Global Citizenship Concepts in the Curricula of Four Countries

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. Also, 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 field work.

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 so as 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.

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Abstract: This report details the presence of Global Citizenship Education (GCED) concepts in the education systems of four countries: Cambodia, Colombia, Mongolia and Uganda. It highlights the main findings of eight reports: four expert reports, which predominately analyse curriculum content, and four situational analysis reports, which take a broader view and detail some of the country-specific challenges and opportunities with regard to GCED. Findings reveal the presence of GCED concepts across the curricula of the four countries. In addition to cognitive content related to GCED, competency-based content is also found present within the curricula of these countries. However, the majority of this content can only be indirectly linked to GCED, and it is better interpreted as part of the more traditional civics or citizenship education approach. As such, it generally lacks a global perspective and does not engage with all key themes of GCED. Furthermore, this content is often concentrated at the lower and upper secondary levels, instead of being equally distributed across all grade levels. This is particularly true in the case of behaviour-based competencies. Findings also reveal challenges beyond the curriculum. These include lack of teacher training and lack of support to implement GCED, which are concerns expressed by stakeholders in all four countries. A lack of GCED content in textbooks and lack of supplementary materials were also found to be issues. The report concludes with recommendations regarding the effective implementation of GCED within curricula. Among others, the report suggests the transversal integration of GCED - across the curriculum at all grade levels, while at the same time, actors from all levels of the education system, ranging from central government to teachers, should be engaged to ensure the use of complementary learning materials, pedagogies and assessment techniques.

Contents

Introduction

This report brings together research carried out as part of IBE-UNESCO's and Asia-Pacific Centre of Education for International Understanding (APCEIU)'s joint initiative to gain a deeper understanding of Global Citizenship Education (GCED) implementation worldwide, in light of Sustainable Development Goal (SDG) 4.7 and the Education 2030 agenda. To this end, data was collected in four countries, Cambodia, Colombia, Mongolia and Uganda, to reveal how GCED is interpreted, implemented, and perceived in a variety of contexts. In each of these countries, two reports were produced in parallel. One was produced by international experts, focusing on educational policies and national curricula. This included the analysis of a number of key education documents for the presence of concepts associated with GCED. The other was a situational analysis produced by national experts with the support of APCEIU and IBE-UNESCO. This was to help situate GCED, focusing on contextual issues, challenges and opportunities that exist in relation to GCED, and the effect these might have on implementation.

Following an overview of GCED, a brief profile of each of the four countries will be presented to provide some background information and insight into the education agenda. Following this, main findings from the eight reports are presented, beginning with GCED content in national policy and curriculum frameworks. After this, data from the situational analyses are presented. These include the opinions of a variety of stakeholders, as well as an overview of the main challenges and opportunities. Finally, based on overall findings, recommendations are made for strengthening GCED implementation worldwide.

An overview of GCED

With the aim of producing students who are engaged and responsible global citizens and who believe in justice and equity, GCED builds on previous global educational approaches including *human rights education*, *peace education*, and *environmental and sustainability education*. As such, GCED is key to realizing the Sustainable Development Goals (SDGs) and the 2030 agenda. Its importance was affirmed in 2012, with the Global Education First Initiative (GEFI) placing it as one of the three priority axes with which to reach the global goals. More recently, in May 2015, UNESCO Member States adopted the Incheon Declaration and its Framework for Action, reaffirming their commitment towards Education for All and the realization of SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UN, 2015). In this new Global Agenda, GCED has been identified as a key component and has been placed at the core of SDG 4.7: 'By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.'

In more detailed terms, the holistic nature of GCED aims to develop the knowledge, skills, values and behaviours in students to enable them to work both individually and collectively, on the local and global scale towards a peaceful, equitable and sustainable world. This is achieved through participatory, student-centred methods and approaches. Knowledge domains of GCED include peace and human security, human rights, global governance, interconnectedness, health and well-being, sustainable development and gender equality. Competency domains of GCED are often divided into three categories; cognitive, attitudinal (socio-emotional), and behavioural (although there is some overlap between them).

