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In-Progress Reflection No. 19 on  
*Current and Critical Issues in Curriculum, Learning and Assessment*

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# Global Citizenship Education Tools and Piloting Experiences of Four Countries: Cambodia, Colombia, Mongolia and Uganda



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## Open Note of the IBE

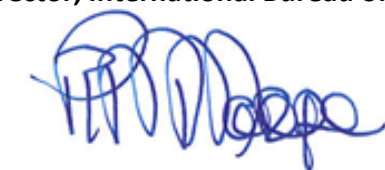
The IBE has launched the series In-Progress Reflections on *Current and Critical Issues in Curriculum, Learning and Assessment* to open a communal space for a global conversation, collective production and discussion on those issues of high concern for Member States. It intends to support country efforts in mainstreaming challenging issues within the processes of curriculum renewal and development across different levels, settings and provisions of the education system.

Initially, the focus areas of the In-Progress Reflections series encompass, among others,: (i) Early Childhood Care and Education (ECCE) as a foundation of holistic child development and learning; (ii) Reading and writing in early grades to support the development of essential competencies; (iii) Youth Culture and competencies for Youth in the early 21st century (covering formal, non-formal and informal education); (iv) ICT curricula and inclusive pedagogy contributing to relevant and effective learning outcomes; (v) STEM (Science, Technology, Engineering and Mathematics) curricula to foster sustainable development; (vi) Curriculum for Global Citizenship Education (peace, human rights, sustainable development, values, ethics, multiculturalism, etc.); (vii) Assessment to enhance and support learning opportunities; and (viii) Inclusive education as an over guiding principle of education systems.

The series of reflections covers a wide array of knowledge products, among them: discussion papers, policy briefs, frameworks, guidelines, prototypes, resource packs, learning tools and multimedia resources. These materials are discussed, refined, used and disseminated engaging education and curriculum agencies / institutes, and in particular curriculum developers and specialists, development experts, policy makers, teacher trainers, supervisors, principals, teachers, researchers and other educational stakeholders. In addition, they serve as reference materials for the IBE menu of capacity-development training on curriculum, learning and quality education – namely masters, diplomas, certificates and workshops – to forge policy and technical dialogue involving a diversity of stakeholders and to support sustainable country fieldwork.

Through blogs and e-forums, we encourage the audience to actively interact and bring in diverse perspectives. Effectively, the online space for reflection allows us to stay connected, facilitates exchange between experts from different regions of the world, and truly fosters continuous reflection on the issues concerned. The blog is structured to gather diverse resources, which include tools and documents (as previously mentioned) under specific themes to provide a complex and rich set of materials targeted to the specific needs of Member States. The In-Progress Reflections will capture relevant visions, views and comments shared by the audience, and serve as a key resource to support Member States' efforts in mainstreaming relevant findings and effective practices in national policies, curriculum frameworks and developments and in professional practices.

**Dr. Mmantsetsa Marope: Director, International Bureau of Education**



# Global Citizenship Education Tools and Piloting Experiences of Four Countries: Cambodia, Colombia, Mongolia and Uganda<sup>1</sup>

**Abstract:** This report analyses the progresses made by Cambodia, Colombia, Mongolia and Uganda in the development and piloting of GCED tools, designed within the framework of UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU)'s and International Bureau of Education (IBE)'s three-year cooperation project, "Global Citizenship Education Curriculum Development and Integration". Based on the needs identified through the situational analyses carried out during Phase I, the four countries have developed tailored tools to mainstream GCED in their own context and piloted them during Phase II. Through an in-depth analysis of the tools as well as of their piloting processes, this report aims at understanding the extent to which GCED concepts are embedded and integrated into these tools and the way in which these tools contribute to the overall GCED teaching and learning practices in each context. What results from the findings is that the four countries, despite some setbacks due mainly to the strict timeline, have made significant progress in developing innovative strategies to integrate GCED principles into their education policies and practices. Finally, this report concludes with the suggestions for these tools to be effectively implemented during Phase III, particularly for this project, and for any further initiative around GCED areas.

**Keywords:** Cambodia - Colombia - curriculum - Global Citizenship Education (GCED) - Mongolia - piloting - tools - Uganda

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<sup>1</sup> This evaluation report was written in November 2017, as part of the closure of Phase II of the project. The overall evaluation of the three-year project will be available by the end of 2018.

# Contents

<b>Introduction .....</b>	<b>6</b>
GCED in brief .....	6
Description of the project and Phase II .....	7
IBE suggested piloting strategies and tools.....	9
<b>Analysis of the GCED tools and piloting process by countries.....</b>	<b>12</b>
Cambodia.....	12
Colombia.....	21
Mongolia.....	26
Uganda .....	27
<b>Challenges and recommendations .....</b>	<b>33</b>
<b>Conclusion .....</b>	<b>34</b>
<b>References.....</b>	<b>35</b>
<b>Annex 1. IBE tools for monitoring and evaluation .....</b>	<b>37</b>

## Introduction

The following report is prepared as a final product of Phase II of UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU)'s and International Bureau of Education (IBE)'s cooperation project, "Global Citizenship Education Curriculum Development and Integration." This three-year project started in 2016 with the aim to mainstream Global Citizenship Education (GCED) in four countries, namely, Cambodia, Colombia, Mongolia and Uganda, through a series of in-country activities and interventions. During Phase I, the emphasis was mostly on understanding the integration of GCED in the respective countries. This through a situational analysis that explored the presence or absence of GCED within the education system, and then allowed to determine the GCED entry point. Built on this, Phase II focused on three main aspects: 1) the development of country tailored tools to mainstream GCED (policy, curricula, syllabi, teacher education guidelines, teaching and learning resources); 2) the piloting of these innovations; and 3) the monitoring of the piloting process and the evaluation of the tools .

This report examines in-depth the GCED tools developed as well as the overall piloting processes carried out by the four countries. Particularly, it explores the extent to which GCED concepts are embedded and integrated into each country tool, and the way in which these contribute to GCED teaching and learning practices at school and classroom level. This report briefly introduces how GCED is conceptualized globally as well as the key challenges for its implementation with regard to the global agendas. Followed by an overview of the project, the document further illustrates the IBE's proposed piloting strategies and monitoring and evaluation tools, such as the GCED checklist, classroom observation, interview questions and focus group discussion, which have been used by the country teams and APCEIU during their piloting and monitoring processes. It then discusses the rationale behind the tools developed by the four countries, mainly focusing on the scope of the tools in terms of GCED intervention, and the analyses of their piloting and monitoring processes. This report concludes with a section reflecting on the challenges experienced during Phase II of the project, alongside the recommendations that, we humbly hope, based on our understanding in the occurrence of all the unexpected circumstances, may serve as initial reflection in the development of further initiatives similar to this one.

### GCED in brief

Empowering global citizens is crucial to UNESCO's overarching education goal of promoting a peaceful, inclusive and sustainable world. GCED is, thus, considered as one of the key drivers for sustainable development and sustainable lifestyles as well as for the realization of the objectives set in the Education 2030 Framework for Action for the implementation of SDG 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", agreed in the Incheon Declaration of 2015. Particularly, the importance of GCED has been reaffirmed by Target 4.7, which demands:

*By 2030, ensure that all learners acquire the 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 (UN, 2015).*

The vision of GCED lies in its aptitude in raising responsible and competent citizens, who are equipped and empowered with the knowledge, values, attitudes and skills, to create and sustain, both individually and collectively, harmonious, peaceful, just and inclusive societies based on the respect of fundamental human rights. As such, GCED interventions should uncover local and global phenomena that hinder or promote the world in achieving its aspired status through a holistic, multidimensional and transformative approach. A discussion of the what, the why and the how of the GCED approach and its facilitation and integration in the national education policies, plans and curricula as well as in the teaching and learning resources is continuously articulated. A repertoire of evidence-based pedagogical strategies should be implemented at school and classroom level along with tailored short- and long- term teacher trainings and professional development.

The international education community has pointed out several times the complexity of Target 4.7, as it touches upon a variety of issues extremely relevant to the achievement of the Sustainable Development Agenda. The main challenge is to connect these concepts and transform them into a robust conceptual, systemic framework that can guide countries in their actions. All countries face different situations and each of them requires to take into consideration various points of departure and interventions. These vary in types and duration, as they are adapted to their particular context, and, at the same time, have a global impact.

Questions continue to arise over the complexity in understanding and implementing GCED, mainly given the fact that it promotes competencies in learners that are complicated to develop and assess. How can we measure the progress and the impact in the existence of diversity? How can we measure the outcomes of GCED? How can we make sure students are developing socio-emotional skills, such as empathy, solidarity and democratic values? These questions are extremely complex to answer and, even with their continuous efforts, education specialists worldwide are still in the process of reaching a universal agreement on the definition of GCED, as well as on how it is to be conceived or implemented, and on how education systems can be tailored to promote it. This joint initiative of integrating GCED into the education systems of four beneficiary countries advocates for a transversal and systemic approach to unveil and address the complexity of capturing, developing, monitoring and assessing GCED at large, providing inputs towards the fulfillment of SDG 4.7.

## Description of the project and Phase II

During Phase I of the project, in 2016, research to understand and identify the status of GCED in each country was carried out by national and international experts. Four 'in-country situational analyses of the implemented curriculum' were conducted by local experts and four 'analyses of the intended curriculum' were carried out by two external international consultants. Based on the findings of the analyses, the needs for each country were assessed, leading to an agreement on what types of interventions had to take place and what type of tools should have been developed

to assist the countries with the implementation of GCED in their national policies, plans and curricula as well as in their teaching and learning materials. Likewise, local curriculum committees were formed and engaged and GCED understanding and awareness of key local stakeholders of the four beneficiary countries were enhanced through a series of policy dialogues and capacity development workshops.

Once the situational analyses were finalized and the results were presented in a final workshop in Geneva, Switzerland (8-10 November 2016), a comprehensive report including information from all the eight documents was produced. Particularly, this report focused on the systematization of the findings of the situational analyses, through the identification of the central issues of GCED related to both the implemented and intended curriculum, and a reflection on the consequences that these issues have for the implementation of GCED in light of SDG 4.7 and the Education 2030 Agenda (Browes, 2017).

A Kick-off meeting for Phase II of the project took place in Seoul, Republic of Korea (22-24 March 2017) with the aim of situating the countries' progress and discussing their action plans among the different partners. As echoed by APCEIU, the expectations for Phase II were the development of GCED tools for each country and their piloting, which will anticipate the work for Phase III, in which the tools will be finalized and further implemented. A specific timeline for Phase II was shared: the development of tools in the first three months (April to June); and the piloting and monitoring of the tools in collaboration with the IBE in the following four months (July to October). The country teams, in turn, shared the progress made so far, discussing the way in which they would tackle the key challenges identified in Phase I and the strategies and plans to be undertaken to move forward.

For instance, Cambodia proposed to develop two syllabi of history and moral-civics education subjects for basic education integrating GCED concepts and values in addition to a blueprint for teachers to pilot the syllabi by August 2017. Colombia envisioned to construct guidelines for teacher training programmes incorporating citizenship and socioemotional skills in the teacher training process. Mongolia, on the other hand, planned to begin by translating the relevant GCED documents into Mongolian language to enhance the understanding of GCED among the key national stakeholders. Having this as the basis, the elaboration of teacher's guides for teachers of all grade level would have been the next step. In the case of Uganda, the team prepared to develop a teachers' manual and teaching and learning supplementary resources such as readers, to introduce GCED best practices, methodology and some sensitive themes in the classrooms.

Starting from July 2017, APCEIU team partook in the piloting of all the four countries, carrying out classroom observations and interviews with teachers and principals. Along the lines, the IBE developed four monitoring and evaluation tools, namely GCED checklists, classroom observation tool, interview questions, and focus group discussion, to assist the APCEIU team and the countries in their piloting and monitoring process. Additionally, the IBE organized an Experts Review Meeting in Geneva, Switzerland (14-15 August 2017), to revisit the current progress of each country in developing and piloting the GCED tools, to train the country team on the effective piloting and monitoring and evaluation key principles and processes, and to discuss the way forward on effective implementation of GCED in the countries' education system to pave the way to Phase III of the project in 2018.



By the end of November 2017, the progress of the countries are as follows: Cambodia continues to work on two sides: the history curriculum and the moral-civics one. As for the history curriculum they are revising the syllabi with the intention to improve it through integrating the behavioural domain of GCED. The moral-civics curriculum is ready to be implemented in the following years. Colombia has just produced the guidelines and will be refining them taking into account the feedback from the IBE and the Colombian Ministry of National Education (MEN). Mongolia is discussing the possibility of extending the coverage of teachers' guide for teachers of all subjects of all levels of education. Uganda has extended its piloting to other two regions seeking more opportunities to experiment the tools and to prepare for the implementation stage through finding concrete, innovative implementation strategies.

## IBE suggested piloting strategies and tools

### *Piloting process and strategies*

During the Experts Review Meeting in Geneva, the IBE described the main elements of a piloting process as well as the most important aspects that need to be considered to ensure its successful outcomes. These aspects have been taken into account also in the analyses of the piloting processes of the four beneficiary countries.

