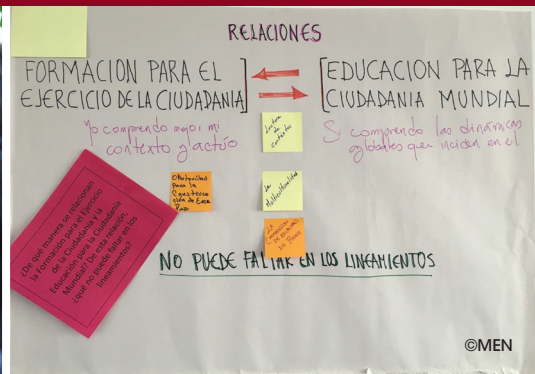


Training Tools for Curriculum Development: A RESOURCE PACK FOR GLOBAL CITIZENSHIP EDUCATION (GCED)



©APCEIU



©MEN



©APCEIU



©APCEIU



©UNESCO/Iason Athanasiadis



©APCEIU



Training Tools for Curriculum Development:
**A RESOURCE PACK FOR
GLOBAL CITIZENSHIP EDUCATION (GCED)**



The information provided in this publication does not necessarily represent the views of the IBE-UNESCO. The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the IBE-UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Users are granted permission to reproduce or translate short extracts, provided that the source is acknowledged: print out hard copies for personal use, provided that it is not for the purpose of private or commercial gain. The IBE-UNESCO cannot undertake responsibility for any subsequent use of the material, or the accuracy of the information provided. The IBE-UNESCO strongly recommends establishing hyperlinks to the present material instead of using and posting it on any other website for any purpose, and does not encourage the posting of PDFs on other websites in the absence of a previous agreement.

Hyperlinks to other websites are provided for the user's convenience. The IBE-UNESCO does not control or guarantee the accuracy, relevance, timeliness or completeness of this outside information. The inclusion of hyperlinks to other websites is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, on these sites, or the organizations maintaining the sites. Further, the brief description of the information and services provided on outside sites is not exhaustive and does not represent an evaluation of these sites on the part of the IBE-UNESCO.



© **IBE-UNESCO, 2018**

Published in 2018 by the International Bureau of Education- United Nations Educational, Scientific and Cultural Organization (IBE-UNESCO)

15, Route des Morillons
1218 Le Grand-Saconnex
Switzerland

Graphic design by Imprimerie Centrale

Ref: IBE/2018/OP/CD/07

Training Tools for Curriculum Development: A Resource Pack for Global Citizenship Education (GCED)

FOREWORD

Empowering learners to become active global citizens is key to UNESCO's overarching education goal of promoting a more just, inclusive, peaceful and sustainable world, based on respect for fundamental human rights. Global Citizenship Education (GCED) is the type of education needed to achieve this goal. It equips learners with the necessary knowledge, values, attitudes and skills to understand, create and sustain people's lives locally, nationally and globally, and to address, both individually and collectively, current and future challenges.

The International Bureau of Education of UNESCO (IBE-UNESCO), as a global centre and field-oriented institute specializing in curriculum, learning, assessment and related issues, supports UNESCO in using curriculum as the main tool of this effort. Embedded in curriculum is the vision of society that we aspire to shape, as well as the knowledge, skills, values and attitudes that are needed to live in that world. Curriculum should be seen as a vital element for improving the quality and relevance of education towards achieving Sustainable Development Goals (SDG) 4 and consequently Target 4.7.

Target 4.7 of the SDG identifies GCED, together with human rights, gender equality, the promotion of a culture of peace and non-violence, and the appreciation of cultural diversity, as a key driver for sustainable development and sustainable lifestyles. The number and the importance of these topics indicate the complexity of achieving this target. Some of the questions regarding global citizenship education that national education systems have raised are these: How can countries ensure an in-depth understanding of these overarching concepts and goals? How can these concepts and goals be connected and transformed into a robust and holistic framework that can guide countries' actions? How can this framework be implemented in order to have a global-local impact? How can the learning embedded in this framework be developed and assessed?

During its work on GCED over the past years, the IBE-UNESCO has come to understand that implementing GCED does not have a "one-size-fits-all" formula. Each country has its own specific starting point, determined by both its particular context and by its position within the global arena, which requires a certain type of intervention. Thus, GCED implementation is carried out in multiple ways, to various degrees, and with a different focus, both inside and outside school.

With this in mind, the IBE-UNESCO and the Asia-Pacific Centre of Education for International Understanding (APCEIU) decided to take a further step and develop a *Resource Pack for Global Citizenship Education (GCED)*. This tool inscribes itself in the IBE-UNESCO series of *Training Tools for Curriculum Development*. The series was created to offer comprehensive guidance to Member States on current and critical issues in curriculum, learning and assessment by responding to states' different needs and contexts. This *Resource Pack* is the product of the key lessons that IBE-UNESCO has learned while implementing different GCED projects. It is IBE-UNESCO's earnest and considered attempt to address some of the questions and challenges articulated above and to provide support to countries in learning how they can tailor their education systems to promote and integrate GCED.

The *Resource Pack* advocates for a transversal, holistic, multidimensional and transformative approach to unveil and address the complexity of mainstreaming GCED into countries' education systems. Drawing on evidence-based practice from all over the world, the *Resource Pack* offers a repertoire of activities and tasks that aim at building a common understanding of GCED. This shared understanding of GCED will support its integration into countries' national and curriculum policies; into teaching, learning and assessment practices and resources; into teacher training and professional development programmes; and at the school and community level.

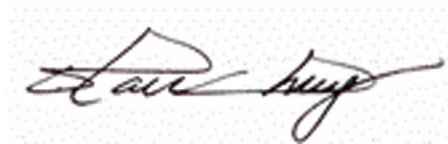
Mobilizing and involving a variety of partners and stakeholders is critical for implementing GCED successfully. For this reason, the *Resource Pack* has been conceived to fit the needs not only of such education specialists as education policy makers, curriculum developers, and educators in the formal and non-formal education sectors, but also of all those people and institutions interested in promoting and implementing GCED.

In this regard, we underscore that the realization of this *Resource Pack* is the last of a series of evidence of the fruitful partnership forged by ACPEIU and IBE-UNESCO. A partnership that brought our two Institutes to engage in a three-year cooperation project, "Global Citizenship Education Curriculum Development and Integration", which was successfully implemented in four beneficiary countries – Cambodia, Colombia, Mongolia and Uganda. The outcomes of this innovative project are an essential contribution to the GCED field. The efforts that the four countries have made in advancing the GCED agenda have been remarkable and their experience has been an invaluable source of inspiration for the drafting of this *Resource Pack*.

We truly hope that this *Resource Pack* will inspire and motivate Member States to transform their education systems. We need education systems that are able both to transmit universal values to all while, at the same time, advocating for diversity. We need education systems that are able to empower both the present and future generations. We need education systems that support learners in becoming proactive global-local citizens.



Marope Mmantsetsa
Director of International Bureau of
Education - UNESCO



Utak Chung
Director of Asia-Pacific Centre of Education
for International Understanding under the
auspices of UNESCO

ACKNOWLEDGEMENTS

The *Resource Pack for Global Citizenship Education (GCED)* was coordinated by the International Bureau of Education of UNESCO (IBE-UNESCO). We express our special thanks to Renato Operti, Senior Programme Specialist, for his coordination and enriching ideas. Particular thanks go also to Hyekyung Kang, Giorgia Magni, Ioanna Siakalli, Xin Tong and Jingxiu Zhang for their unfailing support.

Sincere appreciation goes to Dr. Mmantsetsa Marope, Director of IBE-UNESCO, for her constructive advice throughout the process of preparing and publishing this *Resource Pack*.

We would also like to extend our gratitude to Dr. Felisa Tibbitts and her team, Farah Amalia, Corinne Counsell, Desiree Halpern, Nivetha Nagarajan, Diane O'Reggio and Julianne Parayo, for their invaluable contributions to the development of the *Resource Pack*.

Our deep appreciation goes to the Asia-Pacific Centre of Education for International Understanding (APCEIU). IBE-UNESCO has developed a strong partnership with APCEIU through working on issues related to GCED within the framework of Education 2030. We are particularly grateful to Dr. Utak Chung, Director of APCEIU, and the Office of Research and Development team for the trust that they extended to IBE-UNESCO and for welcoming us into their GCED family. The knowledge and the experience concerning GCED that they shared with us have enriched the *Resource Pack*.

Finally, thank you to Jane R. Katz, who has contributed to editing the *Resource Pack*.

If we have unintentionally omitted anyone who has collaborated on this project without giving them their due recognition, we apologize and offer our most sincere gratitude for their invaluable assistance.

TABLE OF CONTENTS

FOREWORD.....	3
ACKNOWLEDGEMENTS	5
TABLE OF CONTENTS	6
GLOSSARY	9
GENERAL INTRODUCTION TO THE RESOURCE PACK	17
Effective utilization of the resource pack	19
Overview of the modules	21

MODULE 1

INTRODUCTION.....	23
Introduction.....	24
Activity 1 Understanding the links between globalization, global citizenship education and the goals of educating and learning	25
Activity 2 UNESCO’s vision of humanistic global citizenship education	27
Activity 3 Detecting GCED elements in educational policies and practices.....	30
Activity 4 Inclusive and participatory processes for GCED planning	33
Appendix 1.1 “What is global citizenship?”	35
Appendix 1.2 Infographics on ‘poverty’ and ‘power and decision-making’	37
Appendix 1.3 Sample curriculum guide – Hong Kong	39

MODULE 2

NATIONAL POLICIES.....	43
Introduction.....	44
Activity 1 Clarification of current approaches and needs analysis.....	45
Activity 2 Developing national policies to support the implementation of GCED	49
Activity 3 Possible challenges for policy-makers.....	52
Appendix 2.1 GCED-ESD coding scheme from Global Education Monitoring Report	55
Appendix 2.2 Sample national policy documents for GCED review.....	61
Appendix 2.3 Intersecting policy frameworks for GCED	70
Appendix 2.4 GCED Key Learner Attributes	71
Appendix 2.5 Worksheet for GCED policy planning processes	72

MODULE 3

CURRICULUM 75

Introduction.....	76
Activity 1 Defining GCED key learner competencies.....	78
Activity 2 Identifying GCED topics and learning objectives.....	81
Activity 3 Mapping the presence of GCED topics and learning objectives within existing subject-specific curriculum.....	83
Activity 4 Determining strategies for delivering GCED in schools and classrooms.....	86
Activity 5 Planning for the presence of GCED themes and learning objectives within existing subject-specific curriculum.....	88
Appendix 3.1 National examples of transversal competencies: Andorra and Ireland.....	90
Appendix 3.2 Criteria for reviewing competency quality.....	92
Appendix 3.3 National example of peace education conceptual framework: Nepal.....	93
Appendix 3.4 GCED topics and learning objectives (2015).....	94
Appendix 3.5 National example of GCED conceptual framework: Northern Ireland.....	96
Appendix 3.6 Type of curriculum and procedures for analysis.....	97
Appendix 3.7 Example of cross-curricular approaches: Australia and Finland.....	98
Appendix 3.8 Examples of GCED integration within specific subjects.....	102

MODULE 4

TEACHING, LEARNING AND ASSESSMENT 109

Introduction.....	110
Activity 1 Educators' perceptions of GCED.....	113
Activity 2 Recognizing opportunities for GCED at the classroom and school level.....	115
Activity 3 Implementing GCED curriculum through areas of knowledge/subjects.....	118
Activity 4 Integrating GCED within classroom pedagogy.....	120
Activity 5 Assessing the achieved GCED curriculum.....	124
Appendix 4.1 UNESCO GCED Learning Outcomes.....	128
Appendix 4.2 Possible areas of investigation for GCED practices.....	129
Appendix 4.3 Data collection methods for GCED practices.....	130
Appendix 4.4 Global citizenship across the curriculum (Oxfam).....	132
Appendix 4.5 Tools for assessing GCED.....	136
Appendix 4.6 Checklist of assessment tools.....	137

MODULE 5

TEACHING AND LEARNING RESOURCES 141

Introduction.....	142
Activity 1 GCED teaching and learning resources mapping and analysis.....	144
Activity 2 Review of GCED resources for inclusivity and equality	149
Activity 3 Review of pedagogical approaches in GCED teaching and learning materials.....	152
Activity 4 Designing and developing GCED related resources	155
Activity 5 Ensuring access to GCED resources.....	159
Appendix 5.1 Learning resource themes related to GCED	162
Appendix 5.2 Publishers of GCED textbooks and learning resources.....	164
Appendix 5.3 Analysis for gender bias in textbooks (UNESCO, 2010)	165
Appendix 5.4 Excerpts for Transformative Pedagogy	167
Appendix 5.5 Ensuring access to GCED resources	170

MODULE 6

WHOLE SCHOOL APPROACH 173

Introduction.....	174
Activity 1 Defining the whole school approach and how it connects with GCED.....	175
Activity 2 Taking the GCED pulse of the school.....	178
Activity 3 Taking first steps with a WSA	183
Activity 4 GCED links with the community, NGOs and other schools	185
Appendix 6.1 Case examples of WSA GCED programming	189
Appendix 6.2 Strategies for GCED using a whole school approach.....	191
Appendix 6.3 Global learning programme Scotland: school audit.....	193
Appendix 6.4 Planning template for collecting stakeholder input	196
Appendix 6.5 Case examples of school-wide practices to link with GCED	199
Appendix 6.6 Potential GCED partners based outside the school	202

MODULE 7

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT..... 205

Introduction.....	206
Activity 1 GCED training actors and programmes	208
Activity 2 GCED within the curriculum of teacher training institutions	210
Activity 3 Professional development through networking and communities of practice.....	213
Activity 4 Integrating inclusivity and diversity	216
Appendix 7.1 Sample table for reviewing GCED training and support	218
Appendix 7.2 Example of GCED course in the Education University of Hong Kong	219
Appendix 7.3 Methods for researching GCED for teacher preparation.....	222
Appendix 7.4 Scotland's GCED audit.....	224
Appendix 7.5 Examples of in-service teacher training and professional development.....	225
Appendix 7.6 Examples of teacher training and support for diversity and inclusion.....	227

REFERENCES	230
------------------	-----

GLOSSARY

Terms	Elaborations
Achieved/attained curriculum	Achieved/attained curriculum indicates the knowledge, understanding, skills and attitudes that learners actually acquire as a result of teaching and learning, as assessed through various means and/or demonstrated in practice. It may differ from the intended and the implemented curriculum (IBE-UNESCO, 2013a, p. 6).
Agency	Agency is the capacity and potential for an individual actor (e.g. a teacher at any level) to exercise autonomy, independent thinking and choices within a given space. Agency can also be defined as the by-product of critical thought and self-awareness that an actor gains and develops through adaptable and analytical creative thinking and problem-solving.
Assessment	The process of measuring or evaluating a learner or learners' progress and achievement, usually based on specific quality criteria (IBE-UNESCO, 2013a, p. 5).
Child-friendly learning environment	The child-friendly learning concept promotes approaches to schooling and out-of-school education that are child-involved, child-centred, gender-sensitive, inclusive, community-involved, protective and healthy (UNICEF and UNESCO, 2007, p. 66).
Citizenship education	Citizenship education denotes educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society (UNESCO, 2010).
Communities of Practice	Communities of Practice are groups of individuals who share a craft or a profession, with the intent of exchanging expertise, personal experiences and industry-specific techniques, principles, and information (Lave and Wenger, 1991).
Community	A community is a group of people sharing common characteristics or interests. The group's commonalities may be based on geographic proximity or on shared interests or common demographic composition irrespective of the members' location within a country (UNESCO, 2018).
Competency	Competency is the capability to mobilize acquired knowledge, skills and attitudes, which are built upon appropriate and societal fundamental values, in a real-life situation (Opertti, Kang and Magni, 2018a, p. 12).
Competency-based curriculum	A competency-based curriculum emphasizes the complex outcomes of a learning process, that is, the knowledge, skills and attitudes to be used by learners, rather than defining learning primarily by knowledge of traditionally-defined subject content. In principle, such a curriculum is learner-centred and adapts to the changing needs of students, teachers and society (IBE-UNESCO, 2013a, p. 12).

Terms	Elaborations
Convention on the Rights of the Child	The <i>United Nations Convention on the Rights of the Child (UNCRC)</i> is a treaty that defines international law regarding the basic needs of all children under the age of eighteen. These needs include civil, political, social, economic, education, health and cultural claims or entitlements (United Nations, 1989, p. 2).
Critical literacy	The ability to recognize and critically assess power imbalances embedded within information presented in various media.
Cross-curricular or transversal approach	An approach to formulating curriculum that favours the dynamic use of learning topics and themes to be covered, and the skills/competencies to be developed in a number of learning areas across the curriculum (IBE-UNESCO, 2013a, p. 15).
Cultural diversity	Cultural diversity refers to the manifold ways in which the cultures of groups and societies find expression. These expressions are shared, disseminated and handed on within and among groups and societies. Cultural diversity is manifested not only through the varied ways in which the cultural heritage of humanity is expressed, augmented and transmitted through the variety of cultural expressions, but also through diverse modes of artistic creation, production, dissemination, distribution and enjoyment, whatever the means and technologies used (UNESCO, 2005b, p. 4).
Curriculum	Curriculum includes both curriculum products (the ‘what’ to teach and learn) and curriculum processes (the ‘how’ to achieve education goals). In realizing the Education 2030 Agenda, curriculum is viewed as the DNA of education since it encodes the goals and blueprint; it reflects the vision of society and citizenship that a country aspires to achieve; and it leads all those core aspects of education that are known to determine quality, inclusion and relevance. These aspects of education are learning, teaching, assessment, and the teaching and learning environments, among others. Because of these functions, curriculum lies at the crossroads of four key aspects of SDG 4: that education should be 1) inclusive and equitable; 2) characterized by quality learning; 3) promoting lifelong learning; and 4) relevant to holistic development (IBE-UNESCO, 2015). See also: achieved/attained curriculum; competency-based curriculum; curriculum framework/conceptual framework; implemented curriculum; inclusive curriculum; and intended/official/planned curriculum.
Curriculum framework/ conceptual framework	‘Curriculum’ is a description of what, why, how and how well students should learn, systematically and intentionally. The term ‘curriculum’ has many definitions, ranging from a planned ‘course of study’ (derived from the Latin) to an all-embracing view that includes all of the learning experiences for which a school is responsible (IBE-UNESCO, 2013, p. 16).
Cultural pluralism	This refers to the understanding and retention of unique cultural practices of various communities who coexist within a larger society.

Terms	Elaborations
Culturally responsive pedagogy	Culturally responsive pedagogy comprises the teaching methodologies that address the need to be sensitive and responsive to cultural differences within a classroom (IBE-UNESCO, 2013a, p. 16).
Curriculum implementation strategy	The process of putting the formal curriculum into practice. In the case of a new or revised curriculum, this process ideally includes school development and improvement processes; fostered school leadership and ethos; in-service teacher training and the development of new textbooks, teaching and learning materials and resources, as well as guidelines (IBE-UNESCO, 2013a, p. 19).
Didactics	Didactics refers to what should be taught and learned (the content aspect); how content is taught and learned (the aspects of transmitting and learning); and the purpose or intention for teaching and learning particular content (the goal/aims aspect) (IBE-UNESCO, 2013a, p. 23).
Formal learning environments	This denotes education systems that are institutional, authorized and resourced by the State, including regional governments or school boards, that make up a country's formal education system (UNESCO, 2012, p. 80). See also: Non-formal learning environments.
Global Citizenship	Global citizenship denotes a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and that draws on the interconnectedness between the local and the global, the national and the international (UNESCO, 2015b, p. 1).
Global Citizenship Education (GCED)	The goal of GCED is to equip learners of all ages with the values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. It builds on many related fields such as human rights education, peace education, and education for sustainable development (UNESCO, 2015b, p. 1).
Human Rights	The term used to denote the universal claims of all human beings, by virtue of being a human. These claims are civil, political, social, economic and cultural, as defined by United Nations international human rights treaties. Universal human rights principles are defined by the Universal Declaration on Human Rights (UDHR) as inalienable, indivisible, interdependent and interrelated (United Nations, 1948). Human rights are equal, indivisible, interrelated and apply to everyone, regardless of a person's gender, race, religion, cultural or ethnic background, or place of residence, among other factors.
Implemented curriculum	The implemented curriculum is the actual teaching and learning activities occurring in schools through interaction between learners and teachers as well as among learners, i.e. how the intended curriculum is translated into practice and actually delivered. Alternate terms are the 'curriculum in action' or the 'taught curriculum' (IBE-UNESCO, 2013a, p. 30).

Terms	Elaborations
Inclusivity	Inclusivity encompasses tolerance and collaboration with others; awareness of others' diverse experiences and realities; and an emphasis on the presence and participation of marginalized groups to ensure an equitable learning environment (IBE-UNESCO, 2016).
Inclusive curriculum	A curriculum that takes into consideration and caters to the diverse needs, the previous experiences, and the interests and personal characteristics of all learners. It attempts to ensure that all students are part of a classroom's shared learning experiences and that equal opportunities are provided regardless of learner differences (IBE-UNESCO, 2013a, p. 30).
In-service teacher training	In-service teacher training refers to educational programmes that serve as continuing professional development lessons for teachers or individuals who are in facilitating positions in formal or non-formal educational settings. In-service teacher training programmes are supplementary courses that not only review the fundamental aspects of a given subject, but also introduce new and updated material that current practitioners may incorporate into their pedagogy and practice.
Intended curriculum	A set of formal documents that specify the expectations of the relevant national education authorities and society regarding what students will learn at school in terms of knowledge, understanding, skills, values, and attitudes to be acquired and developed, and how the outcomes of the teaching and learning process will be assessed. The intended curriculum is usually embodied in curriculum framework(s) and guides, syllabi, textbooks, teacher's guides, the content of tests and examinations, regulations, policies and other official documents. Alternate terms are the 'official curriculum' and the 'planned curriculum' (IBE-UNESCO, 2013a, p. 32).
Interconnectedness	In global citizenship, the concept that people and their actions are connected with each other, regardless of geographical location and distance.
Intercultural education	Education that respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches us all. (NCCA, 2005, p. 3). It aims to counter misconceptions and negative stereotyping of different cultures, religions and nationalities and seeks to develop an appreciation of other cultures, [and] celebrates the positive aspects to cultural diversity as well as drawing attention to the power differences between groups and societies (INTO, 2002, p. 4).
Interdependency	In global citizenship, the concept that different communities are mutually dependent on each other, regardless of geographical location.

Terms	Elaborations
Key Learner Attributes (GCED)	<p>This refers to the traits and qualities that global citizenship education aims to develop in learners. The three dimensions of global citizenship education outlined by IBE-UNESCO are these:</p> <ul style="list-style-type: none"> • <i>Cognitive</i>: Gaining information and understanding of the interdependency and interconnectedness of local, national and global systems, and developing skills to think critically; • <i>Socio-emotional</i>: Developing empathy, respect, and solidarity in order to gain a sense of identity, of community and respect for differences, and understanding responsibilities and values based on human rights; • <i>Behavioural</i>: Engaging in active, ethical behaviour and developing motivation and willingness to nurture a more peaceful, fair and sustainable world.
Learner-centred	An approach to organizing teaching, learning and assessment based on the learner's personal characteristics, needs and interests (IBE-UNESCO, 2013a, p. 35).
Learning	A psychosocial, lifelong process with its compound nature, which pertains to any changes that occur as a result of any sorts of experience, practice, study or instruction, through which pre-existing or new information, knowledge, understanding, attitudes, values, skills, competencies or behaviours are obtained or reconstructed among individuals (IBE-UNESCO, 2013a, p. 35).
Learning environment	The learner's immediate physical surroundings (classroom, school), the resources made available to support the learning process, and the social interaction or types of social relationship functioning within this context and having an influence on learning (IBE-UNESCO, 2013a, p. 36).
Learning outcomes	The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours a learner has mastered upon the successful completion of an education programme (IBE-UNESCO, 2013a, p. 36).
Media literacy	The ability to analyse critically the complex and nuanced messages found on various media, such as the internet, television, newspapers, books, etc.
Multimodal learning	A teaching method that utilizes various forms of media to engage different sensory modalities.
National Review Framework	UNESCO's International Bureau of Education (IBE-UNESCO) created a National Review Framework to focus on wider aspects of the national education system, including issues such as access to education, enrollment and completion rates, gender parity, quality of teaching, school facilities, and costs and financing (IBE-UNESCO, 2016, p. 11).

Terms	Elaborations
National Education Sector Plans or Strategic Plans (ESPs) and Technical Advisory Groups	These groups monitor and evaluate the structure and framing of GCED programmes (IBE-UNESCO, 2016).
Needs analysis	Evidence-based knowledge about a country's current situation and the necessary actions and changes for creating, identifying and refining national policy.
Networks	A broad term denoting individuals, groups or organizations, both formal and informal, that have a common interest.
Non-formal learning environments	Non-formal education is defined as an addition, alternative and/or complement to formal education within the process of individuals' lifelong learning. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities; it may lead to no certification. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development (IBE-UNESCO, 2013a, p. 45).
Non-governmental organizations (NGOs)	A term used to define private, non-profit organizations that have not been established by or are not controlled by the state (Edwards, 2009, p. 173).
Parent and community engagement	The opportunities for a learning environment to actively involve the participation of parents, guardians, caregivers, families, or other partners who are not internal actors within the formal or non-formal learning environment.
Participatory learning	Or 'interactive learning'; the practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process, while also contributing to defining or organizing their learning (IBE-UNESCO, 2013a, p. 32).
Partners	Individuals, groups, organizations and/or agencies that collaborate with schools and communities to implement educational programming, such as GCED (UNESCO, 2007, p. 32).
Pedagogy	The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place (<i>Adapted from:</i> Wallace, 2009; IBE-UNESCO, 2013a, pp. 46–47).

Terms	Elaborations
Policy alignment	This refers to national policies, already existing, that support an educational approach (such as GCED) but do not necessarily reference it directly, referring instead to core values and goals that align with the goals of the educational approach.
Policy dialogues	Such dialogues involve the participation of multiple actors, including families, communities and the students themselves, to ensure a shared understanding of rationales (such as GCED) and are crucial for mobilizing support and implementation of policies with stakeholders.
Positionality	Positionality refers to the way an individual's personal values, views, contexts and experiences have shaped their understanding of the world, and how that understanding works in relation to others.
Pre-service teacher training	Pre-service teacher training refers to educational programmes that serve as preparatory professional development lessons for teachers or individuals who intend to be in facilitating positions in formal or non-formal educational settings, and that are completed <i>before</i> a teacher enters the workforce as a practitioner in a given field.
Reflexivity	Refers to an individual's act of self-reference where examination or action 'bends back on', refers to, and/or affects the individual instigating the action or examination (Cram101 Textbook Reviews, 2017). Reflexivity also denotes an individual's ability to contextualize him or herself within a given number of social or cultural spaces.
School community	A school community includes administrators, teachers, education staff members who work or volunteer in the school, students, parents, student caregivers, families, residents and private or public organizations that have an interest in the success of the learning environment (Ministry for Education and Employment of Malta, 2014, p. 6).
School environment	The school environment denotes both the physical space and the social context of culture, tone and sense of acceptance in a school or other learning environment.
School ethos	This denotes the vision, values and philosophy of a learning environment. It is the fundamental character or spirit of a learning environment.
School-Wide Activities	Any interests, events, or actions that involve the entire school community including students, school staff, teachers, administrators, parents and the wider community at large.
Stakeholder	A stakeholder is any interested party, individual, organization, group, sector or community that has a direct or indirect interest in the outcome of a process or decision.
Subject/subject area	A branch of knowledge organized as a discrete learning discipline and taught in a systemic way over time. Other terms often used interchangeably include <i>teaching subject</i> , <i>academic subject</i> , <i>academic discipline</i> , and <i>study area</i> . Also known as <i>discipline-based curriculum</i> (IBE-UNESCO, 2013a, p. 23).

Terms	Elaborations
Sustainability	Setting up a learning experience, activity, programme or event so that it will continue for a long time (UNESCO, 2007, p. 49).
Sustainable development	Development that meets the needs of the present without compromising the ability of future generations to meet their own needs (United Nations, 2016).
Sustainable Development Goals (SDGs)	On 1 January 2016, The United Nations adopted 17 universal global goals, applicable to all countries, to mobilize efforts to end all forms of poverty, to fight inequalities and to tackle climate change, with the goal of ensuring that no one is left behind from 2015 to 2030 (United Nations, 2016).
Teacher-centred	Traditional ‘chalk-and-talk’ teaching in which learners have a passive role; lecture-driven pedagogy relying on rote-learning and memorization (UNESCO, 2004).
Teaching training	Diverse forms of continued learning for teachers, including, but not limited to, professional development, in-service training, upgrading professional qualifications, and work placements to enhance or improve knowledge and skills (UNESCO, 2018).
Teaching	The method and practice of instruction, pertaining to the ways in which information and learning experiences are delivered, facilitated, and cultivated in designated learning environments.
Tolerance environment	This is the respect, acceptance and appreciation of diverse cultures, forms of expression and ways of being human, inside or outside of a learning setting, as exercised by individuals, groups and States. It is a recognition that pluralism, universal human rights and fundamental freedoms are both a responsibility and an active practice.
Transformative approach	A learning process that impacts the learner’s behaviours and perspectives while expanding their knowledge.
UN International Days	The designated International Days, including days, weeks, years or decades, observed by the United Nations (UN) to mark a specific events or topics. A calendar of days recognized by the United Nations can be found at the United Nations website.
Whole School Approach	Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and well-being, and the conditions that support these (IBE-UNESCO, 2013a, p. 61).
Youth-led initiatives	Groups, networks, events and activities that are created, led and implemented by individual youth or youth in groups such as environmental and social justice school clubs, and student chapters of NGOs.

GENERAL INTRODUCTION TO THE RESOURCE PACK

Internationalization is a feature, at least in part, of most educational systems worldwide. It is explicitly evident in curriculum content, teaching and learning practices and, increasingly, through large scale assessments. With globalization, schools and societies are now connected to the world community. Communication technologies, economic links, and the very waters that flow through our rivers qualify the notion of state borders and bring new opportunities as well as challenges and demands.

The globally networked world is an inevitable reality and makes great demands on individual orientation efforts. These include, for example, orientation in a world of highly diverse values and lifestyles, the ability to liaise in a positive way with people of diverse cultural backgrounds with equally diverse values, the ability to respond appropriately to new quality requirements and flexibility demands in a changing world of work, being mindful of the ecological and sociological consequences of consumerism, making appropriate political decisions or even estimating the implications of deciding not to act at all (Wintersteiner et al., 2015, p. 5).

Twenty-first century schools must cope with new questions and revisit their thinking and action frameworks. These questions reveal themselves within schools' varied objectives, goals and visions. To what degree will the schools prepare learners to shape the societies that they live in – including the global community – through active participation and for what purpose? To what degree will they prepare learners for the variety of jobs and work arrangements that extend beyond their borders? Which knowledge, competencies and methodologies should be emphasized to prepare learners to face and to be actively involved in this globalized world? “All of these require political individuals who think globally – global citizens, in other words” (Wintersteiner et al., 2015, p. 5). Global Citizenship Education (GCED) is one answer to the new educational, learning and pedagogical challenges that come with globalization.

Since its founding, UNESCO has promoted education as a means for fostering the United Nations' core values, such as integrity and respect for diversity. In 1974, UNESCO passed the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. This milestone document recognized specific and distinct approaches that would evolve into UNESCO programming with global dimensions: human rights education, peace education and environmental education (which later evolved into education for sustainable development). These concepts, which are now part of SDG 4.7, jointly form the groundwork for what is now known as Global Citizenship Education.

In 2012, UN Secretary-General Ban Ki-moon launched the Global Education First Initiative (GEFI), which explicitly included global citizenship as one of three priorities of education (the other two being access and quality). In his statement, he highlighted the transformative role of education in preparing students for a better future:

Education is much more than an entry to the job market. It has the power to shape the sustainable future and better world. Education policies should promote peace, mutual respect and environmental care (United Nations Secretary-General Global Initiative on Education, 2012).

More recently, the United Nations has prioritized Global Citizenship Education as a central theme of the Education 2030 and the Sustainable Development Goals agendas, SDG 4.7 specifically. The latter stands as the “unparalleled recognition of the importance of education in achieving sustainable development that is just, peaceful and inclusive” (UNESCO, 2017a).

UNESCO has been entrusted to lead and coordinate the implementation of the Education 2030 Agenda through the Education 2030 Framework for Action (FFA), working in cooperation with Member States, civil society and a range of partners around the world. SDG 4.7 of the guiding principles for implementing Education 2030 states:

By 2030, ensure that 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, 2016a, p. 21).

The global vision underlying the founding of the United Nations and then UNESCO embodies aspirational ideals that require sound strategies for implementation. It is within this context that the Global Citizenship Education initiative has been established. The perennial UNESCO messages of peace, human rights, freedom and understanding remain even more relevant and necessary in domestic contexts than before. At the same time, they are equally necessary now as part of a renewed international outlook. Globalization automatically leads us to look critically beyond borders and to bring these perspectives back to national and local society.

EFFECTIVE UTILIZATION OF THE RESOURCE PACK

UNESCO's aspirations for GCED both incorporate and link to prior and existing efforts of Member States. This *Resource Pack* is based on the premises that GCED can find a friendly home in every school and in varied educational environments. It suggests ways for practitioners to assess the current status of GCED by reviewing existing practices and considering how these practices might be expanded or deepened in keeping with a holistic GCED curriculum approach, bearing in mind GCED's related approaches (e.g., citizenship education, ESD) and the recommended GCED themes and learning objectives. Through a series of modules, the *Resource Pack* presents a GCED method that is both holistic in the ways that it integrates with the national curriculum and comprehensive in the ways that its policies support implementation. The *Resource Pack* also encourages a review of current practices that is both analytical and participatory. The modules illustrate a series of strategies for infusing GCED and its related approaches into national legislation and policies, curricula, learning resources, classroom practices (teaching, learning and assessment), teacher education and professional development, and whole school approaches.

Working assumptions include these:

- Every country has some ingredients related to GCED, which can be revisited, strengthened, deepened and expanded;
- Local conditions have considerable diversity in the constellation of value systems, policies, classroom practices and curriculum;
- GCED can take many forms around the world;
- Effective GCED is developed through inclusive processes and consultations.

The modules in this *Resource Pack* are not prescriptive. Rather, the modules present a broad and ambitious GCED framework and invite educational actors and stakeholders to make use of them. These actors and stakeholders may include policy makers, educators, teacher educators and teachers, curriculum specialists and developers, supervisors, principals, officials of the Ministry of Education, non-governmental organizations (NGOs), and those interested in the goals of GCED. As with the UN vision for "freedom, rights and justice", the GCED framework is aspirational; it requires the judgment and strategic planning of committed actors for it to work most effectively in a schooling system. Change processes will take into account local practices that may already be linked with the GCED principles and pedagogy. Change processes will also consider local conditions, visions, expectations and interests embodied in educational aims, the purpose of schools, and the concepts of citizens and citizenship.

The framework is an invitation for action that can be realized in both schooling and non-formal teaching and learning environments, and which considers lifelong learning opportunities for all. This revitalization process will involve those working in the schooling sector as well as civil society, potentially promoting stronger partnerships between the two.

As previously mentioned, one of the *Resource Pack*'s working assumptions is that effective GCED is developed through inclusive processes and consultations. Local actors are the ones to make decisions concerning the meaning and implications of GCED for their country. Discussions about Global Citizenship Education will present opportunities for deliberation and collective construction about the ways in which young people might engage in the multi-faceted world in which they are growing up. The hope is that these discussions will occur at all levels of the education system, engaging and connecting policy makers, curriculum developers, educators, and learners and their families. Indeed, since young people require foundational knowledge and skills in order to understand, participate and shape the many processes that define the worlds they live in, their engagement in the analysis and approach to GCED is of utmost relevance.

As a result, opportunities for bottom-up as well as top-down influences and changes in educational systems are usually a mixture of both. Decentralized and federal-level education systems tend to delegate decision-making regarding curriculum to sub-national regional bodies and schools. Teacher training institutions have relative autonomy in how they design teacher preparation programmes, although they work in concert with standards established by educational authorities.

This *Resource Pack* has been developed with the assumption and the aim that effective GCED changes are systemic. Such changes will be supported through national education policies, curricula, syllabi and pedagogy, teacher education and professional development, and teaching, learning and assessment resources. Moreover, implementing GCED will look different from site to site: It may be incorporated transversally into regular school subjects, introduced through a whole school approach and/or fostered through co-curricular activities in and off school grounds. This *Resource Pack* illustrates the inspiring and diverse practices currently occurring in different parts of the world in relation to GCED and its components in order to motivate the users of this guide.

The successful implementation of GCED requires the cooperation and mobilization of actors and partners in many sectors and at different levels. If you are reading this *Resource Pack*, it was intended for you!

In addition, we imagine that the *Resource Pack* will be of interest to other education policymakers and curriculum developers, educators in the formal and non-formal education sectors, resource developers, teacher educators and teachers and all those interested in promoting and implementing GCED.

Many readers will already have extensive experience with GCED or a related area. There are effective practices currently in place in all parts of the world, only some of which are included in this resource. We admire such efforts and hope that you, the reader, will be inspired by some elements in the *Resource Pack* to develop new strategies.

OVERVIEW OF THE MODULES

The *Resource Pack* is organized around six modules, following this Introductory Module. The modules were selected to represent a meaningful and distinct systemic approach to integrating GCED. While the *Resource Pack* focuses on the schooling sector of Member States, we anticipate that many elements will be of interest to those working in the non-formal education sector.

All together, seven modules constitute the *GCED Resource Pack*:

- Module 1. Introduction
- Module 2. National Policies
- Module 3. Curriculum
- Module 4. Teaching, Learning and Assessment
- Module 5. Teaching and Learning Resources
- Module 6. Whole School Approach
- Module 7. Teacher Education and Professional Development

Each module offers guidelines and suggestions, which are intended to be inspiring, not prescriptive. In each module, the reader will find content and activities that include:

- suggestions on how to analyse the status of GCED and opportunities for strengthening and expanding;
- examples from different settings; and
- references to other resources where further suggestions can be found.

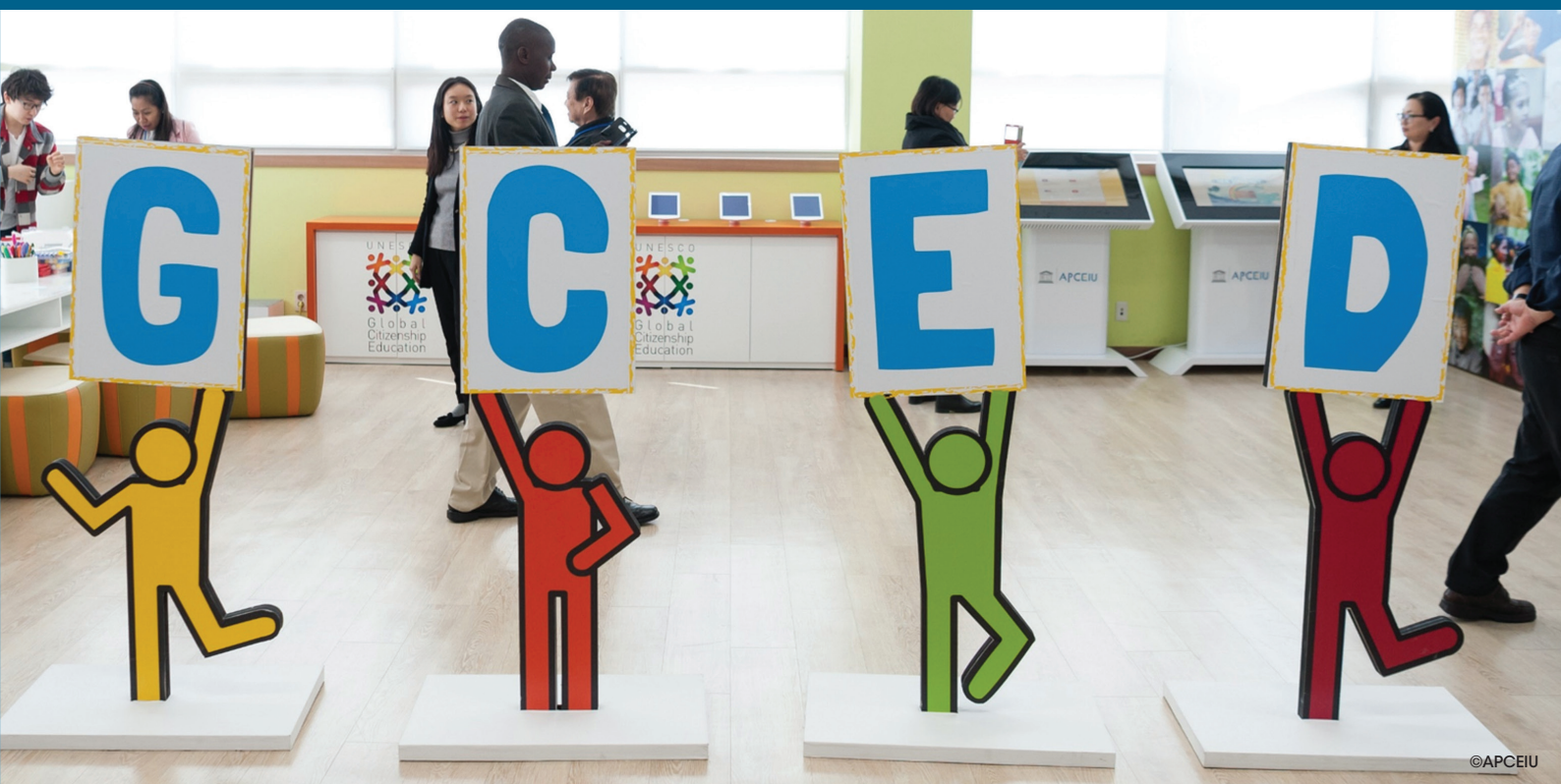
The *Resource Pack* will also address principles/cross-cutting themes that reflect GCED pedagogy such as these:

- The human rights-based approach (including a gender perspective);
- Universal values;
- Respect for diversity;
- Inclusion, participation and dialogue (including a focus on youth participation);
- Cultivating a critical and transformative perspective as well as openness to new ideas; and
- Relevance to the local environment.

As mentioned earlier, this *Resource Pack* promotes a holistic, systemic and sustained approach to GCED curriculum and pedagogy. GCED is a tool for fostering sustainable development and sustainable lifestyles. It is a tool for understanding the world and the opportunities and challenges that come with greater interconnectedness. It is an invitation for educators and youth to act and engage so as to shape their schools, their communities and beyond. GCED is an opportunity to make sense of the ever-changing world and one's place in it. Responding to the disruptive changes and enormous challenges of the globalized world, this *Resource Pack* supports stakeholders in the process of integrating GCED in education systems and shaping the global citizens of tomorrow.



INTRODUCTION



MODULE 1

MODULE 1

INTRODUCTION

This introductory module presents the various approaches to Global Citizenship Education (GCED). The module invites users to reflect critically on these approaches, bearing in mind that there are different visions concerning the ultimate goals of educating and learning.

The activities proposed in this module discuss the different ways of understanding GCED, with a specific focus on UNESCO's definition, and they reflect on how these differing ways may link with existing national education systems. The activities of the module focus on the following:

1. Understanding the links between globalization and global citizenship education;
2. UNESCO's vision of humanistic global citizenship education;
3. Detecting GCED within educational policies and practices;
4. Inclusive and participatory processes for GCED planning.

The aim is to equip users with a theory-based lens for GCED and to assist in articulating an approach through which policies, curricula, pedagogies, teacher education and professional development, resources and school-based practices can be reconceptualized.