In terms of implementation, GCED can take on a variety of forms in both formal and non-formal education. Within the school environment, content is commonly integrated into mainstream 'carrier' subjects. Given the social aspect of GCED and its close links with the more traditional civics and citizenship education, these are most often within the social sciences. GCED may also be integrated transversally; not tied to a particular subject (or subjects), but across the entire curriculum. This transversal integration

is particularly desirable, as it lends itself well to implementing and reinforcing the transferable skills and competencies that are an integral part of GCED. A third possibility, although somewhat less common given its relative infancy, is for GCED to be taught as a stand-alone subject. Finally, GCED may also be implemented using a 'whole school' approach. This is a particularly high level of integration and involves GCED becoming internalized and part and parcel of the school culture. Therefore, as well as learning content and competency development, GCED is reflected in the school's environmental and social policies and in its community outreach (UNESCO 2012). Ideally, GCED should be implemented in a combination of these ways. For example, the majority of content may be present within carrier subjects or taught as GCED, yet the ethos of its teachings should be found across the curriculum.

As noted, GCED may be integrated in a number of ways. Given its links with several more 'traditional' school subjects, and the fact that it incorporates earlier adjectival educational approaches, it is perhaps expected that central elements of GCED already exist within curricula worldwide. It is hoped that by monitoring GCED, countries will take stock of current content, become aware of missing content, and strengthen and streamline GCED to make sure it is integrated at all grade levels in a clear and comprehensive manner. While this provides governments and schools with great flexibility, it presents some complexities in terms of monitoring, evaluation and assessment.

Country background information

Given the great significance of country-specific contextual factors in shaping the environment in which GCED is implemented, a brief background of the four countries in this study and their education systems are perhaps necessary.

Cambodia

Cambodia is a lower-middle income county located in South-East Asia. Since the collapse of the Khmer Rouge regime at the end of the 20th century, its education system has seen considerable changes, particularly in terms of improvements in teacher training and with the implementation of its first Education Sector Support Programme (2001-2005). Since this time, Cambodia's focus has been on delivering education quality and equitable access, and it has progressed in terms of enrolment rates and in reducing the gender gap, participating in programmes enhancing gender equality, such as the one on STEM Education for Girls funded by Malaysia Funds-in-Trust and carried out by IBE-UNESCO in partnership with the Malaysian Ministry of Education.

Currently, the Cambodian Ministry of Education, Youth and Sport (MoEYS) is in the midst of an extended period of curriculum reform, including the development of documents such as Policy for Curriculum Development (2005-2009) and more recently, The Education Strategic Plan (2014-2018) and The Teacher Policy Action Plan (2015). The priorities of this reform include: increasing the number of textbooks, reducing teacher-student ratios, improving attendance of students (particularly in rural areas), and continued improvements in teacher training (including training in student-centred pedagogies). The new curriculum framework, developed in 2015, has been translated into detailed guidelines in 2016, and new instructional materials to support this are expected to be in schools in 2018.

In terms of GCED, MoEYS has committed to integrating GCED across the curriculum (Vicheanon, 2016). Furthermore, key GCED topics have been present in Cambodia's curricula since the late 1990s/2000s, including human rights, peace education, gender equality, environmental education, and reproductive health.

The major challenge the Cambodian education system has been facing over the past few decades is poor quality of teaching. This is a particular issue in rural areas, where many schools face a shortage of qualified teachers, and struggle with underperforming contract teachers and teacher absenteeism. Other issues include a shortage of learning materials and poor school governance, problems that are particularly prevalent in rural parts of Cambodia. These issues have resulted in poor performing students (Vicheanon, 2016).

Colombia

Colombia is ranked as an upper-middle income country and has seen significant economic growth in recent years, stemming from strong macroeconomic management, improved security and an oil and mining boom (OECD, 2016). However, not all regions and social groups have benefited from this growth, resulting in significant issues of poverty and inequality. Since the 1960s, Colombia has been affected by conflict and problems of terrorism, corruption and drug trafficking. This has had a significant impact on all aspects of society, including a direct impact on schools, teachers and students. Although the Colombian government is focusing on ending conflict, a recent referendum in which members of the public voted against the proposed peace deal, shows there is still some way to go. Working towards continued development and the SDGs, Colombia's National Development Plan (2014-2018) promotes the central importance of education, peace and equity in achieving these objectives. Whereas this plan is developed at the national level, there are also plans at the regional and municipal levels.

