensive curriculum map outlining where and how GCED competencies can be integrated across various subjects. Without clear guidance, educators struggle to design cohesive lesson plans that connect GCED themes—such as intercultural understanding, civic responsibility, and empathy—with academic content beyond social studies. This lack of clarity results in inconsistent implementation and missed opportunities to utilize existing areas like social studies and environmental education to advance global citizenship. Addressing this issue is essential to ensure GCED becomes a more cohesive and impactful part of the national curriculum.

2.2.2 Inadequate Assessment Models for GCED

Thailand's current assessment systems rely heavily on content-based evaluations, which are inadequate for capturing the competencies essential to GCED. Teachers noted that standardized testing methods often neglect critical skills such as intercultural communication, civic engagement, and empathy—key elements of GCED. These competencies, vital for fostering globally conscious and responsible citizens, are underrepresented, and insufficiently assessed in the existing framework.

Educators also highlighted the lack of specific indicators to measure global citizenship competencies. While the curriculum outlines desired learner characteristics, it has limited alignment with GCED objectives, and systematic efforts to evaluate these competencies

are lacking. For instance, satisfaction surveys and conventional grading systems fail to provide a holistic understanding of students' progress in developing GCED-related skills.

To bridge these gaps, teachers proposed adopting outcome-based assessment frameworks that emphasize experiential learning. Suggested methods include project-based assessments, reflective journals, and collaborative problem-solving activities. These dynamic approaches would provide a more comprehensive view of students' growth, focusing on attitudes, behaviors, and the practical application of knowledge.

By implementing these innovative assessment strategies, Thailand's education system could better nurture the competencies required for students to actively and responsibly engage in an interconnected and diverse world.

2.2.3 Fostering Lifelong Learning and Global-Local Integration

Fostering lifelong learning and connecting local, national, and global contexts are key aspects of GCED. Teachers stressed the importance of equipping students with foundational competencies, particularly communication and interpretation skills, which are essential for active participation in global citizenship initiatives. However, Thai students often struggle in these areas, facing challenges such as difficulty interpreting questions and articulating responses due to limited linguistic and analytical abilities. Strengthening these foundational skills is crucial to enabling students to engage effectively in discussions and activities centered on global citizenship.

Educators also emphasized the need for a curriculum that supports lifelong learning through flexible and adaptable modules. These modules should allow for repeated exposure to GCED concepts at various developmental stages, reinforcing understanding and ensuring that students can build on their knowledge and skills over time.

2.2.4 Digital Citizenship and Information Literacy

In the digital age, literacy goes beyond traditional skills to include navigating online environments responsibly. Teachers highlighted digital citizenship as a vital aspect of integrating GCED. While students are adept at accessing information through digital platforms, they often struggle with evaluating source credibility, synthesizing information, and practicing ethical behavior in online interactions.

Embedding digital citizenship within the GCED framework is crucial for fostering critical thinking and informed decision-making. Teachers recommended leveraging digital tools and platforms to strengthen students' abilities to assess credible information and engage responsibly in digital spaces. This approach would prepare students to navigate the complexities of global interconnectedness with ethical awareness and informed judgment.

2.2.5 Policy Alignment and Strategic Vision

Teachers underscored the importance of clear policy directives to establish GCED as a foundational component of the national curriculum, rather than treating it as an optional theme. This alignment would ensure that GCED principles are integrated across all educational levels and learning areas.

Additionally, they emphasized the need for national policies to explicitly connect GCED objectives with the SDGs, providing a cohesive strategic vision to guide implementation at the school level. Clear policy alignment would equip schools and teachers with the confidence and structured guidance necessary to effectively incorporate GCED into teaching and learning processes.

2.3 Media and Learning Resources about Global Citizenship Education

Media and learning resources are essential for integrating GCED into classroom practices, acting as vital tools to connect theoretical concepts with real-world applications. Teachers emphasized the transformative impact of well-curated materials in enhancing students' understanding of global issues, intercultural communication, and civic responsibility. However, the effective use of media in GCED requires careful selection to ensure relevance, accuracy, and inclusivity.

Online platforms have become invaluable sources of diverse content, allowing educators to link students' immediate experiences with broader global challenges. By utilizing digital tools and international media, teachers can enrich classroom discussions, encourage critical thinking, and foster meaningful dialogue. This approach equips students with the competencies necessary for active and informed global citizenship.

This section examines current practices, challenges, and criteria for effective media use in GCED, highlighting its role in advancing the goals of global citizenship education.

2.3.1 Selection and Curation of Learning Materials

Teachers highlighted the importance of carefully selecting media and learning resources to effectively convey GCED principles. Online platforms were identified as the primary medium for sourcing educational materials due to their speed, accessibility, and diversity of content. Teachers frequently used online sources, such as podcasts and international news platforms, as inspiration. These were cross-referenced with textbooks and supplementary readings to ensure accuracy and completeness, enabling educators to present a balanced, well-informed approach to GCED.

Educators emphasized the need for materials that connect with students' daily experiences while linking them to global challenges. For instance, foreign media often provided broader coverage and nuanced perspectives compared to local sources, helping students better understand global issues. Visual tools such as infographics and impactful single images were particularly favored for simplifying complex topics and sparking meaningful discussions.

Teachers also stressed that media should go beyond delivering factual content; it should inspire critical thinking and foster dialogue, encouraging students to engage deeply with global citizenship concepts.

2.3.2 Emphasis on Online and Digital Media (The Role of Online Platforms in GCED Instruction)

Online platforms like YouTube were identified as essential tools for GCED instruction. Teachers praised their versatility in presenting visually engaging and topic-specific content that captures students' attention and facilitates understanding. By selecting videos and digital resources aligned with GCED themes, educators could link classroom discussions to real-world issues, creating a bridge between students' immediate environment and global phenomena.

International media sources were frequently cited as superior to local options due to their depth, objectivity, and use of diverse formats, such as interactive videos and infographics. Teachers also noted the dual benefit of using foreign-language materials: they not only expanded students' global awareness but also served as an opportunity to improve language and comprehension skills.

2.3.3 Criteria for Effective GCED Media

In developing impactful educational resources, teachers emphasize three critical criteria that define high-quality media for GCED:

1) **Multidimensional Perspectives:** Materials must present complex issues through diverse contextual lenses, integrate local, national, and global viewpoints, and encourage comprehensive understanding beyond single narratives.

2) **Relevance to Students' Experiences (Student-Centered Relevance):** Effective resources connect global themes to students' personal experiences, transform abstract concepts into concrete, relatable content, bridge theoretical knowledge with practical understanding.

3) **Global Context and Positive Framing (Inclusive Global Framing):** Media must promote messages of unity and mutual understanding, avoid culturally divisive or stereotypical representations, utilize international media's strengths in structured visual and dialogical communication.

These criteria ensure that educational media transcend traditional information delivery, creating meaningful learning experiences that foster global awareness, empathy, and critical thinking among students.

3. Student: Empowering Students as Global Change-Makers

Actively engaging students in their learning is essential for developing the skills required for global citizenship. Interactive methods, hands-on experiences, and the use of technology empower students to acquire critical abilities to address local and global challenges effectively.

This section highlights insights from students across diverse educational settings, including formal education, demonstration schools, and self-directed learning. Students expressed a strong desire for a more dynamic and inclusive educational experience that emphasizes lifelong learning, practical application, and equitable access. Their feedback underscores the importance of creating an education system that not only imparts knowledge but also equips all learners with the tools to thrive in an interconnected world.

Figure 4: Highlight of the students' interview

3.1 Interactive and Experiential Learning

Students emphasized the importance of interactive and hands-on learning approaches in making GCED more engaging and impactful. They highlighted the value of participatory methods that bridge classroom learning with real-world contexts, fostering practical skills and a deeper understanding of global challenges.

These insights reflect students' desire for an education that goes beyond knowledge acquisition, empowering them to actively engage with and address both global and local issues. This approach not only enhances learning but also prepares students to become proactive, responsible global citizens.

1) **GCED as a Tool for Addressing Global Issues:** Students recognize GCED as essential for equipping them to address pressing global challenges such as climate change, digital transformation, and social inequality.

2) **Enthusiasm for Cultural and Global Awareness:** They expressed strong interest in exploring diverse cultures, understanding global issues, and participating in collaborative problem-solving activities.

3) **Value of Experiential Learning:** Students emphasized the effectiveness of project-

based and hands-on learning approaches in tackling global challenges like sustainability and social equity. Activities such as debates, community service projects, and collaborative group work were particularly praised for developing critical thinking, intercultural communication, and teamwork skills.

4) **Preference for Iterative Learning:** They advocated flexible and iterative learning pathways that enable them to revisit and deepen their understanding of global citizenship concepts over time. Continuity and depth in learning were seen as vital for building a strong foundation in global citizenship.

3.2 Integration of Digital Tools

Digital platforms have become essential in fostering equitable and inclusive education, as emphasized by students during stakeholder dialogues. These tools offer transformative potential in democratizing learning opportunities, particularly in the context of GCED.

1) **Enhancing Equitable Access:** Students stressed the importance of expanding access to technology to ensure all learners, regardless of socioeconomic background, can engage with global learning platforms and interactive digital tools. This inclusivity is vital for reducing educational disparities and promoting a shared understanding of global issues.

2) **Flexible and Accessible Learning:** Online courses and virtual workshops were praised for their flexibility and accessibility. Students valued the opportunity to engage with real-world scenarios through virtual simulations and interactive activities, which provide deeper insights into critical global issues while allowing them to learn at their own pace and from any location.

3) **Relatable and Engaging Content:** Students highlighted the effectiveness of digital resources such as interactive media, videos, and case studies, in connecting classroom learning with global challenges. These tools simplify complex topics, encourage active engagement, and promote critical thinking, making learning both relatable and impactful.

3.3 Focus on Desired Characteristics and Competencies

Students stressed the importance of a curriculum designed to develop competencies grounded in the principles of global citizenship. They highlighted the transformative power of education when it prioritizes lifelong learning, adaptability, and a commitment to addressing critical societal challenges. These competencies, they emphasized, go beyond academic settings, empowering learners to engage with broader societal issues actively and meaningfully.

1) **Awareness and Action Orientation:** Students highlighted the importance of developing self-awareness alongside an understanding of societal challenges. They emphasized that global citizenship goes beyond knowledge and requires a proactive mindset to address issues. An action-oriented approach is essential for turning learning into meaningful contributions to society.

2) **Learning Beyond the Classroom:** Students shared that their perspectives expanded significantly when they engaged with the world outside school. While schools provide foundational knowledge, exposure to broader societal dynamics helps contextualize and deepen learning. They noted that issues faced in school often reflect larger societal challenges, offering opportunities to scale their understanding and take impactful action.

3) **Lifelong Learning and Adaptability:** Students advocated for embedding lifelong learning as a core principle of the curriculum. They emphasized adaptability and openness to new knowledge, viewing these as critical skills for navigating change. By fostering a mindset of continuous improvement and prioritization, education can prepare students to see learning as an ongoing, resilient process.

4) **Competency-Based Curriculum:** Students stressed the need for a curriculum that clearly defines and assesses global citizenship competencies. These include navigating cultural diversity, practicing empathy, and demonstrating civic responsibility. By cultivating these traits, education can prepare students to thoughtfully engage with global challenges while remaining rooted in local contexts.

5) **Integration of Extracurricular Opportunities:** Extracurricular activities were identified as vital for developing global citizenship competencies. Students

recommended including collaborative projects, leadership programs, and intercultural exchanges to complement academic learning. These experiences enable students to explore their interests, build teamwork skills, and apply their knowledge in diverse and practical settings.

4. Definition of GCED in Thailand Context

Through comprehensive consultations with experts, teachers, and students, the following definition of GCED was established:

GCED refers to ***an educational process that cultivates an understanding of the rights and responsibilities of individuals as members of their local, national, and global communities. It encompasses a wide range of themes and topics,*** including:

Civic Knowledge: Understanding history, national identity, constitutional principles, legislative systems, and the rule of law.

Human Rights and Social Justice: Exploring political, economic, and social rights, and promoting the dignity and equality of all citizens.

Democracy and Civic Participation: Learning the principles and processes of democracy and encouraging active engagement in public and community affairs.

Global Awareness: Examining global issues, perspectives, and interconnections that impact societies worldwide.

Core Values: Embracing shared values such as peace, justice, tolerance, and mutual respect within and across communities.

Through GCED, learners develop the knowledge, skills, values, and attitudes needed to actively contribute to a sustainable and inclusive global society, fostering a sense of shared humanity and collective responsibility. The key consideration of GCED based on Thailand per below.

1) **Knowledge and Awareness**

- GCED cultivates a deep understanding of global issues, including climate change, inequality, digital transformation, and human rights.

- It promotes awareness of cultural diversity and global interdependence, fostering respect for different perspectives.

2) Skills Development

- GCED enhances critical thinking, problem-solving, digital literacy, and communication skills to prepare learners for global challenges.
- It strengthens abilities in intercultural dialogue, collaboration, and active community participation.

3) Values and Attitudes

- GCED instills empathy, tolerance, and respect for human dignity.
- It encourages active engagement in democratic processes and efforts to build inclusive communities locally and globally.

4) Local and Global Integration

- GCED strikes a balance between preserving national identity and cultural heritage while embracing the values of global citizenship.
- It promotes the integration of global themes into local contexts, ensuring that learning is relevant and meaningful to students' lives.

5) Action-Oriented Learning

- GCED focuses on experiential and participatory learning approaches, such as debates, project-based activities, and cultural exchanges.
- Encourages students to take action on global issues, fostering a sense of agency, responsibility, and active engagement.

5. Contextualizing Alignment of Key Topics with Thailand's Educational Policies and UNESCO's GCED Framework

A review of related documents and stakeholder dialogues reveals that the principles of GCED are well-reflected in Thailand's national educational policies. By contextualizing GCED within Thailand's current realities and future challenges, key alignment topics and potential study areas can be categorized into four aspects: social aspect (addressing issues such as cultural diversity, social equity, and community cohesion), economic aspect (exploring sustainable development, workforce readiness, and economic resilience), environmental aspect (focusing on climate change, resource conservation, and environmental stewardship), and technological aspect (emphasizing digital literacy, ethical use of technology, and adapting to rapid digital transformation). This approach ensures that GCED remains relevant to Thailand's unique context while aligning with UNESCO's *Global Citizenship Education: Topics and Learning Objectives.*

5.1 Background and Rationale for Proposed Key Topics

The integration of GCED into Thailand's national curriculum is a strategic necessity to address the nation's evolving social, economic, environmental, and technological challenges. This rationale is grounded in an analysis of four interconnected data sources:

(1) Thailand's Current Educational Policies and National Social Context,

(2) UNESCO's *Global Citizenship Education: Topics and Learning Objectives,*

(3) Global Trends and Challenges Relevant to Thailand's Unique Situation, and

(4) Stakeholder Dialogues with Experts, Teachers, and Students.

This comprehensive analysis highlights GCED's essential role in equipping Thai learners with the skills, values, and competencies needed to navigate an increasingly interconnected and complex world.

By contextualizing these insights, the rationale identifies priority areas for curriculum development that address Thailand's local realities while meeting global demands.

Commitments, and the aspirations of Thailand's education community. These priorities are categorized into four main points: social aspect, economic aspect, environmental aspect,

and technological aspect.

1) Social Resilience and Equity

Thailand's demographic landscape faces significant challenges, including an aging population, low birth rates, and increasing multiculturalism, necessitating education that builds social resilience and equity. GCED principles such as empathy, intercultural understanding, and civic responsibility provide a solid foundation for addressing these issues.

For instance, integrating themes like human rights, peacebuilding, and gender equality into the curriculum can empower students to actively address societal inequities. Additionally, global migration and regional integration underscore the importance of respecting cultural diversity and understanding shared histories, equipping students to navigate both local and global social dynamics effectively.

These efforts align with Thailand's Sufficiency Economy Philosophy, which emphasizes balance, inclusivity, and sustainability in societal development, fostering a harmonious and equitable society.

2) Economic Competitiveness and Innovation

Economic globalization and the emergence of the creative economy require a reimagined education system to prepare Thai learners for the complexities of modern financial systems and innovative industries. GCED goes beyond equipping students for jobs or entrepreneurial ventures, empowers them to build long-term social and economic well-being for themselves, their families, and their communities.

By fostering critical thinking, problem-solving, and entrepreneurial skills, GCED prepares students to contribute meaningfully to sustainable and inclusive economic growth. Topics such as global economic management and cultural entrepreneurship help students understand the interconnectedness of local and international economies, providing a broader perspective on economic dynamics.

This holistic approach to economic education not only enhances students' adaptability in a competitive global market but also ensures they are equipped

to drive innovation and resilience, supporting Thailand's ability to thrive in an evolving economic landscape.

3) Environmental Sustainability

Thailand's geographic and socio-economic context makes it particularly vulnerable to climate change and environmental crises. Integrating GCED into the curriculum provides an opportunity to address the urgent need for environmental literacy and stewardship.

By connecting classroom education to the SDGs and the Sufficiency Economy Philosophy, students can learn to adopt sustainable practices that balance economic growth with environmental preservation. Topics such as disaster resilience and global environmental challenges encourage students to engage in proactive solutions, fostering a sense of responsibility for both local and global ecosystems.

These competencies are essential for nurturing a generation of environmentally conscious citizens equipped to tackle critical global challenges and contribute to sustainable development.

4) Technological Preparedness and Digital Citizenship

As Thailand advances into the Fourth Industrial Revolution, digital literacy and ethical online behavior are essential competencies. GCED emphasizes digital citizenship, equipping students to navigate the digital world responsibly while fostering critical thinking, information synthesis, and informed decision-making.

The curriculum must address pressing challenges such as misinformation, cybersecurity, and the ethical implications of artificial intelligence. By leveraging digital tools and platforms, students can engage with global issues, collaborate across borders, and develop the skills needed to thrive in a technologically advanced and interconnected society.

Integrating GCED into digital education ensures that students become responsible global citizens, capable of contributing meaningfully to both virtual and physical environments.

5.2 Proposed Key Topics of GCED in Relation to Thailand's Contextual Alignment

A review of relevant documents and stakeholder dialogues shows that the principles of GCED align with Thailand's national educational policies. By adapting GCED to address Thailand's current and future challenges, the following key topics and potential study areas are proposed, categorized into four aspects: social, economic, environmental, and technological.