The piloting process serves at 4 main objectives in the development of a proposed innovation: i) it assesses its feasibility; ii) it helps understanding its contextual relevance; iii) it allows to build consensus and understanding among the key stakeholders, who may take greater ownership of the proposed change; and iv) it allows to identify its weaknesses and intervene on time. The enlisted benefits can be achieved only if some key elements are considered. Among them, there are: i) the importance to select an appropriate piloting model and plan ahead for its implementation by taking into account the timeframe, the financial and human resources and their preparation, and the model to be adopted; ii) the development of a strong relationship with key stakeholders and their involvement in a wide range of policy making decisions processes about the piloting; iii) the characteristics of the sample to avoid potential bias in terms of its level of representativeness of the country education system (urban vs. rural, public vs. private, etc.) as well as the group size, its characteristics (gender, ethnicity, etc.) and its specific role in the piloting process; iv) the type of evaluation and tools to be used; and v) the dissemination of the findings by keeping in mind the purposes of the piloting and the target audience (IBE-UNESCO, 2013).

### *IBE tools for monitoring and evaluation*

In order to guide countries in their piloting and monitoring processes, the IBE developed a series of tools: i) a GCED checklist, developed originally in English and translated into Spanish with some contextual modifications; ii) a classroom observation guide; iii) an interview questions guide for teachers and school leaders; and iv) a focus group guide for the learners and teachers. As explained in details in the following section, each tool was developed taking into account GCED topics and learning objectives as well as teaching and learning practices within a competency-based and active pedagogy framework. Additionally, the contents of a coding scheme, used to carry out previous qualitative and comparative analyses to monitor SDG4.7 were considered in

the tool development process. It is important to note that the tools were given to the countries as well as to the APCEIU team as a support to their piloting and monitoring processes, without any intention of being prescriptive. We acknowledge that some countries, such as Colombia and Uganda, developed their own tools and methodologies to carry out these processes and used IBE tools only as complements to the instruments they had already developed themselves.

Please consult Annex 1 to see a set of IBE tools developed for the monitoring and evaluation processes of the piloting.

### *GCED checklist*

The checklist has been developed with the purpose of assessing to what extent GCED concepts, topics and learning objectives were included in the newly developed tools. It was elaborated building upon the matrix that was developed and used in a comparative study carried out by Cristian Cox<sup>2</sup> to assess the presence or absence of GCED-related topics in the curriculum of 10 countries. In the study, GCED was conceptualized in three specific domains: i) cognitive domain, explicitly referring to *global systems, structures and processes*, on the one hand, and to *global issues*, on the other; ii) attitudinal (or socio-emotional) domain, explicitly referring to *multiple identities*, distinguishing the *local, national and global levels*, and dealing with difference and diversity, referring to the *intercultural and international* level of them; and iii) behavioural domain (participation and actions that can be taken individually or collectively), including or referring to *global issues and contexts*.

By considering the aforementioned reflections, this checklist is organized in three main sections and an introductory section, where users are requested to describe their tools in details. *Section A. General* includes a set of key questions that are designed to help users understand the overarching GCED concept reflected in the country's tool. *Section B. GCED Domains* is categorized in the three domains mentioned above (cognitive, attitudinal and behavioural domain). At the end of *Section B*, based on the responses for each domain, users are asked to analyse the tool and further identify GCED areas to be strengthened. Finally, *Section C. Further Considerations for Effective Implementation* includes practical aspects that should be taken into account when implementing the tool.

This tool, initially developed in English, was later modified and then translated into Spanish, tailoring the need for Colombian context. During the Experts Review Meeting, the IBE had a discussion with the Colombian MEN representative where it was acknowledged that the questions developed for Section B related to the behavioural domain were not pertinent enough to assess the tool that the country was developing. For this reason, it was agreed to modify the checklist according to the needs expressed by the country representative. The checklist was then translated into Spanish and some questions of each section were made more specific to the Colombian context. For instance, in *Section A*, an extra question was elaborated to include more specific values, such as coexistence, building of a sustainable peace, the respect for human rights and the understanding of justices that are strictly related to the historical moment the country is

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<sup>2</sup> Cox, C. 2017. Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis. In-Progress Reflections on Current and Critical Issues in Curriculum and Learning, No. 9. Geneva, IBE-UNESCO.

experiencing. In *Section B*, the behavioural category was expanded to include three more questions. Additionally, all previous questions were adapted to the nature of the training tool; thus making a particular emphasis on teaching strategies. Finally, *Section C* was removed since questions of the previous section already focused on teachers. Furthermore, the MEN representative, the country team and the IBE already knew that the tool would have not been implemented in this Phase of the project, so it was decided to address the questions of *Section C* during Phase III.

#### *Classroom observation tool*

The classroom observation tool has been developed by adapting previous instruments produced by the IBE to assist countries in the development of competency-based curriculum reforms, and it is part of a broader monitoring process of GCED contents, topics and learning objectives that are present in classrooms. Indeed, this tool not only takes into account the way in which GCED related aspects are presented in the lesson plan, but also analyses the way in which they are reflected in the teaching and learning environment, both at school and classroom level, as well as in the pedagogy, the material and the type of assessment used. In order for the monitoring process to be comprehensive, the IBE suggests to combine the data collected with this instrument with the ones collected in the interviews.

#### *Interview questions*

This tool has been developed to monitor and assess how GCED is understood and implemented in school and classroom settings through interviews with teachers and school leaders. It begins with an introductory part in which teachers are asked to reflect and evaluate their understanding and preparedness of GCED in five specific areas: materials, delivery, environment, content and resources. The questions for teachers then focus on three specific areas: lesson, training and room for improvement. Another set of questions was developed for school leaders about the school environment, their training and the areas for improvement.

#### *Focus group discussion*

The focus group tool was developed after the meeting in Geneva wherein the countries requested guidance in relation to focus groups. Two sets of documents were prepared separately targeting teachers and learners respectively. In both cases, the tool aimed at monitoring and assessing how GCED is understood and implemented at school and classroom level. Ideally, the IBE suggests the use of the tool in groups of around three to six participants with sessions lasting 60-90 minutes for teachers, and 40-60 minutes for learners. In addition, it is highly recommended that the organizers of the focus groups will ensure the diversity of teachers and learners participating in the discussions, taking into consideration gender, type of schools (urban/rural, public/private, etc.) and grade level and subject they teach as well as ethnic origin, socio-economic background, disabilities and academic achievement level. Present in the focus group discussion will be the participants (teachers and learners), a moderator and a note taker. For each session, the moderator will share the purpose of the focus group discussion and lead the group discussion around the points described below customizing the guiding questions provided in the tool.

Particularly, the first part of the discussion for both teachers and learners progresses around the understanding of GCED, its presence in lessons, classrooms and schools, the attitude of different stakeholders (teachers, students and school leaders) towards GCED, and the opportunities for GCED to take place. An additional point in the tool for teachers is the reflection on the existing support they have or might need for implementing GCED in their school. Specific guiding questions, which differ from one group to the other, are then provided.

## Analysis of the GCED tools and piloting process by countries

The focus of this section is on the analysis of the tools developed by the four countries as well as the piloting process undertaken. The countries are analysed in alphabetical order -Cambodia, Colombia, Mongolia and Uganda-, following a similar structure: i) an introductory part describing the context of the country and the rationale for the development of a specific tool; ii) a detailed description and analysis of the piloting process and results; and iii) when possible, an in-depth analysis of the tool or of some extract of it. Since the IBE was not physically present in the countries during their piloting processes, the piloting analysis relies on the information provided by the national teams and the APCEIU. This information has been analysed taking into account the most relevant aspects of the theory and practice of a piloting process discussed during the Experts Review Meeting and outlined in this report. The analysis of the tools was carried out using the GCED checklist supported, in some cases, with the literature related to GCED pedagogical approaches.

### Cambodia

The education system of Cambodia has undergone numerous curriculum reforms since the 1960s, and the country is experiencing the most recent one at this moment. As stated by the Cambodian team in this regard, “GCED in Cambodian education system is introduced at the right time of curriculum and teacher education reform” (MoEYS, 2017a, p. 2). When this project began in 2016, the Ministry of Education, Youth and Sport of Cambodia (MoEYS) had just finalized the draft of its national curriculum framework and made it available since the beginning of 2017. Particularly, this reform aims at addressing some of the challenges Cambodian education system face, such as unqualified curriculum developers and unqualified teachers.

Together with the curriculum framework, the MoEYS had planned to finalize the detailed syllabi for each subject and by grade by the end of 2017. To align with the current national curriculum reforms that have undertaken in Cambodia, within the framework of the GCED project, it has been agreed to support the development process of the syllabi of history and moral-civics for basic education and teachers’ blueprint. Two sub-committees, consisting of MoEYS officers as well as experts from other public institutions, such as universities and teacher training institutes, were formed to develop the GCED integrated curriculum framework as well as a draft of syllabi for history and moral-civics education. In order to provide learners with the core knowledge and skills to act as responsible citizens able to address global issues, as highlighted in the educational vision of the new national curriculum framework, the Cambodian team integrated learning outcomes, pedagogical approaches and assessment methods of GCED into the syllabus of the relevant subjects, namely history and moral-civics.

Having said that, Cambodia is moving at a right pace in accordance with the broader framework of the MoEYS education strategic plan both in terms of the benefit of the country as well as of the efficiency and sustainability of the GCED project. According to the roadmap developed by the country, the integration of GCED into the syllabi will be finalized in 2017 and the draft textbooks will be developed in 2018, with the prospect of also expanding GCED-related initiatives to teacher training programmes nationwide by 2020.

### *History curriculum framework and syllabus*

During the initial stage of the development of the GCED-integrated curriculum framework and of the draft syllabus of the history subject for grade 1 to 12, 2 training workshops, 4 technical meetings and a consultation workshop took place (April to July 2017). The training workshops focused on providing the members of the sub-committee with the fundamental knowledge and technical expertise on how to write a comprehensive syllabus for history, particularly covering GCED learning outcomes as well as pedagogical and assessment methodologies. During the technical meetings, the committee developed a draft of the syllabi for primary, lower and upper secondary levels and ensured that GCED was incorporated accordingly into the documents. The consultation workshop, held in July 2017, in prior to the piloting, gathered 41 participants from MoEYS, national curriculum developers, all members of the history sub-committee, volunteers, principals and teachers from Phnom Penh and Kampot province. The meeting was held with the aim of enhancing a deeper reflection among the different stakeholders about the meaning of GCED and the way in which it could be integrated into the new national curriculum, which was also introduced to the participants during the workshop.

In relation to the piloting, the history team carried out a series of meetings and workshops, before the classroom observations to prepare the piloting tools and to ensure that all key stakeholders participating in the piloting process shared the same understanding of GCED concepts, teaching methodologies and the new curriculum. These meetings were also used, after the piloting, to debrief about what evaluators had observed and the information they gathered. Two pre-piloting technical meetings, a pre-piloting workshop and two post-piloting technical meeting were arranged (June to August). The two pre-piloting meetings gathered 25 stakeholders each, whereas the pre-piloting workshop had a total of 31 participants, including personnel from MoEYS, national experts on curriculum development, members of the national history sub-committee and volunteers principals, teachers from the pilot schools and representatives of the provincial education office. The two post-piloting technical meetings were held in June and in August and gathered 25 participants each. The first one was organized to discuss the pre-piloting test, whereas the second one was held after the two piloting observations with the aim to discuss the results, carry out SWOT analyses and plan the way forward.

Before the actual piloting, a pre-piloting test, in which 15 staff members from the MoEYS and members of the national history sub-committee participated, was held in June to assess the knowledge of students on GCED, as well as to gather relevant information on the teaching and learning process in the history subject. The actual piloting took place in Phnom Penh and Kampot province and consisted of 2 classroom observations, one in July and the other one in August, with the presence of 9 assessors for the first one and 12 for the second one, for grade 4, 8 and 11. The

APCEIU team participated in the second session of the classroom observation. Both piloting observations consisted in observing classes and then discussing with the teachers. In the second piloting observation, students, teachers and principals were also interviewed.

After monitoring and evaluating the piloting process, the Cambodian history team presented the results during the in-country technical meetings and the Experts Review Meeting in Geneva. The feedback provided by the different stakeholders attending these events were taken into account by the representatives of the history sub-committee, who decided to revise and enhance the tools by focusing more on the behavioural domain of GCED. The enrichment of the tool is still ongoing.

Overall, when analysing in-depth the activities proposed by the Cambodian history team, its members managed to address specific aspects of the piloting process, such as its organization and the involvement of key stakeholders, which are integral to achieve successful and relevant results. In terms of organization, as mentioned above, to carry out effective piloting processes, it is important to choose an appropriate model for piloting as well as develop a detailed strategic plan. When looking at the piloting exercise carried out by the Cambodian history team, we can clearly say that the team succeeded in its organization. Indeed, the set of activities and meetings organized showed a very well structured and thought process that granted to the team the achievement of significant results, especially considering the time limitations of this project.

As pointed out by the IBE, the involvement of a wide range of stakeholders ensure a more collaborative and democratic process, in which the voices of all the main actors are taken into account. In this regard, it can be stated that this has been another important achievement of the Cambodian history team, who have managed to involve key stakeholders from the very beginning of the process. In this way, they have ensured that all key actors involved in the design, development and piloting process would have gained a better understanding of the project, the new curriculum framework and GCED in light of the nation-wide implementation phase that will follow.

Finally, given the highly decentralized education system of Cambodia, by choosing to carry out the piloting in schools of the capital and of the province, the members of the team manage to gather results from a more representative sample of the country education system since they captured the results from both rural and urban settings.

#### *Analysis of the tool and piloting: history*

The IBE has received from the history team a set of documents -a detailed piloting plan, a GCED checklist, a presentation for the experts meeting and short report on piloting-, which briefly describes the learning objectives of the three lessons that were observed as well as the challenges faced during piloting. However, the actual draft of the syllabus of the history subject was not shared with the IBE. The analysis provided below is a combination of the self-analysis made by the Cambodian history team and the analysis made by the IBE on the documents that were received.