Over the past couple of decades, Colombia has seen significant changes in its education system. Faced with issues such as decreasing primary enrolment rates, and less than 79% of students progressing onto secondary education, Colombia implemented significant educational reform, in the form of decentralization (Riquelme, 2016). This has given increased powers to local authorities and schools, who have autonomy over administration and the distribution of resources. It also resulted in curricular autonomy. Indeed, the Ministry of Education stopped producing compulsory curriculum, and began producing guidelines – to be adopted according to each institution's own Institutional Educational Project. Crucially however, it is noted that both the Ministry and the local authorities and schools themselves lack the necessary expertise to effectively implement such a reform (Riquelme, 2016).

Even though GCED may be a new concept, civics and citizenship education has an important place in Colombian schools, emphasized through centralized policy and guidelines, and key documents such as Afro-Colombian Studies Chair, the Guidelines in ethical and human values education and the Guidelines on Political Constitution and Democracy. This often has clear links with GCED (as will be discussed later in the report) and may signify an enabling policy environment in which to step-up GCED efforts.

Mongolia

Mongolia is a sparsely populated country, where people generally live a nomadic or semi-nomadic lifestyle. Since its transition to democracy and a more open, market-based economy in 1990, it has experienced significant economic growth, and is now classified as a low middle-income country (Asian Development Outlook, 2016). After concentrated national efforts and the impact of the Millennium Development Goals (MDGs), Mongolia has seen some significant advances in education. This includes achieving near universal enrolment in primary education as well as 86% enrolment in secondary, and an adult literacy rate of over 98% (UNESCO, 2008).

More recently, Mongolia has developed its Education Strategic Plan (2006-2015) and its Master Plan to Develop Education in Mongolia (2006-2015). Policies in these documents focus on equity and accessibility, and on reducing the inequality between urban and rural areas. There is particular emphasis on access for marginalised groups including unregistered migrants, female-headed households and herder groups. Other significant developments include the extension of compulsory education from 10 to 12 years, as well as efforts to improve curriculum content and teaching practices.

In 2012, a new government came to power, committing itself to the development of every Mongolian child. This commitment included reforms in curriculum and pedagogy in both primary and secondary education (2013), and the intent to integrate higher order thinking skills within basic education. The new core curriculum framework has been implemented nationwide since 2014 (Sid and Bazarsuren, 2016).

In terms of GCED, the Mongolian Ministry of Education, Culture and Science (MoECS) has committed to its integration within the national curriculum. Even though GCED is a relatively new concept in Mongolia, some of its main themes are already present in some of the more established subjects, particularly within the

social sciences. This includes moral education, and more traditionally, civics education - that focuses on culture and heritage, and teaching students to be proud and responsible citizens.

The main challenges that the country still faces include improving the quality of education and reducing drop-out rates at the secondary level. Both of these issues require particular attention in rural areas, with drop-out rates being especially high among male students from poorer herder households, who are needed by their families as labourers.

Uganda

The East African Nation is listed among the world's least developed nations. In the early 2000's, with a worldwide focus on the MDGs, Uganda began to push towards universal primary education. Its Education Strategic Plan (2004-2015) outlined goals to achieve this. However, despite an impressive increase in enrolment rates, issues of access resulted in a much lower completion rates. That is, whereas Uganda achieved a 91% enrolment rate (ANER[1]), only around one quarter of students were completing primary school (UNESCO, 2015). The Education Strategic Plan also stressed the economic value of education and promoted the participation of both men and women in the workforce as essential for the development of the country.

Reflecting global policy trends, in more recent years, Uganda's attention has shifted towards quality and equality in education. The latter includes access to education for marginalised groups, including HIV-positive youth and youth with special learning needs. These goals are described in Uganda's revised Education Sector Plan (2007-2015). In the last few years, Uganda has also made a commitment to strive towards the UN's SDGs.

Regarding GCED, the Ugandan Ministry of Education, Science and Technology, through the National Curriculum Development Centre (NCDC), has committed to integrating GCED within the core curriculum. Given the role of the NCDC in developing curricula, syllabi, textbooks, teachers' manuals, and national examinations, it seems well placed to ensure GCED is integrated throughout the country's education system. Furthermore, as Uganda's core curriculum is currently under reform, this provides an excellent opportunity to integrate these proposed elements.