Key words

Global citizenship education, global competencies, global education, globalization

ACTIVITY 1**Understanding the links between globalization, global citizenship education and the goals of educating and learning**

We live in an interconnected and interdependent world. Although globalization can be viewed as a window of opportunities for benefitting individuals and communities, the conditions of globalization have privileged certain countries and persons while it has intensified the vulnerability of others. Yet, when it comes to such challenges as climate change, migration and peace and security, the fate and fortunes of all are inextricably intertwined. Across the world, people find themselves in increasingly diverse societies and increasingly competitive global labor markets. We need to work together to realize a sustainable, equitable and peaceful world.

Global Citizenship Education (GCED) is based on the belief that globalization is a new world paradigm; it functions as an interconnected system that influences how citizenship operates. The global frame does not replace attention to national and local issues. Rather, it re-orientates citizenship education so that learners become aware of the issues and the actors at many levels that shape the world around them. GCED is a meta-discipline that includes the related fields of global education, education for sustainable development and human rights education.

Global Citizenship Education has no single or universal definition; neither is there a universal agreement as to how it is to be conceived and implemented, or how education systems can be tailored to promote it (IBE-UNESCO, 2016). The different definitions of GCED reflect different ideologies and programmatic postures about the purpose of educating and learning. Activity 1 presents three primary ways of interpreting the purpose of global citizenship education, and encourages users to reflect on their own views. UNESCO's GCED approach, which is addressed in greater detail in Activity 2, recognizes the relevance of education in "understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions" (UNESCO, 2014b, p. 9).

Theorists have offered other ways to distinguish between GCED approaches. One is these is the *individual-humanitarian approach*, also known as 'individual cosmopolitanism'. This approach is concerned with the education of the global citizen with a focus on one's own role. This and other individual approaches have implications that call for additional explanation. The global citizen approach focuses on the learner's individuality and calls for GCED that addresses such knowledge, values and skills as "knowledge and understanding of local, national and global issues" and "attitudes of empathy, solidarity, respect for difference and diversity" (UNESCO, 2015, p. 29). In some Member States, learning outcomes such as these and others may be associated with citizenship/civics education and values education.

The other theoretical GCED approach is the *structural-political approach*, also known as 'structural cosmopolitanism'. This approach is about education for global citizenship that focuses on societal structures that need to be changed (Wintersteiner et al., 2015, pp. 11–12). A weakness of the 'individual cosmopolitan' approach

is its assumption that all citizens have the opportunity to act; it thereby neglects global differences in wealth, status and power. 'Structural cosmopolitanism' explores not only the personal, but also the political prerequisites for global citizenship (Wintersteiner et al., 2015, p. 12). This GCED approach takes into account the role of power and privilege in international relations, which naturally extends into globalization processes.

UNESCO's vision of GCED incorporates both the individual-humanitarian and the structural-political approaches, with the two together informing a comprehensive understanding. Users will want to remain aware of these differences in the approaches and their implications for conceptualizing and practicing GCED, since they may need to accommodate these different GCED approaches.



Focus of the activity

This activity helps users to identify different approaches to global citizenship education and to reflect critically on their own views and the orientation of their own education system.

TASK 1: Individual reflection

- a. Read the excerpt "What is Global Citizenship?" from *Schools for Future Youth*, which presents the "global competitiveness approach", the "cosmopolitan approach" and the "advocacy approach." (Appendix 1.1.)¹
- b. Which of these approaches most closely reflects your own value system and why?
- c. Which of these approaches most closely reflects the values of the education system that you work in? Can you share some examples?

TASK 2: Work in small groups

- a. Share your individual reflections with others in a small group.
- b. Discuss which of these approaches you consider to be the most important and which the least important. What are your reasons?



Result of the activity

Identification of GCED approach(es) most closely linked with the national education system.

¹ Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

ACTIVITY 2

UNESCO's vision of humanistic global citizenship education

International education and global education have been in use for decades before the introduction of GCED. GCED encompasses and reinforces many of the aims of these approaches. However, UNESCO's GCED approach is unique in that it focuses on citizenship, not only in relation to political participation but also with respect to transnational political participation and transnational democracy (Wintersteiner et al., 2015, p. 27). As envisioned by UNESCO, participation is not just about engagement, but also concerns cultivating our societies to respect and protect the human dignity of all. Such aspirations have been part of UNESCO's efforts since its 1974 recommendations.

For UNESCO,

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education takes a multi-faceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding, and aims to advance their common objective (pp. 15–16).

GCED incorporates these earlier approaches, shared aims and pedagogy while remaining focused on a humanistic world vision. UNESCO's GCED framework is based on UN values and promotes a pedagogy involving critical reflection, respect for diversity, the presumption of universal human rights values, gender equality, dialogue and participation. Box 1.1 shows UNESCO's Key Learning Outcomes on GCED.

Box 1.1: GCED Key Learning Outcomes

Cognitive:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-emotional:

- Learners experience a sense of belonging to a common humanity, and sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural:

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

Source: UNESCO (2015, p. 22).



Focus of the activity

GCED contains several cross-cutting principles. As mentioned in the *Resource Pack's* General Introduction, one of these principles is a human rights-based approach, which includes a gender perspective. This activity helps participants to apply UNESCO's Key Learning Outcomes through the perspective of gender equality.

TASK 1: Work in small groups

1. Participants are divided into groups. Each group is randomly assigned one of the types of learning outcomes, i.e., cognitive, socio-emotional and behavioural. Aim for gender balance in each small group.
2. Review the infographics concerning “women and poverty” and “women in power and decision making” from the United Nations report *The World's Women 2015* (Appendix 1.2).
3. Reflect on the current status of gender equality/inequality in your own country. Discuss possible root causes for gender inequality, for example, cultural beliefs, lack of economic independence and family traditions.
4. Consult the learning outcomes for your assigned category of GCED outcomes (i.e., cognitive, socio-emotional and behavioural). Develop three, specific learning outcomes in your category to promote gender equality. These should incorporate both local and global dimensions. For example, if you are working in the “socio-emotional” domain, you might suggest this learner goal: “Learners develop attitudes of respect for women in the country and internationally who have promoted the rights of women to participate in political life.”

TASK 2: Work in whole group

- a. Share the small group work with the whole group.
- b. Discuss if the learner goals developed in the small groups reflect GCED principles and why.



Result of the activity

Draft list of learning outcomes that reflect GCED and a human rights-based approach focused on gender equality.



ACTIVITY 3

Detecting GCED elements in educational policies and practices

GCED incorporates and builds upon Member States' prior and existing efforts in education for sustainable development; human rights education; peace education; citizenship education; values and moral education; intercultural education; and tolerance and anti-racist education, as well as other humanistic approaches. In order to build upon local policies and practices, clarifying one's own position in regard to GCED is a necessary first step. UNESCO has proposed a GCED framework to assist in this visioning process.

Member States and other actors will also need to review existing policies and practices to assess their relevance and potential for becoming part of a holistic GCED approach. Each of the modules in this *Resource Pack* incorporates a needs assessment or review phase as part of the planning process.

Activity 3 introduces one strategy for conducting a review process, based on indicators developed by IBE-UNESCO. Using different indicators and strategies, especially those that are more finely tuned to the particular educational component (e.g., curriculum, textbook content, etc.), is also possible. The *Resource Pack* modules that follow offer more specific strategies.

IBE-UNESCO, in collaboration with international experts, developed two coding schemes using GCED-generated indicators. These indicators serve to illuminate the global dimension of citizenship, and to incorporate both the 'individual-humanistic' and 'political-structural' orientations to GCED. The indicators can be used in a content analysis of legislation, national policies, curriculum frameworks and civics/citizenship education curricula. They might also be adapted and applied in an analysis of classroom practice.

Box 1.2 contains the matrix developed for a 10-country curriculum study, published in 2017, in a collaboration between IBE-UNESCO and the Asia-Pacific Center of Education for International Understanding, under the auspices of UNESCO (APCEIU). This curriculum study entailed analyzing the legislation, the national policies, the curriculum frameworks and the civics/citizenship education curricula of the 10 Member States (IBE-UNESCO, 2017a).

These indicators are a flexible, not a prescriptive, tool, which can be adjusted and contextualized responding to identified need. For instance, UNESCO has recognized that a participatory teaching methodology is essential for promoting learning outcomes in the behavioural domains. Thus, additional indicators might be developed for capturing policies that encourage learner participation in the classroom, respect for others and engagement in local and global communities.

Box 1.2: Matrix for coding categories of curriculum contents on global citizenship and associated concepts

I. Justification and general orientations about GCED.

1. Justification of GCED (socio-economic, political, cultural, moral).
2. Global Citizenship (affirmation; characterization).

II. Cognitive domain categories.

Global systems, structures and processes:

3. Global governance system, structures (institutions) and processes.
4. Humanitarian law, human rights, peace building, rule of international laws.
5. Trans-national corporations.
6. Other (global systems).

Global issues:

7. Globalization (socio-economic, political, cultural).
8. North-south relationships, developed-developing interconnections, interdependence.
9. Climate change, biodiversity, sustainable development.
10. Global poverty, global inequality.
11. Genocide, terrorism, war, refugees.
12. Diseases (Ebola, HIV & AIDS).
13. Other (global issues).

III. Attitudinal (socio-affective) domain categories.

Multiple identities:

14. Humanity as privileged referent of identity.
15. Nation as privileged referent of identity.
16. "Embedded identities": local, national, regional (supra-national), and global.

Difference and respect for diversity: multicultural and/or international contexts/levels:

17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts).
18. Discrimination, racism (referred to intercultural or international, regional or worldwide contexts).
19. Values and attitudes for Global Citizenship.

IV. Behavioural domain categories.

Engagement, participation, actions:

20. Current and future participation in civic protest on global issues.
21. Information and debates on socio-political issues of global reach.
22. Direct action on issues of global reach.

Source: IBE-UNESCO (2017a, p. 14).



Focus of the activity

This activity gives participants an opportunity to apply an indicator framework when detecting the presence of GCED elements in a sample national curriculum guide.

TASK 1: Work in small groups

- a. Review the IBE-UNESCO Matrix for Coding Categories in Box 1.2. Discuss any terms that are unclear and adapt the indicators as necessary.
- b. Read the excerpt from the curriculum guide from Hong Kong. (Appendix 1.3)
- c. Decide which of the indicators in the Matrix applies to the sample.
- d. Based on this analysis, discuss how well the curriculum covers GCED concepts, as presented in Box 1.2. Would you propose adding indicators to capture any dimensions of GCED that you found in the sample but that the list in Box 1.2 did not address?

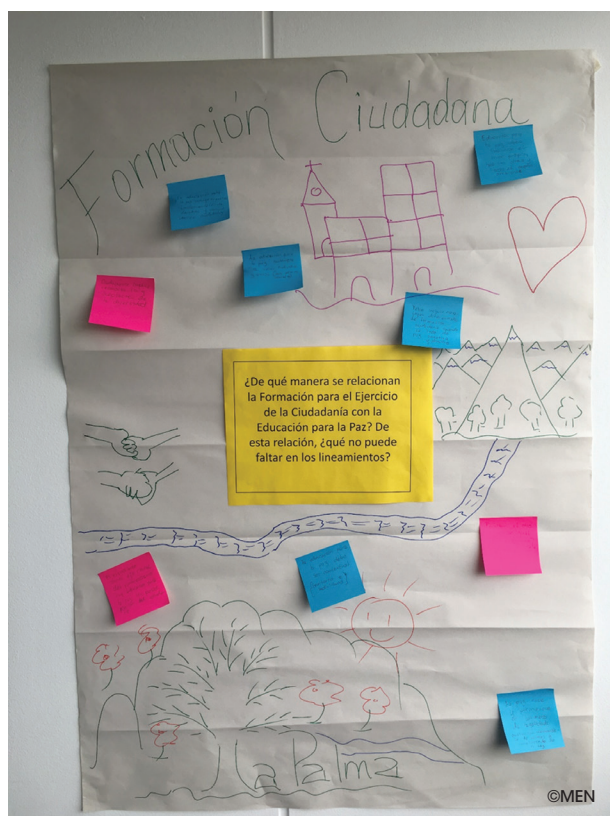
TASK 2: Work in whole group

- a. Share with the whole group the experiences of applying the indicator Matrix. What worked well? What was difficult?
- b. Brainstorm other ways for conducting a review of GCED in policies and practices in order to develop a plan for holistic GCED.



Result of the activity

Revised indicator framework and identification of other methods for systematically reviewing the presence of GCED in policies and practices.



ACTIVITY 4

Inclusive and participatory processes for GCED planning

The process of developing a holistic GCED policy that all stakeholders understand and own will need to be inclusive and transparent. Processes for reviewing and planning for GCED will involve different individuals and group representatives, depending on the sector involved. For example, a review of national curriculum goals might involve not only national-level curriculum developers/specialists, pedagogical counselors, teachers, educators and policy-makers, but also other kinds of representatives who come from different levels of society.

The following are some of these possible sectors/groups:

- Teachers and teacher unions
- Parent associations and councils
- Students and youth leaders
- School principals and headmasters
- Policymakers at ministries and education departments
- Non-governmental organizations (NGOs) and community-based organizations (CBOs)
- Educational researchers and academics
- Corporate organizations and local businesses
- Religious bodies
- Professional bodies, for example, subject-specific teacher associations
- Regional/local government
- Representative from local UNESCO or UN commission

In order to reflect the goals of GCED, the individuals and groups that are engaged in this process should reflect the diversity of the country in which GCED is to be strengthened, the minority and vulnerable groups in particular. This might mean reaching out to persons who have not previously been involved in educational policy review and development processes.

Those contributing to GCED planning should demonstrate a genuine commitment to Global Citizenship, including and specifically the values of intercultural empathy, respect and non-discrimination. Participants should ensure that all voices are welcomed and heard within the working processes of the group.

Persons who are preparing to contribute to the GCED process may well want to familiarize themselves with the basic GCED concepts and approaches. Activities 1 through 3 in this module might help with this.

In addition to ensuring inclusivity and participation in decision-making processes, educational leaders can publicly share key documents for comments and review at key junctures in the GCED initiative.



Focus of the activity

In this activity, users assess different strategies for including stakeholders in the GCED consultation processes, taking the local context into account.

TASK 1: Work in small groups

- a. Review the list of potential stakeholders in the previous text. Are there any groups that you do not consider to be essential? Are there any groups that you would add? How broad and plural should the consultation process be?
- b. Discuss which adaptation processes might be effective for getting feedback when working with a range of stakeholders. Will it be necessary to translate key documents?
- c. Agree on if and how stakeholders might become engaged in actual decision-making processes.

TASK 2: Individual work²

- a. Where do you think resistance or conflict is most likely to occur in the process of forming GCED policy or curriculum change? What might motivate this resistance?
- b. What will help in forging trust and in building collaboration, critical inquiry and dialogue to manage negative or unwelcome reactions? Are there other strategies for minimizing such reactions while still addressing underlying concerns?

TASK 3: Work in small groups

- a. Share the results of individual work.
- b. Taking the results of Tasks 1 and 2 into account, which consultation strategies might be effective to ensure that various stakeholders will be engaged? Be specific.
- c. How will you manage negative or unwelcome reactions? Are there ways to minimize such reactions while still addressing underlying concerns?



Result of the activity

Initial plan for identifying and engaging stakeholders in GCED consultation processes.

² Adapted from IBE-UNESCO (2013b, pp. 29–30).

APPENDIX 1.1

“What is global citizenship?”³

Here are three different ways for understanding the purpose of global citizenship education for young people. While each of the interpretations is important and has an evident focus, they all overlap and are even mutually complementary.

1. A “global competitiveness” approach. Because we live in a globally interconnected world, young people everywhere need to be prepared to take their place in it, particularly in relation to jobs and the economy.

In the globalised world, people move, businesses move, and through technology, individuals can work for businesses located in different countries. As such, one’s well-being is affected as much by someone who lives thousands of miles away as by local neighbours, by governments in other nations as well as their own, and by businesses in foreign lands as well as local ones. To prepare students to live successfully in the globalised world, schools must adopt a global perspective (Zhao, 2009, p. 3).

2. A “cosmopolitan” approach. Because we all live as part of a shared global community, it is important that we understand more about each other, learn about and respect different cultural perspectives, and seek solidarity and the application of ‘universal’ values, for example, those values related to human rights.

To be cosmopolitan in this sense is to be open to those from other places, take an interest in their cultural practices, learn about these practices through reading, travel, and personal contact, and even to shape a personal identity as a cosmopolitan through such experiences (Oxley and Morris, 2013, p. 10; Waks, 2008).

3. An “advocacy” approach. Because inequity and unfair conditions are evident throughout the world, it is important that people work to challenge and overcome these inequities. This approach is closely related to social justice, civic action and empowering individuals and communities to raise their voices.

Global citizens know that a world that deprives 1.2 billion people living in extreme poverty of their basic rights and opportunities is unjust and unacceptable. Global citizens believe that we must take action to end the injustice of extreme poverty, by changing the rules that keep people

³ School for Future Youth (2014, pp. 8–9).

trapped in the cycle of poverty. Global citizens act to ensure that everybody, regardless of where they are born, has the basic rights, education, services and infrastructure that will allow them to move beyond poverty (Global Citizen, formerly the Global Poverty Project).

It is important to note that, in all of the interpretations of Global Citizenship, the concept of citizenship is a 'soft' one, which relates to being part of a shared global community, rather than a 'hard' interpretation related to being a citizen of a 'state'. The construct of Global Citizenship does not suggest or imply support for a global political supra-nation.

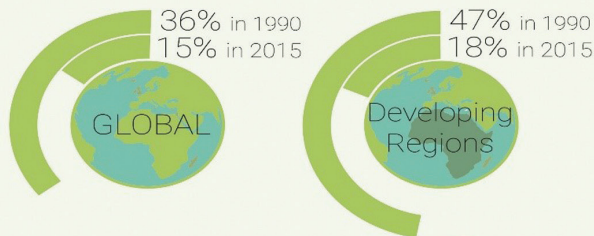
APPENDIX 1.2

Infographics on 'poverty' and 'power and decision-making'⁴

POVERTY

Poverty affects both women and men

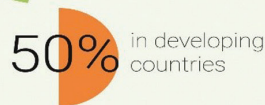
The proportion of people living on less than \$1.25 a day fell from



Major gaps in gender statistics on poverty

- Unaccounted gender inequality in access to resources, goods and services within household
- Data disaggregated by
 - age, sex and other characteristics of the household members
 - detailed types of households remain largely unavailable in sub-Saharan Africa and Asia, where poverty is concentrated

Of people living in poor households, women and girls represent



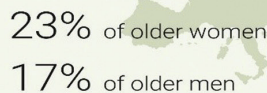
Yet, lone mothers and older women living alone have higher risks of poverty than men in similar types of households

Lone mothers with children are more likely to be poor than lone fathers with children

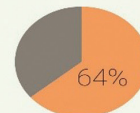


In European countries

Older women (65+) are more likely to be poor than older men when living alone



The share of women among the older poor is 64%



Women's economic dependency in developing regions

Women's access to own cash income is much lower than men's

In sub-Saharan Africa,



Many women are excluded from economic decision-making within their own households

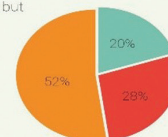


1 in 3 women has no say about major household purchases

Existing statutory and customary laws restrict women's access to assets

Proportion of developing countries where:

- Law does not guarantee the same inheritance rights
- Law guarantees the same rights, but discriminatory practices against women exist
- Law guarantees the same rights for women and men



The World's Women 2015
<http://unstats.un.org/unsd/gender/worldswomen.html>

United Nations

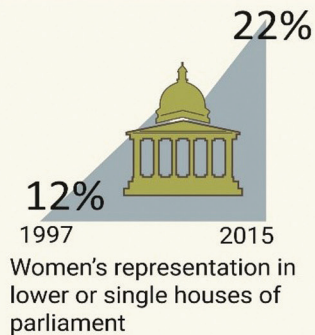


⁴ United Nations (2015).

POWER AND DECISION-MAKING

Politics and governance women's participation in leadership has improved, but not fast enough

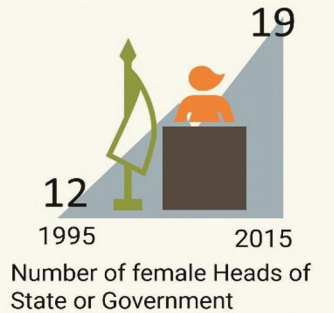
Parliaments



Women preside over 15% of lower or single houses, and 20% of upper houses

- Around 30% of electoral candidates for lower or single houses of parliament are women
- Around 30% of electoral candidates for lower or single houses of parliament are women
- 20% of upper houses are women

Executive branch



Most female appointed ministers are assigned portfolios related to social issues

Judiciary



Men outnumber women as judges and magistrates in 50% of countries

Higher up in the judicial hierarchy, women's representation declines drastically

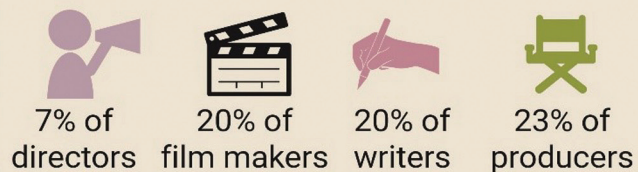


Only 19% of Supreme Courts have a female president

The media remains a male-dominated industry that reinforces gender stereotypes



Women in the film industry represent



The private sector



The glass ceiling appears to be most impenetrable in the world's largest 500 corporations



Less than 4% of CEOs in the world's largest 500 corporations are women



The gender composition of executive boards is far from parity



The World's Women 2015
<http://unstats.un.org/unsd/gender/worldswomen.html>

United Nations



APPENDIX 1.3

Sample curriculum guide – Hong Kong⁵

THE CHANGING SOCIETY

The *Basic Education Curriculum Guide* was launched ten years ago. Since then, Hong Kong has undergone many changes socially and culturally, economically, politically and with respect to environmental concerns. The following changes have had an impact on and brought challenges to the development of the school curriculum.

SOCIAL AND CULTURAL ASPECT

- Social environment
 - Increasing convergence with the Mainland while becoming more international
 - Increasingly diverse social values
 - Public attention to and insistence to upholding the spirit of the law
 - The demand for leaders and political talents
- Lifestyle
 - Increasing integration of technology into living and learning
 - Concerns about changes in students⁶ in health and lifestyle in society
 - Increasingly common use of Putonghua for daily communication
- School environment
 - Backgrounds of students becoming diverse⁷
 - Increase in the number of students who are not Chinese speaking, cross-boundary student⁸ and newly arrived children⁹ with residential districts more widely distributed than in the past¹⁰

⁵ Education Bureau of Hong Kong (2014).

⁶ According to a study conducted in the 2010/11 school year, 4.1% students (with a roughly equal distribution of boys and girls) have hypertension symptoms. The Department of Health also pointed out that, from the 2001/02 to 2010/11 school years, the percentage of overweight students increased from 17.6% (male: 20.9%; female: 14.1%) to 21.4% (male: 26%; female: 16.4%). The prevalence of obesity among primary students greatly increases their risk for diabetes, hypertension, heart disease and other chronic diseases. The situation cannot be ignored.

⁷ Students' background is becoming diverse. In the past, students were mainly born and raised in Hong Kong. There are now gradually more non-Chinese speaking students (including South Asian children, children of returnees from overseas, etc.), cross-boundary students (i.e. students living in the Mainland), as well as students with one or both parents who are not Hong Kong residents (such students may not live with their parents).

⁸ Statistics show that the number of cross-boundary students in primary schools has been on the rise over the past five years. In the 2012/13 school year, there were 6,749 cross-boundary primary school children, an increase of approximately 27.9% compared to 5,276 cross-boundary primary school children in the 2011/12 school year. Most cross-boundary students attend schools in the New Territories.

⁹ According to statistics, 35,700 babies were born in Hong Kong in 2011 to parents who were both not permanent Hong Kong residents. This is a 57-fold increase when compared to the 620 babies born in 2001.

¹⁰ Statistics show that, from October 2010 to September 2011, among the newly-arrived children from the Mainland who enrolled in ordinary local primary schools for the first time, nearly half lived in the New Territories, over 30% of them lived in Kowloon, and around 10% lived on Hong Kong Island. The vast majority of the newly arrived primary school students study in schools near their homes.

- Strengthening of English language teaching in primary schools as a result of the fine-tuning of the Medium of Instruction (MOI) policy for secondary schools in 2009
- Students’ learning of Chinese language affected by slangs and internet terminology
- The position of the school-based curriculum affected by parents’ education philosophy, the expectations on their children and their parenting style, e.g. in contrast to ‘pleasure learning’, more parents appear to believe that it is important to give their children a head start in life.

ECONOMIC ASPECT

- Economic environment
 - The economy is continuously affected by fluctuations in the global economy
 - The rise in wages lags significantly behind the rise in commodity and property prices; the economic outlook is uncertain
 - Closer development and integration with the Mainland economy
- Human resources
 - The demand for low-skilled workers has declined sharply, while the demand for professionals and senior management personnel has risen greatly¹¹
 - The emergence of new types of work brings about a greater demand for new skills
 - Increasing emphasis on employees’ communication skills, their ability to co-operate with people and handle interpersonal relationships
 - The development of cultural and creative industries¹² and the West Kowloon Cultural District¹³ gives rise to the demand for cultural, art and creative talents

POLITICAL ASPECT

- The public is more concerned and involved in politics
- Citizens’ political orientations become diversified, with different views on social issues

ENVIRONMENTAL CONSERVATION ASPECT

- “Sustainable development” has become a widely accepted concept
- Increasing awareness of environmental conversation in various sectors of society

¹¹ Saavedra, A. R. and Opfer, V. D. 2012. *Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences*. <https://www.aare.edu.au/data/publications/2012/Saavedra12.pdf> (Accessed 19 June 2018.)

¹² *Cultural and creative industries* generally refer to an industry group which taps on individual creativity, skills, talents and intellectual capital and applies them in the modern world where images, sounds, texts and symbols play a prominent role when combined with art, culture, creativity, technology and business. The cultural and creative industry sector consists of advertising, entertainment services, architecture, works of art, antiques and crafts, cultural education and libraries, archives and museums services, design, movies, videos and music, performing arts, publishing, software, computer games and interactive media, television and radio.

¹³ West Kowloon Cultural District (WKCD) is a major government infrastructure project proposed in the 2007 Policy Address. It includes 15 performing venues, a square of at least three hectares, an “M+” Museum which focuses on 20th to 21sts century visual culture, as well as an exhibition centre to promote cultural arts and creative industries. WKCD will bring many employment opportunities related to arts and culture, design and publishing, advertising and marketing, as well as creative industries. The Government estimates that about 9,980 jobs will be created after the facilities in the first phase of the project become operational, and more than 21,500 jobs will be created in the 30th year. The facilities of WKCD will be completed in phases by 2015 change the text to reflect fact that the facilities have been completed or are still in construction.

NOTES

A series of horizontal dashed lines for taking notes, starting from the top of the page and extending down to just above the footer.



*Training Tools for Curriculum Development:
A Resource Pack for Global Citizenship Education (GCED)*

NATIONAL POLICIES



MODULE 2

INTRODUCTION

This module focuses on formulating national policies, a critical phase that involves identifying a set of options for forging and realizing an agenda. The activities in this module seek to guide policymakers, curriculum developers, teacher educators, teachers and other stakeholders. Laws, regulations and policies are made at all levels of a national education system. While this module focuses particularly on the national level, many of the principles apply to sub-national levels of developing policy.

Currently, there is no universal or overarching plan for implementing GCED in national policies. As a result, countries that have adopted GCED into national policies and strategies have each followed a different approach. Working thoughtfully and analytically within the proposed UNESCO framework, national and local stakeholders will:

- Assess the current status and the gaps in GCED implementation;
- Make decisions regarding GCED goals and values for their local environments;
- Construct a detailed and holistic GCED curriculum framework that can be shared and supported comprehensively through laws, regulations and policies; and
- Address processes for planning.

A holistic framework will lay out GCED's purpose, goals and practices explicitly; it will not simply present a collection of programmes. A facilitating policy environment will, specifically and explicitly, include the acquisition of GCED-related knowledge, skills, values and attitudes in the education sector's strategies and plans. Education sector plans should also comprise a realistic proposal for funding.

The following activities are fundamental to the process of formulating national GCED policy. These activities also comprise the sections of this module:

1. Clarifying current approaches and needs analysis;
2. Developing national policies to support the implementation of GCED; and
3. Possible challenges and solutions for policy-makers.

The goal of these activities is to equip users with the methodological skills to collect evidence on the status of GCED in current national policies and to create a working plan for moving forward in developing key policies to influence and support educators in adopting GCED practices.



Key words

Needs analysis, participatory processes, policy design process, policy formulation, policy-makers

ACTIVITY 1

Clarification of current approaches and needs analysis

An important starting point for creating comprehensive GCED policies is identifying the current status of relevant policies and practices in education. Evidence-based knowledge about a country's current situation is an essential starting point for planning and implementation processes. Therefore, each module of this *Resource Pack* includes an activity for reviewing the current policies and practices on that module's particular theme.

In this activity, the focus is on reviewing national policies. This exercise is a necessary point of reference for reforming and building on existing legislation in order to align it with GCED values and goals, and, eventually, to implement GCED in national policies. This activity concentrates on analyzing national documents such as education laws and mandates, and general competency goals for learners.

As various GCED-related practices and viewpoints are identified in national policy documents, these discoveries will facilitate other useful deliberative processes, not only about what GCED 'is' but also about what it 'might become' in a country's educational system. In the meantime, the evidence collected will be a useful basis for understanding how to effect successful change.

GCED INDICATORS TO APPLY

As noted, there is currently no universal or established strategy for implementing GCED policy. Therefore, in order to assist policymakers worldwide in understanding country-specific challenges and solutions, a variety of materials and actions are considered. Activity 3 in the Introductory Module introduced an indicator framework that IBE-UNESCO has used to review cognitive, attitudinal and behavioural descriptors for GCED in citizenship education curricula, as well as a general orientation to GCED. These same descriptors can be used in a content review of a country's key national policy documents.

These descriptors will not only help in developing an overview of your country regarding the development of GCED policies and practices. They can also constitute a framework for policies and actions moving forward, and can be used to monitor and assess progress.

Furthermore, SDG 4.7 could be used as an additional indicator framework, since GCED is among its main components.

4.7 By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

Because Member States will self-monitor their implementation of SDG 4.7 and will contribute to UNESCO's Global Monitoring Framework, it might be helpful to consider these SDG 4.7 indicators in the initial needs analysis for GCED. These indicators also include related concepts such as education for sustainable development, gender equality and human rights education. There are also components related to pedagogical methods and approaches, such as student-centred learning, peer and self-assessment, inclusive education, the whole school approach and use of ICT/social media in learning. (See Appendix 2.1)¹⁴

Decisions concerning which indicators to use to identify laws, policies, regulations and practices consistent with GCED will reflect the agreements and understandings about what GCED is essentially. Therefore, the indicators should be selected with great care.

DATA COLLECTION TECHNIQUES AND SOURCES

The simplest way to collect information about GCED-related policies and practices is to conduct document reviews. Document reviews could involve looking for GCED-related descriptors, as described above. This analysis could note the kind of GCED-related descriptor and its frequency, perhaps with an illustration that offers insight into the descriptor.

The analysis could also note the descriptor's significance in terms of its presence in the policy document. For example, a reference to the value of 'diversity' in a Constitution has high symbolic value although it does not necessarily translate directly into educational policy. On the other hand, educational policy documents will certainly reference curricular content and learner outcomes.

Interviews and discussion groups with stakeholders, including teachers and students, could be used to confirm and discuss findings from the document reviews. These interviews could be conducted as part of the initial data collection process or integrated into consultations with stakeholders as 'discussions', for example, after completing the document review.

The national policy documents to consider for possible review are listed below. Within these documents, many different sections, including prefaces and introductory notes, are suitable and worthwhile for review.

- Constitution
- National Education Laws and mandates
- National Education Policies
- National Education Sector Plans or Strategic Plans (e.g. Rights of the Child, etc.)
- Statements of education principles
- Curriculum and Assessment Frameworks (general, as well as subject-specific)
- Teacher Education/Higher Education Laws
- National Youth Policies

¹⁴ Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

ANALYSIS OF THE RESULTS

After reviewing documents on the status of GCED in national policies, the next step will be discussing the review's implications in order to move ahead with developing a comprehensive GCED approach. This will entail policy dialogues with key stakeholders to establish a common understanding of the challenges and opportunities, and the principles, of GCED.

Once the current approaches have been documented, here are questions for policymakers and other stakeholders to consider:

- What are the current 'footholds' for GCED in national policies?
- Is there consistency across the approaches followed in these policies?
- With our vision of a holistic GCED curricular approach in mind, how might existing policies be adapted? What new policies need to be developed?
- Who are the key stakeholders who should participate in the discussion on this comprehensive approach? Will advocacy be required?



Focus of the activity

This activity will help users understand how to collect evidence when reviewing policy documents review and how to identify key stakeholders, in order to understand current approaches to GCED in national policies (this activity builds on Module 1, Activity 3).

TASK 1: Work in small groups

- a. Review the GCED indicator framework in Module 1, Activity 3 (IBE-UNESCO, 2017a) and in Appendix 2.1 (IBE-UNESCO, 2016).
- b. Identify the strengths and weaknesses of each indicator framework in light of informing a holistic understanding of GCED.
- c. Select the indicators that you would like to apply in this activity, based on your country's context and needs. Note that, if you use the IBE-UNESCO (2016) coding scheme, you may want to limit the indicators that you use for this activity.
- d. Discuss the review and documentation processes that you will use for this activity. For example, how exact does the text need to be in order to 'match' with an indicator? How will results be tallied?

TASK 2: Work in small groups

Each group will receive one or more of the national policy samples in Appendix 2.2. The organizer of the activity might either give all groups the same national policy documents or might opt to have several groups review different kinds of policy documents in order to discuss any differences that might occur when working with different sources.

- a. Review national policy samples, using the indicator framework and processes agreed upon in Task 1. Based on the indicators, identify which aspects/concepts of GCED are explicitly present within the national policy samples, and which aspects/concepts could either be introduced or further strengthened. Refine as necessary as you proceed.
- b. Organize your results to share them in the plenary (ideally on flip chart paper).
- c. Reflect on the review and documentation process. What worked well? What was difficult? What questions do you still have?
- d. Ask the groups to identify key stakeholders to involve in this review process and to assign them a specific role, including those who might be interviewed or participate in discussion groups in order to understand current policies and practices related to GCED.
- e. Identify the national policy documents to review.

TASK 3: Plenary discussion

- a. Share the results of the small group work. What are the lessons learned about a GCED review/needs analysis in your own national setting? Are there questions that still need to be addressed or refined? What are they?
- b. Create a preliminary list of national documents to review and agree upon the selection of key stakeholders to involve in the process.



Results of activity

Clarification of indicators and review processes; identification of national documents to review and stakeholders to involve.



ACTIVITY 2

Developing national policies to support the implementation of GCED

Successful implementation of GCED requires a comprehensive curriculum proposal with systematic support through educational laws, curriculum frameworks, teaching and learning materials, evaluation and assessment measures, and teacher education and professional development. The goal is for these policies to be sufficient, aligned, mutually reinforcing and supported by all stakeholders, especially teachers. (See Appendix 2.3)

Policy dialogues – involving multiple actors, families, communities and the students themselves – may be organized to ensure a shared understanding of the GCED rationale that will be the foundation of national policies. The process of developing policy should reflect a culture of genuine inclusion and critical reflection, just as such GCED classrooms will promote tolerance and inclusivity. An inclusive approach to GCED policy development that results in a shared understanding of its purpose will be crucial for mobilizing stakeholders' support with implementing policies.

The Introductory Module contains activities to assist in reaching consensus on a GCED approach. As that module's Appendix 1.1 shows, the broad theoretical approaches to globalization and education can be categorized as the "global competitiveness approach", the "cosmopolitan approach" and the "advocacy approach". Member States might discern one or more of these approaches or a combination of them in national policy documents. UNESCO's position is that globalization is a new paradigm influencing human societies in a multitude of ways (Wintersteiner et al., 2015). For this reason, GCED is not just about acquiring competencies so that learners can compete in markets influenced by global processes. Citizens have rights and responsibilities that extend beyond borders in order to ensure that their societies – and others – are sustainable and just.

Developing a GCED policy framework will likely follow the roadmaps already in place for national policymaking processes. Strong policies will reflect clear goals, support for implementation, multi-stakeholder partnerships, policy alignment and adaptability to local conditions. These categories for GCED are clarified below¹⁵:

CLARIFYING GOALS

- What is the predominant approach to globalization and education that will be the rationale for GCED?
- What are the expected and desired competencies for learners?
- How can GCED processes and outcomes support other national policy commitments, such as cultural diversity and equality?
- How can GCED processes and outcomes support the overall aims of the national schooling system?

¹⁵ The questions below are retrieved, and modified from Cabazudo, Christidis and Carvalho (2012).

LEVERAGE AND INFLUENCE

- Which policies are critical for supporting GCED implementation in your country or community?
- Which existing policies can be adapted to incorporate GCED aims and strategies?
- What are the possible courses of action for ensuring adequate human and financial resource support, both short term and long term?
- How can GCED support the realization of quality education in the Member State, including the fulfillment of SDG 4.7?

INVOLVEMENT OF PARTNERS AND STAKEHOLDERS

- Who are the potential partners in developing a comprehensive GCED policy?
- What kind of capacity development will those responsible for developing GCED policies need? What will those who will be implementing the policies need?
- How can people from different social and cultural background, and from different affiliations contribute to developing policy?
- Can multi-stakeholder partnerships be developed to continue to support the implementation of GCED policies? For example, partnerships with learners, youth, government, civil society, business, educators and others?

POLICY ALIGNMENT AND ACTIVATION

- Is the content and the type of the policy actions mutually aligned?
- Does the policy action encourage the active participation of all the target groups (e.g., curriculum developers, teacher educators, principals/headmasters, teachers)?

FLEXIBILITY AND ADAPTABILITY IN POLICY DESIGN

- Which policies can ensure that GCED will be flexibly implemented in a range of settings (including public, private, religious and vocational)?
- How can policies be designed to respect and account for learners' various forms of diversity, that is, on the basis of ethnicity, language group, genders, ages, diverse needs and socio-economic status?
- How can policies take into account educator diversity and also support the notion of the 'global citizen' among teachers? How can GCED policies promote educator creativity and motivation?

The goal is to develop a comprehensive GCED policy framework that is related to the overall aims of the education system and that at the same time is specific enough to be mainstreamed within the curriculum, the teaching and learning materials and the teacher education/professional development. The policy framework should have a clear pathway to implementation. It should also be user-friendly, since teachers and schools often retain discretion and agency in bringing changes to their classrooms.



Focus of the activity

This activity will help users to create a roadmap for developing a comprehensive GCED policy framework.

TASK 1: Work in small groups

- a. Each group selects a predominant or a mixed approach to globalization and education, using the typologies of the ‘global competitiveness approach’, the ‘cosmopolitan approach’ and the ‘advocacy approach’ (see Appendix 1.1), based on the content of Module 1. This is the framework for the small group activity.
- b. Develop one or two sentences that present the rationale and aim for GCED, making reference to the thinking behind the GCED typology that the group selected.
- c. Refer to UNESCO’s Key Learner Attributes for GCED (Appendix 2.4) and briefly discuss their relevance for your hypothetical GCED national approach.
- d. As a whole group, conduct a policy dialogue to foster shared GCED understanding, using the rationale and hypothetical national approach that each group developed.

TASK 2: Work in small groups

- a. Each small group selects one of the following three key areas for policy development: Leverage and Influence; Involvement of Partners and Stakeholders; and Flexibility and Adaptability in Policy Design. Make sure that each of these areas is covered by at least one group.
- b. Each group completes the Planning Worksheet (Appendix 2.5), taking into account the questions listed for the key area of policy development in this activity. Begin with identifying up to five goals in relation to your key area of policy development and then develop associated activities and planning logistics (responsible bodies, deadlines and resources).

TASK 3: Plenary discussion

- a. Small groups share their results in plenary.
- b. See if and how the small group work can be combined into a comprehensive plan.
- c. Hold a general discussion about how policy planning processes might be organized in your local context, bearing in mind the need for aligning policy with the local situation and for identifying key stakeholders and relevant target groups.



Results of activity

Roadmap for developing a comprehensive GCED policy framework.

ACTIVITY 3

Possible challenges for policy-makers

There is no shortage of challenges when crafting new education policies and strategizing for their implementation. In the case of GCED policies, a series of issues may need to be addressed in building understanding and support.

UNIVERSALISM

Policymakers may be wary of adopting a universal definition of global citizenship (Lapayese, 2003). With a values-based pedagogy, Member States may argue that GCED promotes an assimilationist, liberal and universalist lens that infringes on the cultural rights, beliefs, and practices of the particular country (Davies, 2006; UNESCO 2016b, GEM Report).

ECONOMICS

Economic development priorities and national security considerations may influence decision makers' priorities in education policies and narrow the space for GCED policies that are not linked explicitly with global competitiveness.

CURRICULUM OVERLOAD

Educators often feel burdened when new education policies prescribe new approaches. Curriculum schedules are already full, which means that introducing new themes may require giving less instructional time to something else. Teachers need to be convinced of the value of new approaches and provided with adequate support to implement them.

EVIDENCE OF RESULTS

Significant investments and the passage of time are needed in order to document some GCED results. Without immediate, measurable results, it may be difficult to justify a sustained commitment to GCED programming.

Addressing these and other challenges that stakeholders might raise will be important in conceptualizing effective national GCED policies and strategies.



Focus of the activity

This activity provides participants with the opportunity to identify expected or possible challenges to a comprehensive GCED policy and to develop potential solutions by fostering dialogues among different stakeholders.

TASK 1: Work in small groups

- a. Each group will be assigned the role of a different stakeholder.
- b. While in your 'role', brainstorm possible objections to developing a GCED policy.

TASK 2: Plenary discussion

- a. Groups 'role play' possible objections to developing a GCED policy from the perspectives of their stakeholder group.
- b. Following the role play, organize the objections according to the following kinds of concerns: *conceptual* (the aim of GCED), *technical* (no place in the curriculum), *implementation* (lack of training), *logistical* (budgetary).
- c. Use one sheet of flip chart paper (or prepare different sections of a white board/black board) for each of the categories of concerns so that everyone can see them.

TASK 3: Work in small groups

- a. Using individuals from the different stakeholder groups from Task 1, organize new small groups to carry out a mock policy dialogue on one area of concern. Make sure that each group is made up of participants playing the role of different stakeholders. Each of the four main kinds of concerns (conceptual, technical, implementation, logistical) should be addressed by at least one small group.
- b. Begin by reviewing the list of concerns. Are there any additional challenges that might be added?
- c. Rank order the challenges (1, 2, 3....), with 1 as the most important challenge to address, concerning the position of different actors.
- d. Select the top three challenges and discuss practical strategies for addressing them. Be specific about which actors need to carry out which actions.
- e. Prepare a persuasive three-minute argument to present to the whole group for addressing an area of concern that involves different kinds of stakeholders.

TASK 4: Plenary discussion

- a. Groups present the key policy challenges for their policy area and potential responses.
- b. Plenary discussion follows each speech. What was most convincing about the strategies and arguments presented? How might this inform policy planning moving forward?



Results of activity

List of potential objections to GCED policies from the perspective of different stakeholders, and strategies for addressing them.



APPENDIX 2.1

GCED-ESD coding scheme from Global Education Monitoring Report¹⁶

GCED, ESD CODING SCHEME

This coding scheme will serve as a basis for assessing the prevalence of selected content from different official instructional materials, including for example: a) official statements of intended curricular policy; b) syllabi of required (or optional) courses being offered by a school (or program) and c) authorized textbooks.

The coding scheme lists content elements related to global citizenship education (GCED) and education for sustainable development (ESD), which can be coded as either present or not in the instructional source.