As mentioned earlier, the piloting of the history syllabus took place in grade 4, 8 and 11 in two provinces, Phnom Penh and Kampot Province. After conducting classroom observations and interviews with the teachers and principals, the evaluators identified the strength and challenges of the tool and its implementation. In terms of the tool itself, the team is aware of the fact that, as the

checklist completed by the Cambodia history team displays, in general, the learning objectives and outcomes well address the cognitive and attitudinal domains of GCED, whereas the behavioural domain, which encourages learners' engagement, participation and actions, is absent. Some examples were included to support their analysis and demonstrate the presence of cognitive and attitudinal domains in the tool, which are: students will be able to "generalize sameness and differences of religions, life style, beliefs and politics; analyse the implications of violence and wars on human lives and infrastructures; and critically assess the exercises of human rights and democratic values, etc." (MoEYS, 2017a, p. 6).

As a matter of fact, history team's self-analysis, based on 11 learning objectives for the piloting classes translated and provided in the short summary report, also reiterated the findings of IBE's analysis. The key themes of each lesson by grade level were: Funan period during 1<sup>st</sup>- 6<sup>th</sup> century of Khmer history for grade 4 with 6 learning objectives; Ayutthaya Kingdom in 16<sup>th</sup> century for grade 8, with 2 learning objectives; and Chatomuk Period in 15<sup>th</sup> century for grade 11, with 3 learning objectives. In general, the learning objectives make the connection between the local, national and global levels, trying to position the historical situation of Cambodia within the framework of the region. Also, cognitive and attitudinal domains of GCED are present in 9 learning objectives, which include the understanding of: "different beliefs and religions and respecting each other; the value of humanity through looking at the effect of war; women taking the leadership; the importance of having good relationship with other countries; interdependence in terms of trade between countries and economic development" (MoEYS, 2017b, p. 1). Out of 11 learning objectives, only one of them, for grade 11, demonstrates behavioural domain of GCED where learners are encouraged to reflect on what are the actions to be taken to bring peace to the state as leaders and as citizens.

In the overall piloting process, what is promising, based on the reports of the interview sessions, is that the willingness of teachers and principals to incorporate GCED in their schools and classrooms is represented. Also, the fact that both teachers and students are curious about GCED concepts and practices makes GCED integration in the classrooms more positive. The remaining challenges identified are, firstly, teachers' readiness in relation to two key aspects: the understanding of GCED and of the linkage between GCED and the history subject as well as of the way in which GCED is delivered in the classroom, in terms of teaching and assessment methodologies. This can be noted also from the video clips and pictures of the classroom observations that APCEIU recorded and shared, which attest how relevant it is to bringing GCED-geared learning pedagogies into the classroom. By comparing the two videos taken for the piloting of the history syllabus, where one classroom is arranged in a traditional setting, while the other one is arranged in small groups, we can observe how the learning environment and teaching methods can influence the learning process. When the learning environment encourages more cooperative and dialogue-based learning, moving away from traditional setting, learners became more active and engaged in their learning process.

Among other challenges, it is also stated in the report that because of the sensitivity of some GCED-related topics and case studies due to their close link to the country's recent socio-historical backgrounds, it is hard for them to be covered in the classroom. Other preventing factors for a good delivery of GCED mentioned in the report are time constraints, and limited resources and infrastructures (learning materials and equipment and school environment).

The results of the piloting process have already been taken into account by the history team, who is actually working towards the incorporation of the behavioural domain within the syllabus. What it is also recommended is to accompany the implementation of the syllabus with a teacher manual on active pedagogies and assessment methodologies to align the contents and learning objectives of the new syllabus with their delivery in the classroom in order to have a more holistic approach to GCED integration.

### *Moral-civics education syllabus*

As similar to the history syllabus, a series of workshops were implemented for the development of the moral-civics education syllabus. The moral-civics subject sub-committee conducted a workshop (April 2017) gathering 35 participants from MoEYS, the Royal University of Phnom Penh (RUPP), National Institute of Education (NIE) and other related institutes. The aim was to discuss the possibility to integrate GCED topics and learning objectives into the moral-civics subject syllabus. Then, a three-day capacity-building workshop was held (May 2017) in collaboration with APCEIU in order to train key stakeholders on how to raise understanding and awareness on GCED as well as to incorporate GCED values, knowledge, competencies and attitudes that the learners are empowered to acquire within moral-civics education. Finally, throughout the month of May 2017, a series of three, two-day writing workshops took place. In the three occasions, 35 Moral-Civics subject members from MoEYS and NGOs were brought together to work on the draft of the moral-civics education syllabus with the attempt to integrate GCED into the syllabi of all grade levels. Particularly, the first writing workshop focused on primary education level, the second one on lower secondary level and the final one on upper secondary level.

After these workshops, a piloting plan was established to develop the piloting tools to test the validity and reliability of GCED integration into the moral-civics education syllabus. The team developed lesson plans to be used in the piloting for primary, lower secondary and upper secondary. After that, an introductory workshop was held with representatives of the three schools from urban, rural and remote areas of the Takeo province selected for the piloting. The inputs of the workshop participants were incorporated into the final tool and the class observations took place at the beginning of August with the participation of the APCEIU. During the first day, classroom observations focused on primary (grades 3-6) and upper secondary (grades 10-11), while on the second day the piloting focused on lower secondary education (grades 7-8). APCEIU representatives interviewed teachers and school leaders of the selected schools.

From the report provided by the Cambodian experts, it can be noticed that the piloting process was well planned with a strong involvement of key stakeholders, including representatives of the schools selected for the piloting, at the very early stages. This process is very important to generate a shared understanding not only of the innovation that is being implemented, such as the draft of the moral-civics syllabus, but also of the process that will be carried out in their institutions. Furthermore, because of their knowledge of the school environment, the involvement of school representatives in the piloting preparation process will help reach a common consensus of the tools and practices to be used, with the integration of more contextually relevant inputs.



Finally, in terms of sample selection, comments similar to the ones of the piloting of the history syllabus can be made. Indeed, even if the piloting was held in a specific province, the characteristics of the selected schools namely, urban, rural and remote, allowed for a representative sample of the country education system.

#### *Analysis of the tool and piloting: moral-civics education*

The documents used for the analysis of moral-civics education tools and piloting were provided by the Cambodian moral-civics education team as well as by the APCEIU team. In the first case, the Cambodian counterpart shared with the IBE a final report, the matrix of moral-civics education and a lesson plan prepared for classroom observations. From APCEIU, the IBE received two classroom observation checklists, an interview script as well as videos and photos from the classroom observations.

In the final report of the Cambodian team, a set of tables and graphs is presented to demonstrate the likelihood of GCED integration into the moral-civics lessons as well as the extent to which GCED elements of different domains, namely cognitive, attitudinal and behavioural, are actually covered in the lessons per grade, from grade 1 to 12. That is to say, while the former measures the breadths of GCED integration throughout lessons, the latter focuses more on the depths of GCED domains. In general, what is interesting is that, while the percentage of the GCED integration into moral-civics syllabus per lesson decreases as grade-level goes up, the actual coverage and presence of GCED domains within the lessons it is to say, the percentage of GCED concepts within each moral-civics lesson, increase substantially.

For example, in terms of GCED integration per lesson, for grade 1, all 10 moral-civics lessons can incorporate GCED, counting for the possibility of 100% of GCED integration into moral-civics syllabus. In the case of grade 2, out of 10 lessons, GCED can only be integrated into 8 lessons (80% of GCED integration) as well as grade 5, 15 out of 17 lessons (88%) incorporated GCED, whereas 100% of integration of GCED into moral-civics syllabus was achieved for grade 3, 4 and 6 (14 out of 14 lessons; 18 out of 18 lessons; and 15 out of 15 lessons, respectively). As for lower secondary level, namely, grade 7, 8 and 9, GCED is integrated into moral-civics lessons by 95% (18 out of 19 lessons), 82% (18 out of 22 lessons), and 81% (17 out of 21 lessons), respectively. Additionally, with respect to upper secondary level, 85% (22 out of 26 lessons), 98% (42 out of 43 lessons), 80% (40 out of 50 lessons) of moral-civics lessons for grade 10, 11, and 12 incorporated GCED.

Regarding the GCED coverage by grades, for primary level, from grade 1 to 6, moral-civics lessons contained 24%, 20%, 34%, 44%, 37%, and 37% of GCED domains across the lessons. Likewise, for lower secondary level, 43% for grade 7 and 8 as well as 40% for grade 9 is reported, showing a slight increase from the primary level. The percentage of inclusion of the GCED domains dramatically escalates for upper secondary level, namely 50%, 93% and 89% for grade 10, 11 and 12. The indication for more GCED content coverage with upper grades can be explained through the matrix table provided by Cambodian moral-civics team.

In overall terms, the matrix for moral-civics education gives a comprehensive overview of moral-civics subject themes and their learning outcomes throughout basic education by grade levels.

This matrix also indicates the utmost efforts of Cambodian moral-civics team in incorporating GCED into their syllabus as much as possible. The aims of moral-civics education are: for primary school, “to educate learners to be honest, responsible, well fare, recognizable by others and nations in their heart and to design new educated citizens for the future of Cambodia”; for lower secondary school, “to foster learners have full citizenship with well code conduct, well dignity, well communication with both national and international in order to develop a peaceful and sustainable Cambodia”; and for upper secondary school, “to appreciate value of responsibility on their activities, decision makings, confidences, attitudes to others to solve problem in their everyday live from themselves to global” (MoEYS, August 2017). Looking at these objectives, particularly for lower and upper secondary level, it can be assumed that the tools should touch upon all three GCED domains, cognitive, attitudinal and behavioural, to be aligned with and reflected upon the objectives. Under this overarching goal of moral-civics education, the lessons are designed under the umbrella of four same thematic chapters, across the grade levels, following the sequence of *My Family and I*, *My Community*, *Culture and Religion*, and *Our Society and Nation*.

The cognitive domain was present, but limited in primary level, where only the themes of poverty, hunger, governance, human and child rights and gender equality were mentioned, whereas only human and child rights and gender equality are included for lower secondary level. On the other hand, for upper secondary level, while all three domains are covered in a balanced manner across the themes and grade levels, more attention seems to be given to the cognitive domain. This makes sense in a way since the learners of those age groups may have a better conceptual understanding of GCED themes related to global issues integrated in the matrix. The matrix for upper secondary level encompasses globalization, governance, corruptions, inter-dependence, environmental issues, sustainable development, human rights, peace, violence, conflicts, security, refugees, socio-economic inequality and gender equality.

With this extended coverage of GCED-related concepts, the only elements that are not covered throughout the whole document are diseases (Ebola, HIV, AIDS, etc.) and genocide, terrorism and war. Based on our analysis, we assume that this may be linked to the sensitivity of some of these topics that are related to the most recent country history.

On the other hand, attitudinal domain is highly emphasized at primary level. Understanding, accepting and respecting different values and cultures (traditions, languages, belief, religions, and ways of life) are mentioned repeatedly and are also used to introduce contents on discrimination in grade 6. In upper secondary level, contents on discrimination, democratic values and empathy are found. Although some of these are cross-cutting and overlap, the document does not explicitly cover contents on intercultural dialogue, solidarity, coexistence and racism. The notion of “global citizen” appears for the first time in grade 4 and revisited in grade 5 and 6, where the learners will be learning on “what it means to be an active and morally responsible global citizen” (MoEYS, 2017c, p. 4). The aspects of identity firstly appears in grade 8, discussing only the national identity as Cambodian, then in grade 10, it is expanded to individual, local, national, regional and global identity. In grade 12, different levels of identity particularly around the notions of global citizenship are intensively covered: “individual identity and membership in national, regional and

global contexts; collective identity, collective values, and impacts of establishing a global citizenship culture; and diverse and complex and complex principles and notions of global citizenship” (MoEYS, 2017c, pp. 7-22).

Similar to the other two domains, the behavioural domain is present across all grade levels. It starts from having learners participating in school, community activities in primary and lower secondary levels, to expanding their participation to regional, national and global reach in upper secondary level.

Compared to the matrix, which comprehensively included the GCED domains, the grade 7 lesson plan used for piloting hardly reflects on GCED. This lesson plan is part of *Chapter 1 My family and I*. According to the matrix, through 8 hours of lesson on this theme, students were expected to understand definitions and types of family, roles and duties of each family member as well as building good relationships within family, and further applying these concepts learnt around family to the attitude with dignity in national and international relation. However, the lesson plan does not really reflect on any GCED concepts (cognitive domain) nor on the behavioural domain. However, it can be argued that there was an attempt to include the attitudinal domain in regard to respect for diversity or conflict resolution, by asking questions like, “In Cambodia society, what kind of family are there?” or “Have you ever had a conflict with family member or friend? Who helped you to solve this problem?”. The examples of family types that students are expected to learn provided in the lesson are listed as “small and large family” (MoEYS, 2017d, pp. 1-2). A small family is described as “a family with mother and/or father and son living together (4 people)” and large family is “a family with more than one family member (relatives) living together in a single house” (pp. 1-2). These examples of family types are too narrow to be considered as “diversity,” as they only introduce traditional family structures to students. During the Experts Review Meeting, these concerns were shared with the representative of the Cambodian moral-civics team and the inclusion of various types of family –single parent, same-sex parents, etc.- in the lessons about family was suggested. In this way, students can be aware of different family structure and learn more about respect for differences and diversity. The Cambodian representatives, although finding these suggestions very pertinent, pointed out the hardship in incorporating certain GCED concepts because some of them, particularly the ones related to family values and structures as well as gender roles, clash with the tradition and socio-cultural norms of the Cambodian society.