The main challenges Uganda faces in terms of its education system are its large class sizes, teacher absenteeism and a lack of teaching materials including textbooks. There is also reported to be inadequate infrastructure, including a lack of, or inadequate, classrooms, and high levels of inequality between urban and rural schools.

GCED in national education documents

Analysis was conducted on available education documents from the four countries to establish GCED content that was present, content that can be linked to GCED, and content that was absent. These documents varied from one country to another depending on access and availability, and included policy-based documents such as Education Strategic Plans and National Curriculum Frameworks, and subject curricula for those subjects that can be considered part of the social sciences (and therefore most likely to incorporate GCED). In the case of Mongolia and Uganda, only documents that were in English were analysed, limiting the subject curricula available. These documents were analysed using several analytical frameworks. Primarily employed, was an analytical tool or 'coding scheme' developed by IBE-UNESCO in collaboration with an international expert (2017) (see Annex 1) to find specific GCED content and to differentiate this from more traditional civics content (IBE-UNESCO, 2016a). In most cases, this was supported by the use of more lateral schemes, used to find more

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[1] The Adjusted net enrolment ratio (ANER) refers to the enrolment of the official age group for a given level of education either at that level or the levels above, expressed as a percentage of the population in that age group (GEMR, 2016).

general terms linked to GCED, as well as competencies, pedagogies and assessment methods associated with GCED.

Some of the main findings from the documents of each country are presented below. First, knowledge-based learning content is discussed, followed by competency-based content. They do not present an exhaustive list of all content linked to GCED in each of the documents analysed. Rather, they provide an overall picture (including specific examples) of prominent elements and themes.

Knowledge-based learning content

Human Rights and responsibilities

Human rights took a prominent place in many of the analysed documents. However, the way that this content was framed varied considerably. Content referring to universal human rights and international law (such as the declaration of human rights) can be directly linked with GCED. In comparison, content that remains framed within the national or sub-national – such as more general references to 'rights' and 'civic responsibilities' or 'citizenship,' can be better interpreted as belonging to a more traditional civics approach, and thus being indirectly linked to GCED.

In the Cambodian context, rights are referred to in the overall learning objectives of the national curriculum, which includes 'equality and respect for others' rights.' Even though this objective is not explicitly globally focused, the concept of respect for the rights of others links closely with GCED. More specific learning content relating to human rights was also found. For example, human rights are regularly mentioned throughout the Social Studies Curriculum (grades 1-9) and also within the Moral and Civics curriculum (grades 10-12). For the lower grades, this content included children's rights, human rights, and rights and responsibilities. For the higher grades, rights were discussed in more detail, with GCED links becoming more apparent. This included rights of ethnic groups in Cambodia, women's rights, the protection of rights, international law on human rights, and Buddhism and human rights. Indeed, the topic was the most often prominent across Cambodia's subject-specific curriculum. In conjunction with this, 'responsibilities' were also promoted throughout Cambodia's curriculum, through an emphasis on values and moral behaviour.

Human rights were also a somewhat prominent feature of the Colombian curricular documents. In fact, this was one of the most common topics relating to GCED in the Colombian context (Riquelme, 2016). This is perhaps reflective of the promotion of human rights at a higher policy level, such as the Human Rights Educational National Plan (PLANEDH) published in 2003. This Plan includes a global focus, including 'the full development of the sense of human dignity and the promotion of friendship among nations' (Camargo, 2016). This global approach is also brought by the Citizenship Competencies Standards (2004), but only at the upper secondary level; students in grades 10-12 are required to 'make use of democratic mechanisms to protect and promote Human Rights at the local, national and global level' (Camargo, 2016, p. 8).

In the case of Mongolia, human rights issues framed within a GCED perspective were found within the documents analysed, particularly within civics education, which included the notion of international human rights. Policy documents were found to refer to human rights and international law. This was reinforced in the civics curriculum, which mentioned international human rights, international law and shared values and responsibilities. This promotion of human rights is also a feature of policy documents analysed, including the Mongolian Constitution. The preamble of the constitution claims that political leaders are committed to 'cherishing human rights and freedoms, justice and national unity' and 'aspiring towards the supreme objective of building a human, civil and democratic society in our homeland' (Government of Mongolia 1992, p. 1 in Tibbitts, 2016). Finally, Sid and Bazarsuren (2016) note that human rights are also present within Mongolian teacher training curriculum, albeit indirectly.