Coder: Person coding (name) =

Date: Date of coding =

ID Number: Define unique ID number =

Background information on the curriculum/instructional source:

1. Institutional Source that provided access to instructional material: e.g. International Bureau of Education = IBE
 - a. Note: please add new codes as more institutional sources are utilized.
2. Title of source: In original language and in English =
3. Year of publication: Year =
4. If available, list information about the author(s), copyright date, publisher, and place of publication:
5. Language of the source: Language =
6. Grade level: 1 = lower Primary grades (1–3)
 - 2 = Upper primary grades (4–6)
 - 3 = Lower secondary grades (e.g., 7–9)
 - 4 = Upper secondary grades (e.g., 10–13)

¹⁶IBE-UNESCO (2016, pp. 37–40).

- 7.** ISCED level
- 8.** Number of pages of source material: pages =
- 9.** Country: Country name (country or state or province where the curriculum is used) =
- 10.** Country code
- 11.** EFA Region
 - a. 1 = "Latin America & Caribbean"
 - b. 2 = "East Asia & Pacific"
 - c. 3 = "North America & Western Europe"
 - d. 4 = "Central & East Europe"
 - e. 5 = "South & West Asia"
 - f. 6 = "Sub-Saharan Africa"
 - g. 7 = "Arab States"
- 12.** Document Type/subject area or course title in which the instructional material is used
 - A = Curriculum Framework
 - B = Strategic Plan of Education/Policy for curriculum development
 - C = Subject curriculum
 - C1 = Social studies
 - C2 = Civics
 - C4 = Geography
 - C5 = Social sciences
 - C6 = Moral Education
 - C7 = Religion
 - C8 = History
 - C9 = Science (any type)
 - C10 = add other names...
 - *These may be subject to change
- 13.** 'Type of implementation' (how ESD, GCE is found in the curriculum)
 - 1 = stand-alone subject
 - 2 = subject assimilated
 - 3 = cross-disciplinary

KNOWLEDGE (COGNITIVE CONTENT)

CATEGORY	SUB-CATEGORIES	EXCEL DATASET	SAMPLE QUOTES
Human Rights	Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Freedom (of expression, of speech, of press, of association/organization), civil liberties	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Social justice	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Democracy/democratic rule, democratic values/principles	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Human rights education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
Gender Equality	Gender equality	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Empower(ment of) women/girls (female empowerment, encouraging female participation)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Gender Sensitive	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Gender Parity	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
Peace, Non-violence and Human Security	Peace, peace-building	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Peace education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
Health and Well-being	Physical health/activity/fitness	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Mental, emotional health, psychological health	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Healthy lifestyle (nutrition, diet, cleanliness, hygiene, sanitation, *clean water, being/staying healthy)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Awareness of addictions (smoking, drugs, alcohol)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Sexual and/or reproductive health	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

CATEGORY	SUB-CATEGORIES	EXCEL DATASET	SAMPLE QUOTES
Health and Well-being	Health education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Sexual and reproductive health education, sexuality education, HIV/AIDS education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
Sustainable Development	Sustainable, sustainability, sustainable development	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Economic sustainability, sustainable growth, sustainable production/consumption, green economy	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Social sustainability/environmentally sustainable	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Climate change (global warming, carbon emissions/footprint)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Renewable energy, alternative energy (sources) (solar, tidal, wind, wave, geothermal, biomass...)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Waste management, recycling	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Education for sustainable development, sustainability education, education for sustainability	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Environmental education/studies, Education for the environment	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
Interconnectedness and Global Citizenship	Globalization (globalisation)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global/international citizen(ship), global culture/identity/community	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global-local thinking, local-global, think global act local, global	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Multicultural(ism)/intercultural(ism)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Migration, immigration, mobility, movement of people	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global Competition/ competitiveness/ globally competitive/ international competitiveness	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Global Inequalities/disparities	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

CATEGORY	SUB-CATEGORIES	EXCEL DATASET	SAMPLE QUOTES
Interconnectedness and Global Citizenship	National/local citizenship/identity(ies) / culture(s)/heritage (include a note if the overall feeling is one of precedence of the national over the international, e.g. find terms such as 'nationalism', 'patriotism', 'motherland')	1 = included; 0 = not included	Copy and paste the statement in the documents
	Global citizenship education, global education, education for global citizenship	1 = included; 0 = not included	Copy and paste the statement in the documents

COGNITIVE SKILLS, VALUES AND ATTITUDES, AND BEHAVIOURS

CATEGORY	SUB-CATEGORIES	EXCEL DATASET	SAMPLE QUOTES
Competencies	Critical thinking	1 = included; 0 = not included	Copy and paste the statement in the documents
	Problem solving	1 = included; 0 = not included	Copy and paste the statement in the documents
	Conflict resolution/management, negotiation	1 = included; 0 = not included	Copy and paste the statement in the documents
	Collaboration/Collaborating, working well with others	1 = included; 0 = not included	Copy and paste the statement in the documents
	A respect/appreciation for diversity	1 = included; 0 = not included	Copy and paste the statement in the documents
	Tolerant/values of tolerance	1 = included; 0 = not included	Copy and paste the statement in the documents
	Attitudes of care, empathy and compassion (for others and the environment)	1 = included; 0 = not included	Copy and paste the statement in the documents
	Solidarity, global solidarity, common humanity (cosmopolitanism)	1 = included; 0 = not included	Copy and paste the statement in the documents
	Environmentally sustainable lifestyle (Taking responsibility for the environment conservation, protection, restoration, stewardship)	1 = included; 0 = not included	Copy and paste the statement in the documents
	Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering	1 = included; 0 = not included	Copy and paste the statement in the documents
Socially/ethically responsible/engaged, responsible consumers, consumer responsibility	1 = included; 0 = not included	Copy and paste the statement in the documents	

PEDAGOGY

CATEGORY	SUB-CATEGORIES	EXCEL DATASET	SAMPLE QUOTES
Pedagogical Approaches/Methods	Student-centred learning (learner centred, child-centred, active methods, project-based methods, democratic/open classroom)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Peer learning/education (or peer to peer)	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Inclusive education	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Whole-school approach, 'future-friendly' schools	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	(Integrated) Use of ICTs/social media in learning	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

ASSESSMENT

CATEGORY	SUB-CATEGORIES	EXCEL DATASET	SAMPLE QUOTES
Assessment <i>If found, include quotes that reflect whether cross-curricular key life skills/competencies are assessed</i>	National/Standard(ized)/summative/traditional assessment	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Self-assessment, peer-assessment/review/evaluation	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>
	Alternative/customized/differentiated/creative/authentic assessment, use of portfolios	1 = included; 0 = not included	<i>Copy and paste the statement in the documents</i>

APPENDIX 2.2

Sample national policy documents for GCED review

JAPANESE FUNDAMENTAL LAW OF EDUCATION (2006)¹⁷

The Fundamental Law of Education is a law concerning the foundation of Japanese education. The current Fundamental law was enacted on December 22, 2006. The moral education requests have been incorporated into this law.

In this law, a global responsibility for the whole humanity was stated explicitly:

We, the Japanese people, wishing to further develop the democratic and cultural state we have built through tireless efforts, also hope to contribute to world peace and to improving the welfare of humanity.

Article 2 talks about education objectives. One of the objective focuses on moral education and stresses the importance of respect for others:

- (i) ... cultivating a rich sensibility and **sense of morality** ...
- (ii) ... emphasizing the relationship between one's career and one's everyday life and fostering the value of respect for hard work;
- (iii) fostering the values of **respect for justice, responsibility, equality** between men and women, and mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development, in the public spirit;
- (iv) fostering the value of respect for tradition and culture and love of the country and regions that have nurtured us, as well as **the value of respect for other countries** and the desire to contribute to world peace and the development of the international community.

Article 6 (2) states that the schools ...shall ... provide a structured education in an organized way suited to the mental and physical development of the recipients. It shall be carried out in a way that emphasizes instilling **the recipients with respect for the discipline** necessary to conduct school life, and strengthening their own motivation to learn.

Article 15 talks about **religious education** and encourages religious tolerance and religious education. It states that religious tolerance, general knowledge about religion, and the position of religion in social life must be valued in education. Public schools shall teach religious equality without favouring any specific religion.

¹⁷ The content is mostly quoted from Ministry of Education, Culture, Sports, Science and Technology of Japan (2006).

SEYCHELLES, POLICY STATEMENT BY MINISTRY OF EDUCATION (2000)¹⁸

One of the main principles related to the ultimate goals of Education programmes is “Education for Global Participation”. The policy acknowledges the exponential growth of science and technology in recent years, and people’s inevitable interconnectedness as global citizens. It adds that “irresponsible environmental action or protracted civil conflicts at a local level can have global repercussions on the health and economic growth of nations”. Therefore, Seychelles hopes to contribute towards world peace and sustainable development through its education, which “can help to consolidate a democratic ethos and a culture of human rights”.

“Education for Global Participation” encapsulates the following key concepts:

- commitment to environmental protection and principles of sustainable development;
- building a culture of peace and harmony;
- development of a sense of regional identity;
- preservation of / capitalising on our culture of multi-lingualism;
- competitiveness on the world market through development of our human resources;
- understanding the concept of the ‘global village’ and its implications for our development; and
- understanding and building on the specificities/strengths of a small island state.

Among the actions of the Ministry of Education towards this direction are:

- providing an environment which encourages schools to share responsibility for improvement;
- developing national curricula which anticipate and respond to the individual and collective needs of learners in a fast-changing world; and
- providing for the development and equitable distribution of quality resources to support learning in schools.

¹⁸ Ministry of Education of Seychelles (2000).

CONSTITUTION OF COTE D'IVOIRE (2016)¹⁹

LE PRESIDENT DE LA REPUBLIQUE promulgue la loi constitutionnelle dont la teneur suit :

Preamble

Nous, Peuple de Côte d'Ivoire ;

Conscient de notre indépendance et de notre identité nationale, assumons notre responsabilité historique devant la Nation et devant l'humanité ;

Ayant à l'esprit que la Côte d'Ivoire est, et demeure, une terre d'hospitalité ;

Instruit des leçons de notre histoire politique et constitutionnelle, désireux de bâtir une Nation fraternelle, unie, solidaire, pacifique et prospère, et soucieux de préserver la stabilité politique ;

Tenant compte de notre diversité ethnique, culturelle et religieuse, et résolu à construire une Nation pluriethnique et pluriraciale fondée sur les principes de la souveraineté nationale ;

Convaincu que l'union dans le respect de cette diversité assure, par le travail et la discipline, le progrès économique et le bien-être social de tous ;

Persuadé que la tolérance politique, ethnique, religieuse ainsi que le pardon et le dialogue des cultures constituent des éléments fondamentaux du pluralisme concourant à la consolidation de notre unité, au renforcement du processus de réconciliation nationale et à la cohésion sociale ;

Affirmons notre attachement au respect des valeurs culturelles, spirituelles et morales ;

Rappelant à tous, et en toute circonstances, notre engagement irréversible à défendre et à préserver la forme républicaine du Gouvernement ainsi que la laïcité de l'État ;

Réaffirmons notre détermination à bâtir un État de droit dans lequel les droits de l'Homme, les libertés publiques, la dignité de la personne humaine, la justice et la bonne gouvernance tels que définis dans les instruments juridiques internationaux auxquels la Côte d'Ivoire est partie, notamment la Charte des Nations unies de 1945, la Déclaration universelle des droits de l'Homme de 1948, la Charte africaine des droits de l'Homme et des Peuples de 1981 et ses protocoles additionnels, l'Acte constitutif de l'Union africaine de 2001, sont promus, protégés et garantis ;

Profondément attaché à la légalité constitutionnelle et aux Institutions démocratiques ;

Considérant que l'élection démocratique est le moyen par lequel le peuple choisit librement ses gouvernants ;

¹⁹ République de la Côte d'Ivoire (2016, pp. 129–130).

Proclamons notre attachement aux principes de la démocratie pluraliste fondée sur la tenue d'élections libres et transparentes, de la séparation et de l'équilibre des pouvoirs ;

Réprouvons tout changement anticonstitutionnel de gouvernement et déclarons que les auteurs de ce crime subiront la rigueur de la loi ;

Exprimons notre engagement à :

- préserver l'intégrité du territoire national ;
- sauvegarder notre souveraineté sur les ressources nationales et en assurer une gestion équitable pour le bien-être de tous ;
- promouvoir l'égalité entre les hommes et les femmes ;
- promouvoir la transparence dans la conduite des affaires publiques ;
- défendre et conserver notre patrimoine culturel ;
- contribuer à la préservation du climat et d'un environnement sain pour les générations futures ;

Nous engageons à promouvoir l'intégration régionale et sous régionale, en vue de la réalisation de l'unité africaine ;

Approuvons et adoptons librement et solennellement devant la Nation et l'humanité la présente Constitution comme Loi fondamentale de l'Etat, dont le Préambule fait partie intégrante.

English version:²⁰

We, People of Ivory Coast;

Conscious of our independence and our national identity, let us assume our historical responsibility before the Nation and before humanity;

Bearing in mind that Côte d'Ivoire is, and remains, a land of hospitality;

Learn lessons from our political and constitutional history, eager to build a fraternal nation, based on unity and solidarity, peaceful and prosperous, and eager to preserve political stability;

Taking into account our ethnic, cultural and religious diversity, and resolved to build a multi-ethnic and multi-racial Nation built upon the principles of national sovereignty;

Convinced that the union in keeping this diversity ensures, through work and discipline, the economic progress and the social well-being of all;

²⁰ Translated by the IBE-UNESCO team.

Confident that political, ethnic, religious tolerance as well as forgiveness and dialogue between cultures are fundamental elements of pluralism contributing to the consolidation of our unity, to the strengthening of the processes of national reconciliation and to the social cohesion;

We affirm our commitment to cultural, spiritual and moral values;

Reminding everyone, and in all circumstances, our irreversible commitment to defend and preserve the republican form of our Government as well as the secularism of the state;

We reaffirm our determination to build the rule of law in which human rights, public freedoms, the dignity of the human person, justice and good governance as defined in the international legal instruments to which Côte d'Ivoire is a party, including the United Nations Charter of 1945, the Universal Declaration of Human Rights of 1948, the African Charter on Human and Peoples' Rights of 1981 and its additional protocols, the Constitutive Act of the African Union of 2001, are promoted, protected and guaranteed;

We are deeply committed to constitutional legality and democratic institutions;

Considering that democratic election is the means by which the people freely choose their rulers;

We proclaim our commitment to the principles of a pluralist democracy built upon the holding of free and transparent elections, the separation and balance of powers;

We condemn any undemocratic mode of assuming or maintaining power;

We condemn any unconstitutional change of government and declare that the perpetrators of this crime will suffer the rigor of the law;

Express our commitment to:

- preserve the integrity of the national territory;
- safeguard our sovereignty over national resources and ensure their fair management for the benefit of all;
- promote equality between men and women;
- promote transparency in the conduct of public affairs;
- defend and preserve our cultural heritage;
- contribute to preservation of the climate and of a healthy environment for future generations;

We commit ourselves to foster regional and sub-regional integration to achieve African unity

Let us freely and solemnly approve and adopt before the Nation and humanity this Constitution as the Basic Law of the State, of which the Preamble is an integral part.

ZIMBABWE CONSTITUTION (2013)²¹

Chapter 1: Founding Provisions

3. Founding values and principles

1. Zimbabwe is founded on respect for the following values and principles:
 - a. supremacy of the Constitution;
 - b. the rule of law;
 - c. fundamental human rights and freedoms;
 - d. the nation's diverse cultural, religious and traditional values;
 - e. recognition of the inherent dignity and worth of each human being;
 - f. recognition of the equality of all human beings;
 - g. gender equality;
 - h. good governance; and
 - i. recognition of and respect for the liberation struggle.
2. The principles of good governance, which bind the State and all institutions and agencies of government at every level, include:
 - a. a multi-party democratic political system;
 - b. an electoral system based on:
 - i. universal adult suffrage and equality of votes;
 - ii. free, fair and regular elections; and
 - iii. adequate representation of the electorate;
 - c. the orderly transfer of power following elections;
 - d. respect for the rights of all political parties;
 - e. observance of the principle of separation of powers;
 - f. respect for the people of Zimbabwe, from whom the authority to govern is derived;
 - g. transparency, justice, accountability and responsiveness;
 - h. the fostering of national unity, peace and stability, with due regard to
 - i. diversity of languages, customary practices and traditions;
 - j. recognition of the rights of:
 - i. ethnic, racial, cultural, linguistic and religious groups;
 - ii. persons with disabilities;
 - iii. women, the elderly, youths and children;
 - iv. veterans of the liberation struggle;
 - k. the equitable sharing of national resources, including land;
 - l. due respect for vested rights; and
 - m. the devolution and decentralisation of governmental power and functions.

²¹ Zimbabwe (2013, pp. 15–16).

MALTA EDUCATION STRATEGY, 2014–2024²²

This framework for the Education Strategy for Malta 2014–2024 has four broad goals in line with European and world benchmarks:



In today's globalized world, the pace of educational change is not determined only at a national level. If we do not keep up with what is happening in the rest of the world, we will be putting our nation at risk and the future of our people will be jeopardized if we allow other nations to overtake us and if we do not catch up with other nations who are ahead of us because of the skills and talents of their people.

The development of Malta's education strategy would evolve around our collective knowledge of best practices and policies within the European region and beyond. Malta's strategic objectives can be developed, but not limited to, the seven strategic pillars in Table 1 that are derived from European policy and international initiatives in the education sector.

²² Ministry for Education and Employment of Malta (n.d., pp. 2–3).

TABLE 1. STRATEGIC PILLARS FOR POLICY DEVELOPMENT

<p>Governance of Education Organisations</p> <ul style="list-style-type: none"> • Guarantee of long term financing • Sustainability of funding • Governance structure that enables modernisation and innovation • Support for the development of administrative processes • Transparency tools for governance, management and administration 	<p>Quality of Education Provision</p> <ul style="list-style-type: none"> • Quality assurance of education programs • Quality through people programs: continuous development of education providers
<p>Social Dimension</p> <ul style="list-style-type: none"> • Equal opportunities in education • Employability and relevance of education • Lifelong learning • Skills assessment in view of society and industry • Open access to information on educational tracks and qualification opportunities 	<p>Student Focus</p> <ul style="list-style-type: none"> • Different learning tracks and student centred learning • Student support through counselling, guidance, mentoring and tracking systems • Modernisation and automation of student processes
<p>International Dimension</p> <ul style="list-style-type: none"> • Intensive strategy for the teaching of English across all social sectors • International mobility of students and staff • International openness to new systems and processes • Harmonisation of qualification frameworks to European structures • Harmonisation of assessment and examination methods • International recognition of local qualifications 	<p>Strategic Innovation</p> <ul style="list-style-type: none"> • Managing the interaction of the Quadruple Helix: Education, Society, Industry and the Public Sector • Training for educators on new teaching and learning methods • Feedback programs for students, educators and stakeholders • Realignment and development of strategic objectives based on international development in education and feedback from stakeholders
<p>Performance Dashboards</p> <ul style="list-style-type: none"> • Data collection and reporting • Measurement of achievements and gaps in the context of European targets 	

BANGLADESH GENDER STRATEGY FOR 2016–2020 (2015)²³

Gender Strategy for the Seventh Plan

The gender vision of the 7th Five Year Plan is that of establishing “a country where men and women will have equal opportunities and rights and women will be recognized as equal contributors in economic, social and political development”. The mission is to ensure women’s advancement as self-reliant human beings and reduce discriminatory barriers by taking both developmental and institutional measures. Gender equality and women’s empowerment agenda for the 7th FYP is based on pursuing strategies and actions that not only enhance women’s capabilities and access to resources and opportunities but also address the control over resources, decision making, reducing the barriers in structures and institutions and aim at changing social norms and protecting their rights are critical to integrate within the plan. Establishing monitoring, oversight and accountability mechanisms is equally important. The framework for women’s empowerment and gender equality comprises of 4 areas of strategic objectives:

Improve women’s human capabilities: This deals with women’s and girls’ access to health care, life expectancy, nutrition, reproductive health, education, information, training, and other services that enables women to achieve better health and educational outcomes. This also includes women’s freedom from violence and coercion.

Increase women’s economic benefits: This relates to women’s access to or control over productive assets, resources, services, skills, property, employment, income, information, technology, financial services, and other economic opportunities including community resources like land, water, forest, etc.

Enhance women’s voice and agency: This pertains to women’s role as decision makers in public and private spheres including politics and promotion of their leadership is considered here. Changed attitudes on women’s and girls’ rights, women’s enhanced knowledge of their rights and increasing their bargaining power are reflected on.

Create an enabling environment for women’s advancement: The socio-political environment, legal and policy support, and congenial social norms are the key in this area. Oversight, enforcement of laws, regular collection of sex-disaggregated data, gender and social analysis skills including the capacity to develop, implement, and monitor gender strategies, understanding of gender issues in the sector are the key areas.

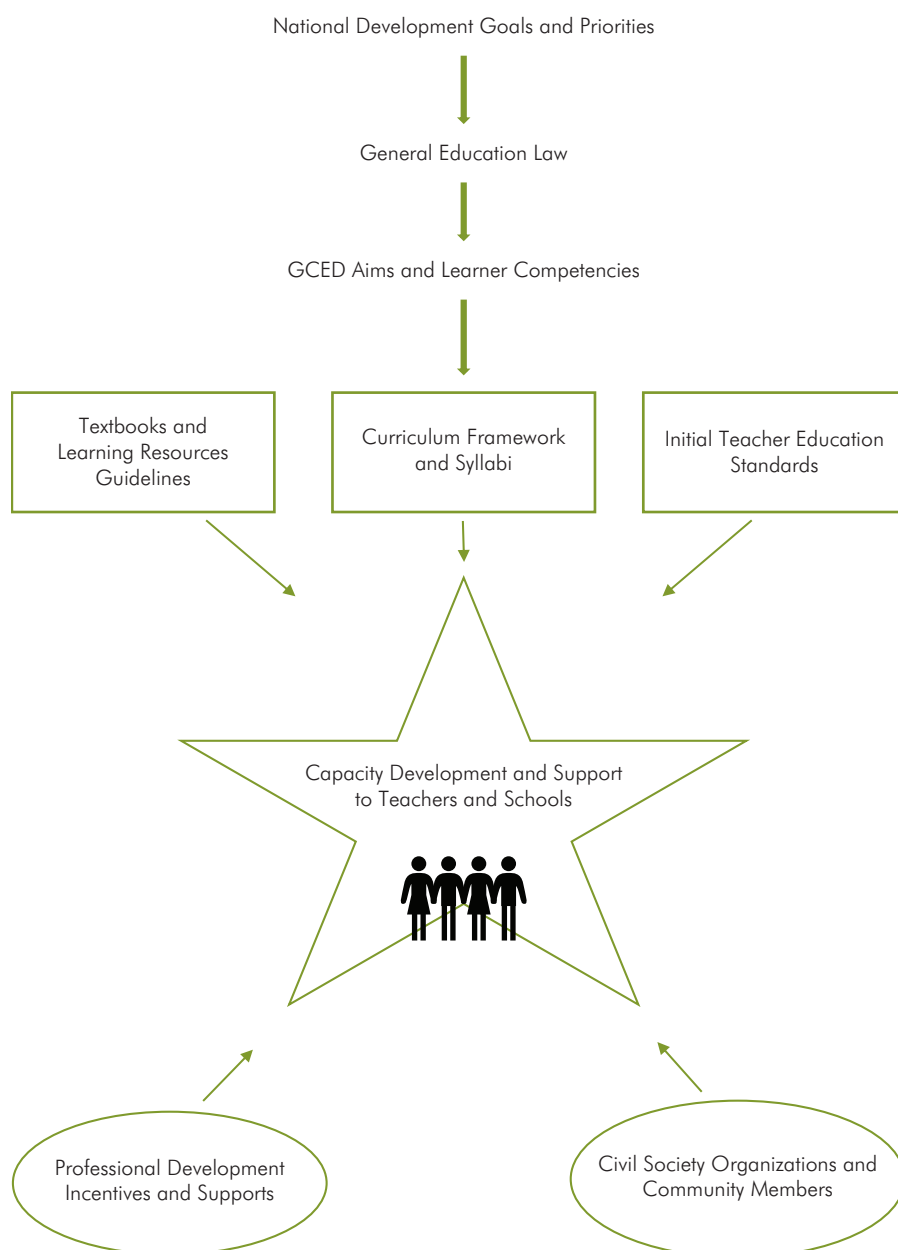
To implement these strategic objectives, seven action areas have been identified that will contribute in achieving results in these four areas.

1. Increase access to human development opportunities
2. Enhance access to and control over productive resources
3. Increase participation and decision making
4. Establish conducive legal and regulatory environment
5. Improve institutional capacity, accountability and oversight
6. Increase protection and resilience from crisis and shocks
7. Promote positive social norms

²³ Government of the People’s Republic of Bangladesh, General Economics Division, Planning Commission (2015, pp. 654–655).

APPENDIX 2.3

Intersecting policy frameworks for GCED



APPENDIX 2.4

GCED Key Learner Attributes²⁴

KEY LEARNER ATTRIBUTES

Cognitive: *Informed and Critically Literate*

- Know about local, national and global issues, governance systems and structures
- Understand the interdependence and connections of global and local concerns
- Develop skills for critical inquiry and analysis

Socio-Emotional: *Socially Connected and Respectful of Diversity*

- Cultivate and manage identities, relationships and feelings of belonging
- Share values and responsibilities based on human rights
- Develop attitudes to appreciate and respect differences and diversity

Behavioural: *Ethically Responsible and Engaged*

- Cultivate appropriate skills, values, beliefs and attitudes
- Demonstrate personal and social responsibility for a peaceful and sustainable world
- Develop motivation and willingness to care for the common good

²⁴ UNESCO (2015a, p. 29).

APPENDIX 2.5

Worksheet for GCED policy planning processes

KEY POLICY AREA: _____

Goals (e.g. flexibility in designing policy)	Key activities (e.g. consultation with regional administrators)	Responsible bodies (e.g. MoE, Curriculum Development Dept.)	Key deadlines (e.g. survey administered in Q2)	Resources required (e.g. 15 days for MoE staff)
1.	1.1			
	1.2			
2.	2.1			
	2.2			
3.	3.1			
	3.2			
4.	4.1			
	4.2			
5.	5.1			
	5.2			

NOTES

A series of horizontal dashed lines for writing notes.





CURRICULUM



© IBE-UNESCO

MODULE 3

MODULE 3

INTRODUCTION

This module focuses on reconceptualizing curricula, primarily the national and sub-national curriculum frameworks. The goal is to infuse the GCED approach into all levels of the education system, from standards at the national policy level to learning resources in the individual classroom. The users' engagement with activities in earlier modules have clarified the national approach to GCED, whose goals and pedagogy reflect a humanistic world vision. UNESCO suggests that users maintain a focus on a holistic curriculum approach that involves engaging teachers and learners, and that utilizes a pedagogy with values oriented toward social justice, "...for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable" (UNESCO, 2014b, p. 9).

The activities in this module guide the user through the stages of designing and developing a GCED curriculum. Curriculum is at the core of education systems. It determines content, learning, teaching and assessment by describing the what, the why, the how and how well students should learn and by ensuring that these elements reflect the principles of quality, equality, inclusion and relevance (IBE-UNESCO, 2013b; 2015). In this respect, curriculum realizes a broader vision of schooling's overall objectives. Curriculum is indispensable for promoting education quality, effective lifelong learning and holistic development. Holistic development can be nurtured and attained if such values as integrity, respect for diversity, commitment to sustainable lifestyles and accountability for local and global actions are embedded in the education system (IBE-UNESCO, 2015; Marope, 2017). This is why a GCED curriculum must address concerns for global justice, right, peace and stability, among other challenges of the 21st century and the 4th Industrial Revolution (Marope, 2017; Operti, 2017).

In discussing curriculum, it is also important to define whether it is *intended*, that is, a set of formal documents specifying the expected learning content and outcomes; *implemented*, that is, the actual teaching and learning activities; or *attained*, indicating "the knowledge, understanding, skills and attitudes that learners acquire as a result of teaching and learning" or experienced by teachers and learners (IBE-UNESCO, 2013a, p. 6).

An important step in clarifying the intended GCED curriculum is identifying learning outcomes. This is closely associated with UNESCO's GCED key learner attributes presented in Appendix 2.4²⁵, as well as the concept of learner competencies. Learning outcomes should be developed in association with the specific approach to globalization and education at the national level, as discussed in Activity 2 in Module 2, *Formulating National GCED Policies*. This curriculum module facilitates a process for developing a conceptual GCED framework that derives from the user's earlier work in clarifying the national orientation towards globalization and education, and that also incorporates learner competencies. The process of formulating a conceptual framework for GCED is at the heart of the GCED effort in an education system. The GCED conceptual framework and the associated learner competencies are the basis for related materials, teacher training and, of course, the implemented curriculum.

²⁵ Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

GCED curriculum planning processes entail understanding the different strategies that can be used in the school setting, in conjunction with the realistic opportunities in the user's country. Therefore, this module helps in considering the relative advantages and disadvantages of each strategy and in building a local implementation strategy, with inspiration from case examples from a range of contexts.

Every country context is different and will have its own assortment of values and interests that influence the vision for GCED. The activities in this module invite users to reflect critically on examples from other national environments in order to select the conceptual framework, the learner competencies and the implementation strategies that are most appropriate for their own situation.

The activities of the module focus on the following:

1. Defining key GCED learner competencies
2. Identifying GCED topics and learning objectives
3. Mapping the presence of GCED topics and learning objectives in the current subject-specific curriculum
4. Determining strategies for delivering GCED in schools and classrooms
5. Planning for the future presence of GCED topics and learning objectives in existing subject-specific curriculum

The responsibility for curriculum development may be shared among national and sub-national curriculum developers, depending upon an education system's level of centralization or de-centralization. This module is intended to be useful to all of these persons. Consistent with the overarching participatory orientation of this *Resource Pack*, this module invites inclusive, participatory action in the area of curriculum design through a series of activities that promote dialogue with a range of stakeholders: practitioners, subject specialists, teacher trainers, teachers, textbook writers, among others.



Key words

Curriculum, curriculum development, curriculum mapping study, learner competencies, learning objectives

ACTIVITY 1

Defining GCED key learner competencies

In Module 2, users identified the most appropriate overarching approach to globalization and education for their national context (Module 2, Activity 2). A natural bridge between a broad rationale for GCED in the education system and specific curriculum frameworks is a set of wide-ranging learner competencies. Such competencies are usually written so that they can influence specific learning outcomes and topics that can apply in a range of GCED curriculum strategies.

IBE-UNESCO defines 'competence' in this way:

Within the European Union an area of competence is defined as a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values (CEDEFOP, 2011). Competences can be domain-specific, e.g. relating to knowledge, skills and attitudes within one specific subject or discipline, or general/transversal because they have relevance to all domains/subjects. In some contexts, the term 'skills' (in a broader sense) is sometimes used as an equivalent of 'competences.' See also 'Key competences/competencies or skills' (IBE-UNESCO, 2013a).

A 'competency' is understood as an aptitude that is comprised of distinct and inter-linking knowledge, skills and attitudes. The term denotes something of greater substance than only one piece of knowledge or one skill. Its worth of developing both broad competency and specific key competencies across the curriculum has been highly recognized in many contexts (IBE-UNESCO, 2017b).

Key competencies may be identified differently across the education systems in different contexts. For example, key competencies might include reasoning competencies (such as problem-solving and critical thinking); intrapersonal competencies (e.g. self-concept); interpersonal competencies (e.g. the ability to function democratically in a group) and positional competencies (e.g. the ability to cope with complexity) (Rychen and Tiana, 2004, p. 51). National educational goals may be sufficiently broad (for example, becoming an active member of society) that their relationship to GCED is direct and clear. GCED competencies also connect to the right to education and to broad human rights standards and principles.

In some cases, key learner competencies are associated explicitly with a specific content or subject; citizenship competencies in the area of Social Studies is one example. In educational systems where such skills as 'civic competence' are not named as a key competence, GCED approaches can assist the schooling system in

meeting its wider competency goals. For example, GCED approaches typically incorporate critical analysis and reasoning, problem solving and active participation, which link reasonably to other key competencies such as 'sense of initiative'. This short-term strategy might allow schooling systems to recognize the support that GCED offers in realizing their goals and to position GCED for future expansion.

UNESCO's 2015 publication "Global Citizenship Education: Topics and learning objectives" contains key learner attributes and competencies (See Appendix 2.4). These competencies provide an excellent starting point for discussing relevant competencies in the user's national education system, taking into account the overall approach to globalization and education, and the role of GCED. This initial discussion of GCED learner competencies should occur within a curriculum policy environment that has its own processes for revising and implementing curriculum. The user will thus ultimately shape the intended GCED curriculum, considering both aspirations and practical considerations. Clearly and importantly, the consultation process for identifying and agreeing on both broad competencies and GCED learner competencies should involve diverse stakeholders.



Focus of the activity

This activity facilitates an analysis and discussion for formulating both the broad competencies and the GCED learner competencies that are most valued in the user's country. This activity may be used as part of an actual, multi-stakeholder effort to draft general GCED learner competencies. If so, organizers will want to include any existing and relevant general learner competencies in relation to the national goals for education or school-level learner outcomes.

TASK 1: Work in small groups

- a. Review the examples of transversal competencies from Andorra and Ireland (Appendix 3.1)
- b. Of these two examples, discuss which style of formulating learner competencies you find most relevant for your context and why. Which specific competencies do you consider to be linked to GCED and why?
- c. Based on this reflection, review any existing general learner competencies that are relevant from your national context and make a list.

TASK 2: Individual work

- a. Review UNESCO's GCED key learner attributes (Appendix 2.4).
- b. Highlight those GCED competencies that you consider to be relevant and important in your country.
- c. Which competencies might be further specified? Which competencies might be added to this list? Create a list of new competencies to share with your small group.

TASK 3: Work in small groups

- a. Share and discuss the results of these individual efforts. Identify areas of agreement, including both the content and the language of GCED learner competencies.
- b. Now review the national list of learner competencies from Task 2. Discuss if and how GCED learner competencies might be linked with these existing competencies.
- c. Develop an initial set of GCED general learner competencies

TASK 4: Plenary sharing and discussion

- a. Small groups share their results in the plenary.
- b. Debrief on areas of agreement and disagreement across the small groups. Try to develop an initial set of GCED learner competencies.
- c. As time allows, review the draft set of GCED general learner competencies, applying the review criteria in Appendix 3.2.
- d. Plan effective strategies for an extended discussion on developing a set of GCED learner competencies involving a variety of stakeholders who are reflecting upon Task 4-b.



Result of the activity

Draft GCED Learner Competencies (working document).



ACTIVITY 2

Identifying GCED topics and learning objectives

Infusing specific curriculum with GCED is an iterative process. Detailed work on curriculum revision follows agreement on the overall GCED approach (as the Introductory Module addressed), discussions on the general GCED curricular framework (as covered in the National Policies module) and a consensus on learner competencies that will result from a holistic GCED curriculum approach (Activity 1 in this module).

UNESCO's publication "Global Citizenship Education: Topics and learning objectives" (2015) contains comprehensive suggestions for learning outcomes and topics, organized by education level. These suggestions provide an excellent starting point for discussing relevant areas in the user's national education system.

This discussion of GCED curricular topics and learning objectives will occur within an existing curriculum policy environment that has its own processes for curriculum revision and implementation. Ultimately, the user will shape the intended GCED curriculum, taking both aspirations and practical considerations into account.



Focus of the activity

This activity will facilitate an analysis and discussion on the GCED topics and learning objectives that are most sought in the user's national context. This activity may serve as part of an actual, multi-stakeholder effort to draft a working curriculum framework. Organizers will then want to incorporate any relevant conceptual frameworks that the national education system already has in place.

TASK 1: Work in small groups (optional warm-up task)

- a. Review the conceptual framework developed for peace education in Nepal (Appendix 3.3).
- b. Discuss what is appealing about the organization of this conceptual framework. Which ideas, if any, might apply to developing a GCED conceptual framework?

TASK 2: Individual work

- a. Review UNESCO's GCED topics and learning objectives (Appendix 3.4).
- b. Rate each of the GCED learning objectives on which are most important and relevant for your context. Apply a rating scale of 1 to 3, with 1 representing 'less important', 2 representing 'fairly important' and 3 representing 'highly important'. Prepare reasons to justify your rankings.

TASK 3: Work in small groups

- a. Share the results of your individual deliberations. Identify areas of agreement as well as disagreement.
- b. Review and discuss the GCED conceptual framework from Northern Ireland and the author's considerations (Appendix 3.5).
- c. Identify any terms or concepts that are unclear or potentially controversial and which, per the group's agreement, require further discussion.

TASK 4: Plenary sharing and discussion

- a. Small groups share their results.
- b. Debrief on areas of agreement and disagreement across the small groups and discuss the implications for a comprehensive GCED conceptual framework in your country.
- c. If relevant, present any existing conceptual frameworks that intersect with GCED. Further discuss the implications for a comprehensive GCED conceptual framework, including content and strategy for implementation.



Result of the activity

Draft GCED Topics and Learning Objectives (working document).



ACTIVITY 3

Mapping the presence of GCED topics and learning objectives within existing subject-specific curriculum

The previous activities in this module have suggested analyzing the key curriculum policies and strategies currently in effect in the user's country. In this activity, the curriculum analysis focuses on finer levels of detail. Reviewing the curriculum of individual subjects – from identifying learning objectives to weighing different delivery approaches – sets the stage for subsequent planning: building, strengthening, and expanding existing practices for GCED. This review may lead to suggested programming changes, not only in certain subjects but also to school-wide efforts. The intent here is *not* to eliminate existing practices and replace them with abstract notion of GCED. Rather, curriculum developers – working with other stakeholders – can look towards mobilizing local and individual experiences, identities, and cultures that can be incorporated for the broader global purposes of GCED.

Appendix 3.6 presents types of curriculum and procedures for analysis. A curriculum review typically involves a review of the *official, or written, curriculum* which is usually laid out in such documents as curriculum frameworks, syllabi (subject-specific curricula), textbooks and other learning materials for pupils, teacher manuals, learner exercise books and assessment guides. GCED values and approaches may be embedded within existing subjects or in other approaches, such as education for sustainable development. Reviewers have looked for evidence of GCED content through key competencies, learner objectives and themes. In the Introductory Module (Activity 3), users applied UNESCO's GCED indicator matrix (IBE-UNESCO, 2017a, p. 14). This matrix – or one adapted to the GCED priorities of the user's context – might be used for a fine-grained analysis of GCED's presence within the existing curriculum. Regardless of which analytical framework is applied, it should reflect an agreement among policymakers and local stakeholders on the meaning of key GCED terms and concepts, on the key learner competencies and on the conceptual framework that has been identified for the national setting.

In addition to searching for 'coverage' in a mapping study, this research can reveal other important features of existing curriculum efforts that may affect the treatment and status of GCED in the national curriculum. For example, are GCED themes represented in those places where GCED-related topics are already being presented? Do all students participate in this learning? Are the topics presented using a student-centred pedagogy? Regarding student centrality, Ladson-Billings's (1995) notion of culturally relevant pedagogy, which requires the development and maintenance of students' cultural competence, merits consideration. Ideally, teaching will incorporate and value the various cultures that students bring with them to the classroom, and the teacher will use them as a vehicle for learning (pp. 160–161). In the context of GCED, it is important that students respect differences and diversity within national borders as well as within classroom walls.

Examining official subject-specific guidelines and associated curriculum supports, such as learning materials, is the usual way to review learning objectives and the mapping of themes. Educators and other key stakeholders must be involved in this process. In Armenia, for example, a small number of focus groups were conducted with the teachers of human rights and civic education in order to determine the teachers' opinions on the overall quality of subject plans, textbooks, teacher manuals, methods and teacher training, and the obstacles to human rights education in schools.

How GCED emerges in curriculum frameworks will likely be a marriage between GCED's aspirations and the opportunities for integrating GCED into existing curriculum standards and processes. A mapping study can help with identifying likely starting points for developing a deeper and more comprehensive treatment of GCED topics, values and hands-on activities. The process of the mapping study can be part of ongoing learning and decision-making regarding the natural place for GCED in a curriculum, building on culturally relevant themes and values. These local values can, in turn, be mobilized as rationales for the global citizenship approach to education, as well as starting points for expanding the global citizenship approach.

One positive side effect of a curriculum mapping study is that it can be used to mobilize interest in and understanding of GCED.



Focus of the activity

This activity will facilitate an analysis and a discussion on the presence of GCED topics and learning objectives, using examples from Australia and Finland. It illustrates how curriculum mapping can be conducted. Actual documents from the user's country will be substituted for those provided in this activity.

TASK 1: Work in small groups or in plenary

- a. Review the Australian example of transversal integration of human rights within English, History and Geography (Appendix 3.7).
- b. Applying either UNESCO's Topics and Learning Objectives for *lower secondary school* (2015, pp. 31–40), or the draft GCED Learner Competencies and draft Topics and Learning Outcomes documents developed in Activities 1 and 2, analyse the Australian "Content Description" for links with GCED Topics and Learning Objectives. (Ignore the "Human Rights Examples" for now.) Which elements of UNESCO's GCED framework are reflected in the Australian learning content in this example?
- c. After the group has completed this mini-mapping exercise and agreed on the existing GCED links, brainstorm the GCED examples that might be added.

TASK 2: Work in small groups

- a. Each group is assigned one of the following learning dimensions: *cognitive, socio-emotional/values or behavioural/skills*.
- b. Applying the related learning dimension for the *upper primary school section* and *lower secondary section* from UNESCO's Topics and Learning Objectives (2015, pp. 31–40; and Appendix 3.4), review the related learning dimension for grade 4-6 and 7-9 in the Finnish National Curriculum for Basic Education 2014 (Appendix 3.7). For example, if you are in a group that is looking at behavioural/skills, compare what is included in UNESCO's GCED framework related to behavioural/skills for the upper primary school level) and lower secondary school level from the Finnish examples of learning objectives.
 - What do these two curriculum sources have in common? What is different?
 - Based on UNESCO's framework, what aspects of GCED are not covered in the Finnish National Curriculum?
 - Where has Finnish curriculum placed greater emphasis?

TASK 3: Plenary discussion

- a. Each group shares the results of Tasks 1 and 2.
- b. Based on these results, discuss the implications for any curriculum mapping study. What needs to be further refined within the key GCED learner competencies and themes and learning objectives in order for any mapping study to be effective in identifying areas for curriculum development?

TASK 4: Work in small groups

- a. Based on the plenary discussion, make a list of the challenges/idiosyncrasies of your country and of their implications for a curriculum mapping study.
- b. Draft a plan reflecting how curriculum mapping will take place in your local context, including goals, sources and persons responsible.



Result of the activity

Possible refinement of earlier GCED planning documents and plans to carry out a curriculum mapping study.

ACTIVITY 4

Determining strategies for delivering GCED in schools and classrooms

The key GCED learner competencies and topics/learning objectives developed in the first two activities in this module reflect the overarching approach to GCED in the user's education system. A closely linked next step is identifying general strategies for delivering GCED curriculum. The implementation strategies for schools and classrooms can be varied, including curriculum content and approaches, as well as whole school approaches, extracurricular activities and links with the community. The latter is addressed in the module on the Whole School Approach.

Broad strategies for implementing GCED in formal education are:

- A cross-curricular or transversal approach that integrates key GCED themes, learning objectives and learner-centred pedagogy across teaching and learning in different subjects;
- A stand-alone GCED subject;
- The infusion of GCED themes and approaches primarily in a few subjects; and
- Whole School activities and practices, including extracurricular clubs for students, experiential learning and community partnerships.

Because UNESCO encourages a holistic approach (2015), the GCED curriculum strategy is ultimately cross-disciplinary and not restricted to a single subject.

Many considerations, which are explored in this activity, will influence the decisions related to strategies for delivering GCED at the school level. A curriculum can often become overcrowded, which might lead to applying GCED content and approaches thematically across several subjects or even school-wide, incorporating methodologies that link the student with contemporary issues in their community.