It is important to note that this was the only lesson plan, translated and shared with us, that was available to be analysed; other lesson plans developed in Khmer language may contain and reflect upon more GCED domains. In the following part, to reduce the bias from analysing one lesson plan, other relevant documents produced by APCEIU as a result of the monitoring and evaluation process, carried out through classroom observation and interviews, are taken into account. Even with these supplementary documents, it is concluded that GCED may be well present in the matrix, but the conveyance of GCED concepts from the tool into the classrooms needs to be further strengthened.

Firstly, interviews of two teachers and the principal of the school strongly support this analysis. Indeed, from the interviews it emerged that both teachers and principal received only one training on GCED, where this new GCED methodology and lesson plan were provided to be delivered in the classroom. The lack of training and teaching resources as well as the limited time for teachers

to get familiar with GCED content were the key concerns that they all agreed on. The interviewer highlighted that, while the teachers consider that GCED is relevant and important for students since they may work globally in the future, they did not seem to be confident in discussing about GCED as well as in delivering a lesson with GCED concepts. The teachers and principals believed that they would have needed more intensive trainings, teaching and learning materials and financial supports to be able to integrate this approach. The positive aspect was that teachers could already notice the difference in students' engagement with the lesson, when GCED methodologies and teaching pedagogies were incorporated. Students enjoyed the classes and participated more in the activities proposed.

Additionally, two classroom observations of grade 3 and 6 from Hun Sen Primary School, Takeo Province, were reported by APCEIU. According to the classroom observation checklists, the school and classroom environment, in general, did not reflect local or global community nor provided spaces for GCED related activities. For both lessons, the learning objectives were displayed on the board at the beginning of the classes, and the concept of GCED was not clearly defined. In addition, while teachers were the ones delivering the lessons and speaking for the majority of the time, students were encouraged to participate in classroom activities and discussions and to interact among each other. For the 3<sup>rd</sup> grade class of around 40-50 students, the main topic of the lesson was cleaning a house, which was not really related to GCED. The lesson addressed the concepts of solidarity and coexistence based on the understanding students' identity in relation to self and others as well as in relation to the community. As a matter of fact, the drawings the teacher used as learning supplementary materials, where women doing house chores and cleaning, which clearly denoted the presence of gender bias, reaffirming the preexisting social norms of gender roles within the Cambodian family and society. There was no electricity in the classroom and key learning resources used were the textbooks and drawings of the teachers. As similar to the 3<sup>rd</sup> grade lesson, the identity in relation to self and others and community members was also presented to the class of 6<sup>th</sup> grade (30 students). The lesson covered the topic of human rights, child rights and peace building and GCED contents, such as coexistence, discrimination and prevention of violence and extremism. What was special about the 6<sup>th</sup> grade lesson was the practice of peer assessment, where students were required to give feedback on each other's presentations.

The results of the piloting process discussed so far inform us that there is a huge gap between the tools developed and the way in which these tools are applied and practiced in classrooms and schools. In order to close this gap, integrate GCED into educational practices and fully benefit from the innovation that has already taken place, maximal efforts and commitments should be made by all relevant stakeholders in the next stage of the project. Both sub-committee of history and moral-civics education, during the Experts Review Meeting, agreed that their focus for the way forward should be developing resourceful teaching and learning materials (textbooks, guidelines, lesson plans, etc.) and strengthening teachers' and schools' capacities by providing pre- and in-service teacher trainings and professional development.

## Colombia

In the recent years, the Ministry of National Education (Ministerio de Educación Nacional, MEN) has carried out many educational efforts towards the promotion of a more peaceful, tolerant, inclusive and fair society, especially given the historical moment that the country is living with the implementation of the Peace Agreements. The situational analysis realized in 2016 by an independent consultant working with the University of Los Andes shed light on the challenges and windows of opportunities in relation to the implementation of GCED for the country. From the analysis, it emerged that the country had already developed different standards and tools for the implementation of citizenship education, whose contents are strictly relevant to the vision of UNESCO on GCED and aligned with the framework of this project. However, the lack of trained teachers has made it difficult to implement these existing citizenship competencies. Thus, a decision was made to focus on the support of teacher training during Phase II. Another challenge identified in the analysis was due to the highly decentralized education system and the consequent level of autonomy reached by institutions specialized in teacher training, such as Normal Schools and universities. With a highly decentralized education system, MEN cannot pilot any sort of guidelines directly in the schools as each school has its own autonomous way of functioning (Camargo, 2016; Riquelme, 2016).

To address the existing challenges, MEN, with the help of two consultants, decided to develop guidelines for pre-service, in-service teacher training and professional development programmes, with the aim to orient both teachers and teachers training institutions in the promotion of GCED. Additionally, in order to solve the issues related to the level of autonomy of the teacher training institutions, MEN decided to opt for a collaborative approach, described as “socialization”, through which they incorporated the voices of the stakeholders from the different teacher training institutions in the development of the guidelines.

The document, expected to be distributed to the different Secretaries of Education of the country, proposes some guidelines to train teachers in citizenship education. Through the description of concepts and possible practical trajectories, it aims at orienting the higher education institutions responsible for the training of educators, teachers and principals towards the development of pre-service, in-service teacher training and professional development programmes as well as institutional approaches integrating citizenship competencies and fostering citizenship values and behaviours.

The importance of this document lays on three main pillars: i) the enhancement of the reflection around the way in which teachers can address challenges related to citizenship education; ii) the promotion of a conceptual and practical understanding of training teachers for citizenship education; and iii) the proposition of a more complete approach to teacher training, which combines issues of peace building and GCED with the conceptualization of citizenship competencies developed by MEN.

The structure of the guidelines consists of two main parts: the why and the how. The why provides a contextualization of citizenship education, peace education and GCED, both in the country and at international level, and discusses the status of pre-service teachers training for citizenship

education in Colombia. The how suggests a series of trajectories to guide the stakeholders in the development and implementation of teachers training for citizenship education. It is important to specify that these trajectories are not prescriptive; instead, they have to be taken as a starting point by teacher training institutions to reflect on what they are doing, how they are doing it and what they would like to do, to add a citizenship education component to their programmes.

### *Methodological approach to the development of the guidelines*

In the first part of the document, a literature review was carried out to develop the conceptual framework. This literature review analysed Colombian normative documents, such as education law, policies and standards, which includes General Education Law and the Basic Citizenship Competencies Standards; international research and regional comparative analyses on citizenship and global citizenship education; teacher training curricula and the results of the standardized evaluation -*Saber Pro*- used to test the quality of higher education in the country.

At the same time, information about the status of training for citizenship education, the challenges, the successful initiatives as well as the opportunities for improvement was collected from different stakeholders through interviews, roundtables and focus groups. Between October and November 2017, 65 participants encompassing researchers, in-service teachers, educators and students from teacher training institutions, staff from MEN, Secretaries of Education, NGOs and other institutions, such as the Historical Memory National Centre of (CNMH, in Spanish) joined in the roundtables, focus groups and individual interviews. The recommendations of the first part of the document incorporate both ideas from the literature review process as well as the information collected from the different stakeholders.

The second part of the document builds on the discussion carried out in the first part and proposes some general and more specific guidelines to integrate citizenship in pre-service, in-service teacher training and professional development programmes.

### *The socialization process*

As aforementioned, because of the difficulties caused by the highly decentralized education system in Colombia, MEN and the two consultants decided to put in place a system of socialization, in which various stakeholders involved in teachers training were engaged in the development of the guidelines. Ideally, the plan was to organize a two-day socialization meeting in Bogotá, in which all stakeholders would have been reunited to discuss about the content and structure of the guidelines. Unfortunately, due to issues related to impossibility of finding an organization or a person that could support with the logistics of the event on the behalf of MEN, the Colombian counterpart together with the IBE and APCEIU convened in finding a different solution.

This new solution, which used a mix of individual face-to-face interviews, focus groups and roundtables, resulted to be very efficient. In a very limited period of time (September to November 2017), the consultants managed to involve 80 participants in the socialization process. This was achieved through the organization of:

- 2 roundtable discussions: one attended by 7 staff of MEN; and another one with a total of 21 participants, 12 from four Education Faculties of the Institutes of Higher Education, 7 from MEN and 2 APCEIU staff;
- 2 focus groups: one with 12 participants, 7 students from the University of Los Andes, 3 from MEN and 2 APCEIU staff; and a virtual one involving 12 participants, 2 from MEN and 10 from Normal Education Institutes; and
- 28 face-to-face interviews: 5 with people working in academia (3 professors, 1 coordinator and 1 director); 2 with in-service teachers; 1 with an educator from a Normal School; 10 with staff of the Institutes of Higher Education (7 professors, 2 deans and 1 director); 5 with NGO staff; 3 from the Secretaries of Education; and 2 with university students.

One thing that was reported by the consultants and that can be helpful to understand the Colombian educational context and the climate of mistrust in which some teachers live is, for instance, the fact that three teachers at first participated in the interviews and then eventually asked the consultants not to use and report their personal information and their responses for safety concerns.

The IBE only attended virtual part of the roundtable on 25 October 2017, with members of the Colombian Association of Faculties of Education, (ASCOFADE, in Spanish), which is the Colombian organization that brings together all the Education Faculties. The aim of the meeting was to validate the draft of the structure of the document and collect information from the participants in relation to citizenship education, global citizenship education and the status of pre-service teachers training for citizenship education in Colombia. The roundtable started with the introduction of the participants and a presentation of the draft of the structure of the document by the two consultants. After that, participants were divided into groups and were asked to discuss some important topics of the draft document, such as the relationship between citizenship education and GCED, and citizenship education and GCED in initial teachers' education, among others. The roundtables were organized under the modality of "World Café", a methodology for social innovation, in which participants are asked to openly share their ideas around very important topics and contribute in this way to the main discussion, to listen to others and encourage everybody's participation, to connect ideas and explore more in depth these connections in creative and innovative ways. Unfortunately, the discussion was interrupted due to a fire drill test at the roundtable venue and the IBE could not follow the rest of the conversation.

Once interviews, focus groups and roundtable discussions took place, the consultants developed a set of categories based on the responses obtained, in which they classified the most relevant information collected. The categories agreed upon were: needs, topics, competencies methodologies, difficulties, relationship between citizenship and global citizenship education, others. Through these categories, the information of each interview, focus group and roundtable was then analysed and the results obtained were used to inform both the why and the how of the guidelines, especially the trajectories.

Overall, the socialization process not only achieved very important results, but also managed to overcome some of the challenges identified in the situational analysis, such as the high degree of decentralization of the education system and the consequent high degree of autonomy of teacher training institutions. As a matter of fact, in less than three months, the consultants managed to put in place a system characterized by the strong involvement of key stakeholders. This participatory approach allowed the gathering of relevant information and the development of a coherent first draft of the guidelines, which incorporates the voices of representatives of all main groups involved in the area of teacher training and professional development and from a variety of regions of the country. In this way, the consultants addressed one of the main goals of a piloting process, which is the construction of a consensus and of a shared understanding around the innovation proposed, overcoming some of the challenges of a decentralized education system.

### *Analysis of the tool*

The analysis of the Colombian teacher training guidelines focuses on the GCED domains and pedagogical approaches. Particularly, it builds upon some aspects of the checklist prepared by the representative of MEN for the Experts Review Meeting in Geneva as well as upon GCED teaching and learning theoretical approaches.

As previously mentioned, the guidelines for teacher training have been developed using the notions of citizenship and peace education as starting points, whose contents and pedagogical approaches have a considerable overlap with the GCED domain categories. Citizenship and peace education have been part of decade-long efforts of MEN to create an education system aiming at forming responsible and active citizens, able to advocate for a more peaceful society and respectful of the fundamental human rights. Thus, these approaches already emphasise important values and competencies, such as democratic participation, social justice, respect for diversity and pluralism, which characterize the GCED approach.

Since the guidelines promote the integration of these three approaches, the cognitive and attitudinal domains can be found in some of its fundamental principles, namely, i) strengthening of citizenship competencies of the educators; and ii) development of citizenship competencies based on the respect for human rights. These principles stress the fact that it is essential for educators to keep strengthening their citizenship competencies to: i) become an example for their students; ii) understand the significance that having this set of competencies means for their students; and iii) build an understanding of the significance of acting in a fair way, respecting other people's right (MEN, 2017a, pp. 71-72).

What is interesting to note is that in the attitudinal domain, the main referents of identity emphasised in the guidelines are the self and others, and the community. This is influenced by the approach adopted by the country in relation to the development of citizenship skills, as mentioned by MEN representatives, “[o]ur approach to education for citizenship [...] enables the development of socioemotional skills so that the student identifies [him/herself] as an active subject in the construction of peaceful relations with others, and in initiatives relevant to his/her context and in the Colombian post conflict context” (MEN, 2017b, p. 6). An echo of this can be easily found in the general trajectory of the guidelines, which has been developed building upon



“the importance for educators to constantly reflect on their role as ethical and political subjects as well as their potentials as agents of change” (MEN, 2017a, p. 68). These two roles require teachers that are able to first focus on what is important for themselves, and then for their community.

Beside their strong local and national focus, the guidelines propose the integration of a global approach as one of the five key elements of teacher training programmes, highlighting “the need of broadening the development of citizenship competencies of educators to achieve a critical reflection which takes into account the local and the global contexts” (MEN, 2017a, p. 72). Key stakeholders also backed this issue during the roundtable discussions, in which the IBE participated, where some participants stated that incorporating the global aspect into teacher training will bring the comparative element that can make teachers more aware of the important changes happening in the world.