Finally, although not present at all in Uganda's Educational Strategic Plan (2004-2015), the Revised Educational Strategic Plan (2007-2015) does refer to human rights. We also see relevant content in Uganda's social studies curriculum for secondary schools, which includes the learning aims: 'to identify the rights and responsibilities of people in our district', as well as 'to understand the structures and functions of government.' Similarly, Uganda's history curriculum promotes an understanding of social and civic responsibilities. This extends to the primary level, with themes including 'duties of government,' 'human rights,' 'responsibilities of citizens' and 'democratic processes. Interestingly, there is also a topic covering major world organizations, human rights in the UN charter, and the ways in which human rights are violated and respected. However, there is no mention of human rights at the lower primary level.

Yet, it is noted that in Ugandan documents, rights are discussed in general terms, with a greater emphasis on civic responsibility and the rights afforded to students as Ugandan citizens, rather than on universal rights. Therefore, focus remains on the national or district level. In addition, and perhaps somewhat surprising given the presence of human rights in Uganda's constitution, human rights are not mentioned at all in the aims of Uganda's national curriculum.

Peace, international cooperation and living together

A core ideology of GCED is living together in a peaceful, cooperative global society. Given the recent (or current) conflicts that have shaped the majority of the countries analysed, content relating to peaceful living is perhaps expected to be an important part of curricular documents. In order to be understood as GCED, however, this content must reach beyond the national and regional levels and discuss the importance of *global* peace and a *global community*.

A culture of peace was a topic present within the Cambodian curriculum, although it does not appear to be highly emphasized. In the upper secondary curriculum, it appears within moral/civics education, framed within content addressing the development of communities, valuing humans, and the culture of peace. However, 'peace' was not found to be a feature of the (equivalent) social studies curriculum for lower grades. In the curriculum framework for secondary education (1996-2009), 'develop and apply the values of living together' is listed as a learning objective (Vicheanon, 2016).

A challenge noted by Tibbitts is that concepts of 'peace' seem to be framed largely within the context of Buddhism. However, this 'binds' the concept. For example, Buddhism may be more focused on inner peace than the human rights framework, which is focused on a broader, more relational understanding of 'peace,' meaning 'not just peaceful co-existence (negative peace) but justice, non-discrimination, and equality' (Tibbitts, 2016). This is also true of the position of 'human rights' within the Cambodian curriculum.

Similarly, 'peace' was one of the most prominent GCED topics in Colombian curriculum documents (Riquelme, 2016). It is also a focus of Colombian policy documents, the more recent of which have a global perspective. Among the objectives of PLANEDH (2003), for example, is the development of the sense of human dignity and the promotion of friendship among nations (Camargo, 2016). More recently, the Peace Chair Decree (2016) introduced core issues for upper secondary students (grade 11), including 'peace building and post-conflict processes around the world' and 'coexistence and peace challenges in a globalized world' (Camargo, 2016). Indeed, education has been identified by the government in recent years as a key way to bring peace to Colombia. This is reflected in the country's Education Sectoral Plan (2010) and more recently through its National Plan of Development 2014-2018 *All for a new Country* (Riquelme, 2016).

In the Mongolian context, 'to be able to live and work together' is listed as a goal of the national core primary curriculum (2013), as is the objective, to understand issues *affecting interaction and connectedness of communities at local, national and global levels.*' These values of peace and connectedness at the global level also penetrate to the subject level, with *Mongolia's core curriculum for civics education*, encouraging students to develop 'respect for different cultures' and to 'aspire to contribute to a global friendship' (Core Curriculum for Civics education in Sid and Bazarsuren, 2016*).*

Although not found in Uganda's original Education Strategic Plan, peace is present in its more recent, revised version. However, concepts that are key in underpinning this, such as tolerance and diversity, are notably

missing. Uganda's Thematic Primary Curriculum also contained themes that are linked to peace, including 'living together,' and 'peace and security.' The latter focuses on local peacekeepers, the importance of promoting peace and security and ways of doing so, and the effects of insecurity.