Through the efforts of dedicated teachers, school management and partnerships with civil society organizations, strategies for implementing GCED are being put into place. Inspiring instances of GCED in practice can be found inside the user's country or abroad, and can be identified by consulting with experts, stakeholder groups and GCED-related networks.

Identifying promising examples of GCED in practice requires that a user can assess carefully the value and relevance of these practices for that particular country. Effective practices are based not only on their design but their 'fit'. This matching therefore includes considering the values and the perspective of those implementing GCED practice, the conditions of schools and classrooms, access to technology, and resources for field trips and for other local cultural and social happenings. Many exciting GCED possibilities exist and will continue to develop, particularly through the use of new technologies.



Focus of the activity

This activity facilitates an analysis of the different strategies that may be used in implementing GCED in formal education. This activity may be used as part of an actual, multi-stakeholder effort to draft a curriculum strategy for GCED.

TASK 1: Work in small groups

- a. Divide participants into small groups and assign to each one of the following education levels: pre-primary and lower primary (5–9 years); upper primary (9–12 years); lower secondary (12–15 years); upper secondary (15–18 years). Each of these education levels should be covered by at least one group.
- b. Review UNESCO's detailed GCED topics and learning objectives for your education level (2015, pp. 32–40).
- c. Discuss these various applications of GCED: (i) a cross-curricular approach; (ii) a stand-alone subject; (iii) a thematic integration of GCED within key subjects; and (iv) whole-school activities and practices. Which of these strategies seems most appropriate for your education level and why? Which seems less appropriate and why? Write down an idea on how you would address each topic using your chosen application strategy(ies).

TASK 2: Plenary discussion

- a. Small groups share their conclusions.
- b. Identify the areas of agreement for a curriculum strategy within particular levels of education (for example, lower secondary), and across levels.
- c. Reflect on these conclusions in light of the existing general curriculum strategies in the user's context. Could GCED emulate these general strategies or link with them? How might these reflections influence your broad GCED curriculum strategy?
- d. Now, consider the results of the earlier activities in this module, including potential key GCED learner competencies as well as curriculum themes and learning objectives. Does this content influence your initial ideas about GCED curriculum strategies? Revise elements of the GCED curriculum strategy accordingly.



Result of the activity

Draft of GCED general curriculum strategies.

ACTIVITY 5

Planning for the presence of GCED themes and learning objectives within existing subject-specific curriculum

Preparing a GCED curriculum plan will probably include building GCED into existing subject-specific curriculum frameworks. For example, an existing social science curriculum that touches on local environmental issues may now integrate links to national and international issues. A humanities curriculum that addresses issues of our common humanity identity and diversity in the school might now link up with globalization, migration and the fourth industrial revolution.

Just as the mini-mapping exercises in Activity 3 required a detailed review of existing curricula, so too will any modification of existing subject curriculum. Integrating GCED will reflect the language and frames of learning objectives and learner outcomes currently in use. IBE-UNESCO offers a comprehensive treatment of curriculum design in the 2018 *Training Tools for Curriculum Development: A Resource Pack*. The user is invited to consult this resource as needed, since this module does not address these steps.



Focus of the activity

This activity facilitates the development of GCED learning outcomes within existing subject curricula in the Social Sciences (Iraq) and Humanities (Singapore) or both (Canada). This activity may be used as part of an actual, multi-stakeholder effort to integrate GCED themes into subject-based curriculum in the user's country.

TASK 1: Work in small groups

- a. Review the Iraqi Social Studies syllabus (Appendix 3.8) or an alternative subject guide from the participants' national settings. Organizers will then want to bring any relevant subject-specific frameworks for review.
Using UNESCO's Topics and Learning Objectives for GCED (Appendix 3.4) (or the draft GCED Learner Competencies and GCED Topics and Learning Objectives in the user's country from Activities 1 and 2), identify existing GCED elements. Which aims, learning outcomes, learner competencies or approaches can you detect in the Iraqi Social Studies curriculum goals that are linked with GCED?
- b. Discuss changes that could be made to the Iraqi Social Studies curriculum to strengthen the GCED presence in both a holistic and comprehensive way.

TASK 2: Work in small groups

- a. Repeat the above steps for the Singapore (English language and linguistic skills) curriculum example, the Ontario (Canada) Social Sciences and Humanities framework in Appendix 3.8 or an alternative curriculum framework from the participants' countries.

TASK 3: Plenary discussion

- a. Share the results of the small group activities. Discuss the implications for any curriculum revision or development that might be undertaken in your country.
 - Within the GCED key learner competencies and conceptual framework, what needs further refining in order to facilitate any revision of the existing subject curricula?
 - What are the opportunities for subject-specific curriculum revision in the upcoming time period?
 - Taking into account technical requirements, lines of authority and those who will be responsible for implementing the intended curriculum, who needs to be involved in this process?
- b. Brainstorm an initial multi-year strategy for revising existing subject curricula as part of implementing the broad curriculum strategies in Activity 4 in this module.



Result of the activity

Preliminary GCED integration within existing subject curricula and an initial multi-year strategy for revising existing plan for subject curricula.

APPENDIX 3.1

National examples of transversal competencies: Andorra and Ireland

ANDORRA: KEY COMPETENCIES FOR GRADUATES OF SECONDARY SCHOOL²⁶

At the end of secondary education at an Andorran school, pupils will have developed seven key skills for life in 21st century Andorran society and for moving on to higher education. These skills, which will be further developed throughout their lives, are vitally necessary in order to cope with the challenges of today's Andorran and European society, what are characterised primarily by a variety of interacting languages and cultures.

The seven key skills developed by the end of compulsory schooling in Andorra are:

1. Social and democratic citizenship skills
2. Plurilingual communication skills
3. Mathematical, scientific and technological skills
4. Digital skills
5. Cultural and artistic skills
6. Learning skills
7. Personal independence and entrepreneurial skills

For each key competence, a description of general knowledge, skills and attitudes, and a brief guideline for teaching and learning these elements are provided.

²⁶ Ministry of Education of Andorra (2014).

IRELAND: 24 STATEMENTS OF LEARNING FOR THE JUNIOR CYCLE²⁷

The student:

- 1.** communicates effectively using a variety of means in a range of contexts in L1*
- 2.** listens, speaks, reads and writes in L2 and one other language at a level of proficiency that is appropriate to her or his ability
- 3.** creates, appreciates and critically interprets a wide range of texts
- 4.** creates and presents artistic works and appreciates the process and skills involved
- 5.** has an awareness of personal values and an understanding of the process of moral decision making
- 6.** appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 7.** values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
- 8.** values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- 9.** understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 10.** has the awareness, knowledge, skills, values and motivation to live sustainably
- 11.** takes action to safeguard and promote her/his wellbeing and that of others
- 12.** is a confident and competent participant in physical activity and is motivated to be physically active
- 13.** understands the importance of food and diet in making healthy lifestyle choices
- 14.** makes informed financial decisions and develops good consumer skills
- 15.** recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
- 16.** describes, illustrates, interprets, predicts and explains patterns and relationships
- 17.** devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
- 18.** observes and evaluates empirical events and processes and draws valid deductions and conclusions
- 19.** values the role and contribution of science and technology to society, and their personal, social and global importance
- 20.** uses appropriate technologies in meeting a design challenge
- 21.** applies practical skills as she/he develop models and products using a variety of materials and technologies
- 22.** takes initiative, is innovative and develops entrepreneurial skills
- 23.** brings an idea from conception to realisation
- 24.** uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

*L1 is the language medium of the school (English in English-medium schools; Irish in Irish-medium schools).
L2 is the second language (Irish in English-medium schools; English in Irish-medium schools).

²⁷ Department of Education and Skills of Ireland (2015, p. 12).

APPENDIX 3.2

Criteria for reviewing competency quality²⁸

The development of overarching competencies will be informed by an understanding of shared values and principles, such as those related to democracy, human rights, peace and sustainable development. Within this process, a number of criteria are applicable:

- The key competencies should be highly regarded and have measurable benefits;
- The key competencies should benefit a wide spectrum of contexts: that is, they can be applied transversally in different social, political and economic contexts;
- The key competencies should be important to all individuals: that is, everyone should aspire to develop and maintain them.

²⁸ OECD (2005).

APPENDIX 3.3

National example of peace education conceptual framework: Nepal²⁹

NEPAL CURRICULUM REFORM: PEACE EDUCATION OUTCOMES AND RELATED HUMAN RIGHTS CONTENT FOR LOWER SECONDARY LEVEL

LEARNER OUTCOMES	HUMAN RIGHTS-RELATED CONTENT
<ul style="list-style-type: none"> ■ Preparation of good citizens ■ Development of positive thinking ■ Respect to labor of any kinds ■ Respect to the democracy ■ Self-reliance ■ International relationship 	<p>1. Area: Our traditions, social norms and values</p> <p>Focused on: Social and religious harmony, unity in diversity (among and between ethnicity, language groups, etc.), co-operation, respect to the labor, etc.</p> <p>2. Area: Society, societal problems and malpractices</p> <p>Focused on: Social life, social interrelationships, social problems and their resolutions, social mal practices and their preventive ways</p> <p>3. Area: Civic duties and responsibility</p> <p>Focused on: Characters of citizens, civil rights, family and social duties, child rights, constitution and democracy, role of citizens in social activities, non-discrimination, help and support to the persons with disabilities, self- discipline, respect to the religious diversity, etc.</p> <p>4. Area: International cooperation</p> <p>Focused on: Peace and co-operation, role of Nepal in the international community, especially on peace</p> <p>5. Area: Constitution and democracy</p> <p>Focused on: constitution, democracy, child rights, fundamental rights, rule of law, fundamental aspects of child rights, role of citizen in democracy</p>

²⁹Smith (2015).

APPENDIX 3.4

GCED topics and learning objectives (2015)³⁰

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary [5-9 years]	Upper primary [9-12 years]	Lower secondary [12-15 years]	Upper secondary [15-18+ years]
1. Local, national and global systems and structures	Describe how the local environment is organised and how it relates to the wider world, and introduce the concept of citizenship	Identify governance structures, decision-making processes and dimensions of citizenship	Discuss how global governance structures interact with national and local structures and explore global citizenship	Critically analyse global governance systems, structures and processes and assess implications for global citizenship
2. Issues affecting interaction and connectedness of communities at local, national and global levels	List key local, national and global issues and explore how these may be connected	Investigate the reasons behind major common global concerns and their impact at national and local levels	Assess the root causes of major local, national and global issues and the interconnectedness of local and global factors	Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses
3. Underlying assumptions and power dynamics	Name different sources of information and develop basic skills for inquiry	Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Investigate underlying assumptions and describe inequalities and power dynamics	Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance
4. Different levels of identity	Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Examine different levels of identity and their implications for managing relationships with others	Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Critically examine ways in which different levels of identity interact and live peacefully with different social groups

³⁰ UNESCO (2015, p. 31).

TOPICS	LEARNING OBJECTIVES			
	Pre-primary & lower primary [5-9 years]	Upper primary [9-12 years]	Lower secondary [12-15 years]	Upper secondary [15-18+ years]
5. Different communities, people belong to and how these are connected	Illustrate differences and connections between different social groups	Compare and contrast shared and different social, cultural and legal norms	Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups	Critically assess connectedness between different groups, communities and countries
6. Difference and respect for diversity	Distinguish between sameness and difference, and recognise that everyone has rights and responsibilities	Cultivate good relationships with diverse individuals and groups	Debate on the benefits and challenges of difference and diversity	Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives
7. Actions that can be taken individually and collectively	Explore possible ways of taking action to improve the world we live in	Discuss the importance of individual and collective action and engage in community work	Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Develop and apply skills for effective civic engagement
8. Ethically responsible behaviour	Discuss how our choices and actions affect other people and the planet and adopt responsible behaviour	Understand the concepts of social justice and ethical responsibility and learn how to apply them in everyday life	Analyse the challenges and dilemmas associated with social justice and ethical responsibility and consider the implications for individual and collective action	Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality
9. Getting engaged and taking action	Recognise the importance and benefits of civic engagement	Identify opportunities for engagement and initiate action	Develop and apply skills for active engagement and take action to promote common good	Propose action for and become agents of positive change

APPENDIX 3.5

National example of GCED conceptual framework: Northern Ireland³¹

LOCAL AND GLOBAL CITIZENSHIP

The conceptual framework comprises four closely interrelated thematic areas, each of which is to be explored through issues using enquiry-based, active and participatory approaches to teaching and learning in local and global contexts:

- Diversity and inclusion;
- Equality and social justice;
- Democracy and active participation;
- Human rights and social responsibility.

The concepts were identified as being problematic in that they are often contested and give rise to issues that are open to multiple, conflicting and changing interpretations. ‘Citizenship’ is itself a contested term and the particular circumstances of Northern Ireland add their own nuance. For example, the conflicting and diverse expressions of national identity in Northern Ireland make any citizenship programme based on national identity untenable. From an early stage, the pilot identified human rights and associated social responsibilities as being the basis for the citizenship programme. McCully argues that the “radical aspects of the Northern Ireland programme should not be underestimated in that it seeks to move beyond disputed national identities to define citizenship in terms of rights and responsibilities.”

Rather than cultivating compliance or attempting to induct young people into a specific identity, the intention was to engage young people in authentic consideration of serious issues related to respect for human rights and to create opportunities for the emergence of new ways of thinking, of doing and of being a citizen. The focus was on teaching young people *how* to think and *how* to do, not *what* to think or *what* to do. Consequently, the emphasis is less on promoting individual attitudinal change than on developing an understanding of how to participate in a diverse society.

³¹ Arlow (2012, pp. 94–95).

APPENDIX 3.6

Type of curriculum and procedures for analysis³²

TYPE OF CURRICULUM EXAMINED	PROCEDURES	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 stakeholder opinions	Interview guides Observation protocols Questionnaires (could be different for experts and other stakeholders, such as parents or business representatives) Focus group guides Interview guides
Effective/realized/learned/achieved curriculum	Analysis of student outcomes and results (i.e. student work, results of examinations and tests, longitudinal analysis, assessment of student progress)	Analytical frameworks Statistical analysis Coding schemes (i.e. to quantify aspects in student works)
Hidden curriculum	Analysis of media messages Inquiring stakeholder opinions	Analytical frameworks Coding schemes (i.e. to analyse Media messages that may or not support the written curriculum) Questionnaires and interview guides Focus group guides

³² Georgescu (2013, pp. 28–29).

APPENDIX 3.7

Example of cross-curricular approaches: Australia and Finland

AUSTRALIA: GCED CROSS-CURRICULAR APPROACH THROUGH HUMAN RIGHTS³³

In Australia, a cross-curricular approach features three priorities linked to GCED: *Sustainability*; *Asia and Australia's links with Asia*; and *Aboriginal and Torres Strait Islander Histories and Cultures* (Australian Human Rights Commission, 2011). Using a guidebook called "Human Rights Examples for the Australian Curriculum" (Australian Human Rights Commission, 2014), teachers can identify practical opportunities for human rights-related content across school subjects (English, History, Geography, Science and Mathematics). Table below shows recommended key learning areas for three subjects and associated human rights examples that can be used.

YEAR 1

CODE	CONTENT DESCRIPTION	HUMAN RIGHTS EXAMPLE
English		
ACELA1443	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others.	Using the Auslan Sign Bank to demonstrate and teach Auslan words.
ACELY1656	Engage in conversation and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.	Valuing listening, questioning and positive body language and being respectful of gender differences.
ACELY1788	Use interaction skills including turn-taking, recognizing the contributions of all others, speaking clearly and using appropriate volume and pace.	Identifying respectful interaction skills including group and pair work in order to make sure that all students have the opportunity to participate regardless of gender, disability or culture.
History		
ACHHK028	Differences in family structures and roles today, and how these have changed or remained the same over time.	Exploring diverse family structures and identify the diverse roles that different family members have including focusing on non-stereotypical gender roles.

³³ Australian Human Rights Commission (2011; 2014).

CODE	CONTENT DESCRIPTION	HUMAN RIGHTS EXAMPLE
Geography		
ACHGK005	The natural, managed and constructed features of places, their location, how they change and how they can be cared for.	Supporting students in their right to participate in activities that affect their community such as caring for bushland, a garden or keeping the environment clean in their local area or school.
ACHGK008	The way that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes.	Describing and demonstrating how the classroom or school can be inclusive of people with disability.
Science		
ACSHE022	People use science in their daily lives, including when caring for their environment and living things.	Connecting technologies used by Aboriginal and Torres Strait Islander peoples with rights to maintain culture. Implementing ways that students can practice their right to participate in activities that affect their community such as making their school or home garden a better habitat for native animals.

According to the Australian Human Rights Commission (2011), both human rights and Australian values, in tandem, “need to be integrated in a meaningful and explicit way throughout the Curriculum and understood as core and cross-cutting ideas which inform all learning areas as well as become embedded in student skills and attitudes” (p. 8). The cross-curricular approach, exemplified by the Australian school system, demonstrates how to ensure that human rights – or GCED – is a curriculum priority across learning areas.

FINLAND: CROSS-CURRICULAR APPROACH FOR TRANSVERSAL COMPETENCES (ESD/GCED)³⁴

The Finnish curriculum reform that led to the 2014 National Core Curriculum developed seven transversal competences to be (inter)connected to all school subjects and aligned with the main goals of basic education. The National Core Curriculum is the national framework on the basis of which the local curriculum is formulated. The Finnish curriculum is decentralized: the state, municipalities and schools together contribute to the overall shape of the curriculum. The goals and criteria for good performance are expressed mainly as competencies, not as particulars of knowledge. Schools determine how the goals of the curriculum are achieved. The teachers have pedagogical autonomy and they decide for themselves the methods of teaching as well as the learning materials used. Teachers are encouraged to take into account the various needs of their students and to emphasize basic competencies.

Two of Finland’s seven transversal competences are directly related to Education for Sustainable Development (ESD) and GCED: “Taking care of oneself and managing daily life (T3)” and “Participation and involvement and building a sustainable future (T7).” In order to incorporate these transversal competences in schools, the

³⁴ Finnish National Board of Education (2016, p.296; pp.492–493).

Ministry of Education included thorough guidelines for teachers and schools in the National Core Curriculum. It presents how the transversal competences can be incorporated into certain content areas, to attain the specific objectives of instruction by key learning areas/subjects and by grade (i.e. grades 1-2; 3-6; 7-9). Below are the examples of the way in which transversal competences are promoted in line with the objectives of instruction of grades 4–6 and 7–9.

Objectives of the instruction of social studies in grades 4–6

OBJECTIVES OF INSTRUCTION	CONTENT AREAS RELATED TO THE OBJECTIVES	TRANSVERSAL COMPETENCES
Significance, values, and attitudes		
O1 to guide the pupil to become interested in the surrounding society and social studies as a field of knowledge	C1-C4	
O2 to support the pupil in practising his or her ethical evaluation skills related to different human, societal, and economic questions	C1-C4	
Adopting knowledge and skills needed in the society and societal understanding		
O3 to guide the pupil to become aware of himself or herself as an individual and a member of different communities, to understand the importance of human rights and equality, and to perceive the judicial principles of society	C1-C3	T2, T3 , T4, T7
O4 to guide the pupil to reflect on the role and significance of the media in his or her everyday life and in the society	C1-C4	T2, T4, T5
O5 to guide the pupil to perceive the importance of working and entrepreneurship in his or her local community	C1, C4	T3 , T4, T6, T7
O6 to support the pupil in understanding that the societal information produced by different actors is affected by different values, perspectives, and motives	C1-C3	T1, T2, T4
Using and applying societal knowledge		
O7 to encourage the pupil to practise the basic skills of democratic involvement and to discuss different views constructively	C1-C3	T2, T6, T7
O8 to support the pupil in understanding the basics of managing his or her personal finances and consumer choices as well as in practising the related skills	C1, C4	T3 , T4
O9 to encourage the pupil to participate in the activities of different communities and to practise using the media safely and with social awareness	C1, C3	T3 , T4, T5, T7

Objectives of the instruction in ethics in grades 7–9

OBJECTIVES OF INSTRUCTION	CONTENT AREAS RELATED TO THE OBJECTIVES	TRANSVERSAL COMPETENCES
O1 to guide the pupil to recognise, understand, and use concepts related to worldviews	C1	T1, T2, T4
O2 to guide the pupil to familiarise himself or herself with different cultures and worldviews and get acquainted with the UNESCO world heritage programme	C1	T2, T7
O3 to guide the pupil to become aware of different non- religious and religious worldviews, and the interaction between them as well as the role of knowledge and research in the evaluation of worldviews	C1	T1, T2, T5
O4 to guide the pupil to become aware of the principles of religious thinking and criticism of religion	C1, C3	T1, T3
O5 to guide the pupil to become aware of the freedom of belief as a human right as well as national and international means for securing it	C1, C3	T2, T3 , T6, T7
O6 to guide the pupil to perceive different choices related to worldviews as well as the individual and communal principles underlying them	C1, C2, C3	T1, T2, T4
O7 to encourage the pupil to accept and understand diversity in the world and the equal treatment of everyone	C1, C2, C3	T2, T3 , T7
O8 to guide the pupil to recognise ethical dimensions in his or her life and surroundings and to develop his or her ethical thinking	C2, C3	T5, T7
O9 to encourage the pupil to reflect on the impact of his or her choices on a sustainable future both locally and globally	C1, C2, C3	T5, T6, T7
O10 to guide the pupil to become aware of the significance and ethical foundations of human dignity, human rights, and human equality	C2, C3	T1, T7

APPENDIX 3.8

Examples of GCED integration within specific subjects

IRAQ SOCIAL STUDIES CURRICULUM³⁵

According to the Iraq Curriculum Framework (2012), one of the three main aims is “participation and citizenship in the context of Iraq and the wider world” with the aim that “young people of Iraq become proud and responsible citizens” (p. 24).

In a rapidly changing world, it is all the more important that young people should be deeply rooted in their own country and culture. They should learn to play an active and responsible role as citizens and should value their heritage and culture. In an increasingly globalized world, they must also be able to look beyond their own country and be aware of their position as global citizens in an increasingly inter-connected and inter-dependent world. Therefore, young people need to become proud and responsible citizens of Iraq and the wider world (p. 24).

Social studies, which includes Civic and Social Education, History, Geography, Sociology, Economics, and Philosophy) is presented in the following ways in the national curriculum framework (pp. 38–39):

Social studies fire student’s curiosity and imagination about who we are, where we come from, where we live and where we might be going next. It connects the past to the future, helps students to make sense of their place in the world, and is central to their development as responsible citizens.

Students are encouraged to investigate the world around them, from the local level to the global level. They learn about the impact of their actions on the planet and understand the importance of developing a sustainable future. Through exploring cultures, beliefs, values, human rights and responsibilities, students develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organized and shaped by people’s actions and values, and how communities are empowered to live and work together. They learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in the past or happen now in other countries can affect our lives today, and learn how our own actions shape the future world.

Main knowledge axes/strands

- Orientation in time and space
- Self, community and identity
- History of Iraq, the region and the world
- Citizenship: participation in public life
- Human Rights and Gender Equality
- Preparation for life and work
- Entrepreneurial education
- History of ideas and philosophical perspectives
- Sustainable development

³⁵ Ministry of Education of Iraq (2012).

SINGAPORE ENGLISH LANGUAGE AND LINGUISTIC SYLLABUS³⁶

The English Language and Linguistics (ELL) course aims to develop students' understanding, use and appreciation of the English language. Particularly, it seeks to encourage students to deepen their interest in and enjoyment of the use of English as they (p. 2):

1. develop and apply their understanding of the concepts and methods appropriate for the analysis and study of the English language
2. develop an understanding of language issues and debates, and respond critically to these issues
3. develop their skills as interpreters and producers of meaning

Competencies: To help our students thrive in a fast-changing world, the Ministry of Education has identified crucial competencies and infused them in the total curriculum. The emerging 21st Century Competencies (21CC) necessary for living in a globalised world fall under three domains:

Civic Literacy, Global Awareness & Cross-Cultural skills: ELL students need to acquire knowledge of a very wide range of social, cultural and historical circumstances in order to examine why and how English is used in a variety of social and geographical contexts. This would contribute to their understanding of different socio-cultural situations and interactions at home as well as abroad.

Critical & Inventive Thinking skills: ELL students are required to analyse how meaning is constructed via language use; and to evaluate and explain the influence of various contextual factors on the production and reception of language.

Communication, Collaboration & Information skills: ELL students are not only expected to make appropriate linguistic choices when writing for specific purposes, audiences, contexts and cultures, but also to explain their linguistic choices. Thus they should possess a much deeper understanding of the communication process than students with no or little knowledge of linguistics (p.3).

Two main areas:

1. Analysing Language Use
2. Investigating Language Use in Society

Investigating Language Use in Society:

This area of study focuses on the investigation of language as a dynamic entity and its place in society. It demands a more sophisticated understanding of language use in its wider social, geographical and temporal contexts. Students will discuss language issues from a variety of perspectives, drawing on concepts that they have learnt and their observations and experiences of language use. To understand how language is constantly interacting with and shaping society, students will examine a range of social, cultural and historical

³⁶ Ministry of Education of Singapore (2015).

circumstances surrounding the development and use of English in various parts of the world. Students will also examine the impact of recent developments like globalisation, new media and political correctness on language change, culture and identity (pp. 7–8).

ONTARIO SOCIAL SCIENCES AND HUMANITIES (SECONDARY SCHOOL)³⁷

The discipline of social sciences and humanities in the Ontario secondary school curriculum encompasses five subject areas: equity studies, family studies, general social sciences, philosophy, and world religions. Although these subject areas are very different from one another, they all systematically explore the ways in which individuals influence and are influenced by families, communities, cultures, institutions, and societies, and by ideas, norms, and values.

The social sciences – represented in this curriculum by courses in equity studies, family studies, and general social sciences – explore individual and collective human behaviour and needs as well as patterns and trends in society. Courses in this area shed light on a variety of social structures, institutions, relationships, and power dynamics.

The humanities – represented in the curriculum by courses in philosophy and world religions – explore fundamental questions and ideas about human nature and the human condition. In all five subject areas encompassed by the secondary programme in social sciences and humanities, students are exposed to social theories, specialized concepts, and research findings, as well as a range of tools related to investigation and analysis, to help them understand themselves, their families, their communities, and society as they strive to find meaning in the world around them.

Ideas Underlying the Social Sciences and Humanities Curriculum

Effective learning in all subjects of the social sciences and humanities curriculum depends on the development of skills and understanding in four areas:

- 1. Disciplined Inquiry and Critical Literacy:** Social sciences and humanities courses focus on the use of disciplined, structured inquiry to understand human beings, human behaviour, and human nature. These courses promote the use of reason as part of the structured inquiry process, while also recognizing the limitations of reason as a way of learning, knowing, and understanding. They encourage students to identify and question assumptions and values that underlie individual behaviour and family and social/cultural life. Developing their critical literacy skills enables students to challenge texts, reading “underneath, behind, and beyond” texts and questioning how they influence us and others and whose interests they serve.

³⁷ Ontario Ministry of Education (2013, pp. 8–9).

- 2. Problem Solving:** Social sciences and humanities courses require students to engage actively in solving problems confronted by individuals, families, diverse groups, institutions, and societies. The problems that students confront in these courses vary from the abstract and theoretical to the everyday and concrete. These problems are often morally and politically complex, with solutions that are sometimes controversial because they affect diverse individuals and groups differently.
- 3. Understanding of Self and Others:** Students in social sciences and humanities courses are provided with rich opportunities to enhance their self-understanding and understanding of others through an examination of their personal belief systems and also of the foundations and implications of different viewpoints and lived experiences of others. Through a juxtaposition of their own perceptions, attitudes, values, and beliefs with those of others, students develop an understanding and appreciation of the contexts through which their own and others' world views are formed.
- 4. Local and Global Mindedness:** Social sciences and humanities courses develop students' awareness that people do not live in isolation; each person affects and is affected by his or her social, cultural, economic, and environmental context. Students examine the norms underlying different familial, societal, institutional, and cultural practices. Students are encouraged to be mindful of their responsibilities with respect to the environment and of the importance of making morally and ethically responsible decisions. Students explore how theories and concepts can influence social action, and how such action can affect the well-being of individuals, families, and communities throughout the world.

NOTES

A series of horizontal dashed lines for writing notes, starting from the 'NOTES' header and extending down the page.





TEACHING, LEARNING AND ASSESSMENT



MODULE 4

INTRODUCTION

This module focuses on identifying opportunities where GCED could be integrated into current teaching, learning and assessment practices, along with strategies for ensuring the sustainability of these practices. The activities in this module seek to enhance users' understanding of GCED pedagogy and schooling. Because teaching, learning, and assessment have such a substantial and direct impact on students' experiences, these instructional processes merit special consideration when examining the role and potential of GCED within current education systems. Whether in a formal classroom or other educational settings, being aware both the implemented curriculum and the achieved curriculum is essential. (See Glossary and Appendix 3.6 for definitions.)³⁸

Teaching, the method and practice of instruction, denotes the way information and learning experiences are delivered, facilitated and cultivated in designated learning environments. Teaching is the practical application of the GCED curriculum and encompasses the various ways in which that curriculum can be implemented. A conventional or traditional teaching approach can be used to present the cognitive dimension of GCED teaching as long as the learners have access to various sources of information and are encouraged to analyse them (UNESCO, 2017b). However, GCED concepts and values, particularly the socio-emotional and behavioural dimensions, are best communicated through participatory pedagogical methods which are interactive, inclusive and learner-centred, and which therefore involve the learners in the school communities directly (UNESCO, 2015; UNESCO, 2017b; UNESCO-OREALC, 2017). Participatory methods often require a wide variety of carefully crafted teaching skills and resources. Teaching GCED therefore relates also to the ways in which instructional methods and teaching tools are used as well as teacher capacities and professional development (as discussed in Modules 5 and 7, respectively). The link is clear: Learning opportunities in the classroom and school are related to teachers' repertoire of pedagogical approaches, which, at the same time, depend on the training and professional development that teachers have received.

Similarly, *learning*, a psychosocial, lifelong process, denotes any change that results from varied kinds of experience, practice, study or instruction, in which individuals obtain or reconstruct pre-existing or new information, knowledge, understanding, attitudes, values, skills, competencies or behaviours (IBE-UNESCO, 2013a). Because GCED teaching and learning go hand-in-hand, GCED approaches to learning should be ongoing, holistic and transformative, and aligned with the various types of innovative pedagogical methods.

The three key domains of GCED learning outcomes defined by UNESCO, the cognitive, socio-emotional and behavioural (Appendix 4.1), clearly foster such transversal competencies as critical thinking, empathy, solidarity and respect for differences and diversity. Ensuring that effective teaching and learning are supporting learners in developing these competencies and in grasping them thoroughly is increasingly important, and the focus of much effort for national and international stakeholders. As such, monitoring and assessing learners' development of these transversal GCED competencies allows us to understand learners' learning process and to strengthen both the learning process and the outcomes. Implementing GCED teaching,

³⁸Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

learning and assessment successfully and comprehensively in every learning activity, regardless of whether the setting is formal or informal, means that the curricula must be aligned with the pedagogical approaches and practices, and with assessment (UNESCO, 2015a).

Significantly, not every GCED learning experience occurs in the classroom. In keeping with the participatory, learner-centred nature of GCED pedagogy, other types of learning experiences also suit GCED; providing students with these opportunities should be a priority. As the following paragraphs will discuss, diverse learning experiences that inform the curriculum can range from global citizenship clubs, such as social work initiatives and human rights organization chapters, to special interest clubs involving GCED values that are centred around sports, arts, or culture.

Schools have access to a variety of resources that can expand and diversify students' learning experiences. For instance, inviting guest speakers and practitioners from the fields of human rights, intercultural understanding, gender, peace education, sustainable development and global citizenship to visit a class and speak about their work and experiences is a direct and very effective way to introduce GCED into the classroom. Students can benefit from varied points of view and learn about different cultures and lifestyles. Even engaging students' family members and community members to speak about their experiences traveling or living in other countries can encourage global awareness and respect for diversity. Building community-classroom partnerships with local NGOs or community efforts is another compelling way to integrate human rights and GCED values into learning at the local level (Ruano et al., 2014).

Field trips to museums, community buildings, or other cultural centres also offer experiential GCED learning. Immersion in a new environment can often offer more immediate exposure to global issues, leading to a better recognition of global interconnectedness and interdependence. Through a project or creative exercise, students can reflect on the new knowledge and understanding that came from their field trip experiences.

Co-curricular programmes and clubs are increasingly a site for developing GCED competencies. One such programme is the Model United Nations, which assigns students or groups of students to represent Member States of the United Nations to debate and arrive at resolutions to global issues and conflicts. These global learning programmes simulate real-world situations and consequently help to develop communication and skills in resolving conflicts.

Finally, online digital learning platforms can also be leveraged as a resource for GCED learning. A plethora of online learning platforms offer everything from readings, audio-visual aids, and activity ideas to opportunities for intercultural internet-based communication. These online resources can be used to supplement GCED learning in class or can be used on their own as a co-curricular activity.

The activities in this module offer strategies for analysing current GCED teaching, learning and assessment practices as well as suggestions for building on the information gained from them. Future reflective practices for continued integration of GCED into teaching and learning processes are also discussed. Consistent with the transformative and action-oriented objectives of GCED, this module aims to be a resource for actively advancing teaching, learning, and assessment practices across all learning environments.

The module activities focus on the following:

1. Educators' perceptions of GCED
2. Recognizing opportunities for GCED at the classroom and school levels
3. Implementing GCED curriculum through areas of knowledge/subjects
4. Integrating GCED within classroom pedagogy
5. Assessing the achieved GCED curriculum

The goal is to equip users with methods for successfully implementing the national GCED curriculum addressed in Module 3.



Key words

Assessment, curriculum, learning, lesson development, pedagogy, teaching

ACTIVITY 1

Educators' perceptions of GCED

As noted previously, there is no universally accepted definition for GCED, nor is there universal agreement on how it is conceived and implemented, or how to tailor education systems to promote it (IBE-UNESCO, 2016).

The goals that UNESCO has developed for GCED encompass the cognitive, socio-emotional and behavioural domains of learning. Within individual national settings, a GCED curriculum framework may have been developed with guideposts for the intended curriculum.

Recent research conducted by UNESCO in six Latin American countries has shown that teachers' lack of conceptual and pedagogical understanding of a subject as well as of GCED is among their main challenges when implementing GCED curricula. This leads to a gap between curriculum requirements and pedagogical approaches used in the classroom (UNESCO-OREALC, 2017). Research carried out in Uganda identified similar issues: Among teachers' key constraints in implementing GCED was their lack of exposure to and training in it, and the lack of skills, knowledge, competence and confidence to teach it (Ssembirige, 2016, p. 6). Here is an additional illustration: A recent study commissioned by UNESCO found that, although education for sustainable development (ESD) was present in slightly over half of the national education policies of Member States, teacher education required ESD in only 7% of those countries (Mc Evoy, 2017, p. 5).

Teacher training and professional development will be discussed in depth in Module 7. In addition to the importance of training and on-going education to a teacher's presentation of GCED, an educator's implementation of GCED will depend upon the clarity of the intended curriculum and the supports provided for their classroom teaching. Teachers may already have some understanding and knowledge of GCED or of related concepts. Further, educators' motivation to teach GCED may vary, based, in part, on their personal values as well as on their perception of GCED's relevance to their subject areas or to their learning goals and the topics that they teach.

Teachers' interests and capacities are central to any successful GCED effort. Activity 1 provides an opportunity for practicing teachers to reflect on their ideas and values.



Focus of the activity

In this activity, educators reflect on their own ideas about GCED. The UNESCO's Key Learning Outcomes are used as a prompt for this reflection. The ideas initially developed by educators will then be contrasted with those of UNESCO to foster a more comprehensive understanding of GCED. This activity can be conducted not only with teachers but with other members of the school community, including administrators and parents. This activity might be used in preparation for whole-school GCED efforts (addressed in Module 6).

TASK 1: Individual work [Note: This task would be carried out as pre-assigned written work. The facilitator will collect and synthesise the results in preparation for the in-person session.]

- a. There are different views about the meaning of being a global citizen. How would you define a ‘global citizen’?
- b. Review UNESCO’s Key Learning Outcomes for GCED (Appendix 4.1). In your opinion, what are the most important attitudes and values, knowledge, understanding and skills that learners need in the world today? Briefly explain why.
- c. Are any of these GCED outcomes emphasized and promoted in your school? Which ones? How are they promoted? Do they align in any ways with your views on the purpose and goals of educating? Are there any other GCED components that, in your opinion, need to be fostered school-wide?

TASK 2: Plenary sharing and discussion

- a. The facilitator shares the results for ‘main purposes of educating’ and definitions of ‘global citizen’. The group discusses the results and works at developing a shared definition of a ‘global citizen’.
- b. The facilitator then shares the individual preferences relating to GCED knowledge, skills and attitudes and compares these with the ones proposed by UNESCO.
- c. The group observes and discusses the areas of agreement or disagreement in the teachers’ responses on GCED’s Key Learning Outcomes.

If possible, all educators and members of the school community develop a joint list of Key Learning Outcomes for school-wide use. Note that individual teachers’ different ways for achieving these learning outcomes depend upon how the teachers own and develop the GCED curriculum.



Results of activity

Documentation of individual teacher views on the definition of ‘global citizen’ and priority learning outcomes for students, followed by a shared definition of what it means to be a global citizen and a joint list of Key Learning Outcomes to implement school-wide.

ACTIVITY 2**Recognizing opportunities for GCED at the classroom and school level**

Learning bridges the gap between the implemented and achieved curriculum, and informs both the goal and the process of education. Learning in GCED happens in several different educational settings and through many different educational activities; its goals are to achieve the learning outcomes defined in national and regional policies, as well as in international GCED frameworks, such as UNESCO's. While learning is the main activity in the formal classroom and school, GCED learning, which aims for a holistic, real-world learning experience, may span a variety of sites, including the home, community organizations, social groups, non-governmental organizations (NGOs), and other settings. The format of learning experiences also varies from individual activities to peer group learning and from text-based or media-based learning to more project-based, application-oriented learning. This multiplicity of approaches to GCED learning ensures myriad opportunities for integrating GCED into any subject, setting, or educational approach.

When aiming to implement GCED within existing educational structures, assessing the current situation is important: Are there strengths, already present, that pertain to GCED? Which areas could be improved? Through a systematic analysis of current teaching, learning, and assessment practices in any educational setting, a clearer picture will emerge of both those areas of strength and those which need improvement.

However, while improvement is the common goal, it is important to acknowledge that every school's approach to GCED will be different, based on its curriculum, teaching style, culture, and available resources. Consequently, GCED in practice could span a wide range of possibilities from explicit, holistic GCED approaches to partial approaches that contain only some of the GCED features in the UNESCO framework (UNESCO, 2015).

Regardless of the approach that the educational institution chooses, detailed data on the specifics of its GCED programmes or curricular components are an essential starting point. Such data can derive from many different sources. Existing studies conducted by educational authorities, higher education researchers, or non-profit organizations, may provide necessary background on the programme's features and impact. For example, the Asia-Pacific Centre of Education for International Understanding (APCEIU) conducted a study on the Sirdarya Regional Foreign Languages Boarding School in Uzbekistan, detailing the pedagogy, activities, and impact of the Education for International Understanding (EIU) programme at the school level. The study clearly indicated the connection between the school's curricula and programmes and the EIU themes and goals. Furthermore, it provided an overview of the school's best practices and explained in detail the impact that the EIU frameworks had on teaching and learning at Sirdarya (APCEIU-UNESCO, 2013).

If no such studies exist, new studies can be sponsored in order to understand existing GCED practices and results. Third-party evaluations are a very useful tool in appraising existing programmes critically. In addition to help with analyzing opportunities for GCED at the school itself, such partnerships can build new relationships with local organizations working in the non-profit and education research fields; such relationships can help in expanding the understanding and impact of GCED beyond the school.

Administrators, educators, and students at the school can undertake action research. This type of self-analysis is key to developing critically reflexive educational systems from the ground up. The purpose of these studies is to understand existing practices as learning opportunities, processes and outcomes, which will provide insight into the impact of current GCED practices. The conditions that have fostered or impeded the successful implementation and achievement of GCED goals are of special interest.



Focus of the activity

This activity supports the development of a database to aid in implementing GCED at the classroom and school levels. Individual teachers, a team organized for this purpose within the school, or an external actor might conduct such a study. While Module 3–Curriculum focused on the intended curriculum, this module concentrates on the implemented curriculum, with attention to teaching, learning and assessment practices. Information about the status of GCED-related practices, both at the classroom and school levels, could be collected at the beginning of such a GCED initiative and afterwards on a regular basis to assess progress.

TASK 1: Individual work

- a. Review the possible areas to investigate for GCED-related practices (Appendix 4.2) [Note: The organizers of this activity might adapt Appendix 4.2 to better customize it for the local context.]
- b. Using a scale of 1 to 5 (5 = ‘very important to include’ and 1 = ‘not important to include’), rate each of the proposed areas of practice on their relevance for inclusion in a database of GCED-related practices in your school or classroom. Justify your choice.
- c. Include additional areas that you consider important to review in your school or classroom.

TASK 2: Work in small groups

- a. Share and discuss the results of these individual efforts. Based on group consensus of what should be included or excluded thematically in the data collection, develop strategies for the data collection according to your school’s context and needs.
- b. Review the possible data collection strategies that are best suited for each practice identified earlier (Appendix 4.3).
- c. Discuss which technique or combination of techniques are most desirable and feasible for your situation.

TASK 3: Plenary discussion

- a. Small groups share their results.
- b. Debrief on the areas of agreement and disagreement across the small groups.
- c. Draft guidelines for a simple strategy that could be used to guide teachers and schools in reviewing their GCED practices.
- d. If applicable, identify a team to begin working on more detailed instruments.



Result of the activity

Draft guidelines to study GCED teaching and learning practices at the classroom and school levels.



ACTIVITY 3

Implementing GCED curriculum through areas of knowledge/subjects

Presenting the large amount of content in their curricula and syllabi keeps teachers in classrooms and other educational settings very busy. Identifying entry points within the existing curriculum for GCED is important. Because they are so wide-ranging, GCED topics can adapt to any existing subject; an integrated GCED approach across subjects is therefore recommended. Teachers in all subjects and areas of knowledge can choose to teach skills and concepts using examples of global citizenship values and facts about global issues. The initial study of educators' perceptions of GCED proposed in Activity 1 can be the basis for identifying the subjects in which teachers are already implementing GCED content and those that have further GCED potential.

Oxfam's guides and resources provide a very good example of GCED integration across school subjects in the UK. GCED is a natural fit in English classes since GCED's value of respecting diversity connects with the diversity inherent in different texts of world literature. Literature exposes students to a range of perspectives, allowing them to reflect critically on themes of morality and social justice in the texts and to determine their own views. To that end, Oxfam suggests various text-based exercises related to GCED values. One example is studying the speeches of such famous human rights figures as Nelson Mandela and Martin Luther King, Jr. to learn about the link between social justice and spoken language texts (Oxfam, 2017a).

Similarly, science subjects can be linked to current global issues, with the added benefit of making them more interesting and immediately relevant to learners. The effects of science and technology on human society, as well as on the environment, and the ethical implications of such impacts are important aspects of any scientific inquiry. Teachers can promote critical reflection on scientific endeavours by asking questions such as, "How has science contributed to a better quality of life for people in the world?" and "In what ways has it proved detrimental to quality of life?" With such topics as food, water, energy, sustainability and health, a diverse array of activities can be developed which link science and pressing global issues (Oxfam, 2017c).

While often not associated with value-based subjects such as GCED, mathematics too has entry points for introducing GCED concepts. Oxfam advocates teaching statistics using data on global inequality and development, and encouraging learners to create their own charts and graphs on poverty and gender equality (Oxfam, 2017b). In addition, topics relating to money and finance can be taught by comparing the cost of goods across countries and studying the impact of such variations in price on households and lifestyles across the world. Overall, more real-world applications of mathematics provide both context for mathematical topics and cultivate global citizenship.