The behavioural domain was a little bit more difficult to assess in the tool, as the guidelines do not propose concrete directions on actions to be taken. Indeed, despite they mention the idea of training teachers to become “agents of change” and the necessary premises for this to happen, no actual pedagogical strategies were suggested in this regard.

In terms of pedagogical approach, what the guidelines propose is strongly connected to the active contextualized pedagogies proper of the citizenship and GCED approaches, which move away from the traditional idea of teachers as the only knowledge brokers in the classroom. Instead, these pedagogical approaches aim at fostering creativity, incorporating multiple knowledge and narratives, developing competencies starting from the principles of learning by doing and learning in a meaningful way. These two principles are also the ones proposed in the guidelines as fundamental elements for every teacher training programmes. Indeed, these principles are the guides to design and develop learning objectives and assessment methods and to implement participatory teaching pedagogies (MEN, 2017a, p. 73), such as project-based learning, problem-based learning, and peer learning activities in the classroom.

The guidelines are an attempt to integrate the contents and methodologies of the three approaches – peace and citizenship education and GCED- to create teacher training programmes, in which future teachers and in-service teachers will have the opportunity to learn how to design and use pedagogical approaches, and be able to develop their students’ citizenship competencies, which will allow them to function at local, national and global level. In order for this integration to be successful, the guidelines suggest a transversal approach crosscutting to all areas of the teacher training programme, including the curriculum, the learning environment as well as the teaching, learning and evaluation processes (MEN, 2017a, p. 79). This is very much aligned with UNESCO’s idea around the mainstreaming of GCED in the education system of a given country. If implemented in the right way, this approach will allow for a more holistic development of the citizenship competencies of the future teachers.

To conclude, it is important to mention that with this tool, Colombia has shown the ability to synergise educational approaches that were already relevant for the development of the country, such as citizenship and peace education, with new approaches, such as GCED. Building upon the

commonalities between these approaches, the two consultants have been able to incorporate elements belonging to all of them into a tool promoting a global approach without losing track of the main education goals of the country.

## Mongolia

The situational analysis of Mongolia revealed that GCED content in policy documents, curricula, and teacher training programmes is absent or very lightly touched upon. For instance, the country experts pointed out that the scope of the core curriculum for civic education is restricted to traditional practices and customs, heritage and morals, which leads to the limitation of integrating GCED concepts within Mongolian education system (Sid and Bazarsuren, 2016; Tibbitts, 2016a).

Following some of the recommendations emerged during the situational analysis workshop of Phase I, where the need for a systemic approach to the integration of GCED within reforms in teacher education, textbook development, and other supports is highlighted for an effective implementation, the Mongolian team decided to focus on the development of a teaching training tool on GCED for all levels of education.

During Phase II of the project, the Mongolian team planned to carry out three activities at large. The first activity was to translate a set of UNESCO publications on GCED into Mongolian language, so a large numbers of stakeholders including policy makers, curriculum developers, researchers, textbook developers and school teachers can have an easier access to the GCED relevant documents. This attempt led to the improvement their awareness of the universal concept of GCED and its practice in educational settings, from policy level to school level, as well as to the understanding of how GCED can be fit into the Mongolian education system.

Then, the second activity focused on the development of a teachers' guide on GCED for teachers of all levels of education and, so far, the guides for teachers of grade 5, 9 and 12 for 6 subjects (Mathematics, Mongolian language - mother tongue, History, Civic Education, Foreign language and Natural Science) have been finalized. During the Experts Review Meeting (Geneva, August 2017), the Mongolian team shared a newly constructed Mongolian education vision of raising a "tolerant person who is a modern nomad, resilient community member and accountable and active citizen." These four dimensions of a Mongolian national identity, considered as the first initiative of the team to set the foundation for the development of the tool, are well aligned with the concept of GCED. The team, during Phase I, identified that a shared vision of what a Mongolian national identity is and of what should be fostered among the learners through education was missing. This was further developed with the involvement of key stakeholders. The Mongolian team also explained that the intention of the tool is to take a transversal approach to the learning process where the learners are actively involved and encouraged to use a variety of instruments and sources when gathering information.

The third activity was designed for the piloting and monitoring of the new teachers' guide through a combination of a set of teachers trainings, classroom pilots and observations. First, a methodology training was conducted with the participation of 100 stakeholders including secondary school teachers, principals and education researchers and specialists. Followed by this

initial session, which focuses on raising awareness of the participants about GCED and GCED-related aspects, the teachers' guide was piloted for 5 weeks at 2 schools in Ulaanbaatar, involving 96 teachers and 200 students of grade 5, 9, and 12, with a comprehensive monitoring and evaluation plan. During this piloting stage, well-trained local and international researchers (APCEIU) conducted a total of 324 hours of classroom observation in combination with 12 interview sessions with teachers and students in the last 2 weeks. Both sessions used and followed the IBE's Monitoring and Evaluation tools for classroom observation and interviews. As a result, a full Monitoring and Evaluation report was elaborated and presented to the two participating schools; a short summarized version was given to the IBE. According to the report, the attitude towards and the understanding of GCED seemed to vary among teachers of different subjects. While some teachers find the teachers' guide useful, others, who teach natural sciences and humanities found it irrelevant to their subjects. 30% of the teachers, of whom participated in the training, took into account the GCED concepts, and developed lesson goals and objective reflecting upon GCED skills. While a traditional approach, where the role of teachers is largely considered as a source of knowledge to the learners, was still dominant in classroom practices, more activities that encourage students' participation in discussions and debates have been taken place in the GCED classes. Even students reported during the interview sessions that they felt they were more encouraged to speak up during group discussions and had a space to listen to other students' ideas during the piloting.

The limited understanding of the tool with its availability only in Mongolian language made it difficult for the IBE team to further review and analyse it. At this point, we are solely relying on the presentation and reports of national experts who attended the Experts Review Meeting held in Geneva in August 2017 as well as of the APCEIU team who monitored the piloting.

## Uganda

During the MDG period, Uganda made significant progress in the implementation of universal primary education programme, which considerably increased the basic education enrolment rates of the country. As described in the situational analysis report, in recent years, the Ugandan government has continued to promulgate educational policies explicitly intended to advance equity among learners, particularly among marginalized groups (Ssembirige, 2016). However, the introduction of new education concepts and pedagogies in the Ugandan education system, besides being welcomed and supported by the Ministry of Education and Sports (MoES), still presents some issues. For instance, the idea of mainstreaming GCED across the education system is challenged by the lack of awareness and preparedness of teachers on GCED and on the understanding of GCED-related concepts as well as the unavailability of materials.

In the discussion following the presentation of the findings of the situational analyses, Ugandan national experts pointed out the importance for them to enhance pre-service orientation and in-service professional development programmes to promote the notions of GCED, as well as advocating and sensitizing GCED across all levels (policy level, community level etc.). A set of preparatory meetings and workshops were organized engaging around 25-35 participants from Uganda National Commission of UNESCO (UNATCOM), National Curriculum Development Centre

(NCDC), the Directorate for Education Standards (DES), Business Technical and Vocational Training (BTVET), Uganda National Examinations Board (UNEB), Teacher Instructor Education and Training (TIET), MoES and primary- and junior schools. They gathered to agree on the identified needs as well as to write and develop the GCED tools accordingly.

Along the lines, Uganda developed GCED teachers' resource book, teachers' orientation manual for GCED, teaching and learning resources -'Aki's Dream' and 'Lalam the Girl Scout'- designed particularly for grade 4 and 5 students, GCED theme songs and CD as well as the monitoring tool for the implementation of GCED learning resources. The main goal of developing these tools at large is to promote GCED within formal education settings to ensure quality and inclusive education for all. This through equipping teachers with GCED knowledge and methodological skills, so that they are able to integrate GCED in their daily teaching practice and GCED practices can be further promoted in schools.

The piloting process consisted of a series of activities, among which there were orientation workshops and the implementation of GCED resources in the selected schools. The orientation workshops took place in July with the aim of ensuring teachers understanding of GCED as well as of how to use the Teachers' resource book. Teachers, principals, inspectors as well as evaluators from the monitoring team participated in these trainings. The monitoring team consisted of members from APCEIU, UNATCOM, NCDC, DES, UNEB and MoES. As for the implementation of the resources, this took place in six schools in Kiryandongo, Mukono and Katakwi districts from August to September, using a cascade model under the supervision of principals and inspectors. Two schools were selected from each district and the selection of the piloting sample was not casual. Indeed, as specified by the national team, these schools represent two of the four regions of the country having very different background: Mukono is a peaceful region, predominately urban, while Katakwi is a region coming out of the conflict, predominantly rural. Meanwhile, there was an additional request from the district of Kiryandongo to select two schools from the refugee settlement camps for piloting. It is important to note that all selected schools are multi-ethnic and use English as medium of instruction. The tool was tested in grade 4 and grade 5. Grade 4 was chosen, as it is a transition class, which makes it very important to see how teachers transitioned from local language to English and from thematic to subject-based lessons. Three teachers, one per grade 4 and one per grade 5, and one head teacher per school were selected.

For the piloting, the Ugandan team developed its own monitoring and evaluation tools, which included classroom and school observations, teachers' interviews, and focus group discussions for learners. The first tool was used to assess the school environment in terms of facilities, school management and staff supervision as well as the level of involvement of the community, such as the participation of parents and the relationship between parents and teachers. The second instrument looked at teachers' preparation, the methodologies used to deliver the lesson as well as learners engagement and learners assessment.

As shared during the Experts Review Meeting, the main goal of the piloting was ensuring quality and inclusive education through the promotion of GCED in formal education settings. The expected outcome of the piloting was to build teachers' understanding and capacities. This through a set of teacher trainings enabling the teachers to integrate key competencies into their

teaching approaches as well as to develop assessment strategies suitable to evaluate GCED competencies in learners. Taking a whole-school approach, the implementation strategy mapped out in the piloting plan was not only limited to classroom teaching and learning, but encompassed also the entire school environment as well as the involvement of the community (e.g., display of messages around schools, local competitions for schools, holding assemblies, etc.).

In the case of Uganda, the tools developed have been well received among the key stakeholders, particularly among teachers, and the piloting turned out to be very fruitful.

### *Analysis of the tools*

GCED is defined in these tools as a civic learning that involves learners' active participation in various projects, addressing different nature of global issues, which are social, political, economic and environmental. The key concepts that were introduced in the tools are global citizenship, peace and conflict resolution, diversity, human rights, interdependence, social justice, sustainable development, values and climate change.

Along these lines, four concrete tools were developed and printed. These are: a Teachers' resource book, a Teachers' orientation manual, two readers (Aki's Dream and Lalam the girl Scout) and a monitoring tool at large, with supplementary tools to the Teacher's resource book, such as an audio CD containing GCED endorsing songs recording that are part of the activities.

The analysis for Ugandan GCED tools will be based on the content analysis of the three tangible tools developed and printed: Teachers' orientation manual, Teachers' resource book, and the readers (Aki's Dream and Lalam the girl Scout for learners) for grade 4 and 5, with supplementary tools to the Teacher's resource book, such as an audio CD containing multiple GCED endorsing songs recorded as part of the activities. Ugandan team's self-analysis of their tools reflected upon the IBE checklist is also used to complement our analysis.

The tools, in general, are developed in a comprehensive, concrete and user-friendly way, providing a step-by-step guidance to teacher trainers and teachers. A positive aspect of these tools is that they recognise the important role played by teachers in the learning process as they aim to ensure that teachers themselves have a thorough understanding of the GCED content in prior to entering the classrooms. For this reason, the theoretical background of GCED as well as GCED contents and methodologies covering the three GCED domains -cognitive, attitudinal and behavioral- are elaborated in-depth. In addition, these self-explanatory tools are developed to be used hand in hand, as their content complement each other.

The definition and framework of GCED upon which the tools are built is clearly stated in the beginning of each of the teachers' tool. Also, the tools are elaborated on the basis of a common understanding of global citizenship and GCED aligned with the one of UNESCO. The global education goals, SDG 4 and Education 2030, are also specified in the beginning of the tools, prompting that the promotion of GCED is not only an initiative happening at local, regional and national, but it is an initiative that guide learners to be part of, and responsible for the world. In both Teachers' resource book and Teachers' orientation manual, global citizenship is referred as "a sense of belonging to a broader community and common humanity for peaceful and

sustainable world” (NCDC and UNATCOM, 2017a, p. 12), also a definition used by UNESCO. In addition, GCED is defined as “an educational option that aims at equipping learners of all ages with knowledge, skills and values that reflect and instill; respect for human rights, social justice, diversity, gender equality and environmental sustainability, and empower them to be responsible global citizens”(NCDC and UNATCOM, 2017b, p. 6).

The Teachers’ orientation manual consists of seven sessions, which are: Session for Facilitator; The Concept of GCED; Origin and Why Integrate GCED into the Curriculum; Teacher’s Resource Book; Using the GCED Readers; Integration of GCED in the Teaching of Social Studies; and Integrating GCED into the teaching of Religious Education. This tool attempts to setup GCED foundations for teachers, by walking them through the three part at large: i) the conceptual framework of GCED and the rationale of incorporating GCED into the curriculum; ii) the user-guide for teaching and learning materials developed, that they will be using in their classroom (Teacher’s resource book and the readers); and iii) some specific examples of the integration of GCED into the social studies and religious education syllabus and lesson plan.

Interestingly, a variety of teaching methodologies and approaches, which will boost the GCED learning of students, are explicitly found in the introduction of the Teacher’s orientation manual. These include: “cooperative learning, problem-based learning, dialogue-based learning, plenary session, brainstorming, think-pair-share, buzz, group work, gallery walk, role play, demonstration, dramatization and discussion” (NCDC and UNATCOM, 2017a, pp. 6-8). This implies that Ugandan team comprehends the significance of the pedagogical methodologies through which GCED should be delivered in the classrooms, and that GCED integration cannot be successful only by transmitting GCED content. In order for this to happen, teachers need to provide their students with the authentic GCED practice and experience.