Gender equality

Gender equality also includes concepts such as gender equity and gender sensitivity. It is a key concept within GCED and is inextricably linked with the SDGs. Given the global attention that gender equality and gender equity in education has received over the past few decades through international organizations such as UNESCO, these terms might be expected to appear in curricula worldwide. International comparative studies have already revealed that beside the attention given to gender equality, this is still a category that is not fully represented within the curricula of countries (IBE-UNESCO, 2017). In relation to this, content relating to gender equality was found in the curriculum documents of Cambodia, Mongolia and Uganda. In the case of Colombia, there are no findings to report as analysis was carried out using only the primary coding scheme (and not the more lateral schemes), which does not include the term. However, despite the concept being found when searched for, it can certainly not be considered an emphasized category.

In Cambodia, 'gender equality' appears in several aspects of the curricula. At the subject level, it is present within the Social Studies programme (grades 1-9) under the learning goal 'relationships with others'. It also appears under the topic of human rights, within grade 7 of the Social Studies programme. The term was also found in older, national curriculum, at both the junior and senior level. The 1996-2009 curriculum (secondary level), for example, calls for a somewhat critical approach to gender, asking students to 'explain the stereotypes of gender and its implications'. Finally, there are also increasing efforts to address issues of gender at the teacher training level. The Teacher Policy Action Plan has called for a review of the pre-service education of teachers, to better reflect values such as inclusive education and gender sensitivity.

Gender equality was also found within Mongolia's education policy documents, although it is not mentioned whether the term was found in the subject curricula analysed. It does, however, appear in teacher training documents, where it is described as being 'indirectly reflected in teacher training programmes' (Sid and Bazarsuren, 2016). For example, teacher training at the university level incorporates 'respect for diversity and difference', and 'cultivate[s] gender sensitive attitudes' into the core objectives of its science level training programme.

Lastly, in Uganda, the Revised Education Strategic Plan makes reference to gender equality. Gender also appears as a theme in Uganda's Social Studies and Religious Education curricula. This emerges under the theme 'culture and gender in our sub-county/division', although the way in which gender equality is discussed is not mentioned.

Interconnectedness and global governance

Providing the backbone of GCED is an understanding and appreciation of the global level, and how global systems are connected to and affect the local. Key concepts here include global governance and globalization, global citizenship, global community, interconnectedness and North-South relations.

'Interconnectedness' and 'globalization' were not mentioned at all in the Cambodian policy documents analysed, nor in the subject-specific curricula. Similarly, it seems that these terms are neglected in the Mongolian documents analysed; even though 'globalization' does appear within Mongolia's policy documents (Tibbitts, 2016b), no further details are given as to how this term is used. However, teacher training at the university level does include the learning objective, 'know advantages and disadvantages of the globalization, preferred national culture and values in the globalization era' (Sid and Bazarsuren, 2016).

Colombia referred to global connections and global systems throughout its curricular documents, although this was not a particularly emphasized topic. This includes mentions of the terms, 'globalization,' 'global governance' and 'global citizenship.' However, these were only found at upper

secondary level. The term 'interconnectedness' and 'North-South relationship' were absent. This global focus was also present in Colombia's policy documents. The document of the Afro-Colombian Studies Chair for example is highlighted as particularly interesting in this respect, stating:

> *'Globalization, which is not a last decade fashion term but rather a term which has existed for centuries, has not had the historic capacity to standardize the world, on the contrary, the contact between distant nations has just confirmed diversity. Most of these "encounters" between different nations, have not been surrounded by warm welcomes and harmonious coexistence. These encounters have been accompanied by economic, political and cultural aggression covered by the silent umbrella of racial superiority, leaving psychological and affective traces in victims and aggressors. This explains attitudes of vehement defense of what is distinctive and the rejection, or distrust, of what is a stranger...'*
> (Afro-Colombian Studies Chair, Ministry of Education, 1998, in Camargo, 2016, p. 6).