1) Social aspect

1.1) Human rights and peace: This involves fundamental rights all humans deserve regardless of nationality, race, gender, or status. It includes civil, political, economic, and social rights, along with the promotion of peaceful conflict resolution and prevention of violence at all levels. Human rights and peace are universal values that transcend national boundaries. Through GCED, Thai students gain a broader understanding of human rights issues worldwide, allowing them to draw parallels between local and international challenges. This global perspective helps them develop more comprehensive approaches to promoting peace and protecting rights within their own society while connecting with global human rights movements.

1.2) Social justice: Focuses on fair distribution of resources, opportunities, and privileges within society. This includes addressing inequality, discrimination, and ensuring equitable access to education, healthcare, and economic opportunities. Social justice takes on new dimensions when viewed through a global lens. GCED helps Thai students understand how local inequalities connect to global systems and structures. By learning about social justice movements and solutions from around the world, students can adapt and apply successful strategies to address inequities in Thai society while contributing to global efforts for positive change.

1.3) Aging society: A demographic trend where the proportion of elderly people increases while younger populations decrease. This creates challenges for healthcare systems, pension programs, and social services, requiring societies to adapt their policies and infrastructure. Thailand's aging society and low birth rate

challenges mirror similar demographic transitions in many developed nations. GCED allows students to study how other countries are addressing these issues, from Japan's technological solutions for elderly care to Scandinavian countries' family-friendly policies. This international perspective helps students develop innovative approaches to Thailand's demographic challenges while considering global best practices.

1.4) Gender equality: The goal of ensuring equal rights, responsibilities, and opportunities regardless of gender. This includes addressing workplace discrimination, education access, political representation, and challenging traditional gender roles and stereotypes. Gender equality benefits from a global perspective, as students learn how different societies approach gender issues and women's empowerment. GCED exposes Thai students to diverse models of gender relations and equality initiatives, helping them challenge traditional gender roles while respecting cultural values. They learn to think critically about gender issues in both local and global contexts.

1.5) Respect multicultural differences: Recognizing and valuing diverse cultural perspectives, traditions, and ways of life. This involves promoting understanding between different cultural groups and creating inclusive environments that celebrate diversity. Respect for multicultural differences becomes especially relevant in an increasingly interconnected world. GCED helps Thai students appreciate both their own cultural heritage and global diversity. They develop intercultural competence essential for international cooperation while learning to celebrate and preserve Thailand's unique cultural identity.

1.6) Innovation and social innovation development for social change: Creating new solutions to address social challenges and improve quality of life. This includes technological innovations and new approaches to solving social problems, with emphasis on sustainable and positive social change. Innovation and social innovation for social change benefit from global perspectives and cross-cultural collaboration. Through GCED, students learn about innovative solutions from around the world and develop skills to adapt these ideas to local contexts. They also learn to contribute Thai innovations to global knowledge exchanges.

1.7) Global and regional-shared history: Understanding how different regions and cultures have interconnected histories that shape current relationships and challenges. This includes recognizing shared experiences, historical conflicts, and collaborative achievements. Understanding global and regional shared history helps Thai students see their nation's development within broader historical patterns. GCED provides this crucial context, helping students understand how historical events and processes have shaped both Thai society and the wider world, fostering informed decision-making about future challenges.

1.8) Global social security and daily life safety: Ensuring basic protection against life's risks and uncertainties globally. This covers social protection systems, workplace safety, public health security, and addressing emerging threats to daily safety like cybersecurity and environmental hazards. Global social security and daily life safety issues require international cooperation and understanding. GCED teaches students about transnational challenges like climate change, cybersecurity, and public health, preparing them to participate in global efforts to address these issues while protecting their local communities.

2) Economic aspect

2.1) Global financial management: Financial literacy and management have become essential components of GCED, extending beyond basic economic understanding to encompass digital currencies, cross-border transactions, and international financial systems. In Thailand, this educational focus helps prepare students to participate in the global economy effectively. Students learn about digital payment systems, international banking, and the interconnectedness of global markets. This knowledge is particularly relevant as Thailand continues to develop its financial technology sector and strengthen its position in regional and global financial networks. The education system emphasizes practical skills like understanding digital currencies, managing cross-border transactions, and evaluating global investment opportunities, preparing students for an increasingly digitalized financial world.

2.2) Creative economy: The creative economy represents another vital aspect of GCED, particularly in Thailand's context where cultural heritage meets modern

innovation. Educational programs focusing on creative economy help students understand how to leverage cultural assets for economic development while maintaining cultural authenticity. Students learn about creative industries, cultural entrepreneurship, and the importance of innovation in driving economic growth. This education encompasses understanding global markets, cross-cultural communication, and the role of creativity in solving global challenges. Thailand's emphasis on creative economy education helps prepare students to contribute to industries like digital content creation, cultural tourism, and innovative design, while understanding their role in the global creative marketplace.

3) Environmental aspect

3.1) Sustainable Development Goals: SDGs significantly influence Thailand's national development priorities. The country faces challenges in poverty reduction, environmental protection, and equitable growth. GCED helps students understand their role in achieving these goals by teaching responsible consumption, environmental stewardship, and social responsibility. Students learn to connect local actions with global sustainability targets.

3.2) Sufficient Economy Philosophy: Sufficient Economy Philosophy, introduced by King Rama IX, remains fundamental to Thailand's development approach. This philosophy emphasizes moderation, reasonableness, and resilience - principles particularly relevant given Thailand's vulnerability to economic shocks. GCED incorporates these concepts by teaching financial literacy, responsible decision-making, and community-minded thinking. Students learn to balance personal advancement with social responsibility.

3.3) Global Disaster: Global Disasters increasingly affect Thailand, from climate-related floods to pandemics. The country's geographic location and economic structure make it particularly vulnerable. GCED develops students' crisis preparedness, critical thinking, and community cooperation skills. Learners understand disaster risk reduction, emergency response, and the importance of collective action in crisis management.

4) Technological aspect

4.1) Artificial intelligence and global connection: Artificial intelligence and global connectivity are reshaping Thai society through digital transformation and international integration. GCED equips students to understand AI's societal impacts while developing skills for ethical technology use and cross-cultural collaboration in an interconnected world.

4.2) Digital literacy: Digital literacy has become fundamental for Thailand's development and global competitiveness. GCED teaches critical information evaluation, digital safety, and responsible online engagement. Students learn to navigate digital environments while understanding their role as global digital citizens who can contribute to both local and international communities.

Section 4. Thailand's Basic Education Core Curriculum and Curriculum Mapping with GCED Framework

A review of Thailand's national policies and social dynamics highlights opportunities to align the Basic Education Core Curriculum (2008) with UNESCO's *Global Citizenship Education: Topics and Learning Objectives* (2015). Integrating GCED into the Thai curriculum offers a dual benefit: addressing local educational needs while equipping Thai students for active global participation. This section covers: (1) The Background and Essential Components of the Basic Education Core Curriculum (2008); (2) UNESCO's GCED Framework as a Foundation for Adapting GCED Topics to Thailand's Context; (3) A Framework for Curriculum Mapping to Guide Effective Integration.; and (4) results of the Curriculum mapping consist of analysis of the curriculum's 5 goals and Analysis of curriculum 8 learning standards and indicators. Details are as follows:

1. Background and Key Components of Thailand's the Basic Education Core Curriculum

The current Basic Education Core Curriculum of Thailand is designed based on the Standards-Based Curriculum concept, which has been continuously improved since 2001. This curriculum was developed according to Section 27 of the National Education Act B.E. 2542 (1999) as follows:

> ***Section 27:*** *The Basic Education Commission shall prescribe the core curriculum for basic education for the purposes of preserving Thai identity, good citizenship, desirable way of life, livelihood, and further education.*
>
> *School shall be responsible for prescribing curricular substance relating to the problems in the community and society, local wisdom, desirable characteristics for being a good family member, community member, citizen, and national.*

The Office of the Basic Education Commission, Ministry of Education, therefore has the

legal authority to develop the core curriculum for educational management across the country, adhering to the principle of decentralization that allows educational institutions to adapt the core curriculum into "school curriculum" suitable for local contexts and learner characteristics.

The Basic Education Core Curriculum serves as a framework for the country's education management over a period of 12 years, from Grade 1 to Grade 12, known as "Basic Education" which the state must support. According to the law, compulsory education lasts 9 years (Grade 1-9), referred to as "Compulsory Education." Therefore, the curriculum emphasizes fundamental knowledge and skills to prepare students for citizenship, which should be completed by Grade 9, while upper secondary education (Grades 10-12) focuses on career preparation and further education.

Phase 1 (2001–2008): The Basic Education Curriculum of 2001 marked a shift from the previous Broad-Field Curriculum to a Standards-Based Curriculum, aligning with global trends and the principles of decentralization. This approach emphasized clear educational standards and has been continuously implemented since its adoption.

Phase 2 (2008–2017): The 2008 Basic Education Core Curriculum was introduced after a review of the 2001 curriculum, which highlighted several challenges. The 2001 curriculum featured broad content areas organized into three-year learning stages—early primary (Grades 1–3), late primary (Grades 4–6), lower secondary (Grades 7–9), and upper secondary (Grades 10–12). However, it lacked grade-specific learning standards, making it difficult for teachers to tailor instruction and assess student progress. Additionally, the absence of defined content created inconsistencies in learning assessment and credit transfers. To address these issues, the 2008 curriculum introduced two significant improvements: (1) annual learning indicators were established for Grades 1–9, ensuring clear benchmarks for each grade. A flexible structure was retained for Grades 10–12, allowing schools autonomy in managing upper secondary education, and (2) content for each subject area was specified to ensure consistency and coherence across the education system. These changes aimed to provide a more structured, standardized approach to teaching and assessment, improving the overall quality and effectiveness of Thailand's education system.

Phase 3 (2017–Present): The 2017 revision of learning standards and indicators in mathematics, science, and geography reflects efforts to modernize Thailand's Basic Education Core Curriculum. These updates address contemporary global and technological demands through two key enhancements: (1) standards were streamlined to reduce redundancy and improve focus, technology content, previously under Occupation Studies, was integrated into science to reflect its growing relevance, digital literacy indicators were introduced to prepare students for the demands of a technology-driven world; and (2) Geography standards within social studies were restructured to emphasize Geo-literacy, this equips students with skills to understand spatial relationships, global interdependencies, and their role in a connected world. These revisions align educational content with the evolving global landscape and technological advancements, ensuring students are better prepared for modern challenges.

The curriculum alignment analysis draws from three key documents:

1) The Basic Education Core Curriculum B.E. 2551 (2008), and
2) Learning Standards and Indicators in the Group Areas of Mathematics, Science and Geography, as well as Group Areas of Social Studies, Religion and Culture (Revised Version in 2017) According to the Basic Education Core Curriculum B.E. 2551 (2008)
3) Guidelines for organizing student development activities according to the Basic Education Core Curriculum B.E. 2551 (2008)

Figure 5: The Basic Education Core Curriculum

Together, these updates represent a strategic shift towards an education system responsive to global trends and local needs.

2. Key Aspects of Thailand's National Basic Education Core Curriculum

Thailand's Basic Education Core Curriculum of 2008 establishes a standards-based framework aimed at elevating student quality through comprehensive learning standards. This curriculum framework adopts a flexible educational management approach, empowering schools with autonomy to customize and enhance content according to their preparedness, focus areas, context, and student characteristics. The Ministry of Education's 2008 initiative promotes a decentralized system where local communities and schools actively shape curriculum development, leading to more effective school-level curriculum design and implementation that resonates with local and student requirements.

The curriculum's design incorporates two complementary principles.

First, it employs decontextualization to maintain broad applicability across various settings while ensuring consistent quality oversight for all students. This legislative framework aligns appropriately with Thailand's current standards-based curriculum approach.

Second, it promotes contextualization and localization, encouraging schools to

incorporate relevant local elements into their educational programs. This school-level implementation emphasizes creating learning experiences that align with student interests and needs, following a student-centered learning approach. Through this dual strategy, schools can successfully integrate GCED into their teaching methods and activities, fostering an inclusive and adaptable educational environment. The National Education Act B.E. 2542 (1999) established significant provisions for educational institutions' autonomy in curriculum development. Under Section 27, Paragraph 2, the Act grants educational institutions the authority and responsibility to develop curriculum content that addresses specific local and national needs. This curriculum development mandate encompasses three primary areas: the integration of local community and social issues, the incorporation of local wisdom and knowledge, and the cultivation of desirable characteristics necessary for students to become valued members of their families, communities, society, and the nation. This legislative provision represents a significant step toward decentralizing curriculum development and ensuring that educational content remains relevant to both local contexts and national objectives. The Act recognizes the importance of balancing local needs with broader societal requirements, enabling educational institutions to create more meaningful and contextually appropriate learning experiences for their students.

The curriculum adopts a learning outcomes model structured around six essential components: (1) Vision, (2) Principles, (3) Goal, (4) Learner's Key Competencies, (5) Desired Characteristics, and (6) Learning Standards and Indicators.[11]

[11] For more information about the Basic Education Core Curriculum B.E. 2551 (2008), see http://academic.obec.go.th/web/images/document/1559878841_d_1.pdf

Figure 6: Relationships Among Components in the Basic Education Core Curriculum and Their Impact on the Learner's Quality at Basic Education Level

The Basic Education Core Curriculum serves as a comprehensive framework designed to nurture Thailand's future generations into well-rounded individuals. This development

encompasses three fundamental dimensions: physical health, intellectual capacity, and moral integrity. The curriculum simultaneously cultivates strong national identity and global citizenship while reinforcing commitment to Thailand's democratic system under constitutional monarchy.

At its core, this educational framework equips students with crucial knowledge, skills, and attitudes necessary for academic advancement, career preparation, and lifelong learning. Founded on the principle that every individual possesses learning potential and can achieve excellence; the curriculum aims to develop five essential attributes in all learners completing their basic education:

1) Moral foundation and personal values, strong ethical principles and moral character, enhanced self-esteem and self-discipline, religious awareness (Buddhist teachings or other faiths), understanding and application of Sufficiency Economy Philosophy.
2) Intellectual and practical competencies, effective communication abilities, critical thinking and analytical skills, problem-solving capabilities and technological proficiency and life skills.
3) Health and wellness development, sound physical and mental health, strong hygiene practices, and active lifestyle through physical exercise.
4) National and global citizenship, patriotic values, and civic responsibility, understanding of Thai citizenship duties, global community engagement, and democratic principles under constitutional monarchy.
5) Cultural and environmental stewardship, preservation of Thai cultural heritage and wisdom, environmental conservation and protection, public service dedication, promotion of peaceful social coexistence.

Achieving balanced development for learners requires adherence to principles that support brain development and multiple intelligences. To this end, the Basic Education Core Curriculum has established eight learning areas, as detailed in the following key documents: (1) the **Basic Education Core Curriculum B.E. 2551 (A.D. 2008)** (Appendix A), and (2) the **Revised 2017 Learning Standards and Indicators,** focusing on Mathematics, Science, Geography, and the broader areas of Social Studies, Religion, and Culture, developed in alignment with the Basic Education Core Curriculum B.E. 2551 (2008). These

documents provide a comprehensive framework to guide balanced and holistic learning across essential subject areas.

3. Key Elements of the GCED Framework from UNESCO's *GCED*

This study report is based on the framework outlined in UNESCO's *Global Citizenship Education: Topics and Learning Objectives* (2015). This document emphasizes the critical importance of promoting global citizenship, a priority highlighted in the United Nations SDG 4: Quality Education. It focuses on integrating education into global citizenship and sustainable development which aligns with **Target 4.7** specifically:

"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" (UNESCO, 2015, p. 21)

Embracing and adopting the qualities associated with global citizenship, as emphasized by the United Nations, means that both learners and educators must think and act as global citizens. Recognizing that children entering kindergarten today will graduate from high school by 2030 underscores the importance of preparing these students for the world they will inhabit. The study and implementation of GCED —across policy, curriculum, and pedagogy—present a framework comprising three core dimensions that capture the diverse definitions and interpretations of GCED. This conceptual framework is developed from comprehensive literature reviews, theoretical frameworks, and curricula in global citizenship studies, alongside insights from consultations and UNESCO's extensive work in this field. These foundations inform GCED's aims, learning objectives, competencies, and learning assessment. The core dimensions include cognitive, socio-emotional, and behavioral aspects, which interrelate as outlined below. Indicators and the learning framework are designed with a strong focus on the learning process as follows (UNESCO, 2015, p.22)

Figure 7: Key learning outcome

Thailand places significant importance on GCED and has undertaken the translation of UNESCO's *Global Citizenship Education: Topics and Learning Objectives* (2015). This translation serves as a foundation for initiatives related to global citizenship education and facilitates its integration with Thailand's Basic Education Core Curriculum, B.E. 2551 (2008).[12]

Figure 8: Global Citizenship Education: Topics and Learning Objectives by UNESCO (2015), English Version and Thai Translation.

[12] For additional information about GCED: Topics and Learning Objectives (Thai translation version), please visit http://academic.obec.go.th/web/images/document/1674801150_d_1.pdf

4. Framework for Curriculum Mapping

Considering the key insights from stakeholder dialogues on integrating GCED into Thailand's National Curriculum, the curriculum mapping approach between Thailand's *Basic Education Core Curriculum B.E. 2551 (2008)* and UNESCO's *Global Citizenship Education: Topics and Learning Objectives (2015)* aims to gather information that will guide effective integration strategies. This analysis framework includes two key considerations: (1) the Conceptual farmwork of Global Citizenship, and (2) Curriculum models, as outlined below:

4.1 Conceptual Framework of Global Citizenship

To establish a comprehensive framework for understanding global citizenship and guiding its development, this report incorporates two key conceptual approaches: (1) Conceptual Framework of Global Citizenship by Oxley and Morris (2013), and (2) Conceptual Framework of Global Citizenship by Aktas, Pitts, Richards, and Silova (2017).

4.1.1 Conceptual Framework of Global Citizenship by Oxley and Morris

This framework classifies global citizenship into two primary types, each encompassing four dimensions, resulting in a total of eight key dimensions:

1) **Cosmopolitanism:** Rooted in the idea that the world and universe are interconnected as a shared "city" or community. This perspective emphasizes global inclusivity and mutual respect among diverse cultures and peoples.

2) **Advocacy:** Focuses on the active level of citizen engagement and support. Advocacy emphasizes the practical involvement of individuals in addressing global issues through action and participation.

These two categories highlight distinct yet complementary aspects of global citizenship, providing a structured lens to evaluate and develop GCED initiatives (Oxley & Morris, 2013, p.305).

The following sections explore these frameworks in greater detail, offering insights into their application in shaping GCED within the Thai educational context.