Likewise, the Teachers’ resource book introduces a wide array of lesson plans by subjects (social studies and religious education), topics (Climate, Uganda as an Independent Nation, peace, etc.), and grade levels (grade 4 and 5), respectively. Each lesson plan mostly has the following outline: topic, learning outcome, key message, key terms, methods, instructional resources, suggested learner’s activities, suggested teacher’s activities, sample activity and questions, and guidance on assessment.

The three GCED domains -cognitive, attitudinal and behavioural- are found across the tools; however, the first two are more present than the latter, as it was also depicted in the self-analysis of the Ugandan team. One example of their efforts to include the behavioral domain of GCED in the learning process is to make students believe that they can make a difference by preparing them to take a firm position on issues that matters and having them work towards a more equitable future. This does encourage students to take initiatives. However, beside this intention to push students to act, the suggestions given are still lacking of some more concrete examples, which provide students with the opportunity to relate and apply the actions learnt in the classroom in the real world. Overall, the lesson plans of social studies endeavor to make a connection between the local, national and global levels while the one of religious education refers more to home, school and community.

As aforementioned, the GCED cognitive domain can be found in the tool. Specifically, one of the GCED foci that can be identified is to “equip the learners with skills that enable them address global challenges” (NCDC and UNATCOM, 2017b, p. 33). Similarly, one of the lesson plans highlights the fact that the lesson needs to be delivered with a specific GCED focus in introducing the relevance and the influence of a globalized and interconnected world in terms of social, economic or political factors as well as the necessary changes to the education system. Particularly, this domain is further endorsed as it “encourage[s] learners to take decisions that respect human rights and fundamental freedoms (freedom of workshop, speech, assembly) and sense of fairness” (p. 52). Interestingly, the term *global citizens* is introduced to the students, specifically in one of the readers, *Lalam the girl Scout*, which states, “we have a responsibility to show our communities that we are all global citizens. Therefore, we have to learn to feel good about each other’s culture” (NCDC and UNATCOM, 2017c, p. 32).

The strong presence of cognitive domain further shows when a lesson plan makes the connection between the local, national and global level through fostering the understanding of local-global and people-environment relationships as a step closer to more sustainable global environment. Likewise, the following concepts are covered: ‘climate changes, equity, inequalities (based on gender, socioeconomic statuses, culture, religion, age and other issues), poverty, HIV and AIDS, arms control and international security, violence and conflict, interdependence, peace and sustainable development’ (NCDC and UNATCOM, 2017a).

The only global issues not addressed in the Teachers’ resource book are genocide, terrorism, war and refugees. However, as aforementioned, since Ugandan tools are complementary to each other, the reader, *Lalam the girl scout*, is reflecting on the issues related to refugees since it tells the story of a girl living in a refugee camp. In this reader, students are encouraged to follow the example of Lalam, whose determination encouraged her to push for the initiation of the Scout Club in her school, which eventually saw the involvement of the entire community.

The attitudinal domain of GCED is present across the entire tool, which aims to raise socio-emotional skills, such as fairness, justice, harmony, unity, coexistence, tolerance, democracy, relationship, appreciation, respect for diversity and humanity, active listening, empathy, discrimination, conflict resolution and negotiation. One of the lesson plans includes a set of questions pertinent to GCED to ask to the students, such as “why is education important in making us global citizens? [...] what makes you a global citizen?” (NCDC and UNATCOM, 2017b, p. 34). Additionally, one of the lesson plans is aimed at “producing citizens that recognize and appreciate differences and multiple identities in terms of culture, language, religion, gender and a common humanity” (p. 39).

To conclude, it can be said that Uganda did a very good job in incorporating very important elements of GCED within their tools. The themes addressed in the documents, their complementarity as well as the creativity fostered by the activities promoted are elements, which are key to GCED contents as well as teaching and learning methodologies. In general, the tools are developed in a user-friendly way and their content includes GCED aspects. One specific feedback that can be given, in relation to the readers, is that some more questions and activities geared towards GCED could be integrated in order to encourage students to act as global citizens.

### *Analysis of the piloting process*

The report provided by the Ugandan team (NCDC and UNATCOM, 2017d) clearly indicates the objectives of the GCED piloting phase within the framework of the overall process of Uganda within this GCED project and towards its national vision and aspiration. The five objectives are:

1. Test out the feasibility of the proposed education strategies for implementing GCED in the national primary education school curriculum in selected schools;
2. Build the capacity of primary school teachers with the relevant knowledge, skills and values needed for the implementation of GCED and to share best practices of education initiatives that are relevant to GCED;
3. Gather teachers' opinions and use their experience to develop well-informed, sustainable and invaluable GCED resources;
4. Test the suitability and effectiveness of GCED materials and make changes before it is distributed or offered widely; and
5. Identify which sections of the GCED materials are effective in achieving the intended objectives for GCED as well as those that require improvement (p. 9).

As abovementioned, the GCED tools were piloted in six schools of the three districts: Kiryandongo, Mukono and Katakwi. The institutions of Mukono and Katakwi were selected after a set of field visits to the schools and meetings with the district education officers and inspectors. In addition, two schools from the refugee settlement camps in Kiryandongo district were also selected upon a subsequent district request. It is important to mention that the piloting of GCED in the refugee camps well aligns with Uganda's strategy towards refugees and their inclusion in the host community by fostering peaceful and harmonious living while promoting hope and self-reliance among them.

In prior to piloting, a preparatory meeting was held involving monitors/evaluators, district inspectors, head teachers and Religious Education and Social Studies teachers for grade 4 and 5 from the participating schools and districts. One of the interesting approaches that the Ugandan team took was the involvement of the community in the piloting phase. Information on GCED was shared during School Management Committee (SMC) and Parents Teachers' Association (PTA) meetings and school-community GCED initiatives were also conducted. Likewise, all teachers of the participating schools as well as all students were trained and sensitized on GCED through a brief meeting and weekly assemblies, and GCED posters were displayed in schools, classrooms and staff rooms. Even though GCED was not taught across all subjects and grades, as it was supposed to be tackled only in Religious Education and Social Studies for grade 4 and 5, the integration of GCED practices using a whole school approach across the schools and communities involved in this short-term piloting contributed to its effectiveness and positive impact.

Through classroom and school observations, teachers' interviews, and focus group discussions with learners, the Ugandan monitoring team learned that teachers in general considered the tools user-friendly, as they were providing examples of participatory activities, and felt confident with



incorporating GCED in their lessons. In addition, the teachers who were trained were excited to share what they have learned on GCED with other teachers and even the learners replied that they really enjoyed the readers. The school environment has also changed as a result of GCED learning practices about sustainable living; many trees have been planted around schools and class gardens were created, among others.

While numerous initiatives have taken place, many challenges and limitations remain due to the limited training sessions (only one proper training was held), the shortage of books, the overcrowded classrooms (GCED oriented teaching pedagogy is difficult to be implemented) and restricted integration of GCED across all subject areas and grades (it was piloted only for grade 4 and 5 and Religious Education and Social Studies). Considering the limitation of time and resources for this piloting, these elements can be taken into account and improved in the implementation phase.

## Challenges and recommendations

While the project has been progressing successfully in overall terms, there are few challenges and limitations that the countries and implementing bodies encountered. The majority of countries experienced some delays during the development and piloting of the tools, which caused consequent changes to the existing plans and timeframe. Likewise, some countries experienced unexpected contextual situations. For instance, countries lacking of a supporting body (NGOs, foundations and consultants) to carry out the planned implementation activities had to find alternative solutions to execute the planned work to successfully deliver the expected outcome on time.

In addition, when the tools are developed in the countries' mother tongues, specifically for this project in the case of Cambodia and Mongolia, it is very difficult for external reviewers to analyse and evaluate the tools. Besides the fact that the IBE acknowledges and supports the use of mother tongues in developing such documents, the lack of staff speaking Mongolian or Khmer decreases the opportunity for the institute to assist the country in the improvement of their tools. Even though the countries made efforts to assist the IBE with this task, whereas Cambodia translated the matrix of moral-civics education and one lesson plan for grade 7 into English and shared two separate piloting plan reports with the APCEIU and IBE team, the entire tools developed were not being assessed due to language limitations. Thus, it is only through these four documents that we can assume that GCED is mainstreamed into the rest of the tools developed by the country. A similar case happened with Mongolia, for which while we received a short summary report of the piloting, none of the tools were translated.

Given the aforementioned challenges, the IBE recommends that for the implementation of similar initiatives, it is imperative to map out a feasible, flexible timeline for the development and the piloting processes of the tools. Particularly for the piloting process, it is essential to take into account not only its timing, in terms of conducting workshops, teacher trainings and classroom observations, but also the academic calendar of a participating country. Additionally, understanding that the translation of documents is time and resource consuming, both human

and financial wise, the planning should ensure to consider this element, so that all stakeholders working in the project will be able to provide tailored technical assistance to assure and enhance the innovations produced, along with the piloting, the monitoring of the project and its outcomes.

Finally, the development of the project in each country is influenced also by different contextual situations at local and country levels (e.g. political reforms, elections, etc.), which hinder or facilitate the implementation of GCED in its education system. Considering that these external factors are particularly difficult to predict, it is imperative for the implementation plan to be flexible to any unexpected fluctuation. Thus, for each country to move at its own pace, it is inevitable to allow more flexibility in the implementation strategy.

## Conclusion

The APCEIU-IBE cooperation project, so far, has allowed for the development of a shared understanding on GCED and its significance in nurturing competent global citizens, by empowering them with the necessary knowledge, values, attitudes and skills. These individuals will be able to create and sustain, both individually and collectively, just, harmonious, peaceful and inclusive societies based on the respect of fundamental human rights. Indeed, Phase I and Phase II of the project have highlighted not only the joined efforts of APCEIU and the IBE towards the fulfilment of SDG 4.7, but also the notable commitment of the four beneficiary countries to transform their education systems. Particularly, this second phase has shown the successful outcomes achieved by the countries in the revision of their syllabi and teacher training programmes. These efforts have resulted in countries experimenting with their tools and formulating innovative strategies to integrate GCED principles in their policies and practices.

Given the relevance of the project, we firmly believe that the challenges experienced during Phase II are opportunities to strengthen this collaboration and maximize its outcomes. For this reason, as mentioned earlier in the report, it is important to acknowledge the following key recommendations at this point to improve the results of similar future initiatives: i) the need for a feasible timeline for the tool development and the piloting processes; ii) a specific time allocation for the translation of documents; and iii) the need for a flexible implementation plan in order to provide the results even during the times of unexpected events within the country.

The enriching experience gained by the implementation of this project encourages the IBE to continue to contributing to its success and to support countries in integrating GCED in their education system. Thus, the IBE certainly looks forward to keep working together with its partners towards the implementations of GCED interventions to advance the development of more inclusive, peaceful and fair world.

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## Annex 1. IBE tools for monitoring and evaluation

### Annex 1.1. Checklist of the tools for integration of GCED

#### Checklist of the tools for integration of Global Citizenship Education (GCED)

Within the framework of the 2030 Education Agenda, the Asia-Pacific Centre of Education for International Understanding (APCEIU) and UNESCO- International Bureau of Education (IBE) have a partnership to work on issues around Global Citizenship Education (GCED). The aim of the project is to mainstream GCED in the countries' education system through a series of activities including the situational analysis on GCED, policy-dialogue on GCED, strengthening GCED curricula and teacher training and other supports for its implementation. During Phase II of the project, "Global Citizenship Education Curriculum Development and Integration," the participating countries, Cambodia, Colombia, Mongolia and Uganda, have developed tools to mainstream GCED across their education system based on their respective needs.

This checklist is developed to assess to what extent GCED concepts, topics and learning objectives are present within the newly developed tools. It is elaborated according to the three analytical categories and matrix that were developed and used in a comparative study by Cristian Cox<sup>3</sup>. In the study, the concept of GCED was understood as:

- i) **cognitive domain**, explicitly referring to *global systems, structures and processes*, on the one hand, and to *global issues*, on the other;
- ii) **attitudinal (or socio-emotional) domain**, explicitly referring to *multiple identities*, distinguishing the *local, national and global* levels, and dealing with difference and diversity, referring to the *intercultural and international* level of them;
- iii) **behavioural domain** (participation and actions that can be taken individually or collectively), including or referring to, global issues and contexts.

Built upon the matrix, this checklist consists of three sections. *Section A. General* includes a set of key questions that are designed to help the user understand the overarching GCED concept reflected in the country's tool. *Section B. GCED Domains* is categorized in the three domains mentioned above (cognitive, attitudinal and behavioural domain). At the end of *Section B*, based on the responses for each domain, the user is asked to analyse the tool and further identify GCED areas to be strengthened. Finally, *Section C. Further Considerations for Effective Implementation* includes practical aspects that should be taken into account when implementing the tool. It is important to note that this checklist is not a prescriptive tool, but it has to be seen as a support for the further revision of the tool.

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<sup>3</sup> Cox, C. 2017. Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis. *In-Progress Reflections on Current and Critical Issues in Curriculum and Learning*, No. 9. Geneva, IBE-UNESCO.

Please provide a detailed description of the tools following the instructions below.