Focus of the activity

In this activity, educators will reflect on the ways in which they are already invoking GCED in their subject-specific teaching practices and how to strengthen these efforts. This activity builds on the products developed in Activities 1 and 2.

TASK 1: Individual work

- a. Review the products of Activities 1 and 2, including the definition of what it means to be a global citizen and, if applicable, the list of Key Learning Outcomes chosen for the school, as well as Appendix 4.4, “Oxfam’s Global Citizenship Across the Curriculum”.
- b. Identify your subject area or the one that is closest to yours in content, and answer the following questions concerning your teaching practices. Provide examples to justify your reasoning.
 - Which GCED goals from the Oxfam resource are you already implementing in your teaching practice, and to what degree?
 - To what degree do you see these goals as relevant for your subject area, taking into account earlier agreements about how to define global citizenship and Key Learning Outcomes for your school?

TASK 2: Work in small groups

- a. Educators are grouped according to the subjects they teach. If educators are teaching more than one of the subjects listed in Appendix 4.4, they can choose the subject for this task. Alternatively, if multiple educators are working in more than one subject area, the facilitator might organize two rounds of group work that replicate the tasks below.
- b. Individuals share and discuss their answers to Task 1.
- c. The discussion includes consideration of UNESCO’s GCED Learning Outcomes (Appendix 4.1). Each group brainstorms ways to operationalize GCED within subject-specific teaching practices.
- d. The group develops a preliminary list of ways to operationalize the agreed-upon GCED goals within subject-specific teaching practices.



Result of the activity

Preliminary list of ways to infuse GCED within subject-specific teaching in the classroom and school.

ACTIVITY 4

Integrating GCED within classroom pedagogy

Just as important as integrating GCED topics into the subject matter of the existing curriculum is integrating GCED methodology into classroom pedagogy. The participatory nature of GCED pedagogy is integral to the subject itself: Instead of being the passive recipients of information, students benefit from a practical and active learning experience, grounded in their everyday lives, which develops their critical thinking and problem-solving skills. Indeed, participatory methods foster children's development into individuals who respond to a changing society with greater flexibility, adaptability and openness to change (Levero, 2017). Under the umbrella of participatory methods are a variety of pedagogical approaches that often overlap, even within the same activity. Educators will find it useful to reflect on which of the following types of pedagogy are currently practiced in their educational setting and which could be implemented in the future.

Project-based learning, one of the most widely practiced participatory learning methods, can accommodate virtually any topic or skill. This teaching method presents content that is relevant to the students and includes a research process, which usually starts from a specific situation or question (Levero, 2017). In project-based learning, students produce a project that engages their cognitive and creative skills while also increasing their familiarity with the subject matter through independent research. For example, students could produce an artistic visual or a short media clip on the background, causes, and effects of a human rights issue. Such a project would develop core competencies both in acquiring GCED knowledge as well as arts and media skills. Project-based learning can occur individually, but is often enhanced when paired with collaborative learning or group work to facilitate students' communication and teamwork skills.

Problem-based learning is a learning experience in which students work towards a solution to a specific problem (Brookings, 2017, p. 19). The solution can either be fully realized and implemented or simply conceptualized and planned out. Either way, the process fosters students' problem-solving skills and their confidence in their own ability to deal with complex issues. For example, through practicing with a partner, students can learn to negotiate a resolution to a specific interpersonal conflict. *Case-based learning* has many of the same advantages of problem-based learning, with the additional benefit of situating the problem in the real world. The exercise then has an added level of relevance by using a real-world example as opposed to a simulation.

Connected learning utilizes active research and implementation skills to help address a challenge in the students' own communities. Students identify a social, economic, or environmental issue, practise planning solutions and also create change in their communities by implementing these solutions. One such example is holding a community event or seminar on plastic-free living and other sustainable practices. *Apprenticeship-based learning* is a form of connected learning in that students are matched with a mentor from an NGO or other external community organization to learn GCED-related knowledge and skills from a practitioner in the field (Brookings, 2017, p. 19).

Other approaches, such as **peer education** and **whole school approaches** (which are discussed in more detail in Module 7: Whole School Approach) are often useful in GCED contexts, although they are reportedly under-used in most countries (IBE-UNESCO, 2016). Peer education is a teaching methodology in which certain members of a student group steer the education of other members of the same group, (that is, their peers) to change individual knowledge and behaviour as well as group behaviours and attitudes (UNAIDS, 1999). Namibia's programme, *My Future is My Choice*, is an example of this approach. Young volunteers, who are the same age as their audience, are trained in facilitating life skills related to HIV/AIDS prevention, and regularly participate in monitoring, evaluating and reviewing the programme itself (UNICEF, 2002).

The use of information and communications technology (ICT) is also an important pedagogical tool that can be integrated into any of the approaches described here. Using ICT provides an alternative to traditional classroom-based environments, where limited physical resources may constrain certain projects and initiatives. It also ensures the development of digital literacy, an essential skill in the twenty-first century (Singh and Hassan, 2017). Intelligent use of ICT can often amplify project-based learning and enlarge its impact. For example, Spain's iEARN programme is a worldwide internet-based platform where students engage in constructing and implementing projects by communicating and working with their peers across the world (iEARN, 2015). Many educational environments world-wide incorporate ICT learning into their curriculum; it is often an easy entry point for engaging with GCED.

Another crucial consideration when analyzing the current educational situation is the **inclusivity** of the environment. Do the curriculum and pedagogy feature differentiation? Are they varied enough to cater to a variety of learning contexts and styles, recognizing that every learner is special? Can students express their thoughts and opinions through different media? Are the projects and activities adaptable to different cultural backgrounds? Are minorities represented in the curriculum texts? Is there equal treatment within the classroom for students of all ethnic, racial, linguistic, and socio-economic backgrounds? Are learning materials and classroom language gender-sensitive? What provisions are made for students who are differently abled?

These and similar vital questions need to be considered carefully when looking for opportunities to integrate GCED into existing educational structures. When teaching GCED values to others, educators should give particular attention to how those values are embedded in the 'informal' or 'hidden' curriculum that is reflected in teaching methods and in the teaching environment itself. Consistency between the explicit, overt curriculum and the informal, hidden curriculum provides a more cohesive and immersive learning experience; this can influence student learning immensely. Paying attention to these details will create a more holistic, value-laden learning experience that teaches by example.

For easy access to GCED resources, schools and other educational institutions might develop a localized database, that is adapted to their own context, of GCED teaching, learning, and assessment practices. Such a resource bank will both expand and strengthen local GCED efforts by making it easier for other teachers and schools to access GCED teaching and learning resources. In order to leverage all kinds of resource materials, the database can be both physical and digital, and should include a wide variety of materials, going beyond teaching

and learning resources to include policy documents, curricula, and teacher training materials related to GCED. The database should address diversity by maintaining a perspective that is regionally balanced and representative internationally. An important resource for compiling a wider, more comprehensive international database of GCED teaching and learning is UNESCO's GCED Clearinghouse, a well-stocked repository of GCED resources, from articles to case studies, and from curricula to pedagogical tools (APCEIU-UNESCO, 2015).



Focus of the activity

This activity supports identifying and developing creative pedagogies for teaching, learning and assessing GCED. If the country has already developed a GCED curriculum framework or comparable structure, this activity can use that framework rather than the list in Appendix 4.4.

TASK 1: Work in small groups (Ensure that there are an even number of groups.)

- a. Each group is assigned a key pedagogy, for example, problem-centred learning or peer learning. Explore the brief explanation of your assigned pedagogy that is in the introduction to this activity and ensure that group members have a basic understanding of the approach as well as the principle of inclusivity.
- b. Select one of the GCED topics from Appendix 4.4 used in Activity 3. [Note: Groups should work on as many different topics as possible, to create a wider pool of lesson ideas to draw from.]
- c. Develop an idea about how to teach your GCED topic using your assigned pedagogy.
- d. Write up the idea in a few paragraphs. Include:
 - the topic,
 - the subject(s) with which it might be used,
 - key steps for using the pedagogy in the lesson,
 - how inclusivity can be ensured,
 - the type of learning environment expected to be created,
 - relevant GCED learning outcomes,
 - how to assess students' acquisition of GCED learning outcomes,
 - any questions that remain.

****This is a draft and does not need to be fully detailed.**

- e. As time allows, repeat this process for additional topics.

TASK 2: Work in small groups

- a. Small groups are paired together to share their mini-lesson ideas.
- b. Based on feedback from members of the other group, the lesson idea is further developed and refined.

TASK 3: Plenary sharing and discussion

- a. Small groups share, discuss and reflect on their results in the plenary.
- b. Lesson ideas are written up and shared with all participants as a resource for future use.



Result of the activity

Lesson ideas for GCED topics using different pedagogies.



© Charlotte Kesi/World Bank

ACTIVITY 5

Assessing the achieved GCED curriculum

Measuring and evaluating learning helps in determining its efficacy and impact. Assessments provide such a measurement and are an important component of the education process. Broadly, there are two different types of assessment: *formative* and *summative*. Summative assessments, as the name suggests, are intended as a summation of learning over a certain period of schooling. Traditional forms of this assessment are standardized tests and exams (IBE-UNESCO, 2016). On the other hand, formative assessments are part of the learning process itself, often taking the form of discussions, observations, and reflections. Formative assessment provides information on the student's level of understanding and learning; this feedback helps the teacher in making future pedagogical decisions. Formative assessment is thus a critical component of GCED assessment since it contributes to a teaching process that evolves and improves (Muskin, 2017; UNESCO, 2015a).

GCED-related assessments can be aligned with the intended curriculum at many levels. At the classroom level, assessments are linked with specific lessons. Syllabi representing the intended curriculum are linked with the GCED framework that is in use nationally or sub-nationally. In turn, the assessments can be specified in the national legislation and curriculum policies addressed in Modules 2 and 3.

Iraq's National Curriculum Framework (NCF) provides an example of how assessment is linked with learning competencies. In the Assessment section, the NCF lists a range of assessment tasks such as tests, quizzes, student portfolios, and projects (Ministry of Education, Iraq, 2012). It also describes how certain assessment tasks are best suited to measure certain learning competencies (UNESCO, 2012). Homework and quizzes provide information about knowledge and understanding or thinking and learning competencies. Classroom observations and project work are the preferred methods for assessing action-oriented and behavioural outcomes, and questionnaires are for values and attitudes.

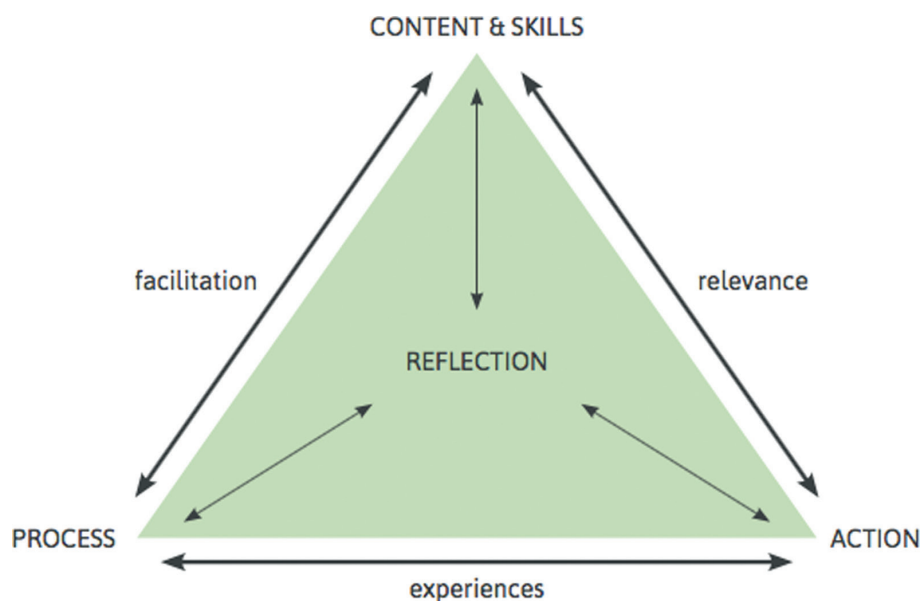
Aligning teaching and learning to accord with national policy frameworks is a priority for education systems generally, including in the field of GCED. Analysing student learning on the basis of UNESCO's GCED learning objectives, which are divided into the three domains of cognitive, socio-emotional and behavioural (Appendix 4.1), is especially pertinent.

At the regional and international level, assessment frameworks, such as the Southeast Asia Primary Learning Metrics (SEA-PLM), are also used to measure GCED cognitive outcomes, attitudes and values, and behaviours and skills (Parker and Fraillon, 2016). Likewise, the Asia-Pacific Education Research Institutes Network (Eri-Net)'s framework on Transversal Competencies (TVC) has been developed to understand teachers' initial readiness to integrate these competencies into the classroom, which eventually leads to enhancements in the school environment as well as changes in education policy. Using this ERI-NET TVC framework, the Network on Education Quality Monitoring in

the Asia-Pacific (NEQMAP) of UNESCO studied nine countries/jurisdictions in the Asia-Pacific region to ascertain which ones were assessing these transversal competencies in primary and secondary education and the issues and challenges that they faced in the processes (Care and Luo, 2016).

Third-party GCED frameworks might also be used to provide further insight into learning. For example, the DEEEP4 Prism framework (represented in the graphic below) highlights not only separate domains of learning but also the interaction among these domains. Students and teachers could collectively reflect on their learning experiences, the process of facilitating learning, and the relevance of this learning in their personal lives (DEEEP4, 2015). Such reflection is intrinsically valuable and offers information on the overlap between learning objectives and achieved outcomes.

Figure 4.1: Relationships in Education for Global Citizenship



Source: DEEEP4 (2015, p. 38).

Assessment techniques and tools should be multifaceted and provide a variety of opportunities for students with different learning styles to demonstrate their understanding and convey their ideas. Localized, differentiated, and curriculum-specific assessments are usually recommended for GCED. Many different types of assessment tools for GCED are available, including stand-alone tests, longer term courses, certification programmes, and archives of assessment resources (Brookings, 2017, p. 9). The Center for Universal Education at Brookings has compiled a collection of GCED assessment tools and analysed them based on their adherence to UNESCO's GCED framework. This collection, "Measuring Global Citizenship Education: A Collection of Practices and Tools", can be a wonderful resource for educators starting to integrate GCED into their programmes by providing a large range of assessments to gauge learning.

Other forms of assessment include peer assessment, self-assessment, and alternative assessment. Peer assessment helps students gain insight into the aspects of learning that the teacher sees as important, and therefore builds the metacognitive thinking skills that students need when working on independent projects and learning activities (IBE-UNESCO, 2016). Self-assessment also encourages students to take an objective, critical look at their own work and evaluate their performance and understanding based on rubrics provided by the teacher. Rather than standing separate from the learning process, both methods enhance the student's learning by becoming part of it. Alternative types of assessment, such as creative and portfolio assessments, are also becoming prevalent in many countries and can be very effective when considering arts-based approaches to GCED (IBE-UNESCO, 2016). Creating space for a diverse variety of assessment types in classrooms can amplify the impact of GCED teaching and learning.

Broader assessment tools can play a supplementary role, giving educators a better idea of their students' competencies in relation to a larger GCED framework. For example, group work provides an opportunity for assessing the ability to communicate and collaborate with others, as well as conflict resolution. Attitudes such as empathy and respect for diversity could be assessed through teacher-student interactions and observations. Competency-specific assessment tasks and rubrics can be structured in many ways; analysing existing rubrics for their alignment to GCED learning competencies would be an important first step.



Focus of the activity

This activity facilitates discussions on a variety of assessment practices currently used in classrooms locally, including formative and summative assessment, and student-centred assessment, and ways to expand them to reflect GCED competencies.

TASK 1: Individual work

- a. Read the Tools for Assessing GCED (Appendix 4.5).
- b. Using the Checklist of Assessment Techniques (Appendix 4.6), rate your reliance on the different kinds of assessment techniques you are using in your classroom. If you are not a teacher, answer this question to the best of your ability, based on your knowledge of teaching in your country's schooling system.

TASK 2: Work in small groups

- a. Individuals share their ratings with other group members. Across group members, which forms of assessment are most common? What kinds of learning outcomes are they measuring? Do you see any patterns related to forms of assessment and the subject being taught? Are there any examples of such student-centred assessments as peer assessment or self-assessment?
- b. Consult the GCED Learning Outcomes (Appendix 4.1) or the set of GCED learning outcomes that were developed for your country. Discuss how the current forms of assessment used by those in the group might be used also for assessing these GCED outcomes.
- c. If there are obvious gaps in between current methods of classroom assessment and GCED learning outcomes, brainstorm methods that might be used.
- d. Ideas are recorded and shared with all participants as a resource for future use.



Result of the activity

Draft mapping of current and prospective assessment techniques that might be used in assessing GCED classroom learning.



© VectorDoc/shutterstock

APPENDIX 4.1

UNESCO GCED Learning Outcomes³⁹

Box 4.1: UNESCO GCED Learning Outcomes

Cognitive:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-emotional:

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural:

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

³⁹ UNESCO (2015a).

APPENDIX 4.2**Possible areas of investigation for GCED practices**

Using a scale of 1 to 5 (5 = 'very important to include' and 1 = 'not important to include'), rate each of the proposed practice areas in terms of their relevance for inclusion in a database of GCED-related practices.

- ___ Classroom teaching
- ___ Instructional methodologies
- ___ Textbooks and other teaching tools for teachers
- ___ Online learning platforms
- ___ Student clubs
- ___ Guest speakers in the classroom
- ___ Field trips
- ___ Special events, such as the Model United Nations
- ___ Other: _____
- ___ Other: _____

APPENDIX 4.3

Data collection methods for GCED practices

Below is a list of data collection methods that could be used to expand your educational institution's database of GCED practices. Which of these methods is most suited to each of the GCED-related practice identified in Appendix 4.2 and why? Write your ideas in the table that follows.

Surveys

- Of teachers
- Of students
- Of parents
- Of other members of the school community

Individual interviews

- With select teachers
- With the department head
- With the headmaster/principal
- With community partners

Focus group interviews

- With select teachers, either by grade or by subject
- With students
- With parents

Document review

- Teaching tools
- Lesson plans
- Artifacts of student work

Name:

SCHOOL PRACTICES: RECOMMENDED WAYS TO COLLECT INFORMATION

Classroom teaching	
Instructional methodologies	
Textbooks and other teaching tools for teachers	
Online learning platforms	
Student clubs	
Guest speakers in the classroom	
Field trips	
Special events	
Other:	
Other:	

APPENDIX 4.4

Global citizenship across the curriculum (Oxfam)⁴⁰

Global citizenship enriches all areas of the school curriculum; each subject can contribute meaningfully to developing the key elements of GCED. Here are just some of the ways in which subject curricula and global citizenship can be developed in a mutually beneficial manner:

Art and Design

- Explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art
- Recognise different perspectives, ideas, beliefs and values
- Provide opportunities to learn about, and from, different cultures through handling images and artifacts

Citizenship

- Engage with issues of social justice, human rights, community cohesion and global interdependence
- Provide opportunities to challenge injustice, inequalities and discrimination through informed, responsible action
- Explore issues of diversity, identity and belonging
- Learn about power and governance, and analyse the causes and consequences of unequal power relations

Design and Technology (including food)

- Explore the impacts of design and technology on the world and on quality of life
- Address sustainability issues in product design
- Consider social, environmental and economic contexts of products, and sustainable technology
- Analyse ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition

English, Media Studies and Drama

- Develop empathy, communication skills and the ability to argue effectively, considering insights into issues common to the personal and global spheres, such as prejudice and conflict
- Provide opportunities to use exploration of global issues as real-life contexts for developing core skills (for example, persuasive writing and spoken language)
- Develop media-critical literacy, and explore representation of peoples and places and the hegemony of English language and 'western' ways of seeing the world
- Explore values, beliefs and experiences of different groups of people, and other ways of seeing and knowing, drawing on texts and thinking from a range of cultures and traditions

⁴⁰ Oxfam (2015).

Geography

- Question, investigate and critically engage with issues affecting people's lives throughout the world
- Develop understanding of global interconnectedness and interdependence, and of sustainable development
- Provide engaging real-world issues and data to support core geographical skills
- Address diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

History

- Explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- Consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways
- Consider significance of individual and collective action and questions of civic and social responsibility
- Explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences

Computing and ICT

- Develop computational thinking, applications and creativity to understand and solve real-world problems
- Use real-world data on global issues for data logging, data handling, data modelling and control
- Consider impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (for example, impacts on globalisation, poverty, inequality, democracy, diversity and conflict)
- Develop critical thinking and online media literacy

Mathematics

- Use global issues and data to illustrate mathematical concepts and processes
- Use and apply mathematics to real-world problems and data (for example, international development data)
- Provide opportunities to consider the influence of different cultures on mathematics
- Develop critical thinking around use, presentation and manipulation of data

Modern Foreign Languages

- Explore issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages
- Develop awareness of global interconnectedness in that languages are continually evolving and borrowing from each other

- Develop knowledge and appreciation of different cultures and their world views
- Provide opportunities to explore global issues while developing reading, writing and spoken language skills
- Explore diverse national and regional contexts in which languages are spoken across different continents (for example, French in West Africa and the Caribbean, and Spanish in Latin America)

Music

- Explore how music expresses identity, belonging and feelings in personal life
- Consider how music is used to protest at social injustice and promote visions of positive change
- Develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions

Modern Studies (Scotland)

- Explore the social, political, environmental and economic aspects of local, national and global development issues
- Explore the shaping of society, democracy and power relationships, developing understanding of global
- Interconnectedness and interdependence
- Make connections between issues of social justice and equality at home and abroad
- Develop active participation and critical thinking skills, and informed values and attitudes to social studies

Personal, Social, Health and Economic Education

- Develop knowledge of different types of rights
- Engage with issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences, and the discussion of social and moral dilemmas
- Explore well-being in all senses and key factors in this (both local and global), and causes and consequences of economic inequalities
- Consider how use, abuse and inequalities of power from local to global levels can affect the well-being of individuals and communities

Physical Education

- Develop cooperation skills and an appreciation of interdependence through teamwork
- Promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict
- Provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence

Religious Education

- Use different perspectives to explore issues of justice, equality, care for others and for the planet, and peace and conflict
- Develop awareness of diversity through exploring different values, attitudes and beliefs
- Explore the role of religious beliefs and organisations in global citizenship and global issues
- Develop empathy, critical thinking, respect for others and the ability to argue effectively

Science

- Engage with the social, cultural and economic contexts in which scientific enquiry takes place
- Explore ethical issues surrounding science and its pursuit and uses
- Consider the contribution of science to debates around sustainable development and climate change
- Develop appreciation of interdependence within the natural world and between people and planet
- Provide opportunities to explore the contributions of different cultures to science

APPENDIX 4.5

Tools for assessing GCED

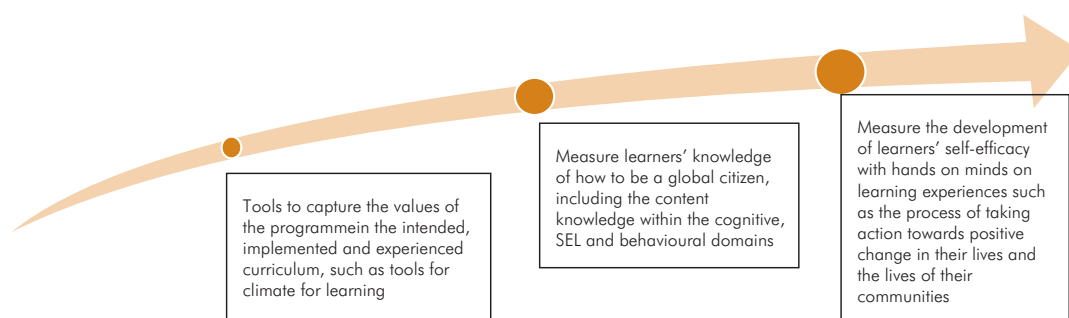
Since GCED programmes involve opportunities for students to engage in facilitated ‘hands-on, minds-on’ learning experiences, assessing students’ developing competency with being agents of positive change in their personal lives, and in the lives of their communities, is also done in a hands-on, minds-on way.

The Brookings Institute GCED Assessment Catalogue includes 50 measurement tools. These measurement tools center on the teaching and learning of both in-school and out-of-school youth (ages 15–24), from the classroom to the national level. These tools collectively address:

1. efforts that specifically addressed GCED;
2. efforts in the various fields related to GCED, such as civics education, environmental education, peace education, and global education;
3. efforts aimed at facilitating learners to engage in making positive changes in their own lives;
4. efforts aimed at facilitating learners to engage in making changes in the lives of their communities, using vehicles as diverse as STEM education, and education for financial literacy.

Multiple types of assessment tools may be used to triangulate evidence for learning across the three domains of global citizenship education. These domains include *knowledge; the development of self-efficacy towards an action-orientation and taking action; and the values in the intended, implemented and experienced curriculum of global citizenship*. These assessments would be administered at multiple points in time along the GCED learning trajectory (see figure below).

Figure 4.2: GCED learning trajectory



Source: Center for Universal Education at Brookings (2017).

APPENDIX 4.6**Checklist of assessment tools**

Using a scale of 1 to 3, rate your reliance on each of the following tools for assessing classroom learning (3 = 'regularly used', 2 = 'occasionally used' and 1 = 'never used'). Feel free to add other techniques not listed here.

- ___ Tests and quizzes
- ___ Standardized exams
- ___ Written essays
- ___ Projects
- ___ Student portfolios
- ___ Questionnaires for values and attitudes
- ___ Observations of student effort
- ___ Discussions with students (individually or as a group)
- ___ Student self-assessment
- ___ Peer assessment
- ___ Other: _____
- ___ Other: _____

NOTES

A series of horizontal dashed lines for taking notes, starting from the 'NOTES' header and extending down the page.





TEACHING AND LEARNING RESOURCES



MODULE 5

INTRODUCTION

This module will serve as a guide for textbook authors, resource developers, teachers, educational decision makers and other stakeholders on identifying, developing and using quality textbooks and teaching and learning resources for implementing GCED in the classroom effectively. One of the consequential factors in successfully implementing GCED is the availability of inclusive, quality textbooks and education materials to support the learning process. Teachers need these materials to help in building lesson plans and carrying out classroom activities. Students use them to support their learning inside and outside the classroom. Policymakers rely on textbooks and other teaching and learning resources for bringing the intended curriculum to life (UNESCO, 2016c).

According to the 2030 Education Agenda, adequate and equitably distributed textbooks and education materials are key to improving equity and inclusion in the learning environment, and quality and relevance in the learning process. They are an important part of the principal strategies indicated for achieving SDG 4.a (UNESCO, 2016a). Despite their power to shape the entire education system, the availability and quality of teaching and learning resources is a controversial issue: Many countries of the world lack these resources at all education levels (UNESCO, 2016c). Since many of these resources contain negative stereotypes and bias, content is also a prominent issue (UNESCO, 2016d; UNESCO-IBE, UNESCO-IIEP and PEIC, 2015).

Considering GCED's complexity, developing the textbook and other resources that can assist educators in achieving outcomes across the domains of knowledge and understanding, socio-emotional learning and behaviour is crucial for advancing GCED's implementation. Well-designed teaching and learning resources should consider both curriculum goals and learners' capacities.

The goal is to apply GCED at all levels of education, from pre-primary/lower primary to upper secondary, and according to different modalities (see Module 3, Activity 4). Across each school level, GCED resources should support age-appropriate learning that helps learners to become informed and critically literate, socially connected, respectful of diversity, and ethically responsible and engaged. Textbook and other materials should reflect an appropriate level of difficulty, conceptually and linguistically, and should be available in sufficient quantity and in all required language(s) of instruction.

GCED resources should also help students acquire the necessary knowledge for developing a sense of shared responsibility towards a more just, peaceful and sustainable world. Such teaching supports will help students in developing a critical understanding of global issues and an appreciation of multiple perspectives.

Such teaching and learning resources are not only a source of knowledge for educators and students; through the narratives they present, they also convey values and political identities (UNESCO, 2016d). In some contexts, textbooks may be the first and only books that students will read (Lässig and Pohl, 2009). Hence, GCED textbook resources must reflect values of diversity and international understanding in order to challenge stereotypes successfully and encourage intercultural dialogue.

GCED teaching and learning materials should also support the effective engagement of all learners. Towards this purpose, GCED resources extend beyond traditional textbooks to include other resources to facilitate a multimodal learning experience. In this spirit, Module 4 presented a range of participatory teaching and learning methodologies to be used alongside education materials for implementing GCED.

Listed below is the sequence of activities to help ensure the availability of quality GCED textbooks and teaching and learning resources that are suitable for the local environment. These activities comprise the sections of this module.

1. GCED teaching and learning resources mapping and analysis
2. Review of GCED resources for inclusivity and equality
3. Review of pedagogical approaches in GCED teaching and learning materials
4. Designing and developing GCED related resources
5. Ensuring access to GCED resources



Key words

Education materials, electronic resources, resource development, teaching and learning resources, textbooks

ACTIVITY 1

GCED teaching and learning resources mapping and analysis

As discussed in Module 4, implementing GCED entails many pedagogical methods for fostering students' active participation. These diverse teaching methods call, in turn, for the use of wide-ranging and diversified teaching and learning resources. Using varied types of materials, including a wide range of print-, electronic- and web-based resources, will expand students' learning opportunities by enhancing personalized learning while increasing accessibility to learning.

Print-based resources include academic textbooks and other resources, such as reading books (storybooks, novels, non-fiction), teacher guides, and periodicals (magazines, journals). Print-based resources are generally information intensive and can be used as the primary reference for a topic. Print-based resources may also be accessed in digitized form and available online.

Non-print resources include online resources (websites and online periodicals), visual resources (film/videos), audio resources (podcasts, CDs), as well as web-based and experiential learning. Resources that are not based in print can be incorporated into a classroom to diversify the learning experience. The variety of these resources may make active learning processes more possible, with students applying their existing knowledge and directing their own study.

Different commercial, governmental, and non-governmental organizations publish teaching and learning resources in various formats that are both based and not based in print. Although some overlap is likely, each organization will have its unique approach based on its focus and type of resources that are available, the topics covered, the methods used or the intended audience. Different kinds of resources facilitate different types of activities that vary in their degree of participation, collaboration, and active learning.

Notably, different teaching and learning materials may require different supporting classroom resources, such as technology or various classroom supplies; some resources may be more appropriate than others. In addition, policy guidelines, teacher training and professional development practices and the preferences of individual educators may influence the classroom resources available and used.

As mentioned previously, every learner should have equal access to materials that support their learning, and the information and values conveyed through the resources should be well aligned with GCED principles. These points are important to ensuring the quality and relevance of education practices. In order to identify existing resources that contain GCED-related materials, and in order to understand the extent to which GCED is present in or absent from teaching and learning resources, a mapping exercise is needed. While materials may not specifically reference the term 'global citizenship', they may well present topics surrounding the key

learning objectives of GCED. For this reason, the key GCED indicators that will be used in a mapping exercise for educational resources will derive from the GCED learning outcomes established for the national curriculum.

Certain parameters must be set before conducting resource mapping. At the outset, it is important to determine the focus of the educational resources to be analysed, regardless of the number or range (for instance, transversal, cross-curricular, or infusion) of the subjects that will be implementing GCED. Second, because the analysis of the resources should be both clear and logical, using a matrix with the following categories is recommended: name of resource and publisher; cost/availability; type of resource; age/grade levels; GCED themes links with relevant GCED learning outcomes determined through the key GCED indicators; and link with relevant subject(s) (if applicable).

Two additional issues deserve consideration when conducting a resource mapping: *teacher preferences* and *resource availability*.

As noted, the specific teaching and learning methodology that educators use influences the way in which resources are used in the classroom. Many factors can shape a teacher's preference: the teachers' personal skills, values, and the availability of support. For instance, if teachers are accustomed to rely only on textbooks, they are probably less familiar with hybrid modes of learning. Further, the fact that various resources may be available does not necessarily point to their use in the classroom. Data on teacher preferences is therefore important to gauge the potential for new resources, print and otherwise, to diversify classroom practices and to ascertain if the teachers need additional support.

Going beyond personal preferences, teachers and students may use certain types of resources more, perhaps due to their limited awareness of how to access additional resources or due to prescriptive school policies on what they should use. Students' ability to access resources outside the classroom (i.e. in their homes) may also be significant. After the resource mapping exercise is completed, different stakeholders (e.g. policy makers, resource writers, educators and subject experts) should determine the saliency of certain resources, and their quality (in terms of both coverage and content), according to the overall GCED learning themes. The complexity and thoroughness with which a topic is presented, and the way in which teaching and learning will play out in the classroom should receive equal emphasis.

Two different analysis approaches are possible with each resource:

- a. **Content analysis:** A content analysis determines whether a topic has been covered sufficiently. This includes discussion on the topic (i.e. the amount of information presented, and hence the allocation of classroom time) as well as its inclusion of diverse experiences. Pingel (2010) notes several features that may influence the message that a resource conveys: terms that are attributed to persons or facts, the context in which they are placed, definition of geographical areas, and the ways that time is divided.

b. Didactic analysis: A didactic analysis examines the pedagogy behind a resource, including the underlying values, beliefs, and assumptions. A student-centred resource encourages learners to be active and open-minded. A critical task for GCED resource developers is to present information in a way that promotes questions rather than presenting content as established fact. The purpose of a resource should be to develop the learner holistically. Here are several possible indicators of student-centredness in a resource (Bromley, Mayer, and Ramirez, 2011):

- The presence of supporting images or illustrations;
- The presence and extent of assignments;
- The presence and extent of active project activities;
- The presence and extent of role-playing activities;
- The extent of open-ended questions that support students in arriving at their own opinions;
- The extent to which the book starts by focusing on the child and expands to the community; and
- The extent to which the text discusses children and mentions children's rights.

The results of the mapping and the content analysis, which may include both numerical documentation and qualitative, descriptive documentation, constitute information that deserves serious consideration. These outcomes will help in both improving and defining the use of existing GCED resources; further, they can serve as starting points for designing and developing new resources.

Finally, it is important to establish a resource monitoring system. Such a system could aid in enlarging and updating the database of GCED resources, since new textbooks and educational resources are constantly being produced, and in assessing new resources. Continued updating and assessing materials are also important in light of the cyclical curriculum reviews to better support GCED mainstreaming. This monitoring system could aid in strengthening the collaboration among the community of practitioners and the different stakeholders (e.g. NGO groups) who are working on GCED.



Focus of the activity

This activity will help participants in conducting a GCED resource mapping and a detailed analysis of the GCED-related content of individual textbook and other resources. This activity is based on the GCED learning outcomes for the national curriculum. UNESCO's matrix on GCED Key Learner Attributes (Appendix 2.4)⁴¹ and GCED Learning Outcomes (Appendix 4.1) can be used as alternatives.

⁴¹ Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

TASK 1: Work in small groups

- a. Share the GCED learning outcomes that have been established for the national curriculum or UNESCO's GCED matrix.
- b. Review some of the themes commonly associated with GCED and frequently mentioned in educational resources, using Appendix 5.1.
- c. Discuss and agree on the criteria for identifying materials with GCED-related content to be analysed and the coding categories for the mapping (i.e. the title of the resource, the table of content, learning aims, etc.).
- d. Share and discuss these lists with the whole group and agree on a single list that the whole group will use.

TASK 2: Plenary work

- a. As a whole group and using Appendix 5.2, brainstorm and review the known resources and the different publishers and organizations (sub-national, national, regional, or international) that may have produced GCED-related resources to be mapped for GCED.
- b. For each resource, begin documenting the known information such as the title, publisher, etc.

TASK 3: Plenary work

- a. Based on the products of Tasks 1 and 2, discuss and agree on the coding categories (both numerical and text-based) for the content and didactic analyses of the resources, as discussed in the introduction to this activity. These coding categories supplement those identified in Task 1.
- b. Discuss the review and documentation processes that you will use for this activity. For example, how exactly does the text need to 'match' a GCED descriptor? Should examples of the original text be included as justification for specific codes or qualitative descriptions that reviewers use?

TASK 4: Work in small groups

- a. The facilitator allocates one resource or an excerpt from a resource to each group to work with.
- b. Each group analyses the resource or excerpt they are given, using the coding criteria agreed on in Task 3.
- c. Apply the coding scheme developed in Task 3 and refine as necessary as you proceed.
- d. Organize your results on flip chart paper to be shared in plenary.
- e. Reflect on the coding process. What worked well? What was difficult? Do you still have questions? What are they?

TASK 5: Plenary discussion

- a. Small groups share their results, including reflections on the coding process.
- b. Hold a general discussion about the results of the coding activity and the lessons learned about how to conduct a GCED text analysis. Which questions still need to be addressed?
- c. Discuss how to bring together the results of the reviews of the individual resources to identify and address existing gaps and challenges, as well as the areas for improvement, either through revising current resources or developing new ones.
- d. Confirm the set of resources to be reviewed for your local context.
- e. Identify the stakeholders to involve in this review process, including those who might be interviewed to understand current policies and practices related to resource use and development.



Result of the activity

Criteria for assessing the presence of GCED content and for applying didactic/pedagogical approaches in evaluating local resources for teaching and learning.



ACTIVITY 2

Review of GCED resources for inclusivity and equality

The analysis of textbooks and learning resources has shown that, in many countries, such materials still fail to “deal comprehensively, clearly and fairly, with concepts that are crucial for social cohesion, political stability and the future of the planet, including gender equality, human rights, environmental protection, peace and non-violence, and cultural diversity” (UNESCO, 2016d, p. 1). Many of these concepts and features are also core GCED values, which encompass 1) diversity and inclusion in the classroom, in the community and at all levels of society, including internationally; 2) the recognition that personal identity is composed of multiple components and membership in different groups; and 3) promoting human dignity and equality. These concepts and features deserve particular attention since they may be incorporated as formal criteria when reviewing prospective GCED resources and developing new tools. The hope is that awareness and open consideration of these elements will help in reducing bias and negative stereotypes in teaching and learning resources.

Taking account of these, and other, aspects of identity will ensure inclusivity in teaching and learning resources (UNESCO, 2017c):

- **Gender:** Gender stereotypes are known to perpetuate inequality between women and men. Teaching and learning resource developers need to recognize sexism through a critical analysis of how gender roles are represented. Textbooks often fail to reflect real advances in the society regarding the equal contributions of men and women.
- **Culture:** Respect for cultural diversity is an important aspect of achieving peace and social cohesion, particularly since culture is often a central identity issue in discussions surrounding citizenship. Representations of cultural diversity should promote respect for and the protection of rights to express and safeguard one’s culture, especially for minority groups.
- **Beliefs:** As the world becomes increasingly interconnected, students are exposed to a wider range of religious practices and world views. Educators should value the existence of different faiths, different interpretations of religions, and different forms of spirituality.

Blumberg’s (2007) model for analysing gender bias in textbooks can be applied to other categories of identity that are often a basis for exclusion and misrepresentation. The model presents six categories of bias:

- **Invisibility:** Complete or relative exclusion of a group
- **Stereotyping:** Unfair assignment of characteristics to a group of people, at the cost of individual attributes and differences. Stereotyping may contain and produce either offensive or flattering statements and situations, depending on the positive or negative prejudices they promote
- **Imbalance and selectivity:** Presenting only one interpretation of an issue, situation, or group of people
- **Unreality:** Ignoring unpleasant aspects in favor of flattering ones

- **Fragmentation and isolation:** Presentation of non-dominant groups as peripheral members of society
- **Cosmetic biases:** Things seemed to have been 'corrected'/improved in books, but biases persist in other different ways

Criteria for inclusivity and equality can be integrated within the content and didactic review of the GCED resources.

UNESCO (2017c) proposed the following strategies for promoting diversity:

- **Using inclusive language.** Language can convey strong messages, both explicitly and implicitly, and can influence perceptions about groups of people. Based on their origin and their use through history, some terms and concepts may have developed either a positive or negative connotation. When a text or other resource uses such terms or concepts, these connotations should be explained clearly for readers/users. When portraying a society, be particularly careful about simplifying or ignoring its diversity. Rather, diversity within groups of people with a shared identity should always be highlighted, whether that common identity is based on geographical location, nationality, beliefs, culture, or other demographic identifiers. Be aware of language that may relegate certain people to stereotypical roles.
- **Representing diverse identities.** Groups of people with a common identity, whether that identity derives from culture or something else, should be depicted both with factual descriptive information and also with their unique perspectives on their history. Assist learners in linking these different perspectives to people's distinctive experience, and in using such awareness in solving current issues. Texts and other resources should present controversies as impartially and neutrally as possible. Give special consideration to depicting fully the progress and the contributions of diverse people. Encourage learners to appraise language critically and link certain terms of designations to the wider social and political context.
- **Integrating human rights.** The concept of human rights carries debates and controversies; a good GCED resource acknowledges this and encourages discussion among students. Demonstrate the need to prevent intolerance by linking curricular topics to current issues and by providing examples of successful actions to counter intolerance. Initiate discussions on the cultural aspects of human rights, consistent with the purpose of GCED to nurture open-mindedness. Provide explanations on the evolution of human rights efforts, including history and progress.



Focus of the activity

In this activity, participants apply various criteria, such as UNESCO's "gender bias" criteria (Appendix 5.3), for reviewing resources for inclusivity and equality. Resources or excerpts from local resources prepared as handouts should be available for use in this activity. The facilitator should also be prepared to share examples of stereotyping. The criteria for inclusivity and equality may be incorporated into the list developed in Activity 1 or applied in separate analyses by experts or stakeholders working specifically to promote inclusivity and equality.

TASK 1: Plenary work

- a. Brainstorm and discuss the concept of diversity and the particular types of diversity that are apparent in the local culture (i.e. ethnic, linguistic, religious, political, etc.). Are these particular types of diversity found across different communities in the country? Are the same types of diversity also found within the international community?
- b. Identify and discuss any implicit or explicit status differences between any specific groups and the 'majority'. Discuss whether 'lower-status,' 'minority,' or 'underrepresented' groups have been presented in a stereotypical or negative manner in teaching and learning resources, and how that presentation was made. Share some examples.
- c. Brainstorm categories of diversity that may be sensitive topics or difficult to recognize (i.e. economic, gender identity, ableism, atheism, etc.). Assign specific identity categories to each small group. Discuss the implication when low status identity groups are "invisible" in learning resources.

TASK 2: Work in small groups

- a. Review and become familiar with UNESCO's "gender bias" criteria for the textbook review (Appendix 5.3).
- b. Agree on any additions or adaptations that might be indicated.
- c. Working with the agreed coding criteria, members of the group analyse a small section of a resource or an excerpt provided by the facilitator for inclusivity and bias. This review could be conducted individually and then discussed within the group.
- d. Agree on the results of the analysis and organize your results on flip chart paper to be shared in plenary.
- e. Within your group, reflect on the coding process. What worked well? What was difficult? Are there still questions to address? What are they?

TASK 3: Plenary sharing and discussion

- a. Small groups share their results on flip chart paper, including reflections on the coding process.
- b. Have a general discussion on the results of the coding activity and what participants learned about inclusivity and bias. Which questions still need to be addressed?
- c. Discuss how a review for inclusivity and equality can be integrated into the revision of existing resources or the development of new ones.
- d. Develop a roadmap for this process, including the strategies for conducting it, and the stakeholders, including representatives from less dominant groups, to involve in it.



Result of the activity

Roadmap for integrating the review into the revision or development of existing and prospective GCED resources for inclusivity and equality.

ACTIVITY 3

Review of pedagogical approaches in GCED teaching and learning materials

The goal of UNESCO's approach to GCED is to enable learners to transform themselves and the society through promoting universally shared values across cultures and affiliations. These values include non-discrimination, equality, respect and dialogue. This transformational approach cultivates an understanding of fundamental shared experience beyond national boundaries, and it therefore encourages a commitment to social justice, protecting the earth, and peace.