Table 1: Conceptual Framework of Global Citizenship by Oxley and Morris[13]

Conceptual Framework	Key Focus and Important Ideas
Cosmopolitan type of GC	
Political Global Citizenship	Focuses on the changing relations between state and individuals or other policies, especially international democracy.
Moral Global Citizenship	Focuses on the ethical stance of individuals and groups toward one another, often associated with the concept of human rights.
Economic Global Citizenship	Focuses on the interactions between power, forms of capital, labor, resources, and human living conditions, often framed within the context of international development.
Cultural Global Citizenship	Emphasizes symbols that connect and differentiate members of society, with a particular focus on the globalization of art, media, language, science, and technology.
Advocacy type of GC	
Social Global Citizenship	Focuses on the connections between individuals and groups and the support of the "voice of the people," often referred to as the global civil society
Critical Global Citizenship	Focuses on inequality and oppression, critiquing the role current power relations and economic agendas play in the issues through a post-colonial agenda
Environmental Global Citizenship	Encourages advocating for transformative human actions concerning the natural environment, commonly referred to as the "Sustainable Development Agenda."
Spiritual Global Citizenship	Concentrates on the non-scientific and immeasurable aspects of human relationships, advocating a commitment to principles of care, compassion, and spiritual and emotional connections.

4.1.2 Framework of Global Citizenship

This framework classifies global citizenship into three main approaches: the neoliberal approach, the radical approach, and the critical approach. Each approach offers a unique perspective on the goals and implementation of global citizenship education.

[13] Oxley L and Morris P. (2013). Global Citizenship: A Typology for Distinguishing its Multiple Conceptions, in *British Journal of Educational Studies*, vol. 61: 3

1) The Neoliberal Approach

This approach focuses on fostering "globalization competencies" that equip students to navigate cultural and national contexts while enhancing their employability. Within a liberal economic framework, global citizenship aims to support individuals and nations in participating effectively in the global market (Aktas et al., 2017; Rizvi, 2007).

The central idea is to promote the unrestricted movement of individuals, knowledge, and skills across borders. This approach ties global citizenship directly to economic participation, emphasizing mobility and adaptability in the global workforce. As Shultz (2007) explains, the objective is to *"enhance the mobility of knowledge and skills across nations, with the aim of directly linking global citizenship to global economic participation"* (p. 252).

This approach prioritizes practical competencies that prepare learners for success in a competitive, interconnected global economy.

2) The Radical Approach

The radical approach to global citizenship diverges from mainstream, normative, and neoliberal perspectives by addressing the dynamics of international power and inequality (Andreotti, 2006). This approach critically examines global structures that perpetuate inequality and deepen the North-South divide (Shultz, 2007).

In this framework, the role of a global citizen is to challenge the dominance of economic globalization and foster solidarity among marginalized groups to combat oppression. Rather than focusing solely on facilitating global economic relationships, this perspective emphasizes dismantling systemic injustices and advocating for equitable global power dynamics (Aktas et al., 2017).

3) The Critical Approach

The critical approach to global citizenship emphasizes the need for transformative change within institutions, systems, individual mindsets, and cultural frameworks. It prioritizes reflective learning and critical thinking to empower students as proactive and responsible citizens.

This approach underscores personal accountability for social change, encouraging engagement with diverse cultural contexts and groups. It supports a socially and politically conscious view of citizenship, urging individuals to advocate for social equity, justice, and freedom.

In education, a critical approach shifts the discourse of democratic citizenship towards active participation, enabling students to challenge systemic inequalities and contribute meaningfully to creating a more just and inclusive society.

4.2 Curriculum Models

Curriculum mapping is the process of systematically indexing or charting a curriculum to identify and address academic gaps, redundancies, and inconsistencies. The goal is to improve alignment within the educational framework and enhance its overall effectiveness.

The curriculum mapping between Thailand's *Basic Education Core Curriculum 2008* and UNESCO's *Global Citizenship Education: Topics and Learning Objectives (2015)* aims to ensure that the basic education curriculum effectively promotes global citizenship while identifying clear areas for improvement.

This mapping process applies to Georgescu's (2013) concept of curriculum types, analytical processes, and tools, with a focus on two key aspects: **The Written/Intended Curriculum** (refers to the official policies, learning objectives, and frameworks outlined in the curriculum documents), and **The Implemented Curriculum** (refers to how the curriculum is practically delivered in classrooms, including teaching methods and learning experiences). Further details on this approach are provided in Table 2.

Table 2: Type of Curriculum and Procedures for Analysis[14]

Type of Curriculum	Process	Tools
Written/Intended/ Official Curriculum	• Desk review (i.e. text analysis of curriculum documents and learning materials; inquiring stakeholders, including expert opinion)	• Analytical frameworks • Coding schemes (i.e. for text analysis: associating numeric descriptors to content units that are defined in compliance with certain analytical criteria) • Questionnaires (could be different for experts and other stakeholders, such as parents or business representatives) • Focus group guides
Implemented/ Interactive/ Classroom Based Curriculum	• School- and classroom observation • Inquiring about stakeholder opinions	• Interview guides • Observation protocols • Questionnaires • Focus group guides. • Interview guides

5. Result of Curriculum Mapping Analysis Between the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and the GCED Framework

The curriculum mapping process seeks to analyze and establish connections between Thailand's *Basic Education Core Curriculum 2008* and UNESCO's *Global Citizenship Education Framework (2015).* This effort focuses primarily on the written, intended, and official curriculum, providing a structured approach to understanding alignment and identifying areas for enhancement.

The analysis is based on two primary documents: (1) The Basic Education Core Curriculum B.E. 2551 (A.D. 2008), and (2) Learning Standards and Indicators in the Group Areas of Mathematics, Science, and Geography, as well as Group Areas of Social Studies, Religion, and Culture (Revised Version in 2017).

By aligning these frameworks, the mapping ensures that the basic education curriculum

[14] Georgescu, D. (2013). Zimbabwe Curriculum Review. Concept Paper. Beirut, UNESCO.

supports the principles of global citizenship while addressing educational standards in critical subject areas.

This section presents the findings from the curriculum mapping analysis, divided into three key parts:

Part 1: Analysis of the Curriculum's Five Goals.

This section examines the alignment between the Basic Education Core Curriculum and GCED principles in the following key components: Vision, Principles, Goals, Desired Learner Characteristics, and Learners' Key Competencies

Part 2: Analysis of Curriculum Objectives, Learning Standards, and Indicators

This part focuses on the curriculum's objectives across eight learning areas, analyzing how they align with GCED standards to foster comprehensive engagement and skill development among learners.

Part 3: Analysis Results of Student Development Activities as Co-curriculum

The Basic Education Core Curriculum B.E. 2551 (2008) requires students to participate in three main student development activities, consisting of: 1) Guidance, 2) Student activities, and Social and public service activities

5.1 Analysis of the Curriculum's Five Goals

This section presents the study findings regarding global citizenship aspects found in the educational goals of the Basic Education Core Curriculum B.E. 2551 (2008). The analysis covers Vision, Principles, Goals, Desired Learner Characteristics, and Learners' Key Competencies, as detailed in Table 3.

Table 3: Summary of Analysis of the Basic Education Core Curriculum 2008 with GCED Framework

Curriculum Component	GCED Concepts that Support Learner Quality Development	Gaps Identified from a GCED Perspective	Potential Enhancements in Learner Quality Through GCED
Vision	1. Commitment and responsibilities as Thai citizens and member of the world 2. Adhering to the a democratic form of government under a constitutional monarchy	1. Absence of a clear definition of global citizenship 2. Predominant focus on the moral, ethical, and cultural dimensions of global citizenship	1. Define the concept of Thai citizenship and global citizenship 2. Aim to develop well-rounded citizens, adding environmental and economic dimensions
Principle	Develop children and youth with the knowledge, skills, attitudes, and ethical values rooted in Thai identity while embracing global perspectives (to serve as a foundation for Thai-ness and universal values)	Lack of explanations for key terms within the curriculum, including Thai citizenship, global citizenship, and inclusivity	Define key terms found within the goal components and outline their implications for implementation
Goal	1. Global knowledge and skills for communication, thinking, problem-solving, technological 2. Knowledge, skills, attitudes, and values grounded in Thai identity while embracing a global perspective 3. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public mindedness with dedication to public service for peaceful and harmonious coexistence.	1. Lacks focus on political and economic global citizenship 2. Cultural preservation, traditional knowledge, and environmental stewardship are key areas that can effectively promote global citizenship at the community, national, regional, and global levels	1. Enhance the concept of citizenship to comprehensively cover both political and economic dimensions. 2. Clarify key terms within the goals and objectives framework and outline their implications for implementation

Curriculum Component	GCED Concepts that Support Learner Quality Development	Gaps Identified from a GCED Perspective	Potential Enhancements in Learner Quality Through GCED
Desired Characteristics	- love of nation, religion and the monarchy - applying principle of Sufficiency Economy Philosophy in one's way of life - cherishing Thai nationalism - Public-mindedness	Lack of explanations for key terms within the curriculum, including Thai citizenship, global citizenship, and inclusivity	Define key terms found within the goal components and outline their implications for implementation
Learners' Key Competencies	1. Communication capacity 2. Thinking capacity 3. Problem-solving capacity 4. Capacity for applying life skills 5. Capacity for technological application	The specified key competencies align with GCED framework but implementation in curriculum instruction remains unclear	Should provide clear definitions and components of competencies as options for teachers to integrate into instruction and assessment

The goals of Thailand's *Basic Education Core Curriculum B.E. 2551 (2008)* reflect the core purpose of the nation's basic education framework. The curriculum is structured around the five key components, as presented above, to ensure clarity and direction.

Serving as a political and social consensus, the curriculum embodies a collective vision that addresses local, national, and global needs and aspirations. The development and reform of the curriculum involve extensive public discourse and consultation, incorporating contributions from a diverse range of stakeholders, including policymakers, experts, practitioners, and members of the wider society. This collaborative approach ensures the curriculum aligns with contemporary needs and resonates with varied perspectives and expectations (UNESCO, 2013)

Analysis of Key Considerations for Aligning Thailand's Basic Education Curriculum with Global Citizenship Framework

The Basic Education Core Curriculum B.E. 2551 (2008) of Thailand presents several critical considerations in its alignment with global citizenship education frameworks. The curriculum demonstrates a thoughtful approach to balancing national identity with global citizenship, although implementation strategies require further development.

At its foundation, the curriculum recognizes the importance of fostering both national pride and global perspectives. While emphasizing civic education and patriotism, it acknowledges that modern education must prepare students for global engagement. This dual approach supports the development of intercultural understanding and communication skills, enabling students to maintain their Thai identity while participating effectively in the global community.

The curriculum's commitment to inclusive education represents another significant consideration. Through educational decentralization and comprehensive learning environments, it strives to accommodate diverse learners and promote active citizenship. This inclusive approach extends beyond special education to embrace a broader vision of educational accessibility and social justice.

Environmental responsibility emerges as a crucial component of the curriculum's global citizenship framework. The integration of environmental awareness and sustainability concepts reflects an understanding of global environmental challenges and the need for responsible citizenship at both local and global levels.

Cultural preservation and religious understanding form essential elements of the curriculum's approach. While maintaining strong emphasis on Thai cultural heritage, aligned with UNESCO's Convention for Safeguarding Intangible Cultural Heritage[15], the curriculum promotes respect for diverse beliefs and cultural values. This balance supports students in developing multicultural competence while preserving their cultural roots.

The curriculum's approach to discipline and character development reveals a conservative foundation, implementing specific behavioral assessments and evaluation criteria. The

[15] UNESCO. Convention for the Safeguarding of the Intangible Cultural Heritage. Paris: UNESCO, 2003.

self-discipline framework emphasizes rule adherence and punctuality, while aiming to cultivate respect for human dignity and rights. This structured approach to character development provides clear guidelines for educators and students.

However, the implementation of core competencies presents notable challenges. While the curriculum outlines key student competencies aligned with GCED principles, practical implementation mechanisms and assessment tools require further development. This gap between vision and practice highlights an area requiring additional attention and resources.

In conclusion, Thailand's Basic Education Core Curriculum demonstrates a thoughtful attempt to integrate global citizenship principles while maintaining strong national identity. The identified considerations reveal both strengths and areas for development in preparing students as Thai citizens and global community members. Future curriculum development should focus on strengthening implementation strategies and assessment mechanisms while maintaining the careful balance between local values and global perspectives.

This analysis suggests that successful alignment of the curriculum with global citizenship frameworks requires continued refinement of definitions, implementation strategies, and assessment tools, while preserving the curriculum's fundamental commitment to both national and global citizenship development.

5.2 Curriculum mapping of Learning Standards and Indicators in the Basic Education Core Curriculum 2008 with the GCED Framework

The objectives established as learning standards across the eight core subject areas enable the selection of indicators that align with the concepts and principles of Global Citizenship Education (GCED), addressing key objectives and topics.

These standards are organized across four educational stages, corresponding to the developmental progression of students: lower primary (Grades 1–3), upper primary (Grades 4–6), lower secondary (Grades 7–9), and upper secondary (Grades 10–12). For each stage, indicators are drawn from the eight subject areas, demonstrating connections to GCED as outlined in the "*Global Citizenship: Topics and Learning Objectives*" document.

The data presentation is divided into 2 groups:

1) Learning areas that serve as learning tools and process skills which can integrate various global citizenship content. This consists of 4 learning areas: Thai Language, Foreign Languages, Mathematics, and Career Education.

2) Learning areas with specific content and indicators that can be linked to the global citizenship framework, which can be taught in an interconnected manner or expanded for broader and deeper understanding. This consists of 4 learning areas: Science, Social Studies, Religion and Culture, Health and Physical Education, and Arts.

Details are as follows:

5.2.1 Group 1: Learning Areas Characterized by Process Skills

This group encompasses subject areas that naturally serve as learning tools, emphasizing process skills over specific content (content-free). This allows diverse integration of Global Citizenship Education (GCED) topics and objectives into teaching and learning. This category includes four key subject areas: Thai Language, Foreign Languages, Mathematics and Career education each offering foundational skills that support GCED.

1) **Thai Language:** Thai language focuses on developing proficiency in language skills for effective learning and practical use. Core components include (1) reading, (2) writing, (3) language principles, and (4) literature. For the areas not centered on grammar or structural rules, global citizenship content can be integrated into the curriculum to deepen students' understanding and engagement with global issues.

Table 4: Thai language learning standards and indicators in the curriculum linked to the GCED framework

Grade level	Learning Standards and Indicators: Thai language Learning areas							
	Total Indicators in Curriculum	Number of indicators linked to GCED					Total Indicator Linked to GCED	Percentage Linked to GCED (%)
		Reading	Writing	Listening, Viewing and Speaking	Language Principles	Literature		
Lower Elementary	80	4	5	6	1	4	20	25.00
Grade 1	22	-	2	3	-	1	6	27.27
Grade 2	27	2	2	2	1	1	8	29.63
Grade 3	31	2	1	1	-	2	6	19.35
Upper Elementary	100	8	7	12	1	6	34	34.00
Grade 4	33	2	3	3	-	1	9	27.27
Grade 5	33	4	1	5	-	2	12	36.36
Grade 6	34	2	3	4	1	3	13	38.24
Lower Secondary	103	22	12	12	2	11	59	57.28
Grade 7	35	9	6	3	1	6	25	71.42
Grade 8	32	6	3	4	1	3	17	53.13
Grade 9	36	7	3	5	-	2	17	47.22
Upper Secondary Grade 10 - 12	36	6	4	5	1	3	19	52.77
Total	319	40	28	35	5	24	132	41.38

Table 4 shows that the Thai Language Learning Area has 132 indicators (41.38%) that can be integrated with GCED. The levels where integration is most feasible are the lower secondary level, with 59 indicators (57.28%), and the upper secondary level, with 19 indicators (52.78%). The key areas that support GCED integration are reading, listening, viewing, speaking, and writing. Reading materials can be developed to enable students to practice Thai language skills while learning about global citizenship. This approach allows for a diverse selection of content tailored to fit the context and developmental level of the students.

2) **Foreign Languages:** This learning area aims to nurture a positive attitude in students toward different languages and cultures, equipping them to use foreign languages effectively in diverse contexts. It enables students to seek knowledge, pursue careers, and continue their education at higher levels. Moreover, it promotes an appreciation of the rich stories and cultures within the global community, while empowering students to share Thai ideas and culture with the world in creative ways. The curriculum encompasses four key components: (1) Language for Communication, (2) Language and Culture, (3) Language in Relation to Other Learning Areas, and (4) Language in Relation to Community and the World.

Table 5: Foreign Languages learning standards and indicators in the curriculum linked to the GCED framework

Grade Level	Learning Standards and Indicators: Foreign Language Learning Areas						
	Total Indicators in Curriculum	Number of Indicators Linked to GCED				Total	Percentage Linked to GCED (%)
		Language for Communication	Language and Culture	Language and Relationship with Other Learning Areas	Language and Relationship with Community and the World		
Lower elementary	**50**	**7**	**3**	**-**	**4**	**14**	**28.00**
Grade 1	16	3	2	-	-	**5**	**31.25**
Grade 2	16	2	1	-	2	**5**	**31.25**
Grade 3	18	2	-	-	2	**4**	**22.22**
Upper elementary	**60**	**3**	**5**	**-**	**3**	**11**	**18.33**
Grade 4	20	1	2	-	1	**4**	**20.00**
Grade 5	20	1	2	-	1	**4**	**20.00**
Grade 6	20	1	1	-	1	**3**	**15.00**
Lower Secondary	**62**	**4**	**7**	**-**	**3**	**14**	**22.58**
Grade 7	20	1	3	-	1	**5**	**25.00**
Grade 8	21	1	1	-	2	**4**	**19.04**
Grade 9	21	2	3	-	-	**5**	**23.80**

Grade Level	Learning Standards and Indicators: Foreign Language Learning Areas						
	Total Indicators in Curriculum	Number of Indicators Linked to GCED				Total	Percentage Linked to GCED (%)
		Language for Communication	Language and Culture	Language and Relationship with Other Learning Areas	Language and Relationship with Community and the World		
Upper Secondary Grade 10 - 12	21	2	2	-	1	5	23.81
Total	193	16	17	-	11	44	22.80

Table 5 shows that, overall, the learning area of Foreign Languages has 45 indicators (23.32%) that can be integrated with GCED. The grade levels with the highest potential for integration are the lower primary level, with 15 indicators (30.30%), and the upper secondary level, with 5 indicators (23.32%). Key areas that support GCED integration include Language and Culture, and Language for Communication. These areas allow the development of reading materials where students can practice foreign language skills while engaging with concepts of global citizenship, with content adaptable to various contexts and developmental stages of learners.