1) General Description

2) Purpose and Objectives

3) Intended uses and audiences

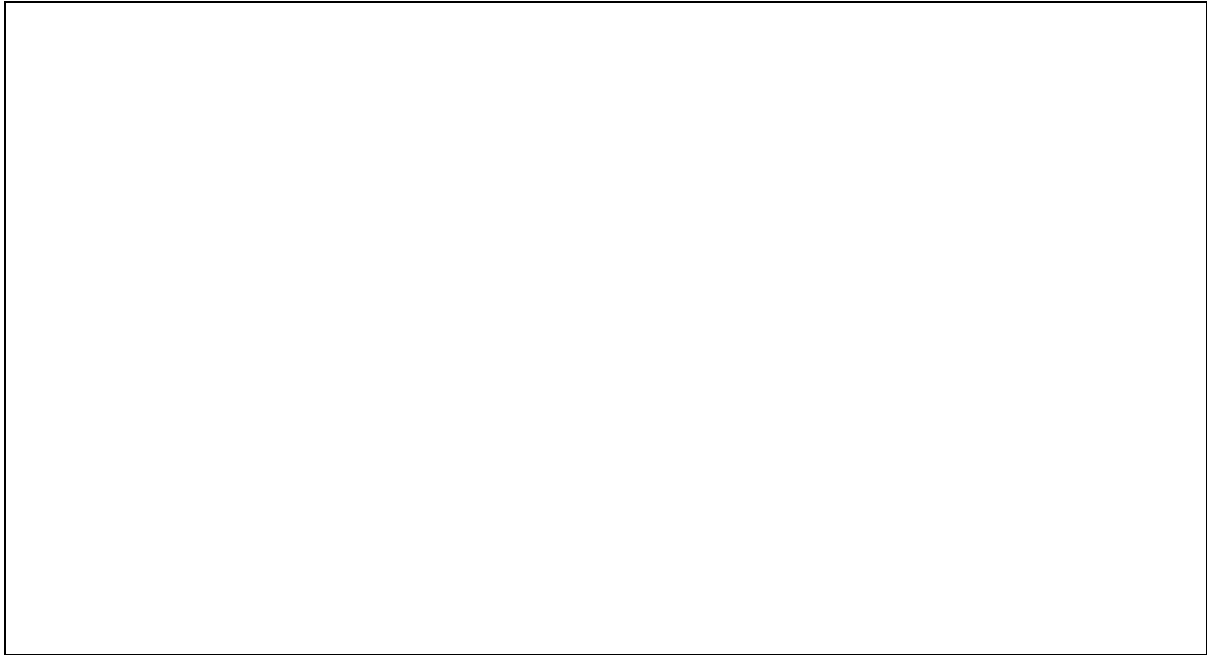
Reflecting on the tool, please answer the questions below as detailed as possible providing concrete examples.

#### 4) Implementation Strategies

#### **A. General**

1) How is GCED defined in your tools?

2) Which orientation(s) of GCED are prioritized in your tools (Socio-economic, political, cultural, moral)?



3) What values and dispositions of global citizens are emphasized in your tools?



### **B. GCED Domains**

Using the scale below, score the tools against the following indicators, where



1= Strongly present

2 = Present

3 = Not present

NR = No response

*Please justify your answer in the comment section.*

### 1) Cognitive domain categories (Concepts)

*Please justify your answer in the comment section.*

		1	2	3	NR	Comment
1.1	Is the tool expanding the concept of civic education to global society?					
1.2	Are the values of human rights education and peace education reflected in the tools?					
1.3	Does the tool make the connection between the local, national and global levels?					
1.4	Is the tool addressing global issues, such as					
	- Globalization					
	- North-south relationships, developed-developing interconnections, interdependence					
	- Climate change, biodiversity, sustainable development					
	- Global poverty, global inequality					
	- Gender equality					

	- Genocide, terrorism, war, refugees?					
	- Diseases (Ebola, HIV & AIDS)					

## 2) Attitudinal (socio-emotional) domain categories

*Please justify your answer in the comment section.*

		1	2	3	N R	Comment
2.1	What aspects of identity are taken into account?					
	- Self and others					
	- Community					
	- Country					
	- World					
2.2	Is respect for diversity present in the tool?					
2.3	Are these contents addressed in the tool? (Referred to intercultural or international, regional or world-wide contexts).					
	- Empathy					
	- Intercultural dialogue					
	- Solidarity					
	- Coexistence					
	- Democratic values					
	- Discrimination					
	- Racism					
	- Prevention of violence and extremism					

## 3) Behavioural domain categories (Engagement, participation and actions)

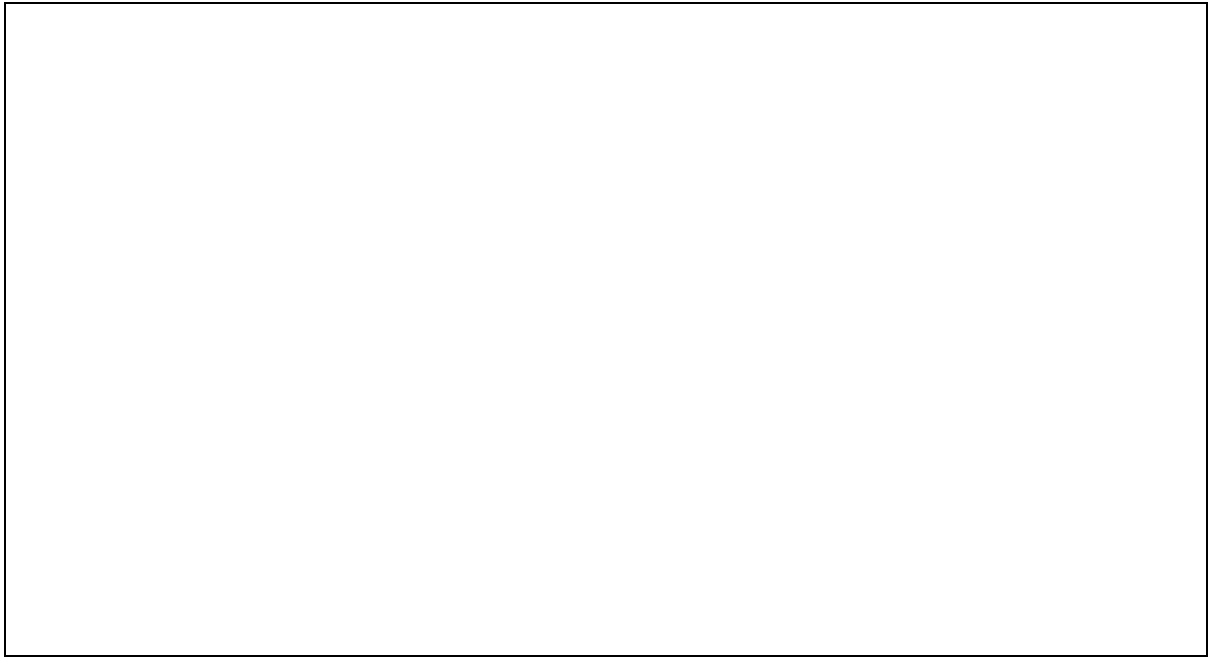
*Please justify your answer in the comment section.*

		1	2	3	NR	Comment
3.1	Is the tool encouraging students to engage in current and future civic processes on global issues?					
3.2	Is the tool promoting the information and debates on socio-political issues of global reach?					
3.3	Is the tool encouraging students to take initiatives on issues of global reach?					
3.4	Is the tool encouraging students to reflect upon the consequences of their actions?					

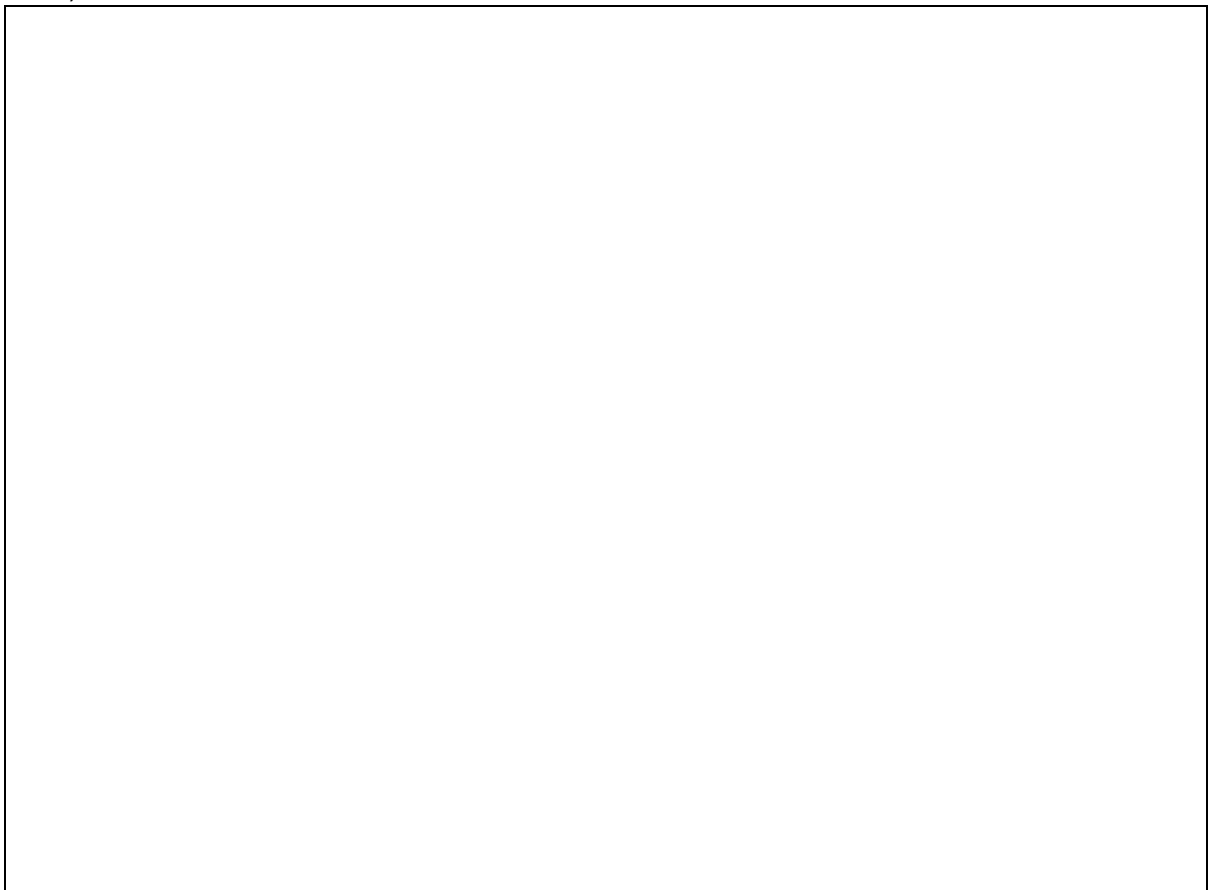
**\*\*\* Considering your responses above, which GCED domains are more present in your tools and which need to be improved?**

### **C. Further Considerations for Effective Implementation**

- 1) Are systems in place to monitor the delivery of the tool? (Teacher observation, teacher assessment, learning outcomes, etc.)



2) How are teachers understood in the tool and what is their role?



*Annex 1.2. Lista de verificación de las herramientas para la integración de la Educación para la Ciudadanía Mundial*

## Lista de verificación de las herramientas para la integración de Educación para la Ciudadanía Mundial

En el marco de la Agenda Educación 2030, el Centro de Asia y el Pacífico de Educación para el Entendimiento Internacional (APCEIU, por sus siglas en inglés) y la Oficina Internacional de Educación (OIE) de la UNESCO forjan una alianza para trabajar conjuntamente en temas relacionados con la Educación para la Ciudadanía Mundial (ECM). El objetivo del proyecto es integrar la ECM en el sistema educativo de los países a través de una serie de actividades que incluyen análisis situacionales, diálogos políticos, el fortalecimiento de los currículos y la formación docente, así como otros tipos de apoyos para su implementación. Durante la segunda Fase del proyecto, los países participantes, Camboya, Colombia, Mongolia y Uganda, han desarrollado herramientas educativas según sus respectivas necesidades para integrar la ECM en el sistema educativo de su país.

Esta lista de verificación se desarrolla para evaluar hasta qué punto los conceptos, temas y objetivos de aprendizaje de la ECM están presentes en las nuevas herramientas desarrolladas. La lista ha sido elaborada siguiendo las tres categorías analíticas así como la matriz desarrolladas y utilizadas en el estudio comparativo llevado a cabo por Cristian Cox<sup>4</sup>. En dicho estudio, el concepto de ECM fue entendido como:

- i. **dimensión cognitiva**, haciendo referencia explícita a los sistemas, estructuras y procesos mundiales, por un lado, y a los problemas mundiales, por otro;
- ii. **dimensión actitudinal (o socio-emocional)**, haciendo referencia explícita a múltiples identidades, distinguiendo los niveles locales, nacionales y globales, tratando la diferencia y la diversidad, refiriéndose al nivel intercultural e internacional de los mismos;
- iii. **dimensión conductual** (participación y acciones que pueden ser tomadas individualmente o colectivamente), incluyendo o refiriéndose a temas y contextos globales.

Construida sobre la matriz, esta lista de verificación consta de dos secciones. *Sección A. General* Incluye un conjunto de preguntas clave diseñadas para facilitar el entendimiento por parte del usuario del concepto general de ECM reflejado en la herramienta del país. *Sección B. Dominios ECM* se clasifica en los tres dominios mencionados anteriormente (dominio cognitivo, actitudinal y conductual). Al final de la Sección B, sobre la base de las respuestas de cada dominio, se solicita al usuario que analice la herramienta e identifique las áreas de ECG que deben ser fortalecidas. Es importante señalar que esta lista de verificación no es una herramienta prescriptiva, sino que debe ser vista como un soporte para la revisión posterior de la herramienta.