Such goals cannot be achieved only by learning subject-related content. GCED learning outcomes (see Appendix 4.1) also include competencies related to socio-emotional values and skills, and ethically responsible, action-oriented behaviours (see Appendix 2.4). To achieve these learning outcomes, teaching practices must be participatory, learner-centred, and inclusive. Student engagement is important both in the learning process and in classroom decision-making regarding lesson activities. The diverse learning outcomes associated with GCED grow also from teachers' use of a variety of classroom methods, including collaborative work, project-based learning, and experiential learning (covered in Module 4).

The importance of the classroom experience to building GCED points, in its turn, to a move away from teacher-centred learning. Since GCED's goal is to increase active participation in global issues, it is important that students take ownership of their own learning. Students' engagement in the classroom is therefore key. For students to benefit from participatory pedagogies, a system of multimodal learning is recommended, which gives learners more opportunities to demonstrate their knowledge and skills by catering to different ways of synthesizing and presenting knowledge (Price-Dennis and Carrion, 2017). Multimodality does not always mean using technology; using different types of materials, including a wide range of print, electronic, and web-based resources, will expand the learning opportunities. A variety of low technology classroom activities, such as art-making, games, role-playing or simulations, can increase student creativity and make it more possible to personalize classroom work, and individual student's preferences. This leads to improved accessibility of resources, which means catering to all learners by recognizing the full range of human diversity and by providing equitable access without regard to gender, race, ethnicity, age, economic status, or social class background (UNESCO, 2014a). Improving the accessibility of resources means taking special consideration of populations that have been excluded from learning.

The design of teaching and learning resources must then take into account both the quantity of information they can convey, and the type of learning activities they can facilitate. In terms of accessibility, the increase in digitized materials has made it easier to share resources in many circumstances.

To support a transformative learning experience successfully, UNESCO (2014) suggests that teaching and learning resources should embody three teaching/didactic pedagogies:

- 1. Engagement:** Encourage learner-centred, participatory, and action-oriented learning. Resources should provide support for learners to engage with current events using critical thinking. Materials must thus be relevant to learners' needs and interests, and give them the opportunity to apply their knowledge in real situations, incorporating personal experiences.
- 2. Living Together:** Promote values, attitudes, and skills for learning to live together. Resources should present a balanced, fair, and respectful representation of various social, cultural, and religious groups. Pay special attention to groups that are often under- or misrepresented, as discussed in Activity 2. Resources should allow for integrating peacebuilding activities and should include suggestions on how to manage discussion around difficult issues that may evoke strong emotions. It is especially important that resources should support learners in exploring the construction of identities, both personal and collective, to improve their understanding of conflict and conflict resolution.
- 3. Peace:** Enable learners to reflect, think, and build peace internationally. Resources should encourage appreciation for the varied contributions of various cultures and civilizations throughout history. Intercultural dialogue should be promoted by presenting different historical perspectives on global issues and stimulating a critical analysis of their context. Resources should also contribute to developing learners' media literacy and research skills to help them manage information.



Focus of the activity

In this activity, participants consider how to review GCED teaching and learning resources holistically for their pedagogical approaches that align with GCED's transformational potential. This activity extends the didactic/pedagogical analysis carried out in Activity 1. The facilitator should provide participants with sample materials (preferably local materials) to be analysed.

TASK 1: Plenary work

- a. Review in detail the descriptions of the three pedagogies developed by UNESCO for facilitating transformative learning. Discuss the meaning of each pedagogy and the ways in which each of them might be present in teaching and learning materials.
- b. Review the criteria that were used in the didactic/pedagogical analyses of the resources in Activity 1 and the criteria for the review of inclusivity and equality in Activity 2. Which additional criteria need to be added to review a resource holistically for its pedagogies?
- c. Agree on an extended set of criteria and a review process to account for the pedagogies of *Engagement*, *Living Together*, and *Peace* in GCED resources.

TASK 2: Work in small groups

- a. Each group will work with one resource or an excerpt from a resource (see Appendix 5.4).
- b. Analyse the assigned resource. Which of the three transformative pedagogies – *Engagement*, *Living Together*, and *Peace* – is most strongly represented in the example? What is the evidence for this?
- c. Based on this review, would you recommend altering any of the criteria for the analysis of pedagogy determined in Task 1? Do you have any additional recommendations regarding the review process?

TASK 3: Plenary sharing and discussion

- a. Small groups share their results.
- b. Hold a general discussion about the results of the analysis and what you learned about the methodologies for a GCED resource analysis for pedagogy. Which questions still need to be addressed?
- c. Discuss how such a review could be incorporated into the didactic analysis that emerged from Activity 1, in order to identify gaps and areas for improvement.



Result of the activity

Set of review and documentation criteria that can be used to assess the presence of transformative pedagogy in existing and prospective GCED resources.



©UNESCO/SVATOBOR

ACTIVITY 4

Designing and developing GCED related resources

Textbooks and education materials are central for mainstreaming GCED within education systems. The design and development of such materials therefore merit special care. Earlier modules have assisted the user in identifying GCED learner competencies and GCED topics and learning outcomes. These must now be translated into useable support materials for teaching and learning.

Resource design takes many factors into account: learners' capacities, cultural and contextual relevance, and the effect that language and the format of a resource have on its accessibility (UNESCO, 2014a). For example, the use of case studies, activities and images, and audio and video support materials might make resources more engaging. For this reason, a collaborative approach is strongly recommended in designing and developing resources. This approach involves, among others, a variety of stakeholders ranging from education specialists to students, from writers to illustrators, and from policy-makers to publishers (UNESCO-IBE, UNESCO-IIEP and PEIC, 2015).

A recent publication from the UNESCO Mahatma Gandhi Institute discusses different ways to embed Education for Sustainable Development in teaching and learning resources, with embedding defined as "the process of integrating a desirable element deeply into a system" (UNESCO-MGIEP, 2017, p. 18). These principles can be also applied to GCED. They are:

1) Competency-based units

A competency-based education is more holistic than a knowledge-based approach, in which students are evaluated on their ability to memorize theories and facts. In creating subject-specific resources, developers can work to combine GCED competencies with the existing competencies for a specific subject. Textbooks and other learning resources can help teachers in infusing GCED, while teaching to core standards, through the type of activities that the resources help to facilitate and the questions they pose. However, as noted, GCED should not be viewed merely as a separate, additional concept to be learned.

2) Cross-curricular GCED

Resource developers can contribute to building a cross-curricular approach to GCED by selecting a theme that appears across subjects. Resources can also suggest ways to connect the discussion to other subjects in the curriculum. A key question is "What is the contribution of this particular subject to creating a more peaceful and just world?" The subject's traditional focus and current issues related to GCED can then be linked together. However, it is important not to reduce GCED to content only: GCED should also build students' analytical and applied problem-solving skills.

These two strategies for embedding GCED can be used as stand-alone principles or can be merged, depending on the structure of the education system in a given country. For this reason, the strategy for incorporating GCED into learning and teaching is not standardized, but, rather, depends on the specific context of each country. Box 5.1 below illustrates the contextualized approach that four different countries – Cambodia, Colombia, Mongolia and Uganda – have taken in developing GCED-related educational materials.

Box 5.1: Contextualized examples of GCED teaching and learning materials

Within the framework of APCEIU and IBE-UNESCO's three-year cooperation project, "Global Citizenship Education Curriculum Development and Integration", four beneficiary countries – Cambodia, Colombia, Mongolia and Uganda – have been working to develop different GCED teaching and learning resources that the countries themselves chose, based on their needs. Each country identified its needs through a situational analysis, carried out during the project's first year.

Cambodia

The Ministry of Education, Youth and Sport of Cambodia (MoEYS) has been undergoing a curriculum reform to address some of the main challenges of its education system. Because of its particular context, the country agreed to align its curriculum reform with the outcomes of the GCED project by developing syllabi for two subjects, history and moral-civics, for basic education. The two Cambodian teams for these two subjects have been working to integrate GCED learning outcomes, pedagogical approaches and assessment methods into the two syllabi.

Colombia

Because of Colombia's particular historical moment, with the implementation of the Peace Agreements, as well as its highly decentralized education system, the Ministry of National Education decided to focus its work on developing "Guidelines for Training Teachers for Citizenship". These Guidelines were based on concepts of citizenship and peace education, two topics that have been part of the Colombian education system for more than a decade. The focus on pre-service and in-service teacher training and professional development programmes derived from the results of the situational analysis, which highlighted the lack of trained teachers in the country.

Mongolia

Following the recommendations of the situational analysis, the Mongolian team decided to develop a tool for teacher training so as to support teachers at all levels of education and in different subjects to implement GCED in their classrooms. The GCED Teachers' Guide has been developed using a transversal approach to the learning process, with GCED serving as the cross-cutting element across different subjects of the Mongolian curriculum under three main themes: people, planet and peace.

Uganda

In Uganda, the situational analysis revealed that some of the Ministry of Education and Sports' main challenges in integrating new education concepts and pedagogies into the education system are the lack of teachers' awareness and preparedness, and the lack of educational materials. For this reason, the Ugandan team has focused on developing three main tools: a GCED teachers' resource book; a teachers' orientation manual for GCED; and teaching and learning resources, which include two readers for grade 4 and 5 students and GCED-themed songs and a CD for teachers' use in their classrooms.

Source: Operti, Kang and Magni (2018b).



Focus of the activity

In this activity, participants will create an initial content framework for developing GCED resources as well as a short sample unit. This activity will also be based on earlier results of the *GCED Resource Pack* activities, including the identification of GCED Learner Competencies, GCED Topics and Learning Outcomes and a strategy for integrating GCED into the national curriculum and subject-specific syllabi. As an alternative, participants can refer to UNESCO documents, both the GCED Key Learner Attributes (Appendix 2.4) and the GCED learning outcomes (Appendix 4.1).

TASK 1: Work in small groups

- a. The facilitator assigns to each group one of the Learning Resource Themes related to GCED (see Appendix 5.1).
- b. Review the GCED learner competencies and GCED learning outcomes developed through *Resource Pack* activities for the local context. Alternatively, groups can consult UNESCO's learner attributes and learning outcomes (Appendices 2.4 and 4.1).
- c. Using flip chart paper, develop a content framework, taking into account the following aspects and questions (UNESCO-IBE; UNESCO-IIEP and PEIC, 2015, p. 14):
 - **Grade level:** Which priority topics are appropriate for each grade level? What is their sequence? How will they be organized (i.e. per subject, theme, difficulty level)?
 - **Number of lessons:** How many lessons will each of the priority topics have? Is there any topic that needs more lessons?
 - **Length:** How long will the materials be?
 - **Graphic Design:** What kind of layout and illustrations will each resource have? How many illustrations will it include?
 - **Contextualization:** How will the priority topics be linked to the local, national, regional and global context? Develop a few concrete examples.

TASK 2: Plenary discussion

- a. Each group shares its initial thematic content framework for its Learning Resource Theme.
- b. Have a general discussion about the results of the small group activities and agree upon suggested improvements for the thematic content frameworks.

TASK 3: Work in small groups

- a. Each group extends and improves their content framework based on the plenary discussion.
- b. Develop an outline for a GCED sample unit using the learning resources, taking into account their improved thematic content framework, the elements of the Blumberg framework (see Appendix 5.3) and some of the following aspects, in order to make the resource more relevant to learners (UNESCO-IBE; UNESCO-IIEP and PEIC, 2015, p. 17):
 - Characters/situations with whom/which the student can relate easily;
 - Use of illustrations that the reader will find familiar;
 - Allowing the reader to connect with the unit by using 'you' and direct speech when possible;
 - Questions that foster critical thinking;
 - Exercises that promote participatory learning and peer work (see Module 4).

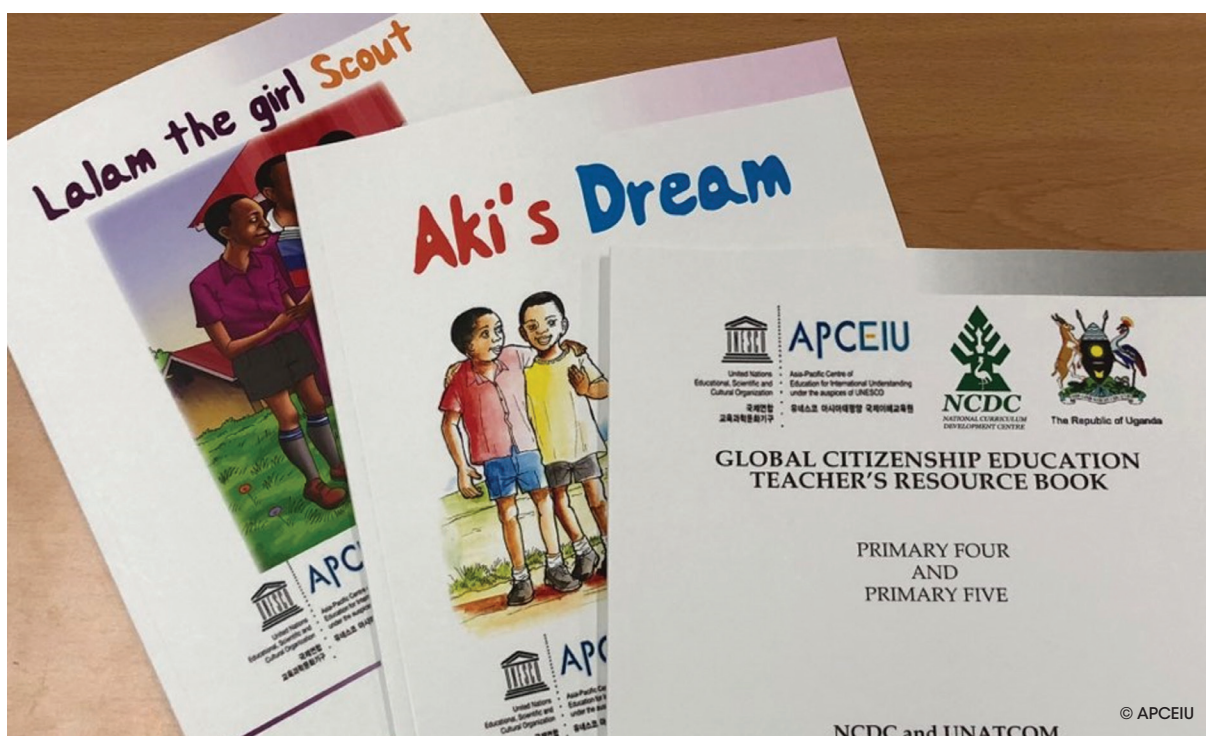
TASK 4: Plenary discussion

- Each group presents the unit they developed, explaining their choices.
- Hold a general discussion and provide feedback on the sample units developed through the small group activity. Are there any additional elements that should be emphasized and incorporated into the resources?



Result of the activity

Initial thematic content for GCED teaching and learning materials based on their GCED Learning Resource Theme, and an outline for an associated unit.



ACTIVITY 5

Ensuring access to GCED resources

Quality resources are those that apply to the learner's local community while keeping the universal values of respect, equality, and non-discrimination. They must be relevant to the local context by referencing actionable ideas, while at the same time demonstrating connection to global issues and the international community. To achieve this, ensuring the accessibility of educational resources is central.

As aforementioned, accessibility of resources means catering to all learners by recognizing the full range of human diversity and by providing equitable access without regard to gender, race, ethnicity, age, economic status, or social class background (UNESCO, 2014a). Improving the accessibility of resources means taking special consideration of populations that have been excluded from learning.

To ensure accessibility, consider these elements:

- **Language of instruction** – Some established policies might require or encourage the use of local languages in schools. However, more importantly, some learners may face language barriers since their mother tongue is different from the majority language.
- **Level of difficulty** – Remember to keep the balance between complexity of content and the educators' ability to deliver the content effectively. However, content should never be simplified to the point of being trivial and useless.
- **Learners with disabilities** – The design of resources should take into account learners with disabilities. Inclusive learning resources are those that utilize various media to accommodate diverse abilities.
- **Cost of resources** – Utilize digital technology, especially open education resources, to ease the sharing of materials and to obtain others for free.

The following conditions at the national level can help in planning for sufficient availability of GCED resources (Read, 2016):

- **National targets on teaching and learning resource.** Governments often have target levels of providing resources. This target is considered the minimum level of availability to ensure quality education. Some examples of typical targets are:
 - one textbook per student
 - one teacher guide per grade level
 - teachers who are specialists in a subject
 - one reading book per enrolled grade level student, according to language of instruction (source)

- **Information on the number of schools, school location, student enrollment (by grade), and number of teachers.** To obtain the needed number of resources that the national targets require, accurate data on schools, students, and teachers are needed. Inaccurate data will often lead to inequality in distributing resources, with some schools under-supplied and others over-supplied.
- **Language of instruction policies.** Government policies may require or encourage the use of local languages in schools. This has clear implications for teaching and learning resource needs; clear data on which languages schools use is necessary.

Once GCED textbooks and teaching and learning resources have been prepared, comprehensive effort will go into delivering those resources to the intended audience. Some possible recipients are:

- Teacher training institutions and teacher educators;
- Schools;
- Non-governmental organizations;
- Parents' associations; and
- Academic and professional networks.

Various platforms might be useful in disseminating resources to reach the widest audience. Some possible methods of dissemination are:

- **Online platforms:** Websites can be a great medium for dissemination. They allow for embedding various media types (text-based files, video, audio) and make the material easy to share. The drawback of websites is less direct interaction between recipient and resource developers, with the result that feedback may be delayed.
- **Conferences:** Conferences are a useful way to reach audiences with more sophisticated knowledge on a subject. They provide a platform for a comprehensive discussion between resource developers and recipients on the content of a resource, which is especially beneficial if the resource contains new perspectives on a topic.
- **Book fairs:** Book fairs are an effective way to reach teachers and student directly. They are most useful for putting resources in the classroom quickly. However, they are often limited to physical resources and discussions may be less extensive as compared with conferences.

To ensure appropriate use of these resources, they will, ideally, be accompanied by any needed teacher training or a comprehensive strategy for professional development (covered in more detail in Module 7).



Focus of the activity

In this activity, participants will develop an initial plan for publicizing and disseminating GCED resources.

TASK 1: Work in small groups

- a. Each group is assigned one of the following target groups for GCED teaching and learning materials. Ideally, assignments will consider the participants' background and their current knowledge of these target groups.
 - Teacher training institutions and teacher educators
 - Schools
 - Non-governmental organizations
 - Parents' associations
 - Academic and professional networks
- b. Discuss within your group the questions in Appendix 5.5 and relate them to your target group, recording answers and noting questions that require further investigation.
- c. Develop an initial plan for publicizing and disseminating the resources.

TASK 2: Plenary sharing and discussion

- a. Each group shares the initial plan.
- b. Have a general discussion about the results of the small group activity.
- c. Extend and improve the dissemination plans for individual target groups based on the plenary sharing and discussion.
- d. Combine the different plans and develop a unique dissemination strategy for the results of the small group activity.



Result of the activity

A dissemination strategy for publicizing GCED resources, taking into consideration different potential target groups, which can be further developed and coordinated by educational leaders and resource developers.

APPENDIX 5.1

Learning resource themes related to GCED⁴²

The following are topics closely related to GCED (Bromley et al., 2016):

- **Global citizenship:** Some textbooks and resources mention global citizenship specifically. The notion of global citizenship does not necessarily replace national citizenship; rather, the two concepts are integrated and should be presented as mutually supporting features of an individual's identity. The concept of global citizenship may be presented through encouraging students to get involved in global issues and analysing their position in the international community.
- **Environment and sustainable development:** Because of increased global discussion and activism on environmental degradation, environmental issues are among the most widely covered GCED-related topics in textbooks. The topic of the environment can be linked to wider global human rights concerns such as the right to a clean world. In GCED, environment and sustainable development should be presented as a global issue rather than exclusively a local concern, highlighting the interconnectedness of human action around the world and shared responsibility for caring for the earth.
- **Multiculturalism and cultural diversity:** Particular groups are often marginalized within a society: indigenous people, immigrants and refugees, women, children, and those belonging to cultural, ethnic, linguistic and religious minority groups. Discussion about these demographically defined groups teaches learners about the experience of being excluded and its relationship with protecting human rights. Groups that may be marginalized due to their economic background also deserve equal attention.
- **Human rights:** The presence of human rights in textbooks and other resources is an indicator that more countries are adopting the idea of a common set of rights that are essential for each individual and that transcend national boundaries. Human rights are often presented in discussions about minority or marginalized groups. The concept of human rights is often viewed in two categories: civil and political rights, and economic, social and cultural rights. One category may receive more emphasis than the other, depending on the local setting's social and political reality. Teachers and resource developers should be aware of the importance of both.
- **Gender equality:** Although efforts to present gender equality in textbooks have been increasing around the world, women are still often under-represented or presented in stereotypical ways. Various topics relate to gender equality, including women's rights, discrimination against women, women's contribution to national and global advancement, and international and national women's movements. In discussing these issues, women can be misrepresented in ways that perpetuate gender stereotypes, as, for example, in framing their experience exclusively as support for men.

⁴² Bromley, Lerch and Jimenez (2016).

- **Peace and non-violence:** An integral part of GCED is an understanding of conflict and conflict resolution. This includes national- or international-level mechanisms, such as truth commissions and trials, as well as conflict on an individual level. The presentation of history and various interpretations of historical events go hand-in-hand with conflict resolution.

APPENDIX 5.2

Publishers of GCED textbooks and learning resources

- **Ministry of Education and other government bodies:** Government bodies responsible for education are often tasked with developing print-based resources, such as textbooks and teacher guides. Resources published directly by the government or authorized for use in schools will probably focus on academic subjects that are part of the national curriculum. Hence, relevant materials may not make specific reference to 'global citizenship' but to a topic that is included in GCED.
- **Academic and teacher-training institutions:** This category includes schools of education and other higher education institutions in a related field, as well as government or non-governmental organizations (NGOs) that conduct teacher training. These institutions are a rich and resource for research papers, guides for innovative practices, and a wide array of non-print based resources.
- **Professional associations:** Teacher associations can be an engaging platform for sharing between educators. Looking at resources from these institutions gives teachers the chance to directly learn from each other. Unlike government resources, professional associations may have materials specific to GCED.
- **Textbook publishers:** GCED-related materials can probably be found in many social science textbooks; subject examples are history, geography, and citizenship education.
- **Non-governmental organizations and international organizations:** Numerous organizations in this category are focusing specifically on developing GCED resources. Most of these resources are published online; a significant portion of them is available for free. UNESCO and many NGOs publish guides, toolkits, and lesson plans for teachers to implement action-oriented lessons.
- **Educational media developers:** Other organizations specialize in developing non-print and digital educational resources, from television series to full web-based learning experiences. While some may require a fee, most of these resources are available online for free. Using digital educational media in the classroom bolsters efforts to cater to different learning styles; their use does demand specialized classroom resources. The topics covered may or may not specifically refer to global citizenship.

APPENDIX 5.3

Analysis for gender bias in textbooks (UNESCO, 2010)⁴³

Background: The Ministry of Education and Training in Vietnam, in collaboration with UNESCO, conducted a study on gender bias in primary school textbooks. Along with other methods, they used text analysis and a questionnaire for stakeholders and users. The study was guided by the questions:

- What are the main issues found in the current primary education textbooks that hinder gender equality and thus need attention?
- What are the main issues found in current primary education textbooks that foster gender equality and consequently need to be reinforced?
- What are the learning areas, textbooks and grades that need most attention with regard to the prospect of revising textbooks from a gender perspective?

The text analysis used the matrix below to list examples of content that contain bias, based on the framework developed by Blumberg (2007).

WHAT BIAS?	TEXTBOOK AUTHORS	TITLES	CONTENT (STATEMENTS; EXAMPLES)	ILLUSTRATION AND GRAPHIC DESIGN	STUDENT ACTIVITIES	ASSESSMENT
Biases in the form of imbalance and selectivity		Applications of measurement: engineers (men) building bridges and roads	Text box: Great mathematicians (men) of our nation Text box: Male students won medals in international math olympiads	Boys are solving math problems on the blackboard, while girls are sitting down and looking	Instructions for the group work suggest that the group leader should be a boy	N/A

⁴³ Blumberg (2007).

An example item from the questionnaire:

In your opinion, which textbooks are the best in promoting gender equality? Please rank the first three textbooks of your preference	Which textbooks?	Why?
	Vietnamese	
	English	
	Mathematics	
	Sciences	
	Social Studies	
	Ethics	

APPENDIX 5.4

Excerpts for Transformative Pedagogy

(1) Dollar Street⁴⁴

Dollar Street is a website that can be used to introduce students to development issues, such as income inequality, through pictures. The website has a collection of pictures from over 240 families living in 50 countries, arranged according to their monthly income. Each set of pictures is accompanied by the family's story.

This resource is developed by Gapminder, a Swedish-based 'fact tank' that produces learning materials to clarify misconceptions about global development by presenting accurate statistics.

Dollar Street shows the diverse living conditions of families around the world and within a single country. The images can help address false impressions and oversimplified views about those living both in other countries and in one's own. The resource is also meant to help students understand their own position, while the pictures can make a topic more engaging and prompt deeper discussion. Students can choose from 100 topics related to the needs of families (such as children's beds, wardrobe, sanitary products, and pets) and see which families on the income spectrum are able to fulfill those needs and how.

(2) Olympic Values Education Program⁴⁵

The Olympic Values Education Program seeks to spread the values of Olympism and good citizenship throughout the world. It rests on three main pillars which relate to Olympism's core values of excellence, friendship, and respect. The main component of this programme is a toolkit, which functions as a reference document for teachers, educators, and administrative professionals looking to put the programme into effect in their own educational environments. The toolkit encourages the programmes to use the symbolism of the Olympic rings, torches, and medals to illustrate the Olympic values at the core of the program. In addition, it offers teaching tools and activities for unit and lesson planning in sports education (IOC, 2008). The other main component of the programme is a database of existing Olympic education resources on the IOC's website. This is to enrich and extend the material available to teachers and help them with implementation of the Olympic curriculum.

During the London 2012 Olympics, the British Olympic Association and the British Paralympic Association integrated the OVEP toolkit into their own Olympic education program, called "Get Set", which offered activities and resources that integrate OVEP values into math, literacy, science, and other school subjects. "Get Set" was implemented in Britain and then launched internationally, which gave the OVEP programme increased exposure and ensured that more educational networks had access to it (IOC, 2014). "Get Set" displays inclusivity by representing differently-abled people who are central in the curriculum. The Paralympics values of inspiration, determination, courage, and equality are also a focus of this Olympic values program.

⁴⁴ Dollar Street (n.d.).

⁴⁵ International Olympic Committee (IOC) (2008; 2014).

(3) Bricks and hammers⁴⁶

What would an ideal world look like? Imagine one that was free of the issues that trouble you most. Draw pictures or maps, or act out the current world compared with your ideal.

Draw a brick wall. Label each brick with an obstacle that prevents realizing the ideal world vision. For example, if the issue is fair trade, an obstacle might be unfair prices for the goods that poor people sell. Make paper hammers to knock down the bricks, and write on them actions to improve the status quo (for instance, try to sell fairly traded goods in the school canteen).

(4) Local-global question time⁴⁷

The class should agree to research and discuss a current issue with local and global dimensions. This will be the result of an earlier exercise.

The students then answer the following questions:

1. How does the issue affect the people in your local area?
2. How does it affect the people in your country?
3. How does it affect people around the world?
4. How does it affect the natural environment?
5. What are its causes?
6. Are the causes the same for people around the world?
7. What are the solutions to the issue?
8. Are the solutions the same for people around the world?
9. When something happens in one part of the world, does it affect people in other places? How is this a global issue?

(5) Helping to make your classroom a global schoolhouse⁴⁸

Stepping Out

Objectives

- To promote empathy with those who are different.
- To raise awareness about the inequalities of opportunity in society.
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

⁴⁶ Price (2003, p. 42).

⁴⁷ Price (2003, p. 91).

⁴⁸ UNICEF (n.d., pp. 41–42).

Materials

- One role card per participant (adapted to your situation as needed)
- Question sheet
- An open space (a corridor, large room or outdoors)

Explain to the participants that they will be asked to “step into someone else’s shoes”. They will be told who they are going to be, and they will need to use their imagination to respond to questions as that person.

Hand out the role cards randomly, one to each participant. At least three participants should be handed cards that tell them to be themselves. Tell all the participants to keep their roles secret.

Arrange the participants in a line and ask them to begin to take on their role. To help them, read some of the following questions, pausing after each one to give the participants time to think and build up a picture of themselves and their lives:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialize? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time/ in your holidays?
- What excites you and what are you afraid of?

Tell the participants that you are going to read to them a statement based on various situations or events. Every time they can answer ‘yes’ to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Read out the situations one at a time. Pause for a while between statements to allow people time to step forward and to look around to take note of their positions relative to each other.

At the end, invite everyone to take note of his or her final position. Then give them a couple of minutes to come out of their role before debriefing.

APPENDIX 5.5

Ensuring access to GCED resources

- 1.** What kinds of GCED teaching and learning resources would be most relevant for this group? For example, direct use as a learner or an educator? For information purposes primarily? What would be the purpose of sharing GCED resources with this group?
- 2.** Are there GCED resources that are available or under development that can be disseminated? Are such resources self-explanatory or will additional information/ guidance be necessary?
- 3.** In which formats do the people in this group typically receive learning and teaching resources? Examples are physical copies, digital copies, or accessing through a website.
- 4.** What are the existing mechanisms for distributing teaching and learning resources to this group? Can GCED resources be introduced using these methods?
- 5.** What publicity or outreach strategies should be used in promoting the GCED resources? How should these strategies be carried out and by whom?
- 6.** Following this initial advertising and dissemination, how can we ensure a continuing demand for and supply of these resources?
- 7.** What else needs to be considered to develop a successful outreach and dissemination plan for GCED resources?

NOTES

A series of horizontal dashed lines for taking notes.





WHOLE SCHOOL APPROACH



© Charlotte Kesi/Word Bank

MODULE 6

MODULE 6

INTRODUCTION

This module will assist users in integrating GCED across their school setting. Every school can be a welcoming home for GCED. One of GCED's primary objectives is to take knowledge, understanding and action beyond the classroom to the school as a whole. This module will, therefore, guide users through different conceptualizations of whole school approaches (WSAs). These different whole school approaches will give users the necessary understanding to expand GCED from the classroom to the school. These approaches will involve all members of the school community, even reaching out to other actors in the local environment who can enrich GCED within the school environment.

Within education settings, a "WSA implies collective and collaborative action in and by a school community to improve student learning, behaviour and well-being, and the conditions that support these" (IBE-UNESCO, 2013a, p. 61). The focus of WSA for GCED is not limited to addressing the needs of learners; it also extends to the staff and the wider school community. GCED is not only strengthened but has a greater impact once a school or learning institution decides to undertake activities that will involve the entire school community, including students, school staff, teachers, administrators, parents and the wider community. "A growing number of international studies have highlighted the importance of moving beyond isolated and temporary measures and adopting a whole school approach in order to bring about systemic change in schools" (Van Driel et al., 2016, p. 28).

A WSA for GCED is possible in all types of education systems and at all levels of education. School-wide GCED approaches that will result in the maximum impact and benefit for all learners can involve policies, curricula, syllabi, pedagogical practices, activities (inside and outside the classroom), learning resources, teacher training and professional development (Oxfam, 2015; UNESCO, 2016b). A WSA for GCED can be instituted in formal education settings and adapted for non-formal learning environments. Introducing a WSA successfully means establishing partnerships and cooperation mechanisms with different stakeholders, including, but not limited to, community organizations, NGOs, and other personnel, such as youth, health and social services, that support a school's well-being.

Module 6 presents diverse approaches to GCED using WSAs through this series of activities:

1. Defining the whole school approach and how it connects with GCED
2. Taking the GCED pulse of the school
3. Incorporating GCED within existing WSA approaches
4. GCED links with the community, NGOs and other schools



Key words

Community, learning environment, networks, school development, whole school approach

ACTIVITY 1**Defining the whole school approach and how it connects with GCED**

Whole school approaches are varied. They are defined and put into practice according to each school's unique situation and the broader education system of which the school is a part. WSAs are customized to the education environment and constantly evolve to meet the learning environment's needs. Regardless of variations in settings, WSAs are always deliberated, planned, documented and built on effective practices. WSAs may be launched through an action plan of relatively short duration – such as a year – but, ideally, are implemented and maintained for a much longer period.

A WSA includes all school staff, students and community partners, and links with all aspects of school life. Equally important, a WSA's goal is that “everyone in the school or learning environment feels safe and welcome, no matter their ability, disability, language, cultural background, sexual orientation, gender identity, gender expression or age” (MoE-Alberta, 2017). WSAs have been used to promote education in many areas including, but not limited to, global citizenship, human rights, inclusion, tolerance environment, social justice, sustainability, and health (UNESCO, 2017d, p. 33). A WSA is, therefore, a key strategy for schools to realize fully GCED's positive benefits and sustained impacts.

A WSA works to eliminate barriers to participation and encourages coordination to ensure that GCED's vision is understood and realized throughout the school community. Ideally, WSAs are rooted in teaching, and school-wide routines or activities that are continuously infused into all learning experiences over multiple years (MoE-Alberta, 2017). Themes for WSAs related to GCED may emerge or may be defined through the school ethos (i.e., vision, mission or philosophy) or through a self-defined school-wide global citizenship priority, theme or current issue. Clearly, the level of engagement and commitment to GCED that school management, teachers, and the available resources show for GCED will directly influence how GCED is established in a school.

Outside the formal school structure, GCED can be enacted through youth-led initiatives, community participation, partnerships with NGO coalitions, collaborations with other educational institutions, international exchanges, and/or GCED outreach and engagement through virtual communities using the internet (UNESCO, 2015a, p. 49).

**Focus of the activity**

This activity facilitates a review and brainstorming of different WSAs for GCED.

TASK 1: Plenary preparation

- a.** Review the strategies presented for WSAs in Handout 1 of Appendix 6.1.⁴⁹
- b.** Clarify concepts through discussion and brainstorm examples for each strategy.
- c.** Are there any key strategies not included in the general list that could be added?

TASK 2: Work in small groups

- a.** Distribute the case examples in Appendix 6.1 and assign a subset of group members to each of the four examples.
- b.** Each subset in the group reviews the assigned example and prepares to summarize the WSA approach presented in their example for other group members, including their views on whether or not this approach is realistic for their local environment.
- c.** Members of the group share their summaries and views about the WSA examples.

TASK 3: Continued work in small groups

- a.** Distribute Appendix 6.2, which has Parts 1 and 2.
- b.** Match each activity with the related general strategy (Part 1) as well as possible, and discuss the reasons for your choices.
- c.** After the activities have been allocated across strategies, develop an additional activity for each of the strategies to illustrate how it might be carried out in the school.

TASK 4: Plenary sharing and discussion

- a.** The general strategies from Part 1 of Appendix 6.2 are addressed in the order in which they appear. As each strategy is discussed, groups share the related activities that they have identified as well as any new, brainstormed activities.
- b.** Participants are invited to share any personal experiences they have had in working with the strategy or activity, noting conditions leading to successful or limited results.
- c.** The whole group discusses the feasibility of various strategies for their schools, accounting for local and national contexts.
- d.** A list of strategies and exemplary activities is finalized.

⁴⁹ Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.



Result of the activity

List of WSA strategies and associated activities for promoting GCED.



ACTIVITY 2

Taking the GCED pulse of the school

Earlier modules have encouraged users to discuss and develop a working definition of GCED to be incorporated into national curriculum policies and competencies. Even with this effort to instill GCED at the national level, further discussions at the school level will be needed to ensure a shared, school-wide understanding about what GCED is and which learner competencies will be cultivated. If these ideas are not taken up explicitly, leading to school-wide agreement, GCED may be presented only as a broad system of values; it will not contribute meaningfully to skill development and experiential learning (UNESCO, 2015, p. 46).

A WSA enables principals, teachers, learners and supporting staff to develop a shared vision and detailed plan for implementing GCED school-wide. A WSA engages students in active learning and opportunities to practice GCED skills. A WSA should be embedded into school policies and practices, in order to align GCED with the school community's specific needs and priorities, and to involve family and community partnerships (MoE-Alberta, 2017).

A successful WSA for GCED will include:

- a vision for GCED in the school, connected to wider school aims;
- establishing a team which will receive the support of others;
- organizing a global citizenship audit;
- developing an action plan for GCED implementation at the school level;
- integrating GCED with existing school priorities and with staff development and support;
- encouraging parent and community engagement;
- a cyclical planning process to reflect GCED as a part of an ongoing development journey;
- using and connecting different teaching and learning spaces within the school; this will include the curriculum, classrooms, teachers' room, activities (such as school assemblies), school clubs, gym, library, cafeteria and others;
- the leadership and the involvement of students, staff, parents, governors, and the wider school community in integrating GCED into existing school priorities and staff development (GLP as cited in King, 2015; Oxfam, 2007, p. 15).

Building a vision is closely linked with reviewing current policies, practices and the culture in the school environment. Possible areas of focus, analysis tools and a list of questions/checklist are suggested below. Users may want to use several of these to identify the Strengths, Weaknesses, Opportunities and Threats (SWOT) entailed in developing a holistic school-wide GCED action plan. Indeed, as Amnesty International (2012)

suggested, a SWOT is very important since it “will allow for and inform the next step of identifying the priority areas for your school to focus on” (p. 74). While leadership by education staff (teachers, administrators, principals) is key in this effort, all GCED stakeholders, including education staff, student-led groups and parents, can participate.

1. Vision for GCED: Based on the national curriculum and competencies established for GCED and/or in reference to the GCED learning objectives developed by UNESCO (2015, pp. 31–42), an initial list of GCED learning goals is drafted for the whole school. These will include content knowledge, values, and action-oriented skills.

2. Policies and Practices: A wide range of policies and school practices are related to GCED. Curriculum documents, teaching-learning resources, school policies, degrees of participation, teaching competencies, staff development, administrative commitment and support, available resources and community relationships and partners are all open for review (Oxfam, 2015, UNESCO, 2015). These areas can be reviewed through content analysis and consultations with relevant members of the school community. (See “Stakeholder Views” below.)

This review may result in identifying GCED-related school ethos (vision, values, philosophy), school themes (international, multicultural) and GCED curriculum and programmes. This review could also ascertain the level of stakeholders’ engagement within these practices. Stakeholders might, for example, be pre-engaged and interested; their level of engagement might be introductory, developed or advanced. (See Appendix 6.3, *Global Learning Programme Scotland: School Audit*.) This review should provide information about the consistency of practices across the school and opportunities for the potential infusion of GCED.

3. Stakeholder Views: Understanding what motivates teachers to engage in GCED can help in better identifying the resources and tools needed for successful teaching experiences, for enhancing learning opportunities for engaged students, and for involving parents and the broader community.

A survey of students’ current values, attitudes, and behaviours will show which GCED content, skills, and competencies are already familiar to them and which need focus and support. These surveys can also be used to assess the overall school climate and relations between students and school authorities (principals, teachers, administration staff).

4. Training and professional development for educators and other school members: Depending upon teachers’ existing knowledge and capacities, additional supports may be necessary for implementing a WSA. Teachers and other educational personnel might further engage with global citizenship outside the classroom or school through a professional development course, in-service training, or an internship or professional work placement with a civil society organization working on global citizenship issues. Youth leadership development programmes in GCED may be available to students.

5. Parent and community engagement: Parents and others in the community can play a significant role in GCED. The review can include a school's existing and potential efforts to communicate to parents what GCED is, what it entails and why it is a priority for the learning environment. Some parents may also be able to contribute to the WSA to GCED. There may be numerous opportunities for the school to engage with partners outside the school (see Activity 6.4). Identifying existing and potential relationships can be part of the WSA planning.

The vision and implementation plan for a WSA must include all stakeholders. Keeping schools oriented towards global citizenship involves a series of commitments:

- to integrate key local and global issues into the curriculum;
- to design teaching and learning methods in an interactive way so that critical, analytical thinking, creativity, openness, self-confidence and self-esteem are encouraged consistently;
- to create the whole school as a learning environment;
- to link the school's efforts with respect for human rights, diversity, equality and sustainable development to actions in the local community; and
- to allocate the necessary resources (UNESCO Associated Schools Network on WSA on ESD, 2018).



Focus of the activity

Modules 3 and 4 in this *Resource Pack* presented strategies for reviewing the presence of GCED-related themes and approaches within national curricula and learning resources. These techniques can also be adapted for reviews at the school level. This activity focuses on techniques for documenting teachers' and students' views towards developing a WSA action plan for GCED.

TASK 1: Plenary discussion

- a. Review the components for a WSA presented in the introduction to Activity 2. (Bullet points associated with GLP as cited in King, 2015; Oxfam, 2007, p. 15).
- b. Participants who have participated in a whole school development or change programme share their experiences about the process. Which of the components mentioned in the introduction were a part of your effort? Which conditions were necessary for success? What were the obstacles to success? What do you advise in relation to undertaking a WSA for GCED?
- c. Clarify concepts through discussion and brainstorm examples of each recommended element.
- d. Are there any key elements not included in the general list of the introduction that could be added? Take notes on a flipchart.

TASK 2: Plenary discussion (continued)

- a. Obtaining stakeholders' input is essential for setting priorities, motivating for action, and designing and implementing a whole school approach. Aside from teachers and students, are there any other stakeholders that might be engaged in developing a WSA approach for GCED?
- b. How do participants currently obtain input from stakeholders on core school plans, either formal or informal? Participants can share their practices briefly, including a concise review of what has or has not worked well.

TASK 3: Work in small groups

- a. Participants are divided into small groups covering different stakeholders and methods of data collection. At minimum, these small groups should include 'teachers' and 'students', and 'focus group discussions' as well as 'surveys'. Note that students may be split between primary, lower secondary, and upper secondary school, according to education level and age.
- b. Each group drafts a preliminary plan and a questionnaire or/and a survey with key questions, according to their target group and data collection method. Appendix 6.4 contains a template for organizing this work in written form. The groups will note their responses on the template and prepare their results on flip chart paper to share with the whole group.

TASK 4: Plenary discussion

- a. The small groups that worked on the same target groups come together to share and discuss their work. Make sure that there is time to adjust the individual groups' work, as desired.
- b. The small groups share their efforts on flip chart paper by posting them on a wall.
- c. The small groups present and discuss their answers to the whole group. Participants can view the efforts of the other groups through a 'gallery walk' around the different flip chart papers.



Result of the activity

Draft sampling plan and questionnaires and/or surveys for collecting GCED-related views and narratives from teachers, students and possibly other stakeholder groups.



ACTIVITY 3

Taking first steps with a WSA

As mentioned, WSAs for GCED are established through a deliberate, school-wide process of reviewing and planning. This process may reveal existing practices that might be extended through GCED or fused with it. WSAs will differ from school to school and “involve thinking big but starting with small, manageable steps” (Oxfam, 2015, p. 14).

Thus, a GCED WSA planning process may result in a shared vision and a multi-year strategy that is implemented gradually. A successful experience with one component may lead to further programme growth, especially when activities motivate groups of students or teachers.

Some possible first steps in a longer-term WSA GCED strategy might include:

- Whole school curriculum planning;
- Staff training and capacity development;
- Establishing a key partnership with a GCED organization;
- Infusing GCED into school-wide activities that are sustained throughout the school year;
- Incorporating GCED into another high priority school agenda, such as school-wide intercultural education and inclusion;
- Adopting the Child-Friendly School approach (UNICEF, 2006).

WSAs are organic and, if successful, will grow with the school environment. As such, the implementing the WSA offers an ongoing opportunity to reflect on and improve future GCED policies and practices. Schools should be prepared to monitor, review, evaluate and update whole school practices and policies as they advance and change. New GCED learning opportunities, themes and topics will emerge and evolve through the school’s ongoing work.