These areas allow the development of reading materials where students can practice foreign language skills while simultaneously engaging with global citizenship concepts, with content adaptable to various contexts and developmental stages of learners.

Language learning areas, both in Thai and foreign languages, raises critical considerations regarding literacy. Renato Opertti (2023) highlights that linking and synergizing personal, interpersonal, civic, and community skills makes it challenging to confine learning within individual subject areas. For instance, students' proficiency in communication—both spoken and written—is demonstrated, developed, and evidenced across diverse learning experiences that encompass and connect all subjects. It is impractical to isolate these competencies within the boundaries of specific subjects or to overlook them when they intersect with other areas. This integration goes beyond mere multidisciplinary or even interdisciplinary approaches, fostering a more holistic educational experience.

3) **Mathematic:** The aim of Mathematics education is to ensure that all young people can continuously learn mathematics according to their potential. The curriculum identifies core content essential for all students, which includes: (1) Numbers and Algebra, (2) Measurement and Geometry, and (3) Statistics and Probability.

Table 6: Mathematic Learning Standards and Indicators in the Curriculum Linked to the GCED Framework

Grade Level	Learning Standards and Indicators: Mathematic Learning Areas			
	Total Indicators in Curriculum	Number of Indicators Linked to GCED	Percentage Linked to GCED (%)	Detail
Lower elementary	**59**	-	-	-
Grade 1	10	-	-	-
Grade 2	16	-	-	-
Grade 3	28	-	-	-
Upper elementary	**34**	**3**	**8.83**	
Grade 4	22	1	4.55	MA 3.1 G.4/1 Collect and analyze relevant data and information about themselves and their surroundings; use pictograms and bar charts for discussing various issues
Grade 5	19	2	5.26	MA 3.1 G.5/1 Use data from the line graph to find the solution to the problem
				MA 3.1 G.5/2 Create a bar chart from the data in whole numbers.
Grade 6	21	1	4.76	MA 3.1 G.6/1 Use data from the pie chart to find the solution to the problem.
Lower Secondary	**59**	**3**	**5.08**	
Grade 7	9	1	11.11	MA 3.1 G.7/1 Understand and apply statistical knowledge to present and interpret data, as well as utilize statistics in real life using appropriate technology

Grade Level	Learning Standards and Indicators: Mathematic Learning Areas			
	Total Indicators in Curriculum	Number of Indicators Linked to GCED	Percentage Linked to GCED (%)	Detail
Grade 8	12	1	8.33	MA 3.1 G.8/1 Understand and apply statistical knowledge to present and analyze data from dot plots, stem-and-leaf plots, histograms, and measures of central tendency. Interpret the results and utilize statistics in real-life contexts using appropriate technology
Grade 9	12	1	8.33	MA 3.1 G.9/1 Understand and apply statistical knowledge to present and analyze data using box plots, interpret the results, and utilize statistics in real-life contexts with appropriate technology
Upper Secondary Grade 10 - 12	**8**	**1**	**12.50**	MA 3.1 G.4-6/1 Understand and apply statistical knowledge to present data and interpret statistical values to support decision-making
Total	**157**	**7**	**4.46**	

Table 6 shows that only a limited number of indicators—7 (4.46%)—in the mathematics subject area can be integrated with GCED. All these indicators are associated with Standard M.5.1, which focuses on *"understanding statistical processes and ability to apply statistical methodology for data analysis."* The highest level of integration occurs at the Upper elementary level, with 1 indicator (12.50%) under the standard *"understanding and using statistical knowledge to present data and interpret statistical values for informed decision-making."* Additionally, at the upper primary level, 3 indicators (8.83%) are aligned with GCED. Content areas that facilitate the integration of GCED include Statistics and Probability, which can be developed using statistical data related to global citizenship. This data can be used to study data presentation methods as specified in the indicators, such as pie charts and bar graphs, while encouraging data presentation and interpretation to support decision-making or development of global citizenship across various dimensions.

4) **Occupations:** The learning area focusing on process skills includes only one category: Occupational Work. This area emphasizes two core aspects: (1) **Living and Family:** This component addresses everyday tasks that support individuals, families,

and society in a sustainable economy. It emphasizes practical activities that foster confidence and pride in successful outcomes, allowing students to discover their own abilities, aptitudes, and interests. Additionally, it encourages practices that are environmentally responsible. (2) **Occupational Skills:** This component is dedicated to the development of skills essential for professional success. It emphasizes the importance of ethics, integrity, and positive attitudes toward work, while fostering appropriate use of technology. Students are guided to appreciate honest professions and understand viable career pathways.

Table 7: Occupations Learning Standards and Indicators in the Curriculum Linked to the GCED Framework

Grade Level	Learning Standards and Indicators: Occupations Learning Areas			
	Total Indicators in Curriculum	Number of Indicators Linked to GCED	Percentage Linked to GCED (%)	Detail
Lower elementary	**9**	**1**	**11.11**	
Grade 1	3	-	-	-
Grade 2	3	-	-	-
Grade 3	3	1	33.33	1.1 G.3/3 Perform tasks systematically, following a clear process with cleanliness, attention to detail, and environmental awareness
Upper elementary	**14**	**5**	**35.71**	
Grade 4	3	1	33.33	1.1 G.4/4 Utilize energy and resources efficiently and economically in work processes
Grade 5	6	3	50.00	1.1 G.5/2 Apply management skills to work systematically, meticulously, and creatively
				1.1 G.5/4 Demonstrate an awareness of using energy and resources efficiently and sustainably
				2.1 G.5/2 Identify the differences between different occupations
Grade 6	5	1	20.00	1.1 G.6/2 Apply management skills in performing tasks
Lower Secondary	**18**	**9**	**50.00**	

Grade Level	Learning Standards and Indicators: Occupations Learning Areas			
	Total Indicators in Curriculum	Number of Indicators Linked to GCED	Percentage Linked to GCED (%)	Detail
Grade 7	6	2		1.1 G.7/2 Engage in group processes with a spirit of selflessness.
				1.1 G.7/3 Make reasoned decisions to solve work-related problems
Grade 8	6	4	33.33	1.1 G.8/1 Utilize knowledge-seeking skills to enhance work performance
				1.1 G.8/2 Apply problem-solving skills in the work process
				1.1 G.8/3 Demonstrate mindfulness in work and resource use, practicing efficiency and value in every task
				2.1 G.8/3 Possess essential foundational skills necessary for pursuing a chosen career
Grade 9	6	3	50.00	1.1 G.9/1 Discuss effective work processes
				1.1 G.9/1 Apply teamwork skills with integrity
				1.1 G.9/3 Discuss work processes using management skills to conserve energy, resources, and protect the environment
Upper Secondary Grade 10 - 12	**11**	**6**	**54.54**	1.1 G.10-12/1 Explain work methods that support sustainable living
				1.1 G.10-12/3 Possess management skills in performing tasks.
				1.1 G.10-12/4 Possess problem-solving skills in performing tasks.
				1.1 G.10-12/5 Skills in acquiring knowledge for living
				1.1 G.10-12/2 Create work with creativity and collaborative skills.
				1.1 G.10-12/7 Utilize energy and resources efficiently and sustainably in work to support environmental conservation.
Total	**54**	**21**	**38.89**	

Table 7 highlights that the Occupations learning area has significant potential for integrating GCED, with 21 indicators (38.89%) aligned to GCED principles. The highest potential is seen at upper secondary level with 6 indicators (54.54%) and lower secondary level with 9 indicators (50.00%). This subject area focuses on equipping students with foundational

career skills and fostering entrepreneurship, aligning with the Basic Education Core Curriculum 2008, which prioritizes career education as preparation for future professional pathways.

While career education remains a central focus, emerging educational trends advocate for a broader approach that incorporates entrepreneurship. This concept can be examined through two distinct dimensions. The first dimension is the ***career perspective,*** which takes a narrower view focused on recognizing opportunities. The second dimension is the ***entrepreneurial perspective,*** which encompasses both practical aspects (such as creating businesses and achieving self-employment) and broader cognitive elements (including self-improvement, creativity, self-reliance, initiative, and strategic thinking) - collectively forming what is known as the entrepreneurial mindset. These foundational definitions significantly influence various aspects of education, including the development of educational objectives, curriculum design, teaching methodologies, and assessment approaches (Mwasalwiba, 2010).

5.2.2 Group 2: Learning Areas with Specialized Content Suitable for Integrating GCED

This group comprises four learning areas that contain specific content conducive to integrating GCED: 1) Science, 2) Social Studies, Religion, and Culture, 3) Health and Physical Education, and 4) Art. Further details are provided as follows.

1) **Science:** The Science learning area underwent its most recent revision in 2017, establishing four main strands: **biological sciences, physical sciences, earth and space sciences, and technology.** The revision notably enhanced the curriculum by incorporating technology learning, which is crucial in the contemporary era. This technological component comprises two key subjects: 1) **Design and Technology,** which focuses on understanding technology for living in a rapidly changing society, solving problems or developing projects creatively through engineering processes, and selecting appropriate technologies while considering their impacts on life, society, and the environment; and 2) **Computing Science,** which encompasses computational thinking, analytical thinking, systematic and step-by-step problem-solving approaches, and the practical application of computer science and

information and communication technology knowledge to effectively solve real-world problems.

Table 8: Science Learning Standards and Indicators in the Curriculum Linked to the GCED Framework

Grade Level	Learning Standards and Indicators: Science Learning Areas						
	Total Indicators in Curriculum	Number of Indicators Linked to GCED				Total	Percentage Linked to GCED (%)
		Biological Science	Physical Science	Astronomy and Space	Technology		
Lower elementary	**56**	**-**	**1**	**2**	**7**	**10**	**17.85**
Grade 1	15	-	-	-	3	**3**	**20.00**
Grade 2	16	-	1	1	2	**4**	**25.00**
Grade 3	25	-	-	1	2	**3**	**12.00**
Upper elementary	**83**	**1**	**1**	**2**	**6**	**10**	**12.04**
Grade 4	21	-	-	-	3	**3**	**14.28**
Grade 5	32	1	1	-	2	**4**	**12.5**
Grade 6	30	-	-	2	1	**3**	**10.00**
Lower Secondary	**174**	**5**	**-**	**4**	**9**	**18**	**10.34**
Grade 7	52	1	-	2	2	**5**	**9.61**
Grade 8	63	-	-	2	5	**7**	**11.11**
Grade 9	59	4	-	-	2	**2**	**3.38**
Upper Secondary Grade 10 - 12	**136**	**1**	**2**	**4**	**7**	**14**	**10.29**
Total	**415**	**7**	**4**	**12**	**29**	**52**	**12.53**

Table 8 shows that the Science learning area demonstrates limited alignment with the Global GCED framework, with only 52 indicators (12.53%) reflecting integration. The most relevant content areas for GCED are technology and Earth and space sciences.

Integration of global citizenship concepts is possible across all educational levels, with the greatest potential seen in the early primary level (17.85%) and upper primary level (12.04%). To strengthen this integration, UNESCO (2024) advocates for revising science

and social science curricula to better prepare students for active participation in climate change mitigation and adaptation. This revision aims to develop a climate-smart, resilient, and sustainable society by including additional curriculum content on environmental topics, sustainability, and particularly climate change.

UNESCO emphasizes that all countries, whether major contributors to the climate crisis or those most vulnerable, should incorporate these critical themes into their school curricula. This approach is essential to equipping future generations with the knowledge and skills needed to address global environmental challenges effectively.

2) **Social Studies, Religion and Culture:** The Social Studies, Religion, and Culture learning area focuses on living together in an interconnected and diverse society. It aims to help students adapt to their environmental context and become responsible citizens equipped with appropriate knowledge, skills, morals, and values. The learning area consists of five main strands:

   2.1) Religion, Morality, and Ethics: This strand emphasizes Buddhist principles while providing opportunities to study other religions that students practice. It focuses on applying religious teachings to self-development, peaceful coexistence, and contributing to society's well-being.

   2.2) Civics, Culture, and Social Living: This strand covers political systems, democracy, good citizenship, cultural diversity, and peaceful living in Thai and global societies.

   2.3) Economics: Students learn about microeconomics and macroeconomics, management of limited resources, balanced living, and the Philosophy of Sufficiency Economy.

   2.4) History: This strand encompasses historical time periods, historical methodology, human development from past to present, relationships and changes of historical events, impacts of significant historical events, influential historical figures, Thai national history, Thai culture and wisdom, and major world civilizations.

   2.5) Geography: Most recently revised in 2017, this strand covers physical characteristics of Earth, physical changes, physical problems and disasters,

interconnectedness of all things, maps and geographical tools, use of geo-informatics, human-environment interactions in lifestyle creation, economic and social activities, domestic and international cooperation in resources and environment, and environmental resource management for sustainable development.

Table 9: Social Studies, Religion, and Culture Learning Standards and Indicators in the Curriculum Linked to the GCED Framework

Grade level	Learning Standards and Indicators: Social Studies, Religion, and Culture Learning Areas							
	Total Indicators in Curriculum	Number of Indicators Linked to GCED					Total	Percentage Linked to GCED (%)
		Religion	Civics	Economics	History	Geography		
Lower elementary	104	-	6	1	4	4	15	14.42
Grade 1	31	-	1	1	1	1	4	12.90
Grade 2	34	-	4	-	2	1	7	20.58
Grade 3	39	-	1	-	1	2	4	10.25
Upper elementary	113	2	8	3	8	6	27	23.89
Grade 4	38	-	3	1	4	-	8	21.05
Grade 5	36	1	3	1	2	4	11	30.55
Grade 6	39	1	2	1	2	2	8	20.51
Lower Secondary	140	11	4	8	4	16	43	30.71
Grade 7	45	5	1	1	-	5	12	26.66
Grade 8	45	2	1	3	2	5	13	28.88
Grade 9	50	4	2	4	2	6	18	36.00
Upper Secondary Grade 10 - 12	61	5	3	2	6	6	22	36.06
Total	418	18	21	14	22	32	107	25.60

Table 9 shows a strong alignment between the Social Studies, Religion, and Culture learning areas and the GCED framework, with 107 indicators (25.59%) reflecting this connection. The most relevant content areas are Geography, History and Civic and citizenship education with an emphasis on Civic Duties and History in the primary education curriculum.

Global citizenship concepts can be integrated across all grade levels, with the highest potential at the upper primary (36.06%) and lower secondary (30.61%) levels. Additionally,

religious education indicators, particularly in lower and upper secondary levels, align with GCED principles, offering a unique opportunity to foster spiritual global citizenship. This enhances students' understanding of citizenship by incorporating ethical and moral dimensions into their learning experience.

Key considerations for Social Studies include UNESCO's (2021) recommendation to promote intercultural awareness through dialogue that encourages respect for diverse cultures, knowledge systems, and perspectives. This approach is rooted in the shared goals of teaching human rights, civic engagement, and democratic participation, making it an essential component of the social studies curriculum. It reinforces and expands the scope of citizenship education, preparing students for active and responsible participation in a diverse and interconnected world.

3) **Health And Physical Education:** Health and Physical Education encompasses the study of complete human well-being across physical, mental, social, and intellectual or spiritual dimensions. Its primary goal is to maintain and enhance health while promoting sustainable quality of life development for individuals, families, and communities. This learning area consists of two main components:

   3.1) Health Education: emphasizes the development of behavioral aspects including knowledge, attitudes, morals, values, and health-related practices.

   3.2) Physical Education: focuses on using movement activities, exercise, games, and sports as tools for holistic development of physical, mental, emotional, social, and intellectual aspects, including health-related and sport-specific fitness.

The scope of Health and Physical Education encompasses: Human growth and development, Life and family, Movement, exercise, games, Thai sports, and international sports, Health promotion, fitness, and disease prevention, Life safety, Self-protection from various health risk behaviors, Prevention of violence, accidents, and dangers from drug and substance abuse and Guidelines for promoting life safety.

This learning area integrates both theoretical knowledge and practical applications to develop students' comprehensive understanding of health and physical well-being. It emphasizes the interconnection between physical activity, health maintenance, and qu life enhancement while addressing contemporary health challenges and safety concerns.

Table 10: Health And Physical Education Learning Standards and Indicators in the Curriculum Linked to the GCED Framework

Grade Level	Learning Standards and Indicators: Health and Physical Education Learning Areas							
	Total Indicators in Curriculum	Number of Indicators Linked to GCED					Total	Percentage Linked to GCED (%)
		Human Growth and Development	Life and Family	Move-ment, Physical Exercise	Health-Strengthen-ing Capaci-ties	Safety in Life		
Lower elementary	54	-	4	-	1	5	10	18.51
Grade 1	15	-	1	-	-	2	3	20.00
Grade 2	21	-	1	-	-	2	3	14.28
Grade 3	18	-	2	-	1	1	4	22.22
Upper elementary	66	-	3	1	4	-	8	12.12
Grade 4	19	-	1	-	1	-	2	10.52
Grade 5	25	-	1	1	-	-	2	8.00
Grade 6	22	-	1	-	3	-	4	18.18
Lower Secondary	72	-	3	-	1	2	6	8.33
Grade 7	23	-	1	-	-	-	1	4.34
Grade 8	25	-	1	-	1	1	3	12.00
Grade 9	24	-	1	-	-	1	2	8.33
Upper Secondary Grade 10 - 12	29	-	3	-	-	1	4	13.79
Total	221	-	13	1	6	8	27	12.21

Table 10 shows a moderate alignment between the Health and Physical Education subject area and the GCED framework, with 27 indicators (12.21%) reflecting relevant connections. The content most suitable for GCED integration centers on family life. Integration is feasible across all educational levels, with the greatest potential at the lower primary (18.51%) and upper secondary (13.79%) levels.

Health and Physical Education plays a crucial role in fostering socio-emotional development, as noted by Opertti (2023). Future-oriented educational frameworks emphasize the importance of quality physical education in developing critical motor skills through diverse, inclusive activities. Physical education supports at least four primary

objectives: (1) contributing to the holistic social and personal development of learners, achieving balance and harmony between mind, body, and intellect; (2) promoting tailored physical development and movement suitable to each learner's needs; (3) fostering a culture of physical activity that enables students to meet varied physical and movement needs; and (4) supporting the acquisition of knowledge, skills, and attitudes that encourage learners to adopt a healthy lifestyle and lifelong commitment to physical activity.

By aligning physical education with GCED principles, this learning area can promote both personal well-being and a broader understanding of global responsibility, fostering well-rounded, health-conscious global citizens.