**Reflexionando sobre la herramienta, por favor responda las preguntas presentadas abajo de manera detallada, proporcionando ejemplos concretos.**

<sup>4</sup> Cox, C. 2017. Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis. *In-Progress Reflections on Current and Critical Issues in Curriculum and Learning*, No. 9. Geneva, IBE-UNESCO.

## A. General

1) ¿Cómo se define la ECM en su herramienta?

2) ¿Qué orientaciones de ECM son priorizadas en la herramienta? (socio-económica, política, cultural, moral)

3) ¿Considera que la herramienta contribuye al fortalecimiento de valores como el de la coexistencia, la construcción de una paz sustentable, el respeto por los derechos humanos, así como el entendimiento del valor de la justicia?

4) ¿Qué valores y disposiciones atribuibles al ciudadano global son enfatizadas en la herramienta?

### **B. Dimensiones de ECM**

Utilizando la escala presentada a continuación, califique las herramientas con los siguientes indicadores, donde

1 = Fuertemente presente

2 = Presente

3 = No presente

SR = Sin respuesta

*Por favor justifique su respuesta en la sección 'COMETARIO'*

## 1) Categorías de dimensión cognitiva (conceptos)

Por favor justifique su respuesta en la sección 'comentario'.

		1	2	3	SR	Comentario
1.1	¿Amplia la herramienta el concepto de educación cívica a la sociedad global?					
1.2	¿Se reflejan en los instrumentos los valores de la educación en derechos humanos y la educación para la paz?					
1.3	¿Efectúa la herramienta una conexión entre los niveles local, nacional y global?					
1.4	¿Aborda la herramienta temas globales, tales como:					
	- Globalización					
	- Relaciones norte-sur, interconexiones entre países desarrollados- en desarrollo, interdependencia					
	- Cambio climático, biodiversidad, desarrollo sustentable					
	- Pobreza global, desigualdad global					
	- Igualdad de género					
	- Genocidio, terrorismo, guerra, refugiados, inmigración, desplazados internos, crimen organizado					
	- Enfermedades (Ébola, VIH y SIDA)					

## 2) Categorías de dimensión actitudinal (socio-emocional)

Por favor justifique su respuesta en la sección 'comentario'.



		1	2	3	SR	Comentario
2.1	¿Qué aspectos de la identidad se tienen en cuenta?					
	- Yo – Otro					
	- Comunidad					
	- País					
	- Mundo					
2.2	¿Se incluye el respeto por la diversidad en la herramienta?					
2.3	¿Están los siguientes contenidos abordados en la herramienta? (Situado en contextos interculturales o internacionales, regionales o mundiales).					
	- Empatía					
	- Diálogo intercultural					
	- Solidaridad					
	- Coexistencia					
	- Valores Democráticos					
	- Discriminación					
	- Racismo					
	- Prevención de violencia y extremismo					

### 3) Categorías de dimensión conductual (Compromiso, participación y acciones)

*Por favor justifique su respuesta en la sección 'comentario'.*

		1	2	3	SR	Comentario
3.1	¿La herramienta contiene estrategias de enseñanza que promueven la participación en los procesos cívicos actuales y futuros vinculados a problemáticas globales?					
3.2	¿La herramienta contiene estrategias de enseñanza que promueven una reflexión crítica sobre la manera en que esos procesos impactan en la vida local de sus comunidades?					
3.3	¿La herramienta contiene estrategias de enseñanza que promueven una reflexión crítica sobre los orígenes y causas estructurales de problemas globales y su impacto a nivel local?					
3.4	¿La herramienta contiene estrategias de enseñanza que promueven una reflexión crítica acerca de temas sociopolíticos de alcance mundial desde múltiples perspectivas, narrativas y discursos?					
3.5	¿Promueve la herramienta la información y debates acerca de temas sociopolíticos de alcance mundial?					
3.6	¿La herramienta contiene estrategias de enseñanza que favorecen la toma de iniciativas en temas de alcance global?					
3.7	¿En la herramienta se utilizan ejemplos cotidianos para entender o reflexionar acerca de					

	problemáticas de alcance mundial?					
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## Tools for Monitoring and Evaluation: Classroom Observation

### Instructions

This classroom observation tool is part of a broader monitoring process of Global Citizenship Education (GCED) contents, topics and learning objectives that are delivered in the classroom. In order for the monitoring process to be comprehensive, the data collected through this instrument must be combined with the ones collected through the interviews. Please make sure to have a clear understanding of this tool before carrying out the observation.

Observer's Name:	Position of the Observer:
Teacher's Name:	Name of the School :
Date:	Grade Level:
Number of Students:	Learning Area:

Please respond to the statements below using the following scoring guidelines and provide clear examples to justify your answer.

### Scoring Guidelines

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Very evident.	Evident for the most part.	Evident during a limited portion.	Not evident to any degree.

Areas	Score	Comments
<b>School Setting</b>		
School environment reflects both the global and local community (decorations, messages, posters, maps, etc.).		
There are spaces where students can get together for GCED related activities.		
<b>Classroom Setting</b>		
Classroom environment reflects both the global and local community (i.e. decorations, messages, posters, maps).		
<b>Learning Objectives</b>		
Learning objectives and learning outcomes of the lesson are clearly stated and shared with the students.		
GCED concept is clearly included and stated in the learning objectives.		
Students understand the GCED aspect of learning objectives.		
<b>Content (To what extent the following GCED aspects are present in the lesson-questions, discussions, assignments, etc.)</b>		
GCED is clearly defined (explain further in comments).		
The content reflects and connects the local dimension with the global.		
To what extent are the following categories of GCED present in the lesson?		
Globalisation		
North-south relationships, developed-developing interconnections, interdependence		
Climate change, biodiversity, sustainable development		
Global poverty, global inequality		
Gender equality		
Genocide, terrorism, war, refugees		
Diseases (Ebola, HIV & AIDS)		
Human rights and peace building		
What aspects of identity are presented to students during the lesson?		
Self and others		
Community		
Country		
World		
Which contents are addressed in the lesson?		
Empathy		
Intercultural dialogue		
Solidarity		

Coexistence		
Democratic values		
Discrimination		
Racism		
Prevention of violence and extremism		
Some GCED-related topics have been intentionally omitted. Please explain in comments.		
Students show their understanding of the content (through their engagement in activities and discussions, etc.).		
Students present positive attitudes toward GCED contents and values shared during the lesson.		
<b>Teaching Approaches/Method of Content Delivery</b>		
The activities encourage students to engage in current and future actions in the local community.		
The activities foster dialogue among students.		
The activities encourage students to engage in current and future actions at the national level.		
The activities encourage students to engage in current and future actions at the global level.		
The teacher speaks for the majority of the lesson.		
Students are given opportunities to participate, talk and engage in discussions during the lesson.		
Students interact among each other.		
<b>Materials used during the lesson</b>		
There are enough teaching and learning resources available during the lesson.		
Learning resources (textbooks, activity sheets, visual material, books, videos, etc.) reflect GCED content.		
Variety of learning resources are effectively used to foster students' understanding of GCED content.		
<b>Assessment</b>		
Assessment practices are applied in the classroom.		
Assessment is taking place throughout the lesson.		
Assessment is taking place at the beginning of the lesson.		
Assessment is taking place at the end of the lesson.		
Assessment is taking place after each activity.		
Teacher is responsible for students' assessment.		
Peers are responsible for each other's assessment.		
Each student is responsible for his/her own assessment.		

## Tools for Monitoring and Evaluation: Interview Questions

### Introduction

This tool is developed to monitor and assess how Global Citizenship Education (GCED) is understood and implemented in school and classroom settings through interviewing teachers and school leaders.

Name of the interviewee(s):	Position of the interviewee(s):
Name of the School :	Grades:
Learning Area:	Date:

Using the following rating scale, indicate how teachers feel about the following areas in terms of GCED understanding and preparedness.

**5=Very Well Done: 4= Well Done: 3=Average: 2=Not Well Done: 1= Poorly Done**

Areas	5	4	3	2	1	Give Reason for the Rating
Adequacy of training and materials						
Confidence in content delivery						
School and classroom environment						
Relevancy of the content						
Teaching and learning resources						

## **INTERVIEW QUESTIONS FOR TEACHERS**

### **1. Lessons**

- How did you incorporate GCED in your lesson today?
- Have your students grasped GCED concept during the lesson today? How do you assess this?
- Could you please briefly explain what GCED is and what are the key components of GCED?
- Why do you think GCED is important for your students?
- How do you make your classroom more GCED oriented? Which aspects of your teaching approaches promote GCED?
- How is GCED promoted in your school? Please give us concrete examples (classroom settings, contents, subjects, school events, etc.).

### **2. Trainings**

- Before this lesson, did you receive any trainings on GCED? If so, what trainings and how many sessions of trainings were provided?
- Did you receive any relevant materials and tools (syllabi, guidelines, teaching and learning materials, lesson plans, etc.)? If so, could you explain how these are used in your lesson?
- Do you feel that you were provided with adequate supports (human and financial resources)? If so, what kinds of supports were given? Otherwise, what types of supports would you like to receive?
- Do you feel confident in delivering a lesson with GCED concepts?

### **3. Improvement**

- What do you think about your lessons as compared to previous lessons?
- What did you find easy to do?
- What challenges do you see when you are trying to implement GCED in your classroom and schools?
- Did you observe any biases against GCED values and practice?
- Is there anything else that should be done to ensure the effective implementation of GCED?



## **INTERVIEW QUESTIONS FOR SCHOOL LEADERS**

### **1. School Environment**

- Could you please briefly explain what GCED is and what are the key components of GCED?
- Why do you think GCED is important for your students and teachers in particular, and for your school at large?
- How do you make your school more GCED oriented? Which aspects of your leadership approaches promote GCED?
- How is GCED promoted in your school? Please give us concrete examples (classroom settings, contents, subjects, school events, trainings, etc.).

### **2. Trainings**

- Before this piloting, did you receive any trainings on GCED? If so, what trainings and how many sessions of trainings were provided?
- Did you receive any relevant materials and tools to be distributed and used in your school (syllabi, guidelines, teaching and learning materials, lesson plans, etc.)? If so, could you explain how these are used in your school?
- Do you feel that your school is equipped with adequate resources for effective implementation of GCED (human and financial resources)? What additional resources do you think are required?
- What trainings and opportunities for professional development regarding GCED are provided in your school?

### **3. Improvement**

- What do you think about your school environment now compared to how it was before?
- What changes were easy to make in your school environment towards GCED?
- What challenges do you see when you are trying to implement GCED in your school?
- Is there anything else that should be done to ensure effective implement

## **Tools for Monitoring and Evaluation: Focus Group (Teachers)**

### **Introduction**

This tool is developed to monitor and assess how Global Citizenship Education (GCED) is understood and implemented in school and classroom settings through a group interview of around three to six teachers for a duration of 60-90 minutes. Diversity of teachers participating in this focus group discussion should be ensured, taking into consideration gender, type of schools (urban/rural, public/private, etc.) and the grade level and subject they teach. Present in the focus group discussion will be the teachers, a moderator and a note taker. For each session, the moderator will share the purpose of the focus group discussion and lead the group discussion around the points mentioned below using the customized guiding questions provided.

### **The discussion will evolve around the following points**

- Understanding of GCED
- Presence of GCED in schools, classrooms and lessons
- Attitudes (teachers, students and school leaders) towards GCED
- Supports in GCED
- Opportunities from GCED

### **Guiding Questions for Teachers**

1. What is GCED and what are the key components of GCED?
2. Is GCED promoted in your school? If so, how? Please give us concrete examples (classroom settings, contents, subjects, school events, etc.).
3. Through which (other) aspects of the school environment could GCED be promoted?
4. How have you incorporated GCED in your lessons and classrooms?
5. How could you make your classroom more GCED oriented? Which aspects of your teaching approaches promote GCED?
6. What supports (trainings, materials, tools, human and financial resources etc.) do you need to effectively teach GCED?
7. What challenges do you see in teaching and promoting GCED?
8. In your opinion, how do students react in a GCED-oriented lesson?
9. If GCED important for your students? How could your students benefit from learning about GCED?
10. Is there anything else you would like to discuss?

## **Tools for Monitoring and Evaluation: Focus Group (Learners)**

### **Introduction**

This tool is developed to monitor and assess how Global Citizenship Education (GCED) is understood and implemented in school and classroom settings through a group interview of around three to six learners for a duration of 40-60 minutes. Diversity of learners participating in this focus group discussion should be ensured, taking into consideration gender, ethnic origin, socio-economic background, disabilities and academic achievement level. Present in the focus group discussion will be the learners, a moderator and a note taker. For each session, the moderator will share the purpose of the focus group discussion and lead the group discussion around the points mentioned below using the customized guiding questions provided.

### **The discussion will evolve around the following points**

- Understanding of GCED
- Presence of GCED in lessons
- Attitudes towards GCED
- Opportunities for GCED

### **Guiding questions**

1. Who is a global citizen?
2. In your opinion, is GCED important to learn? Why or why not?
3. During which subject did you learn about GCED?
4. Have you ever had a lesson about GCED? How was it different from any other lesson?
5. Did you like the lesson about GCED? Why or why not?
6. After the lesson, did you find yourself or your classmates to be different? In what ways?
7. Are there any other subjects through which GCED can be incorporated?
8. How could you celebrate GCED in your school or in your classroom?
9. What would you like to learn about through GCED?
10. Is there anything else you would like to discuss?