The success of any educational programme depends on the continued engagement of teachers and students in the teaching and learning process; GCED efforts should seek to prioritize and sustain that interest. For GCED efforts to be self-sustaining and successful in the long term, self-reflective analysis must be built in to the system. The school can build annually on the previous year’s efforts and set goals and intentions for the year to come. Such a regular cyclical analysis is indispensable to the long-term sustainability of GCED programmes. The *Global Learning Programme Scotland: School Audit* in Appendix 6.3 is an example of how such reviews might be carried out annually.



Focus of the activity

This activity cultivates creative thinking about how GCED might be linked with existing practices as part of a more comprehensive strategic plan for the school.

TASK 1: Work in small groups

- a. The group facilitator assigns one case example from Handout 6.5 to each group.
- b. Review the case example assigned to your group from Handout 6.5.
- c. Discuss in your group the strengths and limitations of this approach.
- d. Based on your conclusions about its desirability as a GCED approach, discuss the feasibility of using this approach in your national context and schools. Are there any existing efforts that are similar? How might the approach in your case example be introduced and supported in schools in your local area? Note down your recommendations.

TASK 2: Plenary sharing and discussion

- a. Small groups share the results of their discussion and their recommendations.
- b. Participants are invited to share any personal experiences they have had in working with the strategy or activity, noting conditions leading to successful or limited results.
- c. The group discusses the recommendations of the small group work and the feasibility of various strategies for their schools, accounting for local and national contexts.
- d. A list of strategies and exemplary activities is finalized.



Result of the activity

Additional strategies to be added to the list of WSA strategies and associated activities for promoting GCED developed in Activity 6.1.

ACTIVITY 4**GCED links with the community, NGOs and other schools**

One of the central focus points of GCED as a discipline is the connection between the global and the local. Small-scale grassroots efforts can often result in large-scale global change if they are networked and sustained over the long term. Building this kind of network around GCED programmes requires partnerships between many different stakeholders, and, most importantly, between the school and the wider community. Such partnerships can be built into the school's GCED strategy from the outset or integrated as opportunities are developed.

Building partnerships with community organizations is critical to GCED efforts. Such partnerships need to be maintained and sustained over the long term to have a real impact on the WSA efforts, and on the community. Students will be involved in localized, hands-on learning while understanding the principles of good community action and that social work efforts must be scalable as well as sustainable. School administration and NGO staff can work together to ensure that the terms of the partnership are clear and the goals are attainable. Encouraging students' families and other community members to participate in community action projects is an important contribution as well.

Box 6.1: Working with community organizations and NGOs

There are numerous community organizations and NGOs working nationally and internationally to promote GCED and related themes that can support the WSA. For example, the Asia Society's *Global Learning Beyond School* programme is an organization that provides advice and assistance to after-school programmes for global and cultural learning. They provide professional development to teachers, assess current programmes and opportunities for improvement, offer tools and strategies to increase global learning capacity, and prioritize hands-on, experiential learning in a community setting. They primarily offer language learning and cultural immersion courses, providing the curricula, resources, and even teacher training (Center for Global Education). Such organizations can be a great resource for educators and administrators to connect with and partner on a variety of GCED initiatives.

Source: Center for Global Education (2017).

Engaging NGOs or other community organizations amplifies the school's GCED efforts and ensures that they benefit the whole community. Moreover, this provides students with practical, real-world learning experiences in the social realm. These connections to community organizations nurture and develop students' behavioural and action-oriented GCED competencies, providing students with examples of good citizenship in practice.

In addition to collaborating with community organizations and NGOs, schools can collaborate and learn from each other. Just as peer education is an important aspect of learning for students, peer institutions have a critical role to play in helping schools to implement effective practices. Schools can replicate programmes, collaborate on inter-school events and initiatives, and create a network to share local GCED resources more easily, amplifying the effect of their efforts. This networking can even extend beyond the local community and stretch nationally and internationally, either online or through conferences and professional learning communities. Schools and other educational institutions worldwide can connect and learn from one another about what works and what does not work in GCED pedagogy and practice. The annual International Conference on GCED, co-organized by APCEIU, the Ministry of Education and the Ministry of Foreign Affairs of South Korea, in partnership with UNESCO, is a good example⁵⁰.

Internet and communication technologies, when available, can support links between schools, classrooms and teachers in different locations across countries. Moreover, such technologies can support self-directed learning for both students and teachers, involving participants from across the world.

The Global Citizen Diploma⁵¹ is an online course for high-schoolers which offers a diploma based on the learning of its core values and competencies. This learning is documented and evaluated through an online blog in which the student reflects critically on his or her learning experience. Each post constitutes engagement with one core value or competency (Global Citizen Diploma). For example, engagement with the core value of community engagement is approved based on a sustained and consistent social work project that the student carries out based on observing the community and identifying a social need. Such projects and reflections are required for several competencies, such as public communication, academic skills, artistic expression, leadership, and multi-lingualism. At the end of this course, students are encouraged to curate a portfolio of their most valuable insights on their GCED learning experiences. Documenting learning experiences that have been examined critically within the format of a diploma course gives the GCED learning process a clear structure that can be very helpful for schools and other institutions who seek to further their engagement with GCED (Global Citizen Diploma, n.d.).

⁵⁰ To learn more, explore the website: http://gced.unescoapceiu.org/conference/html_n/index.php

⁵¹ For further information on Global Citizen Diploma, visit the website: https://gcdiploma.files.wordpress.com/2017/01/gcd3_one-sheetv2_full.pdf

There are countless ways for schools to engage in peer learning with partners, colleagues and peers in carrying out a WSA for GCED. The examples here are only a sample of what is possible.



Focus of the activity

This activity helps in identifying local, national and international partners and peer learning opportunities for carrying out a GCED WSA.

TASK 1: Plenary or small group work

- a. Identify potential or existing community groups, agencies or NGOs with whom schools might collaborate in carrying out GCED. See Appendix 6.6 for categories of partners.
- b. In which specific ways can such partners work with your schools? Are there pre-existing programmes that schools might link with, for example, an existing guest speaker programme or matching between schools through an Internet-based pairing program? Would a new programme need to be created?
- c. What are the potential benefits of such an association for both your school and the group(s) working with the school?

TASK 2: Plenary or small groups work continued

- a. Discuss and list the first steps for engaging GCED partners who are based outside the school, for example, joining an association or initiating a contact via e-mail, phone or in person.
- b. Identify potential barriers that might impede schools and members of the school community from taking advantage of such potential partners. How might such barriers be addressed?
- c. Taking into account the above discussions, develop the content of a flyer or booklet to be distributed to schools or members of your own school community for advertising and promoting partnerships with outside organizations.



Result of the activity

Outline and initial content for a GCED guide for schools to engage with outside partners in carrying out a WSA.



APPENDIX 6.1

Case examples of WSA GCED programming

SCHOOL-WIDE APPROACH (GENERAL): ENGLAND⁵²

England has a process for integrating the global dimension across both the curriculum and the school (Department for International Development, 2005, as cited in UNESCO, 2015, p. 48). Eight key concepts – global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development, and values and perceptions – can be incorporated into all school subjects for students of all ages. Additionally, many schools work to involve the whole school community through positive relationship-building, taking action through volunteering/charity work, organizing assemblies and displays around the school, and developing global learning partnerships (see pp. 18–21). GCED is therefore delivered through a school-wide ‘ethos’, which is “developed through the involvement and participation of all staff, children and young people as well as the wider school community” (p. 18).

SCHOOL-WIDE APPROACH TO CURRICULUM INFUSION: USA⁵³

Stakeholders used a global perspective in an elementary school in San Francisco USA to broaden the definition of citizenship. The traditional history curriculum was transformed into a year-long global citizenship curriculum including the national Bill of Rights, and the United Nations’ Convention on the Rights of the Child treaty. Over a ten-year period, the whole school approach to GCED allowed the entire school to engage progressively in GCED, “and gain the ability to imagine other perspectives and recognize one’s own point of view.” This programme provides an “understanding of the current complexities related to immigration, environmental challenges, and racial and religious tensions at home and abroad.” This highlights the fact that studying any environmental, political, economic, or social system without recognizing its global interdependence is limited.

There are some advantages for teaching earlier grades: a self-contained classroom and the ability to integrate a range of academic subjects without scheduling obstacles. Spending the full day with students allows teachers to control the pace, depth, and length of study. These positive attributes help to offset younger students’ limited knowledge and experience.

⁵² Department for International Development (2005).

⁵³ Anwandter (2014).

YOUTH LEADERSHIP: UK⁵⁴

The Oxfam Youth Ambassador Group programme plays a central role in building global citizenship across schools and into communities. Students speak up on global issues and help to shape the school ethos; they have met with elected members of parliament (MPs) and delivered speeches in assemblies in primary schools. Learner-led activities have acted as catalysts for further work, drawing on more teachers. Developing global citizenship across all areas of the curriculum has been an organic process, receiving strong support from senior leadership teams and teachers, who emphasize clear links between global citizenship skills and the high academic standards which the school achieves.

SCHOOL NETWORKS: FINLAND⁵⁵

The Finnish National Board of Education implemented a global education project entitled ‘*As a Global Citizen in Finland*’, in cooperation with government, school networks and education experts. “The purpose of the project was to put together a vision for the key premises, challenges and opportunities in terms of education for global citizenship in a globalised world. The project has sought and developed ways of participating in building a world of greater justice and sustainability that are suitable for children’s and young people’s experiences. Attention has focused on the competences required of a global citizen and how these competence needs could possibly be described in the forthcoming curricular reform of general education. ... The project wanted to hear the voices of schools and highlight good teaching practices. The invited schools have participated in networks or projects with similar objectives, such as the global citizen. ...When the school network was being built, care was taken to involve learners of different ages from primary to general upper secondary level. The network was also diverse in regional and linguistic terms” (Finnish National Board of Education, 2011, p. 6).

⁵⁴ Oxfam (2018).

⁵⁵ Finnish National Board of Education (2011).

APPENDIX 6.2

Strategies for GCED using a whole school approach

PART 1. GENERAL STRATEGIES FOR GCED USING A WHOLE SCHOOL APPROACH

Each strategy incorporates a local-global link and is supported by participatory learning methods.

1. Explore GCED values and themes across all school curricula
2. Enrich selected subjects with GCED content, values and behaviours
3. School-wide activities to raise global awareness
4. Community engagement
5. Youth-led initiatives and school clubs
6. School partnerships and student exchanges
7. NGO partnerships
8. Teacher training and professional development

PART 2. SPECIFIC ACTIVITIES FOR GCED USING A WHOLE SCHOOL APPROACH

- Thematic treatment: Achieving the Sustainable Development Goals (SDGs)
- Thematic treatment: Equality and Social Justice
- Thematic treatment: Children’s Human Rights
- Thematic treatment: Clean Water
- Thematic treatment: Diversity and Inclusion
- Including GCED within citizenship education and history learning
- Including GCED within language learning and literature
- Including GCED within environmental sciences
- Celebrating UN International Days through arts, drama, social studies, literature, writing, music or STEM
- Raising public awareness on a GCED issue
- Forging partnerships with local community organizations, civil society, labor unions, elected officials around GCED
- Encouraging youth-led groups such as environmental clubs, social justice school clubs, student chapters of NGOs, such as Oxfam or Amnesty International
- Sponsoring walks or runs to raise awareness of GCED theme/issue
- In-person exchanges of knowledge and experiences, and shared activities between students living in different cities, regions or countries

- Virtual exchanges of knowledge and experiences, and shared activities between students living in different cities, regions or countries
- Ongoing GCED training and development for education staff
- Linking teachers with virtual spaces for resources and peer learning
- Model UN
- Partnering with a NGO to further GCED awareness

APPENDIX 6.3

Global learning programme Scotland: school audit⁵⁶

The **Global Learning Programme Scotland: School Audit** is an example of an evaluation framework in survey format. The audit includes five elements to assist schools in identifying their current position regarding GCED and WSA. Each element can be ranked for the presence of GCED, with rankings ranging from pre-engaged through introductory to advanced.

The five elements addressed in this audit are 1) the level of GCED engagement in whole school planning and policy; 2) the integration of GCED as a context for learning; 3) how GCED is linked to the curriculum; 4) the level of classroom and teaching resources being used; and 5) the integration of GCED into the school through existing whole-school initiatives (Global Learning Programme Scotland, n.d., pp. 2–3).

SELF-EVALUATION FRAMEWORK

There are five elements to consider.

For each element, place a cross in the stage (1–9) that most closely reflects your school’s current position.

ELEMENT 1: WHOLE SCHOOL PLANNING AND POLICY								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We have not considered how Global Citizenship could be part of our school policy.	We have considered Global Citizenship as part of our school policy, but have taken no action.	Global Citizenship is part of the school policy, but only a few truly understand it, or use it to guide decision-making.			Global Citizenship is part of the school policy. Most staff understand it and use it to guide decision-making and improvement planning.			Global Citizenship is at the heart of school policy and improvement planning and the parents and wider community understand it.
Stage 1	Stage 2	Stage 3 Beginning to work at this level	Stage 4 Working at this level	Stage 5 Looking at next steps	Stage 6 Beginning to work at this level	Stage 7 Working at this level	Stage 8 Looking at next steps	Stage 9

⁵⁶ Ideas for Global Citizenship (n.d.).

For each element, place a cross in the stage (1–9) that most closely reflects your school’s current position.

ELEMENT 2: INTEGRATION OF GLOBAL CITIZENSHIP AS A CONTEXT FOR LEARNING								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We have not considered Global Citizenship as a context for learning.	We have considered Global Citizenship as a context for learning, but have not taken action.	Global Citizenship is addressed by a few teachers as a context for learning within a few subjects/curricular areas.			Global Citizenship is addressed as a context for learning by most teachers and at most stages/subjects across the school.			A comprehensive scope and sequence outlines Global Citizenship as a context for learning across subjects and stages ensuring all concepts embedded.
Stage 1	Stage 2	Stage 3 Beginning to work at this level	Stage 4 Working at this level	Stage 5 Looking at next steps	Stage 6 Beginning to work at this level	Stage 7 Working at this level	Stage 8 Looking at next steps	Stage 9
ELEMENT 3: LINKING GLOBAL CITIZENSHIP TO CURRICULUM FOR EXCELLENCE THROUGH DIMENSIONS 3, 4, 5, 7, 8 AND 9 FROM THE JOURNEY TO EXCELLENCE.								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We have not considered how Global Citizenship is part of a Curriculum for Excellence or reflected on the relevant Dimensions.	We have recognized the links between Global Citizenship and Curriculum for Excellence but have taken no action.	We have identified and highlighted the links between Global Citizenship and Curriculum for Excellence Dimensions but these links are not embedded in the life of the school.			Global Citizenship is recognised and used by all staff when developing a Curriculum for Excellence through Journey to Excellence Dimensions.			Global Citizenship is at the Heart of Curriculum for Excellence and reflects the relevant Dimensions from a Journey to Excellence development and is the basis of improvement planning.
Stage 1	Stage 2	Stage 3 Beginning to work at this level	Stage 4 Working at this level	Stage 5 Looking at next steps	Stage 6 Beginning to work at this level	Stage 7 Working at this level	Stage 8 Looking at next steps	Stage 9
ELEMENT 4: RESOURCES FOR GLOBAL CITIZENSHIP								
PRE-ENGAGED	INTERESTED	INTRODUCTORY			DEVELOPED			ADVANCED
We are not aware of classroom and teaching resources that support Global Citizenship.	We are interested in classroom and teaching resources that support Global Citizenship.	We have introduced classroom resources that support Global Citizenship in some classrooms and are beginning to critically evaluate our existing resources.			Classroom resources that support Global Citizenship are used in most classrooms. Staff access and use Global Citizenship teaching resources, critically evaluating these.			We share our good practice, across our school and beyond, developed through the use of classroom and teaching resources that actively support Global Citizenship.
Stage 1	Stage 2	Stage 3 Beginning to work at this level	Stage 4 Working at this level	Stage 5 Looking at next steps	Stage 6 Beginning to work at this level	Stage 7 Working at this level	Stage 8 Looking at next steps	Stage 9

For each element, place a cross in the stage (1–9) that most closely reflects your school’s current position.

ELEMENT 5: INTEGRATION OF GLOBAL CITIZENSHIP THROUGH EXISTING WHOLE SCHOOL INITIATIVES								
PRE-ENGAGED STAGE	INTERESTED STAGE	INTRODUCTORY STAGE			DEVELOPED STAGE			ADVANCED STAGE
We have not considered using a Global Citizenship approach in developing our whole school activities or initiatives.	An individual or group in our school would like to use a Global Citizenship approach in developing our whole school activities or initiatives.	An individual or group in our school is using and building a Global Citizenship approach in developing our whole school activities or initiatives.			Our whole school, management, staff and pupils are using and building a Global Citizenship approach in developing our whole school activities or initiatives.			We are working in partnership with the wider community to advance and embed a Global Citizenship approach in developing our whole school activities or initiatives.
Stage 1	Stage 2	Stage 3 Beginning to work at this level	Stage 4 Working at this level	Stage 5 Looking at next steps	Stage 6 Beginning to work at this level	Stage 7 Working at this level	Stage 8 Looking at next steps	Stage 9

APPENDIX 6.4

Planning template for collecting stakeholder input

LOGISTICS

- **What is the specific group that you are addressing in this planning template?**

Some possible groups include students, teachers, administrators, parents or a parent association.

- **Do you plan to consult everyone in the group or just a sample? If just a sample, how will you choose who participates?**

- **What tool will you use to collect the information?**

Some options include a written or online questionnaire and individual or focus group interviews.

- **How will you organize the collection of the information?**

- **How will you organize the analysis of the information?**

Will you need to input quantitative data and analyse it? Will you need to code and summarize qualitative data from open-ended questions or interviews? Who will do this?

- **How will you present and distribute the results to the school community?**

Will you develop a full report? An Executive Summary? Infographics? What will be shared with the school community?

- **How will these results be used to develop an action?**

What will the possible actionable items be? Is there a leadership team to help implement them?

CONTENT

A questionnaire or interview usually begins with a rationale for collecting the information; a statement to the interviewee regarding their anonymity and the confidentiality of their input; and information as to who will see the data and how the data will be used.

Any data collection instrument should begin with a definition of GCED, a specific description of intended learning outcomes and any links with national curriculum standards.

Below are some possible types of questions to consider.

- How important do you think [specific element of GCED] is for our school?
- How much do you know about [specific GCED content]?
- Are you already [learning/teaching] [specific elements]? Which ones? How? [Present multiple-choice items for the 'how', including in a specific subject, in extracurricular activities, special events at school, outside of school, etc. and ask for details.]
- How do you think GCED might be integrated into the life of the school? [Present multiple choice options.]
- If we had to focus on one or two strategies for GCED in the school, what do you think these should be?
- Do you know any community organizations or NGOs that are working in this area that the school might consider involving in the GCED effort?

- What do you see as obstacles to implementing GCED across the school? How might we address these?
- Would you like to get involved in helping to organize GCED in the school?
- Any other comments?

APPENDIX 6.5

Case examples of school-wide practices to link with GCED

CHILD-FRIENDLY SCHOOLS

Nigeria: Gender-friendly Schools⁵⁷

The UN Girls Education Initiative (UNGEI) model primary school in New Owerri, Nigeria, is an example of how child-friendly schools succeed by working hand-in-hand with the community. A partnership between UNICEF, the Imo State Primary Education Board and the school's parent-teacher association (PTA) has been in effect, making all aspects of the school environment welcoming to children. The PTA is actively involved in many of the ongoing projects, including constructing classrooms and toughening the school's security by installing burglar-proofing on doors (UNICEF, 2006, p. 14).

UK: Combining global citizenship and the UNICEF Rights Respecting School Programme⁵⁸

Torriano primary school in the UK has combined its "Rights Respecting" ethos with global citizenship. The school's curriculum combines global topics and themes with National Curriculum content and core literacy and numeracy skills; the UN Convention on the Rights of the Child lies at the heart of the school's ethos. The combination of global citizenship and the UNICEF Rights Respecting School programme has contributed to the transformative effect on Torriano's curriculum, including improving the quality of teaching and learning, of parental and community engagement, and of learner motivation. The combination of the school's ethos with global citizenship encourages learners to connect their learning to the world around them, to respect people and value diversity, and to care and advocate for others. Parents and families are encouraged to attend "Speak Out" events that enable learners to share their learning with the community, survey attitudes about global development issues and take their views to their local MP and other opinion-formers. These opportunities for learners to have their voices heard prove to be invaluable in improving confidence and self-esteem and providing an excellent grounding for secondary school.

⁵⁷ UNICEF (2006, p. 14).

⁵⁸ Torriano School (2018).

WHOLE SCHOOL CURRICULUM PLANNING

Hong Kong: Basic Education Curriculum Guide – Whole school curriculum planning⁵⁹

The post of Primary School Curriculum Leaders was established in schools over 15 years ago and plays an important role in whole-school curriculum planning and development. By referring to the central curriculum and school mission, schools have generally developed a school-based curriculum, taking into consideration students' characteristics, teachers' expertise and the schools' strengths.

SCHOOL-WIDE GCED-INFUSED ARTS

Greece: Oxfam Teach Global Ambassadors project-student-generated, school-wide activities to promote peace⁶⁰

In Greece, over 100 kindergartens, primary and high schools participated in the project "Integration and Education of Foreign Students in Greek Schools", with the goal of promoting intercultural communication. Drama education activities were used in schools, based on the principles of effective communication and expression. The project's main objective was to develop intercultural communication in the regular school programme. Activities were implemented to promote a more positive school climate and to improve relations between migrants and native students, increasing levels of empathy and mutual understanding between students.

GCED AND SPORTS⁶¹

Greece: "You and I, Together, for a World of Peace, Without Violence and Racism" educational programme

In 2012, more than 5000 students in primary and secondary education, with the guidance of teachers and family, organized a series of activities in and around the school, including sports events, theatre plays, exhibitions and lectures. These activities led to multiple presentations and videos to teach the "true values of the Olympic spirit". The programme's special focus was on children's collaboration and solidarity with their migrant peers. Workshops provided an opportunity for children to learn through pictures, song and dance; they also met a Greek Olympic Champion to find out more about the Olympic spirit. Through lectures and workshops, children understood the power of sport for creating a window of opportunity to learn about equality, good sportsmanship, and the value of dialogue as a means of resolving conflict, leading to improvement in the children's communication skills.

⁵⁹ Education Bureau of Hong Kong (2014).

⁶⁰ Van Driel, Darmody and Kerzil (2016, p. 44).

⁶¹ Van Driel, Darmody and Kerzil (2016).

GCED, INTERCULTURALISM AND INCLUSION⁶²

Greece: The “Neither Better nor Worse, Just Different” programme

Ten public primary schools in Thessaloniki, Greece, conducted a GCED programme to help students understand how discrimination, bias, prejudice, and stigmatisation work, and to recognize and express related emotions. The programme’s objective was to promote students’ social awareness (empathy, perspective taking and valuing one’s own and others’ experiences as meaningful sources of knowledge); their understanding of how stereotypes develop and how to counteract them; and students’ ability to develop effective communication techniques in dealing with conflict and bias. The teachers who implemented the programme activities were sensitised to their own biases, and received support in bringing bias and discrimination issues into discussion through experiential activities. The students were provided with experiential group exercises, inter-group contact, and a reflective practice approach. The benefits and the impact were evident: ‘the students increased their ability to understand and articulate the function of generalisation in prejudicial thinking’ and ‘the experiential activities had a positive impact in that the students developed skills in critically appraising the socio-emotional mechanisms inherent in racism’.

⁶² Van Driel, Darmody and Kerzil (2016).

APPENDIX 6.6

Potential GCED partners based outside the school

- Local community-service groups working on GCED or GCED-related issues
- Local or national government agencies working on GCED or GCED-related issues
- Local or national chapters of international NGOs addressing GCED-related topics, such as Oxfam, World Wildlife Federation and Amnesty International
- National UNESCO Commission
- Networks of schools linked through the treatment of GCED or a GCED-related theme
- Local, national or international associations for educators focused on GCED teaching and learning
- Special interest groups within professional teachers' associations or unions focused on GCED or GCED-related issues
- Local, national or international youth associations or clubs focused on GCED or GCED-related issues
- University teams working on GCED or GCED-related issues

NOTES

Lined area for taking notes, consisting of multiple horizontal dashed lines.



*Training Tools for Curriculum Development:
A Resource Pack for Global Citizenship Education (GCED)*

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT



MODULE 7



MODULE 7

INTRODUCTION

The goal of this module is to support higher education and other institutions, and individuals, whose work is linked to teacher education and professional development. In particular, the module focuses on the ways in which teacher education and training programmes can effectively promote GCED.

Teachers play a key role in influencing the process of students' learning in GCED in schools and classrooms. Teacher educators are central to interpreting and implementing any suggested GCED curriculum, since they influence the intended, implemented and achieved curricula within professional development programmes; they act as a "planner, initiator, climate builder, facilitator and guide, mediator, knowledge organizer and evaluator" (UNESCO, 2005, p. 47).

Teachers are in charge of designing and developing activities that will allow students to experience real learning opportunities to develop citizenship knowledge, competencies and attitudes (Cox, 2010, p. 27, as cited in UNESCO-OREALC, 2017, p. 16). They thus have the most critical role in implementing citizenship practices in school. Unfortunately, a recent study in six Latin American countries (Argentina, Chile, Colombia, Guatemala, Mexico and Peru) on pre-service teaching pedagogy showed that teachers' education and professional development are one of the primary challenges to implementing citizenship practices in the classroom successfully. In fact, the lack of teachers' preparation translates into a lack of actual skills for implementing the citizenship curriculum in their classroom (UNESCO-OREALC, 2017). Therefore, adequate teacher training programmes that prepare teachers who are competent and able to utilize various innovative approaches on GCED in their classrooms is the key to successful GCED implementation.

Teachers' initial training and ongoing professional development, both of which should offer practical approaches to GCED, should carefully foster their ability to bring GCED concepts and approaches alive in the classroom. Teacher education and professional development include a range of features: pre-service/initial teacher education; in-service teacher trainings and professional development; and other means for supporting the development of teachers' capacity to practice GCED, such as peer learning and communities of practice, and teachers' committees organized by Ministries of Education. Quality teacher education and training programmes combine the relevant materials and resources with well-prepared teacher educators who are able to train future teachers in developing the needed competencies.

Across all settings, educators can make use of a wide variety of GCED supports. These supports are varied and flexible, adaptable to the particular context and to teachers' needs. Using various approaches to building teachers' capacity (including, for instance, in-person and online trainings and capacity-development workshops), will make it easier for the current and prospective teacher training institutes to incorporate GCED learning and materials into their teacher training curriculum.

An important conceptual feature of this process is viewing teachers as having agency and choice. This view will inform how teacher trainers and their institutions promote and implement GCED programmes for prospective and practicing teachers. It will lead to developing, improving and expanding GCED's pedagogical framework, since teacher education directly affects how GCED is conveyed in classrooms and in communities and so how students learn about it.

GCED-related efforts in teacher education and professional development should reflect and be aligned with relevant national curriculum policy. At the same time, because such training efforts are ultimately pragmatic and oriented towards practice, they may invite creative teaching and learning practices. Such practices may in turn offer insights into the further improving GCED policies and methods.

This module aims to give practitioners a more comprehensive and hands-on understanding of approaches to ensuring quality pre-service and in-service training, and professional development. The activities contained in this module address:

1. GCED training actors and programmes;
2. GCED within the curriculum of teacher training institutions;
3. Integrating inclusivity and diversity; and
4. Professional development and communities of practice.



Key words

In-service teacher education, pre-service teacher education, professional development, teacher, teacher educators, teacher trainers, teacher training

ACTIVITY 1

GCED training actors and programmes

In order to plan strategically for developing pre-service teacher training in fostering GCED, a useful initial step would be to identify and understand current training and professional development practices and to assess their availability, their reach and their quality.

In terms of GCED content, teacher training and professional development programmes should present specific GCED themes and values, as well as the pedagogy that promotes learners' critical reflection and active participation (Module 4). Certain teaching and learning methods should also be reviewed for their potential link to GCED. However, these methods must include explicit references to GCED themes or values in order to be regarded as GCED content. Any GCED national curriculum and learning competencies that are established – or, alternatively, the UNESCO GCED framework or any other GCED frameworks – will provide guideposts for reviewing the available teacher training supports.

As stated, teachers should have access to a range of modalities, including: (1) initial/pre-service training; (2) professional development programmes; and (3) peer learning networks and communities of practice.

Initial/pre-service training. Teacher preparation programmes and tertiary education institutions should address GCED and GCED-related themes in their degree and certification programmes. GCED can be presented in various ways in teacher preparation programmes, including as a dedicated programme, as a concentration or minor within a programme, and through coursework addressing GCED themes, pedagogy and methods of instruction.

Professional development and resources. Tertiary education and teacher training institutions, and civil society organizations can offer professional development through in-service trainings, workshops and resource supports. In some cases, such programming can be linked with a certification programme or professional development credits for practicing teachers. Workshop and course offerings may be variously in in-person, online, and hybrid learning formats (that is, combining in-person and online learning).

Peer learning networks and communities of practice. Educators, Ministries of Education and affiliated offices, professional associations and other civil society organizations can facilitate ongoing opportunities for GCED educators to stay in touch. Informal meetings and communication platforms can help to keep GCED practitioners motivated and fresh in their pedagogy, sharing good practices and getting new ideas from their colleagues.



Focus of the activity

This activity facilitates the identification and initial description of different providers of GCED-related pre-/in-service teacher trainings, professional development, peer learning networks and communities of practice.

TASK 1: Plenary preparation

- a. Review the three modalities of teacher education and support in the introduction to Activity 1.
- b. Are these adequate or do they need to be extended or refined for your context? Discuss and adjust accordingly.
- c. Agree on/remind participants of how GCED is broadly understood, nationally or locally. (This will relate to earlier activities recommended in this GCED resource pack.) If necessary, provide a written summary of the key learning outcomes in the cognitive, socio-emotional and behavioural domains (Module 1), along with associated pedagogy and the methodologies of instruction, as revised in Module 4 (e.g., participatory activities, critical analysis).

TASK 2: Individual work

- a. Working with a table, such as the table in Appendix 7.1⁶³, all participants identify GCED-related teacher education providers and supports in their own context, as well as regionally and globally. Note the name and type of institution, the specific programme, the eligible attendees, and the aspects of GCED that are addressed.

TASK 3: Work in small groups

- a. Participants share the results of their individual work.
- b. For each teacher education provider/support listed, discuss thoroughly the type of programme, its reach, what is known about the quality of the support and its adequacy in preparing educators to implement GCED. Any outstanding questions, regarding both individual programmes and the use of the table in Appendix 7.1, should be recorded.
- c. Each group compiles the individual suggestions that the members agree are relevant, noting any outstanding questions and comments.

TASK 4: Plenary sharing and discussion

- a. Each small group shares its results.
- b. Participants discuss these results and try to resolve questions, for example, how to assess programme quality and improve programme quality and reach.
- c. Participants compile an initial master list of providers, along with next steps.
- d. The group reviews the master list and identifies gaps in access to GCED-related supports. Are there any possibilities for extending any of the existing programming or developing new supports?



Result of the activity

List of GCED-related providers and next steps for further investigation and for developing a strategy.

⁶³ Please note that all the appendices are adaptations of the original sources indicated in the corresponding footnotes.

ACTIVITY 2

GCED within the curriculum of teacher training institutions

Both initial and pre-service teacher training should offer a holistic treatment of GCED concepts and approaches, aligned with their presentation in the national policy and curriculum. Student teachers should be exposed to GCED and should receive foundational knowledge and practical tools that motivate and prepare them to be lifelong practitioners of GCED.

Integrating GCED into initial teacher education will be consistent with any GCED aims established nationally and will be linked with relevant credentializing standards. Ideally, different stakeholders across the higher education landscape will recognize the knowledge, competencies and attitudes that a GCED teacher must have and will establish guidelines on how to prepare teachers. These guidelines might be reflected in the evaluation and accreditation standards for both teachers and teacher training institutions.

Support for acquiring GCED competencies may link with existing credentializing requirements for teachers working in specific subject areas with strong links to GCED-related content. It may also be linked with transversal themes, values and approaches that are recommended across subjects and levels of education.

Identifying GCED within existing frameworks and curricula allows teachers to synthesize GCED into their classroom work more easily and may illuminate how GCED connects with other areas of teaching and learning. Such links provide a helpful entry point for GCED within the schooling curriculum and help to ensure that GCED will be treated in an interdisciplinary manner.

Individual teacher training institutions can strengthen the presence of GCED concepts, themes and approaches in the curriculum of teacher training, as well as in their institutional policies and practices. Here are three key strategies: (1) strengthening GCED holistically across the institution's curriculum; (2) enlarging the treatment of specific GCED themes; and (3) expanding training on the pedagogies that foster learners' development of GCED competencies. Important to this point are public policies that push for improving the quality of teacher trainers by promoting professional development programmes (UNESCO-OREALC, 2017).

In many countries, pre-service teaching programmes are carried out through different institutions, according to school level and subject. In addition, the degree of autonomy that teacher training institutions exercise over their programmes may vary by country and by the type of institution (e.g. public versus private). Some teacher education and support tools and practices that reflect elements of GCED themes, values and pedagogy will probably be in place. These resources for teacher training can be enhanced and broadened.

Several research techniques can be used to analyse the current state of affairs in GCED teacher education comprehensively. These research techniques include (1) curriculum mapping; (2) literature reviews; (3) online searches; (4) surveys/interviews; and (5) classroom observations. Using one, a combination, or all of these methods will lead to understanding the strengths, challenges and potential areas for growth in GCED teacher training and will provide the basis for a productive planning process within a teacher training institution.



Focus of the activity

This activity helps with developing strategies for integrating GCED within existing teacher training programmes and with using research to support both a review and enhancement of GCED within teacher training institutions.

TASK 1: Work in plenary

- a. Review the types and numbers of teacher training schools and higher education institutions carrying out initial teacher education programmes, noting the schooling level and the credentials to be earned. Based on GCED national policies, and considering UNESCO's GCED learning outcomes (see Module 1), which institutions are of special relevance for GCED? Which programmes? Which subjects?
- b. Review the relevant credentializing requirements for the schooling level, programmes and subject areas that have been identified. (If it is not realistic to review all eligible areas, select a few varied examples, including primary and secondary school levels as well as vocational education.) Note the credits currently allocated for different programmes and the allocation across subject matter content, pedagogy, foundational courses and school-based practices.
- c. Given the national GCED curriculum framework and/or UNESCO's GCED learning outcomes, how might GCED content and approaches be linked with existing credentializing course and practice requirements? Note these across the different learning content areas under discussion.

TASK 2: Small group work

- a. Small groups are organized for each of the learning content areas discussed, according to participants' experiences and interests. Participants review the GCED course offered by the Education University of Hong Kong (Appendix 7.2). Which GCED elements are present in this course? Will a similar course be suitable in your setting, and why? What kind(s) of adaptation(s) will you need to make in your own context?
- b. The groups further discuss the presence of GCED within the specific courses and practices required. Where are GCED elements already present? Where might GCED be introduced or strengthened? What are the specific tools that teachers need in order to implement GCED? How can teachers be assured of having these practical supports? Each small group records their suggestions along with detailed examples.
- c. Following this discussion, the group reflects on the 'big picture' of GCED's presence in the area under discussion. How can we ensure that GCED will be treated holistically, and not superficially? How can we guarantee that all educators participating in the initial teacher education programme will be exposed to GCED?

TASK 3: Small group work continued (optional)

- a. Small groups review the research methods for collecting information about GCED within the teacher preparation institutions listed in Appendix 7.3.
- b. The groups discuss which methods are most promising for strengthening knowledge about the status of GCED within teacher preparation institutions and for providing ongoing learning and support for such efforts. How can teachers and their perspectives remain central to this process?

TASK 4: Plenary sharing and discussion

- a. Small groups share some highlights from their discussion, including some examples from the requirements. Based on the information shared and the plenary discussion, groups may revise their original recommendations.
- b. Have a general discussion about using the research in and across teacher training institutions as part of a process to build awareness and strategies for incorporating GCED themes and practices substantively into teacher preparation.
- c. Review the Audit tool in Appendix 7.4 and refine initial plans for reviewing teacher education programmes in the national context.
- d. Discuss next steps, including a potential structure – such as a higher education taskforce – to facilitate sharing information across institutions and bodies.



Result of the activity

Identification of strategies for integrating GCED into a sample of teacher training programmes, including the use of research for ongoing learning and improvement.



ACTIVITY 3

Professional development through networking and communities of practice

In-service training and such sustained support and enrichment activities as peer learning can provide on-going engagement and learning for teachers, reinforcing the lifelong learning aspect of classroom-based GCED educators. Because GCED is an evolving field, in-service training and professional development offer the opportunity for continuous self-reflection. Educators, teacher trainers and other practitioners can remain active models of GCED values, maintaining an independent and critical perspective.

Digitizing GCED resources and the development of online hubs for their dissemination means that these materials, which are often free, are both accessible and affordable. Certain platforms enable educators to curate and synthesize resources most relevant for their practice. Maintaining a network of active centralized hubs for resources and pedagogical approaches will help to promote the accessibility of GCED materials in various parts of the world, providing a more standardized framework and literary canon for pedagogical practice of GCED in the classroom. UNESCO's GCED resource clearinghouse is presented in the box below.

Box 7.1. APCEIU Clearinghouse

UNESCO's GCED Clearinghouse, hosted by the Asia-Pacific Center of Education for International Understanding (APCEIU), serves as a "global database on GCED jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED" (APCEIU-UNESCO, 2015). Through this database, educators can find "policies, good practices, teaching and learning materials, journal articles and other resources on GCED" from various countries. By using this database, UNESCO and APCEIU ensure a global connection to other GCED educators, teacher trainers and teacher training institutions, consolidating a canon of curricular materials and scholarship for an educator's reference.

Source: APCEIU-UNESCO (2015).

Online forums, websites, and blogs that can be accessed readily will provide a natural platform for developing online communities of practice. Networking and communities of practice among GCED service providers and educators can be a source of ongoing professional development. Networks create opportunities to share, compare and shape new ideas with peers, even suggesting possibilities for collaboration. Below are some possible kinds of networks and their functions.

GCED resource dissemination. Using information and communication technologies, GCED resource developers can promote and offer their teaching and learning materials and their resources to teachers. When possible, a clearinghouse might be established to foster this dissemination. Mailing lists for GCED materials or digitizing various professional development resources provide a regular connection between service providers

and the classroom. The relationship is inherently reciprocal: Educators not only receive these services but may also contribute to their design, development and ongoing improvement.

Partnerships among GCED trainers. Partnerships between and among instructors and their institutions that offer GCED teacher education can support ongoing sharing and improvement in teaching practices. Teacher training institutes and their faculty might organize informal networks, special interest groups or communities of practice to stimulate core understandings of quality GCED, new practices, and applied research.

Online communities of practice. Social media and online forums and blogs can offer an informal opportunity for educators and teachers of GCED to learn and engage with each other more actively and independently. This mode for support can help inform educators of their local professional GCED community and can give them a reference point, effectively a digital hub, that is readily available. Such a hub can connect educators and teacher trainers within their communities, inter-regionally, and in some cases, internationally. Online forums for teacher professional development and support will also help to prioritize and organize information, enabling easier access and usage of GCED materials and references. Online forums and hotlines can provide an active and accessible community for any GCED professional needing assistance or guidance in using the materials or information offered on these online platforms.

For teachers who are producing and transferring the knowledge developed through teacher training programmes to their colleagues, local communities of practice and peer learning allow for a broader application of standardized and formalized GCED teaching within a given educational environment. This will also maintain a viable GCED presence within a school environment, allowing teachers to find references and to gain insight about teaching GCED from their peers.

In-person meetings for sharing and peer learning for teachers. Engagement at the local or micro-level in various communities and schools online can provide more informal and consistent access to pedagogical ideas for presenting GCED in more culturally relevant ways. One way to ensure that fresh GCED materials and references will be created is through school-level in-service trainings and workshops, and through gatherings and meetings at regional, state and national conferences, where teachers may have opportunities to meet with each other and network to establish professional connections. This will ultimately provide opportunities for new connections and cross-disseminations among GCED practitioners, which can, in turn, lead to further standardizing and expanding GCED pedagogy.



Focus of the activity

This brief activity facilitates a discussion on the merits and the development of strategies for in-service teacher training and professional development through workshops, online resource centres and communities of practice. This activity can build on the results of the discussion in Activity 1.

TASK 1: Work in small groups

- a. Review the results of Activity 1, which generated an initial list of service providers in GCED. Develop a comprehensive list of service providers/platforms specifically for in-service teacher training and professional development, including trainings, resources, blogs and platforms for peer learning. If possible, use the Internet to find more details on these programmes.
- b. Discuss any GCED in-service trainings or professional development programmes that you have experienced during your teaching career, at the school, district, and/or national level. Are there any specific methods which you or your colleagues found helpful and effective in practicing GCED in classrooms? Which practices do you consider to be effective and why? Individuals with related personal experience as a learner, teacher or teacher educator share for the benefit of the group.
- c. Read the examples provided in Appendix 7.5. Do these provide any additional ideas about what might be effective practice for GCED for in-service training and professional development?
- d. Revise your initial list and prioritize areas of improvement for the current offering of GCED in-service supports.

TASK 2: Paired sharing and discussion

- a. Small groups are paired with one another to share the GCED priorities they identified in their discussion.
- b. The paired groups collaborate on designing an in-service professional development programme for schools. This programme should include specific training components as well as ongoing peer learning supports.

TASK 3: Plenary discussion

- a. Small group results are briefly shared in plenary.
- b. General discussion and agreement on GCED in-service priorities and plans for professional development.
- c. Conclude with a discussion on how the components of in-service training and professional development supports might be integrated into initial teacher education efforts.



Result of the activity

Agreement on effective practices for GCED teacher training and professional development in the local context and initial plans for in-service professional development.

ACTIVITY 4

Integrating inclusivity and diversity

There is no universal approach for teaching GCED or training teachers in GCED topics and themes. Differing cultural contexts, education policy environments and schooling contexts will influence a GCED curriculum framework. In addition, educators will choose how to organize GCED in their classrooms, based on their understanding of GCED learning outcomes and their learners' needs.

Despite different orientations to citizenship education, research carried out in six Latin American countries (Argentina, Chile, Colombia, Guatemala, Mexico and Peru) showed that there is a similar orientation towards democracy and social justice and the idea of having active, critical, participating and responsible citizens. Teachers are viewed as “actors, who promote social transformation towards societies that are more equitable, respectful of diversity and of human rights as well as committed to sustainable development” (UNESCO-OREALC, 2017, p. 90).

The values of diversity and inclusion are central to GCED. Teachers can underscore the diversity that they find in their classrooms, along with the principle of inclusion. Positive interpersonal relationships and a sense of mutual responsibility to ensure the dignity of all students are part of effective citizenship education; they can orient students towards building a diverse and complex global environment.

Teacher preparation for GCED might therefore address gender inclusivity and ethnic, religious, racial, and socio-economic diversity, and others, within both local and global contexts. In preparing for this role, teachers and teacher trainers might reflect on their own identities, as well as their values and their perspectives on GCED. This process may assist them in understanding how to negotiate various identities within the classroom in a way that promotes appreciation, inclusion and self-awareness.

This consideration of multiple perspectives and needs will help to identify elements for teacher training and professional development. Moreover, educators' process of self-reflection may contribute to their ongoing analysis of how to apply GCED meaningfully to promote the values of diversity and inclusion.



Focus of the activity

This activity facilitates a discussion on the merits of and strategies for incorporating the principles of diversity and inclusion in GCED teacher training and professional development.