4) **Arts:** The Arts learning area develops students' creative thinking, artistic imagination, appreciation of beauty, and aesthetic awareness, all of which contribute to human quality of life. It supports learners' development across physical, mental, intellectual, emotional, and social dimensions. This learning area is divided into three main strands:

   4.1) Visual Art: Students learn about art elements, visual elements, and creating and presenting imaginative works. They study artists' techniques and methods for creative work, critique visual arts values, and understand relationships between visual arts, history, and culture. The strand emphasizes appreciating artistic cultural heritage, local wisdom, Thai and international wisdom, while encouraging practical application in daily life.

   4.2) Music: This strand develops understanding of musical elements and creative musical expression. Students analyze and critique musical value, understand relationships between music, history, and culture, and appreciate musical cultural heritage, local wisdom, and Thai and international traditions. They engage in singing and playing various musical forms while expressing aesthetic opinions and feelings.

   4.3) Performing Arts: Students learn about elements of performing arts and creative expression through performance. They study basic performing arts terminology, analyze and critique performing arts value, and create various movement forms. The strand emphasizes practical application in daily life while appreciating performing arts cultural heritage and both Thai and international wisdom.

Table 11: Art Learning Standards and Indicators in the Curriculum Linked to the GCED Framework

Grade Level	Learning Standards and Indicators Art Education Learning Areas					
	Total Indicators in Curriculum	Number of Indicators Linked to GCED			Total	Percentage Linked to GCED (%)
		Visual Arts	Music	Drama		
Lower elementary	72	-	1	1	2	2.77
Grade 1	18	-	-	-	-	-
Grade 2	25	-	-	1	1	4.00
Grade 3	29	-	1	-	1	3.44
Upper elementary	82	6	5	-	11	13.41
Grade 4	29	2	-	-	2	6.89
Grade 5	26	3	3	-	6	23.07
Grade 6	27	1	2	-	3	11.11
Lower Secondary	86	3	-	-	3	3.48
Grade 7	27	1	-	-	1	3.70
Grade 8	27	1	-	-	1	3.70
Grade 9	32	1	-	-	1	3.12
Upper Secondary Grade 10 - 12	39	5	3	-	8	20.51
Total	279	14	9	1	24	8.60

Table 11 demonstrates a strong alignment between the Art learning area and the GCED framework, with 24 indicators (61.53%) identified as relevant. Visual arts emerge as the most conducive content for GCED integration. Integration is achievable at all educational levels, with notable implementation at the upper primary (13.41%) and upper secondary (20.51%) levels.

According to UNESCO (2021), arts education plays a vital role in fostering imagination, critical judgment, and a sense of possibility. The arts—encompassing music, drama, dance, design, visual arts, literature, poetry, and more—enhance students' ability to develop complex skills and support social-emotional learning throughout the curriculum.

Art education empowers students to connect deeply with others' experiences, fostering empathy and an ability to interpret non-verbal cues. It reveals hidden truths and provides meaningful ways to celebrate diverse worldviews. Artistic expression reflects the complexities and subtleties of life, teaching students that even small details can hold great significance.

Furthermore, artistic experiences encourage openness to the unknown, helping students understand that ideas and perspectives evolve with context and opportunity. The arts enable students to express themselves authentically, broadening their capacity for learning, personal growth, and effective communication both within and beyond the artistic realm.

5.3 Student Development Activities as Co-curriculum

The Basic Education Core Curriculum B.E. 2551 (2008) has designated student development activities as co-curriculum, aiming for learners to develop their full potential in a well-rounded way to become complete human beings - physically, intellectually, emotionally, and socially. It aims to strengthen moral and ethical behavior, discipline, and instill consciousness of social contribution, self-management, and living happily with others. Student development activities are divided into 3 categories as follows:

5.3.1 Guidance

Guidance are activities that promote and develop learners to know themselves, care for the environment, make decisions, solve problems, set goals, plan their lives both academically and professionally, and adapt appropriately. Additionally, these activities help teachers understand their students better and provide counseling to parents in participating in student development.

5.3.2 Student Activities

Student Activities focus on developing discipline, good leadership and followership, responsibility, collaboration, problem-solving, appropriate decision-making, rationality, sharing, caring, and harmony. These activities are organized to match students' abilities, aptitudes, and interests, allowing them to participate in all steps: analyzing, planning, implementing, evaluating, and improving their work. They emphasize group work appropriate to students' maturity levels and the context of the school and community. Student activities consist of two types:

1) Boy Scouts, Girl Scouts, Red Cross Youth, Girl Guides, and Military Reserve Student Training
2) Students Clubs

5.3.3 Social and Public Service Activities

Social and Public Service Activities are activities that encourage students to contribute to society, community, and locality through voluntary service, demonstrating responsibility, virtue, sacrifice for society, and public mindedness, such as various development volunteer activities and social creative activities.

Table 12: Connection between Student Development Activities in Basic Education Core Curriculum B.E. 2551 and Global Citizenship Framework

Component	Co-curricular Activities Specified in Basic Education Core Curriculum B.E. 2551			
	Guidance	Student Activities		Social and Public Service Activities
		Uniformed activities	Students Clubs	
Principle	Promote and develop life skills for learners in alignment with context, covering education, career, personal, and social aspects, allowing freedom in thinking and collective decision-making	promoting participation in activities to develop moral ethics, discipline, collaboration, helping and sharing	Encourage participation in activities based on aptitude and interest, emphasizing moral ethics, discipline, collaboration, helping, and sharing	promoting self-development according to natural inclinations and full potential, taking into account individual differences, able to design social and public service activities that demonstrate social responsibility and volunteer spirit
objectives	1. Learners know, understand, love, and see value in themselves and others 2. Learners can plan their education, career, and life path 3. Learners can adapt and live harmoniously with others	1. Learners have discipline, good leadership and followership, and responsibility 2. Learners have collaborative skills, problem-solving abilities, helping and sharing spirit, caring, and harmony 3. Have moral ethics and desirable characteristics	1. Learners participate in activities according to their interests, aptitudes, and needs 2. Learners gain both academic and professional experiences benefiting themselves and society 3. Learners can work with others following democratic principles	1. To instill and create consciousness of service to family, school, community, society, and nation 2. Learners have creative initiative in conducting activities according to aptitude and interest in volunteer capacity 3. To promote knowledge, morality, and desirable characteristics 4. To develop public consciousness and productive use of free time

Component	Co-curricular Activities Specified in Basic Education Core Curriculum B.E. 2551			
	Guidance	Student Activities		Social and Public Service Activities
		Uniformed activities	Students Clubs	
Scope	1. Educational aspect 2. Career aspect 3. Personal and social aspect	1. Boy/Girl Scouts 2. Red Cross Youth 3. Girl Guides 4. Military Reserve Students	1. Activities supporting or promoting learning in 8 subject learning areas 2. Interest-based activities 3. Activities conductible both in and outside school, during or after school hours	Public service activities, development volunteering, or social creative activities chosen by learners voluntarily to develop sacrifice for society and public mindedness
Activities Guidelines	1. All teachers participate in activities with guidance teachers as mentors 2. Analyze students individually 3. Set activity proportions covering education, career, personal, and social aspects 4. Teachers, parents, and students participate in activities 5. Students participate at all grade levels	1. Each activity has specific characteristics: 2. Curriculum and activities/ ceremonies specified by responsible agencies/ organizations 3. Students must have uniforms, symbols, and practice guidelines according to grade levels 4. Instructors must be trained and certified by responsible agencies/ organizations	1. Schools can implement various activities aligned with school curriculum structure 2. Students choose activities voluntarily 3. Clubs have activities, membership regulations, and outputs according to club rules with teacher advisors 4. Has monitoring and evaluation system	1. Students can choose various activities: 2. Integration in 8 subject learning area 3. Projects / programs / activities 4. Activities with other organizations that students voluntarily join, both in and outside school
Measure-ment and Evaluation	1. All parties participate in evaluation 2. Use various methods, self and peer evaluation, parent feedback 3. Continuous evaluation and reporting 4. Decision based on participation, practice, and outputs, with "Pass" and "Fail" criteria	1. Evaluate behavior and activity practice, with "Pass" and "Fail" criteria 2. Scout activities specifically have special subject activities, may include theoretical and practical tests according to National Scout Organization regulations 3. Other activities may have evaluation for special badge qualification	Use various methods with "Pass" and "Fail" evaluation criteria	1. Curriculum specifies time frames for participation: 1.1 Primary level: 60 hours 1.2 Lower secondary: 45 hours 1.3 Upper secondary: 60 hours 2. Students completing required hours with outputs meeting criteria receive "Pass" evaluation

Analysis Results of Student Development Activities as Co-curriculum

Analysis of student development activities in the Basic Education Core Curriculum reveals that GCED concepts can be integrated into all types of activities. This is possible because the activities are quite flexible, and evaluation focuses only on "Pass" and "Fail" criteria, except for uniformed activities which have specific curricula and responsible agencies. Management-wise, coordination with responsible agencies is necessary for implementation.

Guidance Although there are specific curricula and activities to develop learners in terms of self-development, education, and career preparation, if guidance teachers have knowledge and understanding of global citizenship education, they can integrate it into various activities.

Uniformed Activities If GCED issues are to be included, coordination with responsible agencies is necessary. These agencies include the National Scout Office, The Girl Guides Association of Thailand, and the Territorial Defense Department, Royal Thai Army, to develop specific curricula, train teachers, and establish regulations and criteria, including special badge requirements.

Students Clubs Global citizenship education clubs can be developed, or the concepts can be integrated into existing activities. However, since students can choose these activities based on their interests, it may not be possible to develop students on a broader scale.

Social and Public Service Activities Schools can design spaces or activities that enable students to engage in a variety of hands-on activities.

6. Conclusion

Overall, the goals of the Basic Education Curriculum B.E. 2551 demonstrate the intent in basic education management. The curriculum therefore emphasizes creating clarity in curriculum communication by establishing goals in 4 characteristics, consisting of (1) Vision (2) Principles (3) Objectives (4) Desirable Characteristics and (5) Key Learner Competencies. It was found that key terms related to global citizenship are included as educational goals for developing learner quality, although definitions may not be clear, or promotion of curriculum implementation still lacks clarity and concrete form.

Regarding learner development activities in the Basic Education Core Curriculum, it was found that GCED concepts can be integrated into all types of activities since activities are quite flexible, and assessment focuses only on "pass" and "fail." Activities conducive to integration include guidance activities, club activities, and social and public service activities, except for uniformed activities which have specific curricula and responsible agencies. In terms of management, it is necessary for the responsible agencies to be the implementers.

In summary, the study found that global citizenship can be integrated with the standards and indicators specified in the Basic Education Core Curriculum B.E. 2551 (2008). Out of a total of 2,056 indicators for 12 years of education (Primary 1 - Secondary 6), 414 indicators can be linked to the global citizenship conceptual framework, representing 20.14 percent.

When examining by learning subject groups, the ability to integrate global citizenship, ranked from highest to lowest number of indicators, is as follows: 1) Thai Language Learning Area: 132 indicators (41.38%), 2) Occupational Learning Area: 21 indicators (38.89%), 3) Social Studies, Religion and Culture Learning Area: 107 indicators (25.59%), 4) Foreign Languages Learning Area: 45 indicators (23.32%), 5) Science and Technology Learning Area: 52 indicators (12.53%), 6) Health and Physical Education Learning Area: 27 indicators (12.21%), 7) Arts Learning Area: 24 indicators (8.60%),and 8) Mathematics Learning Area: 7 indicators (4.46%)

When considering opportunities and possibilities for citizenship integration, they can be classified into 2 groups:

Group 1 consists of Thai Language, Foreign Languages, Mathematics, and Occupations learning areas that can integrate global citizenship concepts in various ways since they have learning standards and indicators that are content-free and focus on process skills. From a total of 723 standards and indicators, the study found 204 indicators (28.22%) conducive to GCED integration.

Group 2 consists of learning areas with specific content that can connect and integrate GCED in ways that enable deeper or broader global citizenship learning than originally specified (expanding curriculum approach). These 4 learning areas include 1) Science 2) Social Studies, Religion and Culture 3) Health and Physical Education and 4) Arts. From a total of 2,333 standards and indicators, the study found 210 indicators (9.00%) conducive to GCED integration.

Section 5. Summary of Findings and Recommendations on the Integration of GCED into Thailand's Basic Education Core Curriculum

This section presents a comprehensive analysis and synthesis of the study's findings on GCED integration in Thailand's educational system. The content encompasses three main components: a synthesis of study findings, key recommendations for implementation, and a proposed framework for future development. The study synthesis examines policy recommendations for GCED advancement, stakeholder perspectives gathered through interview, focus group interview, and the results of curriculum mapping between Thailand's basic education core curriculum and global citizenship frameworks. Additionally, this section provides specific recommendations for both policy development and practical integration of GCED into Thailand's basic education core curriculum, along with a detailed implementation framework for the GCED Curriculum Development and Integration Project (GCED CDI) planned for 2025-2026. The details are as follows:

1. Study Findings

The findings of this study are organized into three primary aspects that collectively provide a comprehensive understanding of GCED implementation within Thailand's educational framework. There are 1) Policy recommendations for advancing GCED implementation in Thailand, 2) the results of a study of Thai educational stakeholders' perspectives on GCED implementation in Thailand's educational system, and 3) The results of curriculum mapping linking the Basic Education Core Curriculum with the global citizenship framework. Together, these three aspects provide a roadmap for advancing GCED in Thailand, combining policy recommendations, stakeholder perspectives, and curriculum analysis to create a cohesive approach for developing globally competent citizens.

1.1 Policy Recommendations for Advancing GCED Implementation in Thailand

Thailand's implementation of GCED requires carefully balancing international frameworks with local contexts. While existing policies promote both Thai and global citizenship competencies, they must continuously adapt to rapid global changes including technological advancement, climate change, and geopolitical developments.

The country faces several key transformational challenges, including environmental issues like PM2.5 pollution and flooding, demographic shifts toward an aging society, and widespread digital transformation affecting commerce and work patterns. These changes necessitate an educational approach that extends beyond traditional frameworks to incorporate essential modern skills.

To effectively integrate GCED into basic education, Thailand needs ongoing assessment and adaptation of its curriculum. This includes evaluating emerging job market competencies, incorporating new technologies in teaching methods, addressing digital literacy needs, and connecting local challenges to global sustainability objectives.

The goal is to develop well-rounded citizens who can engage with global issues while understanding local implications, contribute innovative solutions to community challenges, navigate evolving societal dynamics, and maintain cultural identity while developing global perspectives. This approach ensures Thai students can thrive both locally and internationally while preserving their cultural heritage and contributing to Thailand's sustainable development.

1.2 The results of a study of Thai educational stakeholders' perspectives on GCED Implementation in Thailand's Educational System

This section explores the views of key stakeholders, including policymakers, teachers educators, and students, on the current state of GCED in Thailand. It identifies both challenges and opportunities for implementation, shedding light on the shared understanding of the importance of GCED and practical steps for enhancing its integration. These insights provide a valuable foundation for fostering a more inclusive and globally aware educational system.

1.2.1 Experts' Perspectives on Current State and Challenges

Thailand has made significant progress in aligning its educational framework with GCED principles, particularly through the Basic Education Core Curriculum revisions in 2017. The country's policy documents demonstrate strong alignment with global educational priorities while maintaining Thai cultural values. However, several major challenges impede effective GCED implementation:

1) **Framework and Curriculum Issues:** Despite the presence of GCED concepts in curriculum documents, there's a lack of clear definition and systematic integration across subjects. The curriculum needs better mapping to align with GCED objectives and learning outcomes.

2) **Assessment Limitations:** Current evaluation methods focus too heavily on traditional metrics like content retention, failing to adequately measure crucial GCED competencies such as intercultural communication and critical thinking. Teachers need more dynamic assessment models that can evaluate global citizenship attributes.

3) **Teacher Preparation Gaps:** Educators require more targeted professional development to effectively integrate GCED principles across disciplines. Current training programs are too generalized and don't address specific needs for different age groups. Teachers struggle to incorporate GCED into informal learning spaces and cross-disciplinary instruction.

4) **Policy Implementation Challenges:** While national policies emphasize GCED's importance, unclear directives at the school level hinder implementation. There's a need to balance local autonomy with central oversight and provide better policy communication. Schools need more resources and support to scale experiential learning methods.

1.2.2 Teachers' Perspectives on Current State and Challenges

The teachers' group believes that global citizenship concepts are already embedded in the curriculum. If teachers have a good understanding, they can integrate these concepts into their own teaching. The details are as follows:

1) **Curriculum Integration:** Teachers note that elements of GCED are present in subjects such as social studies, geography, and civic education. However, there is no unified framework connecting GCED with national standards, leading to fragmented integration across different subjects and grade levels. An already overcrowded curriculum often prioritizes traditional academic subjects over the development of GCED competencies, limiting the impact of GCED in schools.

2) **Assessment and Learning Challenges:** The current assessment systems emphasize content-based evaluations, neglecting critical GCED skills such as intercultural communication and civic engagement. Students frequently face challenges in fundamental communication and interpretation skills, which are essential for global citizenship. Furthermore, digital literacy remains an area of concern, particularly in evaluating the credibility of online sources and promoting ethical online behavior.

3) **Media and Learning Resources:** Effective GCED media should present multiple perspectives on complex issues, connect global themes to students' personal experiences, and use inclusive framing to foster unity and understanding. Teachers often rely on online platforms and international media for GCED instruction due to their accessibility, diverse content, and ability to visually engage students through infographics and videos. These resources also help bridge the gap between local experiences and global challenges.

4) **Strategic Recommendations:** To address these challenges, GCED should be established as a mandatory component of the curriculum rather than an optional one. Clear policy directives aligned with the SDGs are necessary to guide implementation. Comprehensive curriculum mapping across subjects should be developed to ensure coherence. Outcome-based assessment frameworks need to be introduced to evaluate critical GCED competencies effectively. Additionally, strengthening digital citizenship education and fostering lifelong learning through flexible and adaptable modules will better equip students to navigate global challenges.

1.2.3 Students' Perspectives on Current State and Challenges

By integrating interactive learning, digital tools, and a competency-driven curriculum, education can empower students to become effective global change-makers. Creating an inclusive, dynamic educational environment equips learners with the skills and mindset needed to thrive in an interconnected world while addressing critical societal challenges. The details are as follows:

1) **Empowering Students as Global Change-Makers Interactive and Experiential Learning**

   Students across diverse educational settings strongly advocate for interactive and hands-on learning approaches to make GCED more engaging and impactful. They emphasize participatory methods that connect classroom lessons to real-world contexts, fostering practical skills and a deeper understanding of global challenges. Students view GCED not only as a tool for acquiring knowledge but as a way to actively address issues like climate change, social inequality, and digital transformation.

   Experiential learning methods, such as project-based activities, debates, community service, and collaborative group work, are highly valued. These approaches develop critical thinking, intercultural communication, and teamwork skills, preparing students to take on proactive roles as responsible global citizens. Additionally, students advocate for iterative learning pathways, where concepts of global citizenship are revisited and explored in depth over time, ensuring a strong foundation in understanding and application.

2) **Integration of Digital Tools**

   Digital platforms play a transformative role in fostering equitable and inclusive education, especially in the context of GCED. Students highlight the importance of expanding access to technology to ensure all learners, regardless of socioeconomic background, can engage with global learning opportunities. This inclusivity is crucial for reducing educational disparities and promoting a shared understanding of global issues.

   Online courses, virtual workshops, and interactive digital tools are praised for

their flexibility and accessibility. Students find virtual simulations and scenario-based activities particularly effective in deepening their understanding of critical global challenges. Engaging digital resources such as videos, interactive media, and case studies help simplify complex topics, encourage active participation, and foster critical thinking, making learning both relatable and impactful.

3) **Focus on Desired Characteristics and Competencies**

Students emphasize the need for a curriculum that nurtures lifelong learning, adaptability, and action-oriented competencies grounded in the principles of global citizenship. They stress that education should move beyond theoretical knowledge to foster self-awareness, empathy, and proactive engagement with societal challenges.

Learning beyond the classroom significantly broadens students' perspectives, as real-world experiences provide context to theoretical concepts and motivate meaningful action. Students advocate for embedding lifelong learning as a core educational principle, emphasizing adaptability and openness to change as critical skills for navigating a rapidly evolving world.

A competency-based curriculum, clearly defining and assessing traits such as cultural awareness, empathy, and civic responsibility, is vital. Extracurricular opportunities, including leadership programs, collaborative projects, and intercultural exchanges, complement academic learning by allowing students to apply their knowledge in practical settings. These experiences empower learners to explore their interests, develop teamwork skills, and contribute thoughtfully to global and local challenges.

1.3 The Results of Curriculum Mapping Linking the Basic Education Core Curriculum with the Global Citizenship Framework

This section examines the alignment between Thailand's Basic Education Core Curriculum and GCED principles. It analyzes how GCED concepts are integrated across eight learning areas, ranking their potential for connection and identifying specific indicators that support global citizenship education. The findings underscore opportunities for strengthening the

curriculum to better reflect the principles of global citizenship and prepare students for active participation in a globalized world.

1.3.1 Integrating of GCED into purpose of the curriculum

The Basic Education Core Curriculum B.E. 2551 (2008) reflects the overarching purpose of Thailand's basic education framework, addressing local, national, and global needs and aspirations. Structured around five key components—Vision, Principles, Goals, Desired Learner Characteristics, and Learners' Key Competencies—the curriculum provides clarity and direction. As a political and social consensus, it embodies a collective vision shaped through extensive public discourse and consultations involving diverse stakeholders such as policymakers, experts, practitioners, and society at large. This collaborative approach ensures that the curriculum aligns with contemporary educational needs and resonates with various perspectives and expectations.

1.3.2 Integration of GCED into Subject Areas

The study found that global citizenship can be integrated with the standards and indicators specified in the Basic Education Core Curriculum. Out of a total of 2,056 indicators for 12 years of education (Primary 1 - Secondary 6), 414 indicators can be linked to the global citizenship conceptual framework, representing 20.14 percent.

When examining by learning areas, the ability to integrate global citizenship, ranked from highest to lowest number of indicators, is as follows: 1) Thai Language, 2) Occupational, 3) Social Studies, Religion and Culture, 4) Foreign Languages, 5) Science, 6) Health and Physical Education, 7) Arts, and 8) Mathematics The details of the study findings are as follows:

1) **Thai Language:** demonstrates significant potential for integrating Global Citizenship Education (GCED), with 132 indicators (41.38%) supporting integration. Key focus areas include reading, listening, viewing, speaking, and writing. Reading materials can be designed to simultaneously enhance Thai language skills and foster understanding of global citizenship concepts, using diverse content tailored to students' developmental levels and contextual needs.

2) **Occupations:** demonstrates strong alignment with GCED, with 21 indicators

(38.89%) supporting integration. This area focuses on career preparation and entrepreneurship, aligning with the curriculum's emphasis on equipping students with practical skills for future professional pathways. It also fosters a global perspective on work and economic contributions.

3) **Social Studies, Religion, and Culture:** demonstrates significant connections with GCED, with 107 indicators (25.59%) supporting integration. This subject area emphasizes human rights, civic engagement, and democratic participation, expanding the scope of citizenship education. It aims to prepare students for active and responsible participation in a diverse and interconnected world.

4) **Foreign Languages:** provides opportunities for GCED integration with 45 indicators (23.32%). Key areas include "Language and Culture" and "Language for Communication." These areas enable the development of instructional materials that allow students to practice foreign language skills while engaging with global citizenship concepts. Content can be adapted to suit various learner contexts and stages of development, further enhancing cultural and global awareness.

5) **Science:** shows moderate potential for GCED integration, with 52 indicators (12.53%) reflecting alignment. Relevant content areas include technology and Earth and space sciences, with opportunities to enhance the curriculum by incorporating topics like climate change, sustainability, and environmental resilience to promote a climate-smart, sustainable society.

6) **Health and Physical Education:** 27 indicators (12.21%) reflect alignment with GCED. This area promotes both personal well-being and a broader understanding of global responsibility, fostering health-conscious global citizens who are aware of the interconnections between personal actions and global well-being.

7) **Art:** Shows relatively low alignment withe GCED, with only 24 indicators (8.60%) being relevant. Artistic expression provides students with opportunities to explore diverse perspectives, celebrate worldviews, and develop critical skills such as creativity and empathy. It encourages openness to new ideas, fostering personal growth, effective communication, and a deeper understanding of the complexities of the world.

8) **Mathematics:** GCED integration is limited, with only 7 indicators (4.46%) aligning

with its principles. Opportunities for alignment may require innovative approaches to connect mathematical statistics concepts with broader global themes.

1.3.3 Integration of GCED into Students Activities (Co-Curricular)

Based on the Basic Education Core Curriculum, student development activities can integrate GCED concepts into all forms of activities. This is possible because these activities are quite flexible, and the evaluation focuses only on "pass" and "fail" criteria. Activities that facilitate integration include Guidance, Students Club Activities, and Social and Public Service Activities, with the exception of uniformed activities that have specific curricula and responsible agencies. In terms of management, it is necessary for the responsible agencies to be the operators.

2. Key Recommendations

This section presents findings derived from and connected to the study results. The presentation is divided into three main issues: 1) Policy recommendations for promoting global citizenship education in Thailand, 2) Recommendations for integrating global citizenship into Thailand's basic education curriculum, and 3) Recommendations for integrating GCED into teaching and learning with details as follows:

2.1 Policy Recommendations for Promoting GCED in Thailand

From the study, there are 6 policy recommendations for successful implementation of Global Citizenship Education, which include: 1) Integration of GCED into educational policies and plans at all levels and types 2) Establishing clear definitions of global citizenship 3) Creating balance according to the multi-layer citizenship concept, including local citizenship, Thai citizenship, ASEAN citizenship, global citizenship, and digital citizenship. 4) Connecting agencies/organizations and educational management innovations both domestically and internationally 5) Social watch monitoring to better adjust educational directions to meet needs and 6) Youth and children's participation. The details are as follows:

1) **Integration of Global Citizenship Education into Educational Policies and Plans at All Levels and Types**

The study found that educational policies and laws have outlined key citizenship characteristics that can be adapted and linked to global citizenship, albeit not very explicitly. If policy implementers understand global citizenship, they can reinterpret and implement these policies effectively.

The Thai educational policy landscape is diverse and produced by multiple agencies, leading to efforts to unify educational management direction. For example, the Office of the Education Council developed the National Educational Standards B.E.2561 (2018), which clarified the goals of Thai education development. It established three desirable outcomes of education (DOE) for Thai people: 1) Learner person 2) Innovative co-creator and 3) Active citizen. In developing these goals and detailed characteristics for Thai people across age groups, various documents were studied, including global citizenship frameworks, which already incorporated citizenship importance. This national education standards approach will guide the establishment of standards for each educational level and type, including curricula, while enabling educational institutions to develop their own standards and curricula. This approach transforms implementation guidelines, allowing institutions to determine educational management aligned with their identity and leading to quality assurance. It helps institutions provide education appropriate to their identity and responsive to local, community, and social needs. Thus, the Education Council's DOE framework helps clarify educational goals and systems.

Studying documents and reviewing information to support such policy work benefits effective policy communication and implementation. It helps develop sub-policies and guidelines enabling all stakeholders to achieve goals more efficiently. Particularly for curriculum development requiring substantial solid foundation, policy-level information support helps ensure quality teaching and learning connections and prevents misunderstandings between intended and extended curricula.

However, some educational plans and policies still need review and integration for more unified goals and direction. For instance, the National Education Plan, B.E. 2560-2579 (2017-2036) spans a very long period while education and the world are changing rapidly, necessitating regular review. This process should include

research systems to monitor educational management at various levels, providing crucial data for proposing modern and situationally appropriate educational policies.

2) Establishing Clear Definitions of Global Citizenship

A key challenge in promoting GCED in Thailand is providing precise definitional and conceptual clarity for GCED-related terminology. Interpretative differences influenced by linguistic and cultural nuances in both Thai and English often result in inconsistent understanding and implementation. While Thailand has the Office of the Royal Society responsible for terminology designation and definition, when terms are applied to educational management, there should be greater review and multi-stakeholder participation. The Thai translation of the GCED Framework (2015) has already included five key terms: 1) Global education, 2) Global citizenship education, 3) Global competence, 4) Global literacy and 5) Global mindedness.

Beyond global citizenship definitions, the key components of global citizenship are equally crucial. In the global context, UNESCO's framework (2015) titled "GCED: Topics and Learning Objectives" employs key concepts across three domains: cognitive, socio-emotional, and behavioral. These concepts present challenges in selecting appropriate Thai terminology that aligns with Thai social context, including terms like empathy, interconnectedness, and interdependency. This requires careful selection of appropriate Thai terms that facilitate universal understanding and enable effective educational implementation. Similarly, the Office of the Royal Society has already established definitions for several global citizenship-related terms. For instance, "empathy" is translated as *"karn-roo-sueng-Thueng-kwam-roo-suek,"* [16] meaning the ability to genuinely understand others' feelings, thoughts, and perceptions. Additionally, Thai Buddhist terminology

[16] This is the Thai term for *"empathy,"* which literally translates to *"deep understanding of feelings"* or *"profound emotional awareness."* In more formal or academic contexts, it can be rendered as "empathetic understanding" or "empathetic awareness." The term breaks down as:

- การ (karn) = the act of
- รู้ซึ้ง (roo sueng) = to deeply understand/comprehend
- ถึง (thueng) = reaching to/towards
- ความรู้สึก (kwarm roo suek) = feelings/emotions

offers relevant concepts, such as "Metta," meaning goodwill, benevolence towards others, friendliness, and a mental state free from anger and vengeance.

Thai culture, influenced by religious thoughts and beliefs through trade connections with India and China, and Southeast Asia's *"Suvarnabhumi"* [17] region's characteristic of selective adaptation and integration, has developed its own linguistic characteristics. This includes exchange and borrowing from various national and local languages within ASEAN, as well as creating new terms suitable for local conditions and ways of life. Thai language's diversity and natural characteristics, when applied to defining GCED framework terminology, can help create precise and powerful communicative terms for promoting GCED.

To address this challenge, there should be mechanisms to study key term definitions within the global citizenship education framework. Thailand is well-positioned for this task, with the Office of the Royal Society's role in studying and defining terms, particularly through its strong Education Division, which continuously produces educational terminology dictionaries. Additionally, Thailand's CDC includes Royal Scholar (Associate Professor Dr. Tisana Khemmani) as advisor and member of steering committee, presenting an excellent opportunity for more systematic development of global citizenship terminology that can serve as a framework and reference for future work.

3) Creating Balance within the Multi-layer Citizenship Framework: Integrating Local, Thai, ASEAN, Global, and Digital Citizenship

Global citizenship education should not be treated as a separate policy initiative or project, as this approach would diminish its implementation momentum and hinder quality institutionalization. With human development at the center of all developmental efforts, global citizenship concepts should be integrated with other citizenship dimensions through the multi-layer citizenship framework.

[17] *"Suvarnabhumi"* or *"The Golden Land"* refers to the area between India and China, or Southeast Asia. There is no conclusive evidence about which specific kingdom or state it was. Archaeological evidence suggests it was an important area since the 5th century, serving as a hub for the exchange and accumulation of knowledge, technology, and significant world production. It was an important trading junction and station, as well as a cradle of art.

The multi-layer citizenship concept recognizes that individuals and groups possess complex, overlapping citizenships. This framework acknowledges that a person simultaneously functions as: A member of their local community, A citizen of their nation, An ASEAN citizen, A global citizen, and A digital citizen.

Each platform requires distinct citizenship qualities and developmental emphases. However, these different levels of citizenship may sometimes conflict with each other. For instance, excessive nationalism promoted within ASEAN countries could potentially lead to international misunderstandings or conflicts. The multi-layer citizenship framework helps visualize this larger, more complex picture of citizenship development, facilitating:

- More integrated implementation approaches
- Identification of weaknesses in current approaches
- Better balance among different citizenship levels
- Recognition of potential conflicts and synergies between layers

Policymakers should deeply understand the multi-layer citizen concept, where "citizenship needs to be understood as a multi-layered construct, in which one's citizenship in collectivities in the different layers - local, ethnic, national, state, cross- or trans-state and supra-state - is affected and often at least partly constructed by the relationships and positionings of each layer." This framework provides a foundation for developing educational approaches that align with democratic governance principles.

The implementation of this framework requires:

- Recognition of the interconnectedness between different citizenship layers.
- Development of educational strategies that address potential conflicts between layers.
- Creation of balanced curricula that support multiple citizenship identities.
- Integration of citizenship education across different subjects and educational levels.

- Consideration of local contexts while maintaining global perspectives.

This comprehensive approach ensures that citizenship education remains relevant and effective in our increasingly interconnected world, while respecting and preserving local and national identities.

4) Integration of Organizations and Educational Innovation Networks: Domestic and International Perspectives

The development of global citizenship cannot be accomplished by a single organization or institution working in isolation. We can *"stand on the shoulders of giants"* by establishing connections with various agencies and organizations to adapt their knowledge, methodologies, and experiences. This includes exchanging learning experiences and sharing successful practices. Policy-making bodies and decision-makers play a crucial role in establishing these learning networks to mobilize resources, knowledge, expertise, and human capital both domestically and internationally to support global citizenship education initiatives.

While the traditional top-down approach with clear organizational structures has its advantages in systematic implementation, enhanced effectiveness can be achieved through horizontal integration and learning community networks. This collaborative approach significantly improves operational efficiency. In this context, *social mapping* serves as a vital tool for surveying and systematizing information, creating an essential database for global citizenship education. Contemporary digital technology systems facilitate easy access to various information sources.

Given the diverse range of topics related to global citizenship, access to experienced organizations in specific areas aids in decision-making regarding collaboration and implementation in educational management. The concept of *"connecting the dots"* thus becomes another crucial mission in educational policy planning. This networked approach enables the integration of various perspectives and expertise, creating a more comprehensive and effective educational framework.

5) Social Monitoring and Educational Direction Adjustment: A Strategic Approach

Continuous monitoring of international and national situations, coupled with analysis from curriculum developers and educators' perspectives, enables the

development of educational approaches that align with current challenges. This systematic observation not only facilitates the creation of relevant educational content but also enables forecasting future educational needs. Such monitoring systems support both meaningful learning experiences that create genuine change in learners and establish data systems that simultaneously support both interventional and preventional education approaches.

Similar to point 4, numerous governmental and private organizations in Thailand and internationally are engaged in this work. Integration of their data can provide clearer direction for educational policy decisions. Thailand's experience demonstrates that Non-Governmental Organizations (NGOs) have often been successful in implementing these initiatives, though they face challenges regarding continuity and sustainability. Learning from international examples suggests an effective model where government agencies serve as primary stakeholders with clear operational plans and designated responsible units, while utilizing outsourcing strategies to engage private sector organizations in implementation. This approach offers operational flexibility, budget efficiency, and enhanced program continuity.

The monitoring system serves multiple purposes:

- Ensures education remains relevant to current social challenges.
- Enables proactive rather than reactive educational planning.
- Facilitates both immediate intervention and long-term prevention strategies.
- Creates a sustainable framework for educational development through public-private collaboration.

6) Children and Youth Participation

Focus group interviews revealed that students play a vital role, with the curriculum focusing on enhancing cultural awareness, social responsibility, and sustainable action capabilities to prepare them for creative engagement in an interconnected global context. Students recognize that GCED addresses real-world challenges and develops essential skills for future success. They advocate for more

participatory learning experiences and cross-cultural interaction opportunities to enhance their understanding of global citizenship.

Ornstein and Hunskins (2018) and Boon (2018) summarize and explain the roles and responsibilities of curriculum implementation stakeholders, identifying students as a crucial group. Many educators agree that each student possesses unique learning characteristics, perspectives, and educational goals. Involving students in curriculum discussions leads to meaningful educational changes and helps students feel integrated into the curriculum. The level of student participation depends on their maturity, the complexity of changes, and the scope of implementation.