TASK 1: Work in small groups

- a. As a group, read aloud one of the case examples from Appendix 7.6. (Example 1 is from pre-service education and Example 2 is from in-service training.)
- b. Discuss the specific strategies that the example presents. Do the teacher preparation or professional development in your locale use such strategies? Do they use alternative strategies for recognizing diversity and promoting inclusion? Are they successful?
- c. Discuss the specific goals for training educators to promote diversity and inclusion, both in relation to GCED and to the broader aims of education. What might be desirable outcomes for individual learners as well as classrooms and schools?
- d. Finally, discuss any challenges that exist currently and how a GCED approach that incorporates these principles might help to address these challenges.
- e. As time allows, the group can read the second example and discuss further.

TASK 2: Plenary sharing and discussion

- a. Small groups share some highlights from their discussion, including elements of the examples that they liked and practices already taking place in their local contexts.
- b. Individuals with relevant personal experience as a learner, teacher or teacher educator share for the benefit of the group.
- c. Have a general discussion about how to improve training and professional development activities to provide educators with concrete tools for embracing diversity and promoting inclusion in their classrooms and schools. As necessary, identify next steps for identifying effective practices and disseminating them to service providers.



Result of the activity

Identification of effective practices for promoting the appreciation of diversity and strategies for inclusion in GCED teacher training and professional development.



APPENDIX 7.1

Sample table for reviewing GCED training and support

NAME OF ORG.	TYPE OF INSTITUTION (E.G. HEI, NGO)	PROGRAMME (E.G. WORKSHOP)	WHO CAN PARTICIPATE/ COVERAGE (E.G. LOCAL)	RELEVANT GCED CONTENT/APPROACH (THEMES, VALUES, PEDAGOGY)
1				
2				
3				
4				
5				
6				
7				
8				

APPENDIX 7.2

Example of GCED course in the Education University of Hong Kong⁶⁴

PART I

Program Title : General Education

Course Title : Global Citizenship from a Cross-Cultural Perspective

Credit Points : 3

Contact Hours : 39

PART II

The University's 4Cs Learning Framework and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), program (Program Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4. A. Oral Communication Skills
B. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

⁶⁴The Education University of Hong Kong (2017).

1. Synopsis

This course gives an overview to the larger cultural and historical forces that have led to the notion of global citizenship in the contemporary age of Globalization. Specific references will be made to the development since the Industrial Revolution: the increasing and deepening cross-cultural boundary relationships on a global scale, involving regions and peoples of distinctive traditions. Attention will be given to the emergence of global problems, and to the major threats and the desires for closer international cooperation within this 'global village' of the twenty-first century. On the other hand, whether the nation as a socio-political institution is becoming obsolete, and will be disappearing, will also be examined. Learners will also explore the diverse spiritual and cultural prospects of the world as well as practices of global citizenship through literature studies and experiences of different religious and cultural traditions and groups and participation in non-governmental organizations promoting global citizenship respectively. In the end, learners should be able to formulate their own educated appreciation and reasoning about this very notion of Global Citizenship.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO1 Examine the basic concepts of globalization and global citizenship
- CILO2 Develop an understanding of the discipline of cross-cultural studies, current trend of inter-cultural and inter-faith dialogue
- CILO3 Demonstrate the competence in analyzing and comparing different cultural and spiritual traditions
- CILO4 Evaluate the challenges and opportunities of the digital age to cultivating global citizenship especially in the local context
- CILO5 Be more aware of his or her own way of becoming a global-local citizen

3. Content, CILOs and Teaching & Learning Activities

COURSE CONTENT	CILOs	SUGGESTED TEACHING & LEARNING ACTIVITIES
a. Introduction on basic concepts <ul style="list-style-type: none"> – Citizenship – Global Citizenship – Cross-culture studies – Related issues such as Industrial Revolution & the rise of the Market 	CILO1,2	Lecture Multimedia
b. Characteristics of the East and Western and pre- and post-Enlightenment spiritual/ cultural traditions; the ideas of modernity, secularism, and of post-modernity	CILO1,2,3	Lecture Case studies Group discussion and presentation Multimedia Field trip and experiential activities
c. The challenges and opportunities of cultivating global citizenship in the 21st century: <ul style="list-style-type: none"> a) Mutual understanding and tolerance between different spiritual and cultural civilizations b) Dialogues between different civilizations and the anticipated obstacles 	CILO3,4,5	Lecture Case studies Group discussion and presentation Multimedia Field trip and experiential activities
d. Reflection on ways of personal growth towards becoming a global-local citizen	CILO5	Group discussion Class presentation

4. Assessment

ASSESSMENT TASKS	WEIGHTING (%)	CILO
a. In-class participation	10%	CILO1, 2, 3, 4, 5
b. Case Study and Group Presentation Students will be divided into small groups to complete a project related to the contents of this Course. Comparison and investigation of two or more religious and cultural traditions is required.	40%	CILO1, 2, 3, 4, 5
c. Term paper: The topic should be approved by the instructor. The length of paper is around 2,000 words.	50%	CILO1, 2, 3, 4, 5

APPENDIX 7.3

Methods for researching GCED for teacher preparation

1. CURRICULUM MAPPING

The purpose of curriculum mapping is an in-depth dissection and analysis of the various components that make up a curriculum. A mapping is conducted by identifying the strengths, gaps, challenges, redundancies and inconsistencies within the curriculum's framework. Curriculum mapping is an effective and persuasive method for monitoring and evaluating the various pedagogical practices and approaches currently used in GCED.

Teacher training institutions benefit from curriculum mapping to further extend, define and/or update the various elements in their programme's resources and materials. They can apply curriculum mapping using auditing procedures for a given GCED curriculum or teacher training programme. Curriculum mapping may also be used as an activity within teacher training workshops that are conducted by institutions and other organizations, as a more proactive activity for learning and engaging with materials to be used within the classroom.

2. LITERATURE REVIEW⁶⁵

Creating literature reviews on the available scholarship within the field of GCED will allow institutions and teacher educators to understand and synthesize a cross-section of GCED thought and research. In this method, practitioners and other professionals analyse and review scholarship on GCED and on teacher training and professional development, and consider such 'grey literature' as reports prepared by governmental and non-governmental organizations on teacher preparation and GCED (or elements of GCED, such as HRE). By delving into the GCED scholarship, professionals do not simply refamiliarize themselves with the current discourse on the topic but re-evaluate or re-affirm their own theoretical frameworks for GCED. Ideally, this effort leads them ultimately to establish a foundational and canonical legacy of scholarship that will inform future materials or deliverables that institutions and teacher trainers will develop for use in their programmes. Navigating the current body of scholarship surrounding GCED keeps current materials theoretically sound and consistent with academic viewpoints on GCED approaches, allowing the field of GCED teacher education to be more cohesive.

⁶⁵ The New York Academy of Medicine (n.d.).

3. ONLINE SEARCHES

Through online searches, teacher trainers and institutions connect with the activities of the various non-professionals who are supporting educators both in-person and online. This research method not only provides instantaneous information, but also a picture of how GCED is talked about and disseminated at international levels. As the global market of teacher training resources becomes digitized, online searches and engagement on a virtual level can move the partnerships and forums on GCED among various institutions onto web-based platforms, enhancing their maneuverability, flexibility and interaction. This may help teachers and other participants in teacher training courses and workshops to comprehend more clearly the current network of GCED actors.

4. SURVEYS AND INTERVIEWS

Surveys and interviews can provide an immediate and direct account of the current state of GCED on both micro and macro levels. Both methods give data collection an engaging immediacy that can help shape practitioners' pedagogical approaches and strategies, and can allow for direct connection with various actors in the field.

Surveys of teachers who teach GCED can be used to synthesize significant parameters concerning the state of GCED teacher education in a given context in an efficient and timely manner. Through quantitative, qualitative or mixed-method analyses, survey results can provide reliable and current feedback when monitoring and evaluating the effectiveness of GCED programmes in schools, whether implemented on a large scale or on a small scale.

Interviewing educators and key stakeholders on the status of GCED in teacher training and ongoing professional development can offer a deeper perspective on teachers' experiences and complexities in the classroom. Such perspectives can be particularly useful to larger institutions involved in teacher education, especially when the interviews focus on educators in communities of practice and special interest groups in professional educator associations. Interview data may also provide scenarios that teacher training and professional development courses can utilize, for instance in case studies that address nuances and situation-specific challenges that educators face within the classroom. Such data can also offer insight into the perspectives of various actors/supporters within the field of GCED.

5. CLASSROOM OBSERVATIONS

Classroom observations can help teacher trainers and their institutions understand the predominant teaching practices currently in use in the classroom; they may also help in identifying instances in which points, interventions are needed. Through participant observation, researchers gathering data for monitoring and evaluation can more easily highlight challenges or points for concern in the current practice and dissemination of GCED. Classroom observations also allow those who research teacher trainers to involve themselves with the immediate, lived experiences of teachers and students in their culturally specific settings and their local communities. This firsthand experience may provide insight into how teaching GCED plays out in different classroom environments. It may also supplement testimonies that teachers may give in interviews or in survey feedback regarding challenges, difficulties, successes or other aspects related to pedagogical implementation.

APPENDIX 7.4

Scotland's GCED audit⁶⁶

Scotland's **IDEAS Global Citizenship in ITE Audit** is a powerful example of a resource for helping teacher training institutions, practitioners, teachers and students review or construct courses and curricula that successfully integrate elements of GCED. Such integration is an alternative to including GCED merely as a stand-alone chapter or add-on (Initial Teacher Education).

The **IDEAS Global Citizenship in ITE Audit** has a preliminary set of guiding questions for adjusting the details and depth of the review to suit various instructors' needs and/or contexts. The Audit can help in identifying various general features needed for a curriculum in a programme focusing on GCED. Further, it provides **detailed case studies based on research** that support situation-specific reasoning for discern which practices may be best or need revision.

The programme's adaptability means that it can be applied flexibly in various contexts. It includes a preliminary audit screening, provided below, to help teacher trainers and institutions further better understand **why** a programme may need revising or altering through a general mapping analysis:

Before using the Audit in review or development

- What is driving the review or development? (External–Internal–Rationalisation)
- How much change is envisaged? (Minimum Change–Full Review–New Course)
- What is your timeframe?
- How collective or inclusive is, or should, the process be?
- What is the overall aim of the course?
- What is its role in the overall program?
- Does the GCED content of this programme connect with other aspects of the program? What are those other aspects?
- What is the relationship between the development and delivery teams?
- Which mechanism(s) will you use for ensuring links between teams? (Email–Face-to-Face meetings–CPL Opportunities)
- What changes are you intending to achieve?
- How will you know you have achieved them?

These questions provide a preliminary framing to assist teacher trainers and teacher training institutions in making their understanding of teacher trainers' positionality, general logistics and the viability of revising a programme in a given timeframe more concrete.

⁶⁶ Ideas for Global Citizenship (n.d.).

APPENDIX 7.5

Examples of in-service teacher training and professional development

EXAMPLE 1. SIERRA LEONE: IN-SERVICE TEACHER TRAINING IN PEACE AND GCED THROUGH INEE⁶⁷

Given the variation in teachers' proficiency and familiarity with GCED, educators in Sierra Leone were given the opportunity to participate in UN High Commissioner for Refugee community workshops. The teachers received a 30-day phased training during school vacations, plus regular, monitored classroom support. This approach permits an intensive, quality approach to participatory education, even with under-qualified teachers (Education Above All, 2012, p.165).

Using an intensive teaching method, workshops gave teacher participants the opportunity to become experts in various curricular concepts and to teach these concepts to peers: "The teachers were exposed to activity-based learning for themselves [and] practised implementing the lessons as demonstration lessons to their colleagues. [...] The teacher training was held three times a year (where each successive ten-day session built on the knowledge of the previous training)" (Education Above All, 2012, p. 168). This type of teacher training gave both the teacher trainers and the teachers an immersive experience that promoted agency, was kinaesthetically engaging, and allowed for further critical involvement with GCED concepts.

Despite large cultural differences in classroom dynamics in Sierra Leone, and unfamiliarity with participatory learning methods, "reinforcement through informal education included 'street' dramas, posters, community events and sporting events" (Education Above All, 2012, p. 169). The use of informal, non-formal and formal practices allowed educators to bridge and expand their conception of possibilities for applying GCED within their contexts, and in various educational spaces.

EXAMPLE 2. APCEIU CLEARINGHOUSE⁶⁸

UNESCO's GCED Clearinghouse, hosted by the Asia-Pacific Center of Education for International Understanding (APCEIU), serves as a "global database on GCED jointly set up by UNESCO and APCEIU to facilitate information sharing and enhance knowledge and understanding of GCED" (APCEIU-UNESCO, 2015). Through this database, educators can find "policies, good practices, teaching and learning materials, journal articles and other resources on GCED" from various countries. By using this database, UNESCO and APCEIU ensure a connection to other GCED educators, teacher trainers and teacher training institutions on global level. This connection helps to consolidate a canon of curricular materials and scholarship for an educator's reference.

⁶⁷ Education Above All (2012).

⁶⁸ APCEIU-UNESCO (2015).

EXAMPLE 3. GLOBAL CITIZENSHIP ALLIANCE ON-LINE PLATFORM⁶⁹

As an online platform, the **Global Citizenship Alliance (GCA)** “offers a variety of special seminars and workshops for institutions and organizations seeking to strengthen their global citizenship activities” (Global Citizenship Alliance, n.d.). In hosting seminars, which may be held at local, regional or national levels, the Global Citizenship Alliance acts as a hub for the development and proliferation of GCED, and. This resource also makes use of partner institutions, involving them in the seminars to be in concert with participants and other actors within the field of GCED teacher training.

⁶⁹ Global Citizenship Alliance (n.d.).

APPENDIX 7.6

Examples of teacher training and support for diversity and inclusion

EXAMPLE 1. NORWAY, DENMARK AND IRELAND: INITIAL TEACHER EDUCATION FOR DIVERSITY⁷⁰

In case examples from Norway, Denmark and Ireland, teacher training in diversity is a standard part of teachers' pedagogical credentializing in initial teacher education. This also serves as part of teachers' introduction to GCED.

Preparing educators to teach GCED to a diverse classroom includes methods for invoking teachers' own self-awareness and self-examination as a pedagogue.

Such methods involve:

1. Allowing student teachers to **share their own life experiences** and engage in reflective activities during teacher training workshops;
2. Teaching **intercultural education to teachers as an approach for working on identity** rather than on culture; and
3. Having student teachers **reflect on their teaching in the classroom through teacher logs**, allowing them to apply real-life experience and data to theoretical discourse on culturally responsible teachings (European Commission, 2017, pp. 21–22).

These exercises in initial teacher training on GCED may support more educators in awareness of their own identity and perspective within the context of the classroom. This would lead to a more democratic and balanced exchange with others in the classroom environment.

⁷⁰European Commission (2017).

EXAMPLE 2. BURUNDI: IN-SERVICE TEACHER EDUCATION FOR CITIZENSHIP EDUCATION⁷¹

The INEE [...] and the RET Responsible Citizenship programme in Burundi use [...] stimulus activity extensively to introduce skills and concepts such as inclusion, two-way communication, emotional awareness and control, empathy, bias, stereotyping, cooperation, assertiveness, problem-solving, win-win solutions, and mediation" (Education Above All, 2012, p. 31). These kinds of activities address teachers' understanding of their agency as GCED educators, and help them to engage self-reflectively with the implications of their position in the classroom. These game-like activities, role plays, and skits related to citizenship and peace offer a hands-on and kinaesthetically engaging opportunity for educators to simulate the experiential and affective aspects of GCED. This helps in preparing them for classroom dynamics, and provides structures that they can directly apply to their classroom.

The INEE Peace Education Program's intensive methodology, which "included workshops totalling 120 hours for training of teachers unfamiliar with participative methodologies," offered teacher training that was efficient, immersive, and iterative in nature, allowing teachers ample opportunity to engage with each other in a short amount of time (Education Above All, 2012, p. 127).

Additionally, "to ensure ownership and the largest possible diffusion of the programme across the country, education authorities of all levels (school, province, Ministry) were actively involved in the programme development and implementation", guaranteeing collaboration among GCED-supports/actors (Education Above All, 2012, p. 131). This type of pluralistic and intensive training method may be effective in other scenarios. It offers actors the possibility to collaborate with one another, form partnerships, and maintain cost-effective training sessions with interactive, performance-based, participatory workshops.

⁷¹ Education Above All (2012).

NOTES

A series of horizontal dashed lines for writing notes.



REFERENCES

- Amnesty International. 2012. *Becoming a Human Rights Friendly School: A Guide for Schools Around the World*. London, Amnesty International-International Secretariat.
- Anwandter, M. 2014. *Global Citizenship at SFDS*. San Francisco, San Francisco Day School (SFDS).
- APCEIU-UNESCO. 2013. Nurturing Global Citizens Through Experiential Learning. *EIU Best Practices Series No. 35*. Seoul, APCEIU-UNESCO. http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m4112&wr_id=83 (Accessed 19 June 2018.)
- _____. 2015. *UNESCO Clearinghouse on Global Citizenship Education*. <https://gcedclearinghouse.org/resources> (Accessed 19 June 2018.)
- Arlow, M. 2012. Education for local and global citizenship: The Northern Ireland experience. *Education for Global Citizenship*. Doha, Education Above All, pp. 94-95.
- Australian Human Rights Commission. 2011. *Human rights education in the national school Curriculum: Position paper of the Australian Human Rights Commission*. Sydney, Australian Human Rights Commission. <https://www.humanrights.gov.au/our-work/education/publications/human-rights-education-national-school-curriculum-position-paper>(Accessed 19 June 2018.)
- _____. 2014. *Human rights examples for the Australian curriculum (English, History, Geography, Science and Maths – Foundation to Year 10)*. Sydney, Australian Human Rights Commission. <https://www.humanrights.gov.au/sites/default/files/document/publication/RightsED-eng-maths-science-hist-geo.pdf> (Accessed 19 June 2018.)
- Blumberg, R. L. 2007. *Gender Bias in Textbooks: A Hidden Obstacle on the Road to Gender Equality in Education*. Paris, UNESCO.
- Bromley, P., Lerch, J. and Jimenez, J. 2016. *Education for Global Citizenship Education and Sustainable Development: Content in Social Science Textbooks*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002456/245614e.pdf> (Accessed 19 June 2018.)
- Bromley, P., Meyer, J. W. and Ramirez, F. O. 2011. Student-Centeredness in Social Science Textbooks, 1970-2008: A cross-national study. *Social Forces*, Vol. 90, No. 2, pp. 547–570.
- Cabazudo, A., Christidis, C., and Carvalho da Silva. 2012. *Global education guidelines: concepts and methodologies on global education for educators and policy makers*.
- Care, E. and Luo, R. 2016. *Assessment of Transversal Competencies: Policy and practice in the Asia-Pacific Region*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002465/246590E.pdf> (Accessed 19 June 2018.)
- Center for Global Education. 2017. *Global Learning Beyond School*. <https://asiasociety.org/global-learning-beyond-school> (Accessed 19 June 2018.)
- Center for Universal Education at Brookings. 2017. *Measuring Global Citizenship Education: A Collection of Practices and Tools*. Washington, D.C., The Brookings Institution. https://www.brookings.edu/wp-content/uploads/2017/04/global_20170411_measuring-global-citizenship.pdf (Accessed 19 June 2018.)
- Coombs, P. H. and Ahmed, M. 1974. *Attacking rural poverty: How non-formal education can help*. Baltimore: John Hopkins University Press.
- Council of Europe. 2014. *Three Country Audit of the Lower Secondary Citizenship and Human Rights Education Curriculum*. Strasbourg, Council of Europe. <https://pjp-eu.coe.int/documents/1417855/4703063/3countriesreport.pdf/2dd2f80d-36c0-4f70-b49d-a45432ef11bb> (Accessed 19 June 2018.)
- Cram101 Textbook Reviews. 2017. *Studyguide for Reflexions in the Flesh: The Body in Late Modern Society by Crossley*. https://books.google.ch/books?id=6piSCwAAQBAJ&pg=PP1&lpg=PP1&dq=studyguide+reflexions+in+the+flesh&source=bl&ots=4fn4agKXMR&sig=jz5jDenevTGJe4dP_FbubcpsFWY&hl=en&sa=X&ved=0ahUKEwicu6__morcAhVrBMAKHcLTBdsQ6AEILzAB#v=onepage&q=studyguide%20reflexions%20in%20the%20flesh&f=false (Accessed 6 July 2018.)

- Davies, L. 2006. Global citizenship: abstraction or framework for action? *Educational Review*, Vol. 58, No. 1, pp. 5–25.
- DEEEP4. 2015. *Monitoring Education for Global Citizenship: A Contribution to Debate*. Brussels, DEEEP. https://www.gcedclearinghouse.org/sites/default/files/resources/DEEEP4_QualityImpact_Report_2014_web1.pdf (Accessed 19 June 2018.)
- Department of Education and Skills of Ireland. 2015. *Framework for Junior Cycle 2015*. <https://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf> (Accessed 19 June 2018.)
- Department for International Development. 2005. *Developing the global dimension in the school curriculum*. Glasgow, The DFID Public Enquiry Point Abercrombie House. www.education.gov.uk/publications/eOrderingDownload/1409-2005DOC-EN-02.doc. (Accessed 19 June 2018.)
- Dollar Street. n.d. *Dollar Street*. <https://www.gapminder.org/dollar-street/matrix> (Accessed 19 June 2018.)
- Education Above All. 2012. *Education Above All: Education for Global Citizenship*. Doha, Education Above All. http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf (Accessed 19 June 2018.)
- Education Bureau of Hong Kong. 2014. *Basic Education Curriculum Guide– To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)*. https://www.edb.gov.hk/attachment/en/curriculum-development/doc-reports/guide-basic-edu-curriculum/BECG_2014_en.pdf (Accessed 3 July 2018.)
- European Commission. 2017. *Preparing Teachers for Diversity: the Role of Initial Teacher Education*. http://publications.europa.eu/resource/ceilar/e3defd63-1db4-11e7-aeb3-01aa75ed71a1.0001.01/DOC_1 (Accessed 19 June 2018.)
- Edwards, G.E. 2009. Assessing the Effectiveness of Human Rights Non-Governmental Organizations (NGOs) from the Birth of the United Nations to the 21st Century: Ten Attributes of Highly Successful Human Rights NGOs. *Michigan State Journal of International Law*, pp. 165-228.
- Finnish National Board of Education. 2011. *Schools Reaching Out to a Global World. What Competences do Global Citizens Need?* L. Jääskeläinen and T. Repo (eds.). Helsinki, Finnish National Board of Education. http://www.oph.fi/download/139354_schools_reaching_out_to_a_global_world.pdf (Accessed 19 June 2018.)
- _____. 2016. *National Core Curriculum for Basic Education 2014*. Finland, Finnish National Board of Education.
- Georgescu, D. 2013. *Zimbabwe Curriculum Review*. Concept Paper. Beirut, UNESCO.
- Global Citizen. 2018. *Official Website*. <https://www.globalcitizen.org/en/> (Accessed 3 July 2018.)
- Global Citizen Diploma. n.d. *The Global Citizen Diploma: The Story is More Than Numbers*. https://gcdiploma.files.wordpress.com/2017/01/gcd3_onesheetv2_full.pdf (Accessed 19 June 2018.)
- Global Citizenship Alliance. n.d. *Special Seminars and Workshops*. (n.d.). <http://globalcitizenshipalliance.org/programmes/special-sessions/> (Accessed 19 June 2018.)
- Government of the People’s Republic of Bangladesh, General Economics Division, Planning Commission. 2015. *7th Five-Year Plan FY2016-FT2020: Accelerating Growth, Empowering Citizens*. http://www.plancomm.gov.bd/wp-content/uploads/2015/11/7FYP_after-NEC_11_11_2015.pdf (Accessed 19 June 2018)
- IBE-UNESCO. 2013a. *IBE Glossary of Curriculum Terminology*. Geneva, IBE-UNESCO. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf (Accessed 19 June 2018.)
- _____. 2013b. *Training tools for curriculum development: A resource pack*. Geneva, IBE-UNESCO. <http://www.ibe.unesco.org/en/document/training-tools-curriculum-development-resource-pack> (Accessed 19 June 2018.)
- _____. 2015. *Repositioning and reconceptualizing the curriculum for the effective realization of Sustainable Development Goal Four, for holistic development and sustainable ways of living*. Geneva, IBE-UNESCO.
- _____. 2016. *Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks. Background paper prepared for the 2016 Global Education Monitoring Report*. Geneva, IBE-UNESCO. <http://unesdoc.unesco.org/images/0024/002463/246382e.pdf> (Accessed 19 June 2018.)
- _____. 2017a. *Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: A Comparative Analysis. In-Progress Reflection Series No. 9*. Geneva, IBE-UNESCO.

- _____. 2017b. *Training Tools for Curriculum Development: Prototype of a National Curriculum Framework*. Geneva, IBE-UNESCO.
- _____. 2018. *Training Tools for Curriculum Development: A Resource Pack*. Geneva, IBE-UNESCO.
- iEARN. 2015. *iEARN Project Book 2015-2016*. New York, iEARN. https://iearn.org/assets/resources/Project_Book_2015-16.pdf (Accessed 19 June 2018.)
- Ideas for Global Citizenship. n.d. *Global Learning Programme Scotland: School Audit*. Glasgow, Scotland. <http://www.teachglobalambassadors.org/images/docs/glps-school-audit-6.2.14.pdf> (Accessed 18 June 2018.)
- _____. n.d. *Initial Teacher Education*. Glasgow, Ideas for Global Citizenship. <http://www.ideas-forum.org.uk/education/ite> (Accessed 19 June 2018.)
- International Olympic Committee (IOC). 2008. *Focus on Olympic Values Education Programme (OVEP)*. Lausanne, IOC. <https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Olympic-Review/Focus/2000-2009/Focus-On-OVEP-The-Olympic-Values-Education-Programme-September-2008.pdf> (Accessed 19 June 2018.)
- _____. 2014. *Factsheet: Olympic Values Education Programme (OVEP)*. Lausanne, IOC. https://stillmed.olympic.org/Documents/Reference_documents_Factsheets/Olympic_Values_Education_Programme.pdf (Accessed 19 June 2018.)
- Irish National Teacher's Organisation (INTO). 2002. *INTO Intercultural Guidelines for Schools*. <https://www.developmenteducation.ie/media/documents/INTO-Intercultural-Guidelines.pdf> (Accessed 2 July 2018.)
- King, R. 2015. *Developing a Whole-School Approach to Global Learning*. Global Learning Programme. London, Oxfam.
- Levero, M. 2017. *Aprendizaje por Proyectos: Desafíos y Oportunidades en su Implementación. Serie Egresados y Egresadas del Diploma: Investigaciones innovadoras de pequeña escala No5*. Geneva, IBE-UNESCO.
- Ladson-Billings, G. 1995. But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, Vol. 34, No. 3, pp. 159-165.
- Lapayese, Y. 2003. Toward a critical global citizenship education: Essay review. *Comparative Education Review*, Vol. 47, No.4, pp. 493-501.
- Lässig, S. and Pohl, K. H. 2009. History Textbooks and Historical Scholarship in Germany. *History Workshop Journal*, Vol. 67, No.1, pp. 125–139.
- Marope, M. 2017. *Reconceptualizing and Repositioning Curriculum in the 21st Century: A Global Paradigm Shift*. Geneva, UNESCO-IBE.
- Mc Evoy, C. 2017. *Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf> (Accessed 19 June 2018.)
- Ministry of Education of Alberta (MoE-Alberta). 2017. *Whole-School Approach*. Alberta, Canada. <https://education.alberta.ca/safe-and-caring-schools/whole-school-approach/everyone/whole-school-approach/?searchMode=3> (Accessed 19 June 2018.)
- Ministry of Education of Andorra. 2014. *Profiling of school leavers at the end of their compulsory secondary schooling in Andorra*.
- Ministry of Education of Iraq. 2012. *Iraqi Curriculum Framework*. <http://unesdoc.unesco.org/images/0021/002195/219551e.pdf> (Accessed 19 June 2018.)
- Ministry of Education, Culture, Sports, Science and Technology of Japan. 2006. *Basic Act on Education*. <http://www.mext.go.jp/en/policy/education/lawandplan/title01/detail01/1373798.htm> (Accessed 19 June 2018.)
- Ministry for Education and Employment of Malta. 2014. *Respect for All Framework*. Version 1: 10/14. <https://education.gov.mt/en/resources/News/Documents/Respect%20For%20All%20Document.pdf> (Accessed 19 June 2018.)
- _____. n.d. *Framework for the Education Strategy of Malta 2014-2024: Sustaining Foundations, Creating Alternatives, Increasing Employability*. <https://education.gov.mt/en/resources/Documents/Policy%20Documents%202014/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf> (Accessed 19 June 2018.)

- Ministry of Education of Seychelles. 2000. *Policy Statement: Education for a Learning Society*: <http://uil.unesco.org/i/doc/lifelong-learning/policies/seychelles-education-for-a-learning-society-policy-statement.pdf> (Accessed 19 June 2018.)
- Ministry of Education of Singapore. 2015. *English Language and Linguistics Syllabus: Pre-University, Higher 2*. Curriculum Planning and Development Division. [https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/2017-english-language-and-linguistics-syllabus-\(pre-university\)-h2.pdf](https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/2017-english-language-and-linguistics-syllabus-(pre-university)-h2.pdf) (Accessed 19 June 2018.)
- Muskin, J. A. 2017. Continuous Assessment for Improved Teaching and Learning: A Critical Review to Inform Policy and Practice. In *Progress Reflection on Current and critical Issues in Curriculum, Learning and Assessment*, No. 13. Geneva, IBE-UNESCO. <http://unesdoc.unesco.org/images/0025/002555/255511e.pdf> (Accessed 19 June 2018.)
- National Council for Curriculum and Assessment. 2005. *Intercultural Education in the Primary School*. https://www.ncca.ie/media/1903/intercultural_education_in_the_primary_school_guidelines_for_schools.pdf (Accessed 2 July 2018.)
- OECD. 2005. *The Definition and Selection of Key Competencies*. Brussels, OECD. <https://www.oecd.org/pisa/35070367.pdf> (Accessed 19 June 2018.)
- Ontario (Canada) Ministry of Education. 2013. *The Ontario Curriculum, Grades 9 to 12: Social Sciences and Humanities* (Rev. ed.). <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf> (Accessed 19 June 2018.)
- Opertti, R. 2017. 15 Clues to Support the Education 2030 Agenda. In *Progress Reflection Series No. 14*. Geneva, IBE-UNESCO.
- Opertti, R., Kang, H. and Magni, G. 2018a. Comparative Analysis of the National Curriculum Frameworks of Five Countries: Brazil, Cambodia, Finland, Kenya and Peru. In *Progress Reflection Series No. 18*. Geneva, IBE-UNESCO.
- _____. 2018b. Global Citizenship Education Tools and Piloting Experiences of Four Countries: Cambodia, Colombia, Mongolia and Uganda. In *Progress Reflection Series No. 19*. Geneva, IBE-UNESCO.
- Oxfam. n.d. *Global Citizenship in the Whole School 7 Assembly Ideas*. London, Oxfam. <http://www.oxfam.org.uk/education/resources/global-citizenship-in-the-whole-school/assembly> (Accessed 19 June 2018.)
- _____. 2007. *Building Successful School Partnerships*. London, Oxfam. <https://www.oxfam.org.uk/education/resources/building-successful-school-partnerships> (Accessed 19 June 2018.)
- _____. 2015. *Education for Global Citizenship: A Guide for schools*. London, Oxfam. <https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools> (Accessed 19 June 2018.)
- _____. 2017a. *English and Global Citizenship*. London, Oxfam. <http://www.oxfam.org.uk/education/resources/english-and-global-citizenship> (Accessed 19 June 2018.)
- _____. 2017b. *Math and Global Citizenship*. London, Oxfam. <http://www.oxfam.org.uk/education/resources/math-and-global-citizenship> (Accessed 19 June 2018.)
- _____. 2017c. *Science and Global Citizenship*. London, Oxfam. <http://www.oxfam.org.uk/education/resources/science-and-global-citizenship> (Accessed 19 June 2018.)
- _____. 2018. *Oxfam Youth Ambassadors*. <http://www.oxfam.org.uk/get-involved/opportunities-for-young-people/youth-ambassadors> (Accessed 19 June 2018.)
- Oxley, L. and Morris, P. 2013. Global Citizenship: A Typology for Distinguishing its Multiple Conceptions, *British Journal of Educational Studies*, Vol. 61, No.3, pp. 301-325.
- Parker, R. and Fraillon, J. 2016. *Southeast Asia Primary Learning Metrics (SEA-PLM): Global Citizenship Domain Assessment Framework*. Melbourne, Australian Council for Educational Research. http://research.acer.edu.au/ar_misc/20 (Accessed 19 June 2018.)
- Pingel, F. 2010. *UNESCO Guidebook on Textbook Research and Textbook Revision*. Paris, UNESCO.
- Price-Dennis, D. and Carrion, S. 2017. Leveraging Digital Literacies for Equity and Social Justice. *Language Arts*, Vol. 94, No. 3, pp. 190–195.

- Price, J. 2003. *Get Global! A skills-based approach to active global citizenship: Key stages three and four*. Johannesburg, ActionAid. http://www.teachglobalambassadors.org/images/docs/schools_get_global.pdf (Accessed 19 June 2018.)
- Read, N. 2016. Measures of Learning and Teaching Material Availability and Use in Sub-Saharan Africa and Other Low-income Countries. *Background paper prepared for the 2016 Global Education Monitoring Report*. <http://unesdoc.unesco.org/images/0024/002455/245569e.pdf> (Accessed 19 June 2018.)
- République de la Côte d'Ivoire. 2016. *Loi n°2016-886 portant Constitution de la République de la Côte d'Ivoire*. <http://www.caidp.ci/uploads/52782e1004ad2bbfd4d17dbf1c33384f.pdf> (Accessed 19 June 2018.)
- Rogers, A. 2005. *Non-Formal Education Flexible Schooling or Participatory Education?* New York: Springer.
- Rychen, D. S. and Tiana, A. 2004. *Developing key competencies in education: Some lessons from international and national experience*. Geneva, IBE-UNESCO.
- Ruano, J., Galeffi, D. and Ponczek, R. 2014. The Constellation of Twinned NGOs- Schools in the Cosmodernity Paradigm: A T3 Approach to Build a Transdemocratic Horizon in the Global Citizenship Education Proposed by UNESCO. *Transdisciplinary Journal of Engineering & Science*, Vol. 5, pp. 21-34.
- School for Future Youth. 2014. *Global Citizenship Education Framework*. https://www.sfyouth.eu/images/toolkit/global_citizenship_education/GlobalCitizenshipEducationFramework.pdf (Accessed 19 June 2018.)
- Singh, A. D. and Hassan, M. 2017. In Pursuit of Smart Learning Environments for the 21st Century. *In Progress Reflection on Current and critical Issues in Curriculum, Learning and Assessment*, No. 12. Geneva, IBE-UNESCO. <http://unesdoc.unesco.org/images/0025/002523/252335E.pdf> (Accessed 19 June 2018.)
- Smith, M. 2015. *Nepal: Lessons from integrating peace, human rights and civic education into social studies curriculum and textbooks*. Paris, UNESCO, IIEP, PEIC.
- Ssembirige, P. 2016. *Global Citizenship Concepts in the Curriculum of Uganda: Analysis and Initial Recommendations: Situational Analysis Report of Uganda*. Geneva, IBE-UNESCO.
- The Education University of Hong Kong. 2017. *Course Outline: Global Citizenship from a Cross-Cultural Perspective*. Hong Kong, The Education University of Hong Kong.
- The New York Academy of Medicine. n.d. Grey Literature Report: Collection Development Policy. <http://www.greylit.org/about/collection-development-policy> (Accessed 19 June 2018.)
- Tibbitts, F. 2015. *Curriculum Development and Review for Democratic Citizenship and Human Rights Education*. Strasbourg, Council of Europe, UNESCO, OSCE/ODHIR, OAS. <http://unesdoc.unesco.org/images/0023/002343/234386e.pdf> (Accessed 19 June 2018.)
- Torriano School. 2018. *Rights Respecting*. <http://www.torriano.camden.sch.uk/prospectus/rights-respecting/> (Accessed 19 June 2018.)
- United Nations. 1948. *Universal Declaration on Human Rights*. Resolution 217A. <http://www.un.org/en/universal-declaration-human-rights/> . (Accessed 28 June 2018.)
- _____. 1989. *Convention on the Rights of the Child*. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> (Accessed 25 June 2018.)
- _____. 2015. *The World's Women 2015*. <https://unstats.un.org/unsd/gender/Infographics.html> (Accessed 3 July 2018.)
- _____. 2016. UN Website: The sustainable development agenda. <http://www.un.org/sustainabledevelopment/development-agenda/> (Accessed 3 July 2018.)
- _____. 2018. *International Days*. <http://www.un.org/en/sections/observances/international-days/> (Accessed 19 June 2018.)
- UNAIDS. 1999. *Peer Education and HIV/AIDS: Concepts, uses and challenges*. Geneva, UNAIDS. http://www.unaids.org/sites/default/files/media_asset/jc291-peereduc_en_0.pdf (Accessed 19 June 2018.)
- UNESCO. 1974. *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_SECTION=201.html (Accessed 19 June 2018.)
- _____. 2004. *2005 EFA Global Monitoring Report: Education for All: The Quality Imperative*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0013/001373/137333e.pdf> (Accessed 19 June 2018.)

- _____. 2005a. *Peace Education: Framework for Teacher Education*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0015/001502/150262e.pdf> (Accessed 19 June 2018.)
- _____. 2005b. *Convention on the Protection and Promotion of the Diversity of Cultural Expressions*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0014/001429/142919e.pdf> (Accessed 2 July 2018.)
- _____. 2007. *Advocacy kit for promoting multilingual education: Including the excluded*. Bangkok, UNESCO.
- _____. 2010. *Citizenship Education for the 21st Century: What is Meant by Citizenship Education?* Adapted from UNESCO (1998) *Citizenship Education for the 21st Century*. http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm (Accessed 19 June 2018.)
- _____. 2012. *International Standard Classification of Education (ISCED) 2011*. Montreal, UNESCO. <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf> (Accessed 2 July 2018.)
- _____. 2014a. *Textbooks and Learning Resources: Guideline for Developers and Users*. Paris, UNESCO.
- _____. 2014b. *Global Citizenship Education. Preparing learners for the challenges of the 21st century*. Paris, UNESCO.
- _____. 2015a. *Global Citizenship Education, Topics and Learning Objectives*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf> (Accessed 19 June 2018.)
- _____. 2015b. *Global Citizenship Education (GCED) UNESCO's Approach*. Paris, UNESCO. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/questions-answers-21jan-EN.pdf> (Accessed 25 June 2018.)
- _____. 2016a. *Education 2030 Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002456/245656e.pdf> (Accessed 19 June 2018.)
- _____. 2016b. *Global Education Monitoring Report: Education for People and Planet: Creating Sustainable Futures for All*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf> (Accessed 19 June 2018.)
- _____. 2016c. *Global Education Monitoring Report. Every Child Should Have a Textbook, Policy Paper, No. 23*. Paris, UNESCO
- _____. 2016d. *Global Education Monitoring Report: Textbooks Pave the Way to Sustainable Development, Policy Paper, No. 28*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002467/246777E.pdf> (Accessed 19 June 2018.)
- _____. 2017a. *Global citizenship at the heart of discussion on human rights education in Geneva*. May 31, 2017. Geneva, UNESCO. http://www.unesco.org/new/en/geneva/about-this-office/single-view/news/global_citizenship_at_the_heart_of_discussion_on_human_right/ (Accessed 19 June 2018.)
- _____. 2017b. *The ABCs of Global Citizenship Education*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002482/248232E.pdf> (Accessed 19 June 2018.)
- _____. 2017c. *Making Textbook Content Inclusive: A focus on religion, gender and culture*. Paris, UNESCO.
- _____. 2017d. *Preparing Teachers for Global Citizenship Education: A Template*. Bangkok, UNESCO.
- UNESCO Associated Schools Network. 2018. *Climate Change Education*. <https://aspnet.unesco.org/en-us/climate-education-education> (Accessed 12 May 2018.)
- UNESCO-IBE, UNESCO-IIEP, and PEIC. 2015. *Textbook and Other Education Materials: What key messages do we want to convey and how?* Paris, UNESCO-IIEP.
- UNESCO Institute for Statistics (UIS). 2018. *UIS Website: Glossary*. <http://uis.unesco.org/en/glossary> (Accessed 25 June 2018.)
- UNESCO-MGIEP. 2017. *Textbooks for Sustainable Development: A guide to embedding*. New Delhi, UNESCO MGIEP.
- UNESCO-OREALC. 2017. *La Formación Inicial Docente en Educación para la Ciudadanía en América Latina: Análisis comparado de seis casos nacionales*. Santiago, UNESCO-OREALC. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Formacion-Inicial-Docente-en-Educacion-para-la-Ciudadani.pdf> (Accessed 3 July 2018.)

- United Nations Children's Fund (UNICEF). 2002. *Assessing Communication around HIV Prevention, Right to Know Initiative*. Namibia, UNICEF. https://www.unicef.org/lifeskills/index_8798.html (Accessed 19 June 2018.)
- _____. 2006. *Manual: Child Friendly Schools*. New York, UNICEF. https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf (Accessed 19 June 2018.)
- _____. n. d. UNICEF Canada: *Helping to make your Classroom a Global Schoolhouse!* Toronto, Canada, UNICEF. http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/helpmake.pdf (Accessed 19 June 2018.)
- UNICEF and UNESCO. 2007. *A Human Rights-Based Approach to Education for All*. New York, UNICEF. <http://unesdoc.unesco.org/images/0015/001548/154861e.pdf> (Accessed 25 June 2018.)
- United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development 9th meeting, 3 and 4 April 2014. http://www.unece.org/fileadmin/DAM/env/Information_document_4_school_planning_02.pdf. (Accessed 19 June 2018.)
- United Nations Girls Education Initiative (UNGEI). 2008. *Nigeria: UNICEF and partners create a model child-friendly school*. New York, United Nations Girls' Education Initiative. http://www.ungei.org/infobycountry/nigeria_321.html (Accessed 19 June 2018.)
- United Nations Secretary-General Global Initiative on Education. 2012. *UN Secretary-General Ban Ki-moon Statement on Global Education First Initiative, September 26*. <http://www.unesco.org/new/en/gefi/about/an-initiative-of-the-sg/> (Accessed 19 June 2018.)
- United Nations Statistics Division. 2015. *The World's Women 2015: Infographics*. <https://unstats.un.org/unsd/gender/Infographics.html> (Accessed 19 June 2018.)
- Van Driel, B., Darmody, M. and Kerzil, J. 2016. *Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU, NESET II report*. Luxembourg, Publications Office of the European Union.
- Waks, L. J. 2008. Cosmopolitanism and citizenship education. *Global Citizenship Education: Philosophy, Theory and Pedagogy*. Rotterdam, Sense. pp. 203–219.
- Wintersteiner, W., Grobbauer, H., Deindorfer, G. and Reitmair-Juarez, S. 2015. *Global Citizenship Education: Citizenship Education for Globalizing Societies*. Klagenfurt, Salzburg, Vienna, Austrian Commission for UNESCO.
- Zhao, Y. 2009. *Preparing global citizens: Globalisation and education: A report for Specialist Schools and Academies Trust*.
- Zimbabwe. 2013. *Constitution of Zimbabwe*. <https://zimlil.org/zw/legislation/act/2013/amendment-no-20-constitution-zimbabwe> (Accessed 19 June 2018.)

INTERNATIONAL BUREAU OF EDUCATION

Training Tools for Curriculum Development: **A RESOURCE PACK FOR GLOBAL CITIZENSHIP EDUCATION (GCED)**



IBE-UNESCO
15, Route des Morillons
1218 Le Grand-Saconnex
Switzerland

www.ibe.unesco.org

Ref: IBE/2018/OP/CD/07