2.2 Recommendations for Integrating GCED into Thailand's Basic Education Core Curriculum

The study findings and recommendations for integrating Global Citizenship into the Basic Education Core Curriculum B.E. 2551 (2008) comprise 4 key aspects:1) Integration of Global Citizenship across multiple dimensions, 2) Utilization of curriculum development tools and methods to promote Global Citizenship integration in the curriculum, 3) Development of school-based curriculum, creation of curriculum guides, and development of easily accessible learning resources, and 4) Stakeholder participation in curriculum development. Details are as follows:

1) Integration of Global Citizenship across multiple dimensions

Curriculum Redesign involves collecting data, information, and facts for curriculum design goals (Parsons and Beauchamp, 2012) with two main objectives: 1) Develop new standards and guidelines for future curricula (educational programs, assessment, and teaching resources) and 2) Develop connected and collaborative processes in curriculum development to ensure the curriculum responds to students in a rapidly changing world. In Thailand's case, where there is no clear timeline for new curriculum changes, designing curriculum according to the second objective - integrating Global Citizenship concepts into existing curricula - would be more appropriate at this time. This can be implemented as follows:

1.1) Integration of Global Citizenship at different curriculum levels

According to Thijs & van den Akker (2009), curriculum levels and outputs range from international (Supra) to individual student (Nano) levels. Regarding GCED, UNESCO's Global Citizenship framework (2015) is considered a Supra-level curriculum that can be integrated into existing curricula or teaching frameworks at various levels. Thailand's curriculum system facilitates Global Citizenship integration at 3 levels:

1.1.1) Macro level: The Basic Education Curriculum B.E. 2551 (2008) or national curriculum contains 20,56 indicators, of which 414 indicators (20.14%) can be linked to the Global Citizenship framework. Student development activities also support Global Citizenship concept integration, though clear implementation guidelines are needed.

1.1.2) Meso level: All 245 Educational Service Area Offices are authorized to develop local curriculum frameworks as guidelines for schools to use in developing school curricula, including approaches for integrating citizenship education. This should cover school vision setting, subject integration, cross-subject integration, development of specific GCED courses, student development activities, and creating supportive learning environments.

1.1.3) Micro level: Classroom instruction level, where continuous teacher development processes and adequate, accessible Global Citizenship teaching materials would help teachers effectively integrate Global Citizenship into their lesson plans.

At the national or macro level, educational policies and the national curriculum are designed to cater to all students, ensuring equity and consistency in the education system. In this broad framework, a certain level of *de-contextualization* is necessary to create a standardized curriculum that applies to the entire country, regardless of regional or local differences. This ensures that all learners, regardless of their geographic location, have access to a baseline of knowledge and skills, fostering national cohesion and shared learning outcomes.

However, when this national curriculum is implemented at the school and classroom levels (the micro level), *contextualization* becomes essential. Schools and teachers

must adapt the content to suit the unique cultural, social, and environmental contexts of their students. By integrating local context data and understanding the specific needs and characteristics of their learners, educators can create more meaningful and relevant learning experiences. This approach ensures that while the overarching goals of the national curriculum are maintained, the methods and materials used are tailored to fit the learners' specific circumstances, making education more engaging and effective at the grassroots level.

In summary, de-contextualization at the macro level allows for broad, unified educational standards, while contextualization at the micro level ensures that these standards are relevant and meaningful to individual learners in diverse contexts.

1.2) Integration of Global Citizenship at School Curriculum Level

Schools can integrate global citizenship through various curriculum types:

1.2.1) Subject Integration Following Drăghicescu et al. (2013), integration can occur through:

- **Monodisciplinarity:** Integration within a single subject
- **Multidisciplinarity:** Main topic connecting multiple subjects
- **Transdisciplinarity:** Complete fusion of disciplines

Three key principles for effective curriculum integration (Kysilka,1998; Drăghicescu et al., 2013):

(1) **Connection to "Real World":** Effective integrated curricula focus on topics and issues grounded in real-world experiences, enhancing student interest and deepening learning.

(2) **Teacher-Student Collaboration:** Teachers and students work together to promote learning experiences through student participation in the learning process.

(3) **Beyond Textbook Learning:** Integrated curricula transcend textbook-based learning by using topic-centered exploration of principles and in-depth concepts.

1.2.2) Co-curricular Integration: Integrates global citizenship through voluntary student activities across semesters or academic years. Thai basic education mandates participation in clubs, guidance activities, scouts, and volunteer programs, either as dedicated global citizenship activities or components of existing programs.

1.2.3) Extra-curricular Integration: Incorporates global citizenship through special school activities including field trips, community engagement, special lectures, internships, or incidental learning activities.

1.2.4) Hidden Curriculum Integration: Encompasses unplanned learning through school experiences and environment, connecting to global citizenship values through awareness of individual differences, school interactions, and modeling global citizenship behavior.

2) Utilization of Curriculum Development Tools and Methods for Promoting Global Citizenship Integration into Curriculum

The study findings on curriculum development and global citizenship integration in basic education curriculum reveal that curriculum development science provides systematic tools and methodologies that enable efficient, step-by-step curriculum development processes. Particularly valuable is the **Curriculum Mapping** approach, which serves as an essential tool for evaluating and improving educational programs. It creates representations that visualize the relationships between curriculum components and various concepts to be integrated into the curriculum. At the course curriculum level or lesson planning stage, curriculum mapping helps identify relationships between course outcomes, learning processes, and learning objectives (Kopera-Frye et al., 2011). This process helps identify gaps, redundancies, and alignment issues in the curriculum (Joyner, 2016). Curriculum maps can be explored through various "windows," including learning outcomes, content, assessment, and resources (Harden, 2001).

To ensure quality curriculum development, there should be increased study and systematization of knowledge regarding curriculum development tools and methods, including their connection to existing work practices and understanding.

For example, "curriculum mapping" in the Thai educational context, particularly in higher education, refers to ***"curriculum-to-course mapping"*** - a diagram showing connections between curriculum learning outcome standards and individual courses, demonstrating how each course contributes to learning standards. In basic education, the curriculum mapping concept can be applied as a collaborative process among teachers to study the global citizenship framework and seek ways to integrate it into lesson plans within their respective subjects.

Furthermore, there are several other important curriculum development terms that should be studied and systematized for practical application. Besides curriculum mapping, there are similar terms used in curriculum development, such as ***curriculum alignment,*** which refers to *"aligning connections throughout the curriculum."* This involves adjusting various curriculum components - including vision, mission, desired learner characteristics, objectives, content, activity design, and learning assessment - to create systematic relationships that align with the core curriculum.

Studying and systematizing knowledge about curriculum development tools and methods for promoting global citizenship integration into the curriculum will serve as another crucial mechanism enabling education stakeholders to operate efficiently and ensure genuine integration of GCED at the instructional level.

3) School Curriculum Development, Curriculum Guide Creation, and Development of Accessible Learning Resources

The school curriculum presents a significant opportunity for global citizenship integration, as the Basic Education Core Curriculum B.E. 2551 (2008) aims to enable educational institutions to develop detailed content in the basic curriculum. Furthermore, the National Education Act B.E. 2542 (1999) emphasizes the importance of content, community issues, local wisdom, and desirable characteristics for being good members of families, communities, and society. Therefore, in addition to the educational institutions' mission to develop basic curriculum details as prescribed by the Ministry of Education, schools must also consider and develop additional learning content beyond the basic education curriculum to align with and respond to the needs of learners who live in

different villages, sub-districts, or communities. To ensure success in curriculum development and content creation, schools should establish guidelines or manuals providing recommendations for school curriculum development.

The curriculum guide explains how to implement the curriculum in practice, enabling curriculum stakeholders including administrators, teachers, students, parents, and communities to have accurate and consistent understanding and collectively develop learners to achieve curriculum objectives. This is crucial work that helps school curricula contextualize appropriately to local contexts while integrating global citizenship conceptual frameworks.

Furthermore, regarding **selected and accessible learning resources,** to ensure all learners regardless of location or background can fully benefit from global citizenship education, policymakers must prioritize developing and distributing high-quality digital resources that promote equitable learning, with the following characteristics:

(1) A central repository platform providing free access to digital resources aligned with GCED objectives. This platform should include lesson plans, case studies, videos, and interactive learning tools adapted for various educational levels.

(2) Design of media that promotes inquiry-based learning, enabling students to explore local and global issues through guided discussions, collaborative projects, and reflective activities.

(3) Promotion of Open Educational Resources (OERs) to reduce access barriers, providing all learners equal opportunities to access GCED content regardless of socioeconomic status.

4) Stakeholder Participation in Curriculum Development

Successful school curriculum development requires meaningful participation from stakeholders at all stages of curriculum development, including curriculum creation, implementation, and evaluation. This ensures a continuous curriculum development cycle that adapts to rapidly changing situations and helps curriculum management and learning respond to student quality in balance with

economic, social, political, and environmental conditions. Groups that should be considered for participation in the curriculum development process include school administrators, teachers, students, parents, and external academics or curriculum developers, as detailed below:

4.1) School Administrators: School administrators with academic leadership characteristics help ensure successful curriculum management. APCEIU (2020) found that schools with strong leadership in promoting GCED integrate GCED learning throughout the curriculum, while schools with less knowledge and weaker GCED leadership only integrate GCED learning into supplementary subjects. Integrating GCED into the core curriculum helps students acquire competencies and knowledge for a rapidly changing world.

Regarding academic leadership, Kwesi Rollins, Vice President of Leadership and Engagement at the Institute for Education Leadership (USA), discussed how IEL was established to develop leaders who help create educational equity for children and youth, develop their potential, and elevate them as quality citizens. Multiple research studies indicate that one key mechanism in youth development and addressing educational inequality is having visionary leadership. The approach to developing leaders with awareness and capability to achieve goals for school leaders begins with:

(1) *Setting direction*: Good leaders must understand their teachers and students, and to achieve goals, leaders must build acceptance and establish clear goals for their team.

(2) *Personnel development*: Understanding how to develop teachers and instruction in educational institutions, with leaders finding ways to motivate and support their staff in improving their educational management capabilities.

4.2) Teachers: The Faculty of Education, Chulalongkorn University (2021) presented findings on basic education curriculum development, indicating that high-quality teachers are a crucial success factor in curriculum development and learning management. In analyzing success factors for curriculum quality development and learning management across studied countries, teacher quality emerged as a key

factor. This is because teachers are the crucial mechanism for creating classroom-level change. Quality curricula can achieve desired student outcomes only when teachers, who implement the curriculum, have knowledge, understanding, and beliefs aligned with the new curriculum's learning management concepts. All studied countries prioritize teacher quality development and emphasize teacher participation and understanding of new curricula in both national and school curriculum development processes.

4.3) Students: Student participation in curriculum development has proven beneficial for both students and educational institutions. Involving students in this process can increase student interest in learning, promote educational reform, develop communication between faculty and students, and create a more conducive educational environment (Qazi et al., 2019). Students can offer unique perspectives and knowledge about the curriculum, helping reflect student needs and suggest improvements (Milles et al., 2019).

This participation can take various forms, such as providing feedback through course evaluations, participating in focus groups, and even co-supervising curriculum modules (Lu et al., 2015; Milles et al., 2019). However, challenges remain, such as the need for teachers to shift their role from curriculum implementers to proactive curriculum developers and researchers (Yu, 2023). Despite these challenges, both faculty and students generally view student participation as beneficial to curriculum development, with many viewing both parties as equal partners in this process.

4.4) Parents and Community: Parental and community engagement plays a vital role in successful curriculum development and implementation, yet this crucial partnership faces several significant challenges. Research indicates that factors such as poverty, low literacy rates, and strained teacher-community relationships often impede effective participation. While educational policies generally advocate for community involvement, evidence suggests that parents frequently remain disconnected from the curriculum development process. The solution lies in establishing a comprehensive organizational framework that fully integrates parents into all aspects of school life, encompassing both educational support and administrative participation (Comer & Haynes, 1991). The Competency-

Based Curriculum model offers a promising approach by emphasizing the shared responsibility between schools and parents in fostering children's holistic development. To enhance parental involvement, curriculum development agencies must take concrete steps, including strengthening participation-focused initiatives, giving greater weight to parental input, and implementing effective strategies that actively encourage parental engagement in curriculum development.

4.5) Curriculum Developers: Curriculum developers, particularly teacher educators, serve as essential architects in the educational system, shouldering critical responsibilities in curriculum design, instructional planning, and assessment development. While most teacher educators demonstrate confidence in their capabilities, they nevertheless encounter significant challenges, including time management issues and the need for specialized professional development. Successful curriculum development demands comprehensive knowledge of educational objectives, content selection criteria, and assessment methodologies. Central to this process are needs and situation analyses, which examine crucial factors such as learner objectives, learning attitudes, and student expectations to ensure curriculum relevance and effectiveness. Professional growth among curriculum developers frequently occurs through informal channels and peer collaboration, fostering collective expertise and innovative teaching approaches. The key to successful curriculum development lies in achieving an optimal balance between adherence to established frameworks and maintaining the flexibility necessary to address diverse educational needs effectively.

2.3 Recommendations for Integrating GCED into Teaching and Learning

The study identifies three key areas for effectively integrating GCED into teaching practice:

1) **Comprehensive Data Collection and Analysis** Teachers must adopt a thorough approach to gathering and analyzing foundational information before implementing GCED. This process begins with understanding individual student characteristics, including their abilities, interests, and backgrounds. The approach serves three key purposes: preventing potential learning challenges, developing students' strengths, and addressing existing problems. Teachers can utilize various

assessment tools, ranging from non-test techniques such as observations and interviews to formal test methods including aptitude and intelligence assessments. Additionally, educators must analyze broader contextual factors at community, local, national, regional, and global levels to ensure their teaching remains relevant and contemporary. This comprehensive understanding helps teachers create learning experiences that resonate with students' lives while connecting to broader global perspectives.

2) **Instructional Design Integration** The integration of GCED aligns with UNESCO's Sustainable Development Goal 4.7, which emphasizes mainstreaming global citizenship education across all educational levels. This integration should occur systematically through national education policies, curriculum development, teacher education, and student assessment systems. Rather than treating GCED as a separate subject, the approach advocates for its embedding throughout the entire curriculum. This integrated approach ensures that global citizenship concepts and values permeate all aspects of learning, making them more meaningful and effective. The design should create natural connections between subject matter content and global citizenship themes, allowing students to develop both subject-specific knowledge and global competencies simultaneously.

3) **Selection and Implementation of Global Citizenship Topics** The selection of global citizenship topics requires careful consideration of three essential elements:

   First, teachers must identify GCED topics that align with the existing curriculum framework.

   Second, they need to ensure these topics meet the standards and indicators specified in the curriculum.

   Third, they should incorporate current situations and phenomena to make learning relevant and meaningful for students.

This approach helps create authentic learning experiences that connect classroom learning with real-world contexts. The implementation should focus on creating opportunities for students to engage with global issues while developing critical thinking skills and understanding their role as global citizens. By connecting local contexts with global perspectives, teachers can help students understand how their actions and decisions

impact both their immediate community and the broader world.

Through this comprehensive approach, educators can create learning experiences that effectively integrate global citizenship education while meeting curriculum requirements and preparing students for their roles as responsible global citizens. The framework emphasizes the interconnected nature of sustainable development education and global citizenship, suggesting that these concepts should be woven throughout the educational experience rather than taught in isolation.

3. Conclusion

The study provides a comprehensive analysis of GCED within the Thai educational context, exploring three fundamental perspectives that illuminate the potential for advancing global citizenship learning.

The first perspective focuses on policy recommendations for promoting GCED in Thailand. The study emphasizes the critical need to establish a clear national framework that creates a *"Shared Vision, Shared Mission, Shared Value"* mechanism. This approach aims to facilitate concrete and systematic integration across various educational agencies, enabling more effective implementation of global citizenship initiatives. A key highlight of the study is its focus on developing students' global citizenship competencies. The study identifies several crucial areas of development, including conflict literacy, health literacy in the context of climate change, empathy and active listening skills, understanding interconnectedness, and fostering a change-oriented participation mindset. The proposed approach strongly emphasizes social connectivity, respect for diversity, ethical responsibility, and active engagement.

The second perspective addresses the development of a comprehensive curriculum guide. This guide is designed to support schools in creating locally relevant and dynamic curricula that can adapt to changing educational landscapes. The approach encourages participatory curriculum development, ensuring that school can systematically integrate global citizenship principles while maintaining flexibility to meet local and individual student needs.

The third perspective provides concrete implementation examples, demonstrating how

GCED can be integrated across various subjects and curriculum components. By utilizing curriculum mapping techniques and leveraging existing teacher networks with global citizenship expertise, the study offers practical strategies for implementation.

A significant recommendation, drawing from UNESCO's 2006 guidelines, is to embed GCED within the entire curriculum, rather than treating it as a separate subject. This holistic approach suggests integrating global citizenship principles across co-curricular activities, extra-curricular programs, and even hidden curriculum elements.

The study's curriculum structure considers multiple dimensions, including:

- Co-Curriculum activities
- Extra-Curricular activities
- Hidden curriculum elements

Practical implementation strategies include developing student camp guidelines that promote global citizenship principles and creating systematic frameworks for integration.

Ultimately, the study presents a comprehensive roadmap for advancing GCED in Thailand. It offers a nuanced, multifaceted approach that recognizes the complexity of cultivating global citizenship competencies within the existing educational framework. By providing clear recommendations, practical guidelines, and flexible implementation strategies, the study offers a valuable blueprint for school seeking to prepare students for an increasingly interconnected and diverse global landscape.

The findings underscore the importance of a holistic, integrated approach to GCED, emphasizing not just knowledge transfer, but the development of critical skills, attitudes, and dispositions that enable students to become responsible, empathetic, and active global citizens.

The study findings regarding instructional media reveal that while textbooks remain the mainstream medium, making changes is complex and time-consuming. Offering alternatives that allow teachers to utilize local contexts, significant news and events, and other media beyond textbooks would help teachers design more effective learning activities. For Thailand, the approach could include adapting some instructional materials produced by non-profit organizations, as well as developing prototype media, particularly children's literature and reading materials, which remain traditional yet powerful tools

capable of creating transformative learning experiences.

Assessment and evaluation are crucial issues, particularly highlighted by global citizenship experts who recommend exploring approaches to evaluate citizenship characteristics. This evaluation should move beyond merely assessing knowledge and memory, towards designing tools and implementation guidelines that support teachers' instructional practices.

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Appendices

Appendix A. Learning Standards of the Eight Core Learning Areas in the Basic Education Core Curriculum B.E. 2551 (A.D.2008)

The learning standards for the eight core learning areas in the Basic Education Core Curriculum B.E. 2551 comprise: (1) Thai Language, (2) Mathematics, (3) Science, (4) Social Studies, Religion, and Culture, (5) Health and Physical Education, (6) Art, (7) Occupations, and (8) Foreign Languages. Details are outlined in Boxes 1

1. Thai language learning area: Detail refer to Box 1

Box 1: Thai Language Learning Standard

Thai language: separated into 5 strands, with a total of 5 standards as following:

Strand 1: Reading

- Standard TH1.1: Application of reading process to build knowledge and thoughts for decision-making and problem-solving to life and encouraging acquisition of reading habit.

Strand 2: Writing

- Standard TH2.1: Effective application of writing process for communications, compositions, synopsis, stories in various forms, data and information reports, study reports and research reports.

Strand 3: Listening, Viewing and Speaking

- Standard TH3.1: Competency in selective and critical listening and viewing, and in critical and creative expression of knowledge, thoughts and feelings on various occasions.

Strand 4: Principles of Thai Language Usage

- Standard TH4.1: Understanding of the nature and the principles of Thai language, linguistic changes and power, linguistic wisdom and preservation of Thai language as national treasure.

Strand 5: Literature and Literary Works

- Standard TH5.1: Understanding and expressing opinions; criticism of Thai literature and literary works through appreciative approach; and application to real life.

2. Mathematic learning area: Detail refers to Box 2

Box 2: Mathematic Learning Standard

Mathematic: separated into 3 strands, with a total of 7 standards as follows:

Strand 1: Numbers and Operations

- Standard MA1.1: Understanding of diverse methods of presenting numbers and their application for real life.
- Standard MA1.2: Understanding of the results of operations of numbers, the relationships of operations, and the application of operations for problem-solving.
- Standard MA1.3: Use of estimation in calculation and problem-solving.

3. Science learning area: Detail refer to Box 3

Box 3: Science Learning Standard

Science: separated into 4 strands, with a total of 10 standards as follows:

Strand 1: Biological Science

- Standard SC1.1: Understanding the diversity of ecosystems, the relationships between abiotic and biotic components, and interactions among living organisms within ecosystems. This includes energy transfer, ecological succession, population concepts, environmental impacts on natural resources, conservation strategies, and solutions to environmental problems, with an emphasis on practical application of this knowledge.
- Standard SC1.2: Understanding the properties of living organisms, the basic units of life, cellular transport mechanisms, and the interrelation of structures and functions in animal and human systems. This also includes the relationships and functions within plant systems, with an emphasis on practical application of this knowledge.
- Standard SC1.3: Understanding the processes and importance of genetic heritage, genetic material, and genetic variations that affect organisms, as well as biodiversity and evolutionary biology, with an emphasis on practical application of this knowledge.

Strand 2: Physical Science

- Standard SC2.1: Understanding the properties and composition of substances, the relationship between substance properties and molecular structure, the principles of state changes, solution formation, and chemical reactions.
- Standard SC2.2: Understanding the nature of forces in everyday life, the effects of forces on objects, and the different types of motion, with an emphasis on practical application of this knowledge.
- Standard SC2.3: Understanding the concept of energy, energy transformation and transfer, interactions between matter and energy, everyday applications of energy, the nature of waves, and phenomena related to sound, light, and electromagnetic waves, with an emphasis on practical application of this knowledge.

Strand 3: Earth and Space Science

- Standard SC3.1: Understanding the composition, characteristics, formation processes, and evolution of the universe, galaxies, stars, and the solar system, as well as the interactions within the solar system that affect living things. This includes the application of space technology.
- Standard SC3.2: Understanding the components and relationships within Earth systems, the processes of geological change within and on the Earth's surface, natural disasters, and the processes of weather and global climate change, as well as their effects on life and the environment.

Strand 4: Technology

- Standard SC4.1: Understanding the fundamental concepts of technology for sustainable living in a rapidly changing society. This involves using scientific, mathematical, and other interdisciplinary knowledge and skills to solve problems or enhance work through creative engineering design processes. It includes selecting appropriate technologies with consideration for their impact on life, society, and the environment.
- Standard SC4.2: Understanding and applying computational thinking for systematic and step-by-step problem-solving in real-life scenarios. This includes the effective use of information and communication technology for learning, working, and problem-solving with ethical awareness.

4. Social Studies, Religion and Culture learning area: Detail refer to Box 4

Box 4: Social Studies, Religion and Culture Learning Standard

Social Studies, Religion and Culture: separated into 5 strands, with a total of 11 standards as follows:

Strand 1: Religion, Morality and Ethics

- Standard SO1.1: Knowledge and understanding of the history, the importance, the master's and the moral principles of Buddhism or those of one's faith and other religions; having the right faith; adherence to and observance of the moral principles for peaceful coexistence
- Standard SO1.2: Understanding, awareness and personal conduct of devout believers; and furtherance of Buddhism or one's faith

Strand 2: Civics, Culture and Living in Society

- Standard SO2.1: Understanding and personal conduct in accord with the duties and the responsibilities of good citizens; observance and preservation of Thai tradition and culture; and enjoying peaceful coexistence in Thai society and the world community
- Standard SO2.2: Understanding of the political and administrative systems of the present society; adherence to, faith in, and upholding of the democratic form of government under a constitutional monarchy

Strand 3: Economics

- Standard SO3.1: Understanding and ability of managing resources for production and consumption; efficient and cost-effective utilization of limited resources available; and understanding principles of Sufficiency Economy for leading a balanced life
- Standard SO3.2: Understanding of various economic systems and institutions; the economic relations; and the necessity for economic cooperation in the world community

Strand 4: History

- Standard SO4.1: Understanding of the meaning and the significance of historical times and periods; and ability to use historical methodology for systematic analysis of various events
- Standard SO4.2: Understanding of the development of mankind from the past to the present; realizing the importance of relationships and the continuous changes of events, and ability to analyze their effects
- Standard SO4.3: Knowledge of the historical development of Thailand as a nation; culture; Thai wisdom; cherishing, pride in and preservation of Thai nationalism

Strand 5: Geography

- Standard SO5.1: Understanding of the physical characteristics of the earth and the interrelationship of various things in the natural system which affect one another; the utilization of maps and geographical instruments for searching, analysing, drawing conclusions, and efficient utilization of geo-data and information
- Standard SO5.2: Understanding of the interrelationship between man and the physical environment leading to cultural creativity; the awareness of and the participation in conservation of resources and the environment for sustainable development

5. Health and Physical Education: Detail refer to Box 5

Box 5: Health and Physical Education Learning Standard

Health and Physical Education: separated into 5 strands, with a total of 6 standards as follows:

Strand 1: Human Growth and Development

- Standard HP1.1: Understanding of the nature of human growth and development

Strand 2: Life and Family

- Standard HP2.1: Understanding and appreciation of oneself; family; sex education; and having life skills

Strand 3: Movement, Physical Exercise, Games, Thai and International Sports

- Standard HP3.1: Understanding and having skills in movement; physical activities; playing games and sports
- Standard HP3.2: Favour of physical exercise, playing games and sports with regular practices; self-discipline; observance of rights, rules and regulations; having sporting spirit; having true competitive spirit; and appreciation of the aesthetics of sports

Strand 4: Health-Strengthening Capacities and Disease Prevention

- Standard HP4.1: Appreciation and having skills in health-strengthening; maintaining their health; disease prevention and strengthening capacity for health

Strand 5: Safety in Life

- Standard HP5.1: Prevention and avoidance of the risk factors; the behaviors detrimental to health; accidents; taking medicines; addictive substances; and violences

6. Art: Detail referred to Box 6

Box 6: Art Education Learning Standard

Art: separated into 3 strands, with a total of 6 standards as following

Strand 1: Visual Arts

- Standard AR1.1: Creation of visual art works through imagination and creativity; analysis and criticism on the values of visual art works through free expression of feelings and thoughts; appreciation and application of visual arts in daily life
- Standard AR1.2: Understanding of the relationship between the visual arts, the history and the culture; appreciating visual art works that represent the cultural heritage, the local wisdom, and Thai and universal wisdom

Strand 2: Music

- Standard AR2.1: Understanding of and ability in creative self-expression through music; analysis and criticism on the values of music; free conveyance of feelings and thoughts on music; appreciation and application of music in daily life
- Standard AR2.2: Understanding of the relationship between the music, the history and the culture; appreciating the musical works that represent the cultural heritage, the local wisdom, and Thai and universal wisdom

Strand 3: Dramatic Arts

- Standard AR3.1: Understanding and creation of self-expression through dramatic arts; analysis and criticism on the values of dramatic arts; free expression of feelings and thoughts; appreciation and application of dramatic arts in daily life
- Standard AR3.2: Understanding of the relationship between the dramatic arts, the history and the culture; appreciating dramatic art performances that represent the cultural heritage, the local wisdom, and Thai and universal wisdom

7. Occupation: Detail referring to Box 7

Box 7: Occupation Education Learning Standard

Art: separated into 2 strands, with a total of 2 standards as following

Strand 1: Living and Family

- Standard OT1.1: Understanding work processes, fostering creativity, and developing essential skills, including work processes, management skills, problem-solving skills, teamwork, and knowledge-seeking skills. This standard also emphasizes work ethics, positive work habits, and an awareness of the responsible use of energy, resources, and the environment for sustainable living and family welfare.

Strand 2: Occupations

- Standard OT2.1: Gaining an understanding and developing essential skills and experience in career-related tasks, recognizing career paths, and applying technology to advance one's career. This standard also highlights the importance of ethical conduct and a positive attitude toward one's profession.

8. Foreign Languages: Detail refer to Box 8

Box 8: Foreign Languages Education Learning Standard

Foreign Languages: separated into 2 strands, with a total of 2 standards as follows:

Strand 1: Language for Communication

- Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons
- Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions
- Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Strand 2: Language and Culture

- Standard FL2.1: Appreciating the relationship between language and culture of native speakers and ability in using language appropriately
- Standard FL2.2: Appreciating the similarities and differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language

Strand 3: Language and Relationship with Other Learning Areas

- Standard FL3.1: Using foreign languages to link knowledge with other learning areas, as foundation for further development, seeking knowledge and broadening one's world view

Strand 4: Language and Relationship with Community and the World

- Standard FL4.1: Ability to use foreign languages in various situations: in school, community and society
- Standard FL4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Appendix B. Outline of School Curriculum Development Guidelines and Global Citizenship Integration

This document presents information to help the School Curriculum Development Committee understand the overview, components, and relationships between various elements to ensure systematic coherence in school curriculum documents and teaching implementation. The aim is to ensure that the school curriculum can develop students to meet the educational standards set by the national curriculum while simultaneously developing global citizenship characteristics. Schools can use this document either to develop a new school curriculum or to review and improve their existing curriculum to enhance quality and relevance to the current era. The structure of this manual consists of 7 aspects as follows:

Aspect 1: Concepts, Basic Information, and School Curriculum Development Process Covers basic information for school curriculum development including concepts, principles, and rationales. Provides recommendations for stakeholder participation in analyzing student data, school and community context, national education policies, international education trends, and global citizenship education framework, which are crucial for determining the school concept and vision.

Aspect 2: School Goals and Mission Involves reviewing concepts and basic information from Aspect 1 to establish the school concept that reflects educational focus appropriate to context and integrates global citizenship concepts. Includes setting a vision aligned with the school concept and clearly reflecting the desired future of the school, as well as defining concrete missions covering student development, personnel development, management, and resource mobilization and cooperation from all sectors.

Aspect 3: School Curriculum Structure Involves setting curriculum objectives, student characteristics, content, and learning outcomes aligned with school concept and vision, meeting student and community needs. Provides recommendations for global citizenship integration in:

1. **Subject Integration:** (1) Process-oriented subjects: Thai Language, Foreign Languages, Mathematics, and Career Education (2) Content-based subjects with

existing global citizenship elements: Social Studies, Science, Health and Physical Education, and Art

2. **Student Activities Integration:** student clubs, student council
3. **Extra-curricular Activities Integration:** field trips, special lectures, youth camp, community activities, and volunteer work

Aspect 4: Learning Management Guidelines Provides information about learning management to develop student characteristics according to school concept and global citizenship framework in cognitive, socio-emotional, and behavioral domains. Includes guidelines for formative and summative assessment.

Aspect 5: School Curriculum Management Guidelines Provides information about management supporting global citizenship integration in learning, including classroom management, learning environment, media and innovation promotion, and various work plans for professional development, parent communication and involvement, and network building.

Aspect 6: Subject Curriculum Development Provides information and examples about creating course syllabuses, subject structure, unit plans, and lesson plans in a complete cycle, including setting objectives/learning outcomes, concepts and content, using curriculum mapping for global citizenship integration in learning management.

Aspect 7: Examples of Teaching Integration in Various Subjects and Student Activities This section provides example teaching practices and student activities. These examples represent good practices gathered from lesson learned studies and contributions from experienced/GCED lead teachers who have developed concrete examples in various contexts, demonstrating ways to integrate global citizenship concepts into these subjects and activities.

Appendix C. Media and Children's Books Promoting Global Citizenship

Based on studies of global citizenship issues that are urgent content areas for developing learners in VUCA world (volatility, uncertainty, complexity and ambiguity), the following framework should guide the selection of instruction media and children's books to support the basic education core curriculum that integrates global citizenship concepts:

Overall, learners should develop global citizenship characteristics at all grade levels, including cross-cultural communication skills, teamwork, creative problem-solving skills, lifelong learning, and flexibility and adaptability.

Media or children's books that promote these characteristics should have 4 key features:

1. Connect or integrate with students' daily lives
2. Provide opportunities for practical applications
3. Promote self-reflection and self-assessment
4. Connect with real current world situations

The following table outlines the issues and characteristics promoting global citizenship at each grade level, which can be used as focus points for teaching and developing instructional media or reading books for students:

Grade Level	Global Issues	Characteristics of Global Citizenship
Level 1 (Grades 1-3)	- Respect for individual differences - Environmental care in daily life - Manners and living with others - Safety in daily life - Resource conservation	- Kindness and generosity towards others - Acceptance of classmates' differences - Basic environmental consciousness - Personal and family responsibility - Respect for rules and social etiquette
Level 2 (Grades 4-6)	- Cultural diversity in society - Natural resource conservation - Basic children's rights and duties - Appropriate technology use - Social responsibility	- Appreciation of cultural diversity - Community environmental responsibility - Awareness of personal rights and duties - Critical technology use - Public mindedness and volunteerism

Grade Level	Global Issues	Characteristics of Global Citizenship
Level 3 (Grades 7-9)	- Climate change - Human rights and equality - Global cultural diversity - Media and Information literacy - Peaceful conflict resolution	- Understanding and accepting cultural differences - National-level environmental responsibility - Respect for human rights and equality - Analytical thinking and media literacy skills - Conflict management ability
Level 4 (Grades 10-12)	- Global environmental issues - International economics and inequality - Sustainable development - International peace and security - Participation in global problem-solving	- Understanding global responsibilities - Environmental stewardship at a global scale - Deep respect for fundamental human rights - Complex analytical thinking about global issues - Leadership skills in addressing worldwide challenges

Appendix D. Reources from other Thailand projects relevant to global citizenship

	Youth Power, Civic Power (Civic Education): Educational Management for Citizenship Development OBEC, 2014 In 2000, the Second Decade Education Reform Policy Committee established a strategic plan for educational development to build citizenship education for 2010-2018. The committee defined citizenship characteristics after analyzing weaknesses of citizens in Thai society and set common goals for civic development. OBEC conducted studies on concepts of Civic Education and Political Literacy to develop citizens' quality in terms of active political participation, understanding of government mechanisms, and civic qualities that enable people to coexist in a society characterized by differences and diversity.
	Shared Histories of Southeast Asia: Promoting Intercultural Dialogue and a Culture of Peace OBEC, 2019 OBEC in collaboration with UNESCO Bangkok, has implemented a pilot project on learning history for intercultural understanding in Southeast Asia. Seven ASEAN countries participated in the project, including Thailand, Cambodia, Vietnam, Malaysia, Indonesia, Philippines, and Brunei. The project aims to explore ways to cultivate knowledge and understanding among young people about the cultural background and history of the region, which helps reduce conflicts and promote good relationships between ASEAN countries. The document consists of 4 activity modules: 1) People and Place 2) Early Center of Power 3) Rice and Spice, and 4) South-East Asia and the World. For Thailand's part, the original material has been translated into Thai, pilot tested in 6 schools, and published as documents for distribution.

Global Citizenship Education: Topics and Learning Objectives (Thai Translation)

OBEC, 2022

OBEC has participated in a UNESCO project to encourage teacher educators, teachers, and school administrators in each country to incorporate Global Citizenship Education (GCED) concepts into their curriculum and teaching practices.

Nine countries participated in the project, including: South Asia - Bhutan, India, and Sri Lanka; East Asia - China, Japan, and South Korea; and Southeast Asia - Malaysia, Philippines, and Thailand.

Thailand conducted pilot training on global citizenship for teachers in 4 schools and translated the document "Global Citizenship Education: Topics and Learning Objectives" to serve as a conceptual framework for the project implementation.

Peace Education: Educational Guidelines for Change for Teachers and Educators

OBEC, 2022

OBEC and the Child and Youth Media Institute jointly developed the book "Peace Education: Educational Guidelines for Change for Teachers and Educators." The document was drafted by Ms. Ouayporn Khuankaew, Director of the Women's Peace and Justice Center in Chiang Mai Province, who has experience in peace-building and transformative education work.

This manuscript presents concepts of a caring and inclusive culture of coexistence, provides guidelines for teacher and personnel development, as well as learning management approaches. The document will be used as supporting material for training meetings with teachers and educators in citizenship education.

Human Rights Education Learning Management Manual

MOE and NHRC, 2020

The Office of Basic Education Commission and the National Human Rights Commission, recognizing the importance of education for understanding human rights, have jointly developed a Human Rights Education Learning Management Manual for students across 5 educational levels, consisting of: early childhood, lower primary, upper primary, lower secondary, and upper secondary education.

Additionally, they collaborated with Regional Human Rights Study and Coordination Centers to organize workshops for developing human rights education facilitators, enabling teachers to apply the Human Rights Education Learning Management Manual for basic education. This also allows teachers to participate in human rights work networks and provide training or guidance to other teachers.

Guidelines for Integrating Intangible Cultural Heritage into Basic Education Learning

OBEC, 2024

OBEC, in collaboration with UNESCO Bangkok and the Child and Youth Media Institute, supported by APCEIU, ICHAP, and CRIHAP, has implemented the 2003 Convention for the Safeguarding of Intangible Cultural Heritage by exploring ways to integrate cultural heritage into classroom teaching. They organized the "Thai-Lao Teachers Training on Bringing Living Heritage to Classroom" program, which included participants from both Thailand and Lao PDR.

The participants consisted of 40 secondary school teachers from 20 provinces in Thailand's northeastern region, along with 10 Laos teachers and officials from the Ministry of Education and Sports of Lao PDR. The training activities included:

- A workshop in Udon Thani, Thailand
- Online meetings to promote ICH integration in teaching
- A result presentation meeting in Vientiane, Lao PDR

Additionally, a lesson-learned workshop was held in Khon Kaen province, where 40 teachers collaborated to review their work and extract lessons from the learning management process. Some of the teachers' work has been incorporated into this document.

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