Whereas the impact of globalization and international links are acknowledged here, the focus is not on connectedness or a shared sense of community, rather, on the dark side of these interactions, defined by power struggles and inequalities. More recently, the Peace Chair Decree (issued in 2016) has a very clear global outlook, and more of a positive focus. The decree calls for students to 'act as democratic and interdependent members of the society in a globalized world, in which they have a responsibility that goes beyond the boundaries of their local context' (Camargo, 2016).

Finally, globalization was mentioned twice in Uganda's Education Strategic Plan, however, given that it was only framed in terms of national economic development, this cannot be understood as GCED. This document also contained the terms 'global economy,' 'international community' and 'international long-term commitments.' These terms were also present in the revised version, adding 'international instruments' (Tibbitts, 2016c). However, it is noted that these were often found in the context of demands of the international community. Furthermore, whereas 'government' was mentioned regularly throughout the Ugandan documents, this was always in relation to national government. The broader notion of global governance was not found.

Sustainable development

As the central focus of SDG 4.7, the role of GCED in education for sustainable development is key. The term 'sustainable development' covers the multiple and interwoven domains of sustainability and aims to develop a multi-scalar perspective on environmental issues, such as global warming and loss of biodiversity, with an aim to develop a holistic understanding of how the local and the global connect. Content that does not adopt this multi-faceted and multi-scalar view when understanding environmental and sustainability issues cannot be understood as GCED.

Findings from the curricular documents of the four countries showed that content pertaining to sustainable development and environmental issues stays largely within the domain of the local.

In Cambodia's policy for curriculum development as well as in its national curriculum, several learning aims refer to the environment. These were most often attitudinal- and behavioural-based, however, once again, these did not refer to the global level. However, a review of the Cambodian curriculum did reveal other subjects where such content might be present. For example, at upper secondary level, Science (which can be taken as an elective) includes the module 'Earth and environmental studies.' In grades 1-6, the topic 'The world around us' is a feature of the curriculum, and in the social studies framework reviewed, the sub-topic 'Marvellous earth' was found. It is noted that all of these modules provide an excellent opportunity to address GCED issues, particularly those of environmental sustainability.

The global dimension of sustainability and environmental issues is perhaps most present in the documents from Colombia, which contained the terms 'climate change', 'biodiversity' and 'sustainable development'. Indeed, it is noted that 'climate change' is a feature of the curriculum at the primary, junior and high school level. Yet, still, the environment is described as one of the lesser emphasized

themes associated with GCED across Colombia's curricula (Riquelme, 2016). The promotion of environmental sustainability is also evident in Colombia's policy documents, including the Environmental Education National Policy of 2002. However, as will be discussed in more detail later, this policy met with many issues when it came to implementation, and the content it promoted was seen as inadequate:

> *'…the protection of the environment is reduced to simple water protection practices or waste management. However, no work has been made to develop an awareness of what it means to protect the world as a living space in which we live right now, and for those who are going to be here after us'* (Alicia Alvarado: Director of Childhood and Youth Advanced Studies Centre of the Universidad de Manizales in Camargo, 2016, pp. 6-7)*.*

In Mongolia, objectives of the core primary curriculum include, 'knowing and protecting nature and the environment' (Sid and Bazarsuren, 2016). Moreover, the subject 'Environmental Studies' is taught at the primary level (grades 1-4), providing an excellent opportunity to include GCED content. Unfortunately, however, given that the curriculum was not available in English, it could not be analysed. The civics curriculum also contained such content, including the learning aim, 'critically examine environmental pollution and destruction, expressing opinions on this issue'. In addition to knowledge-based objectives, the civics curriculum also contained several attitudinal- and behavioural-based aims relating to the environment. These will be discussed later. However, specific knowledge-based learning content relating to the environment and/or sustainability was not found. Perhaps, given the presence of a better suited 'carrier' subject in the curriculum, this is not surprising.

A similar situation happens in Uganda, where, for instance, the thematic primary curriculum includes a theme titled 'our environment.' Whilst this provides an excellent space for the teaching of GCED-based topics, the content – which included topics such as 'the importance of things in our environment (e.g., people, lakes)', 'factors that damage our environment (e.g. over grazing)', and 'conservation of our environment (e.g., mulching)' – remains at the local level. The theme 'responsible living in East Africa,' also emphasizes environmental protection, yet still does not venture beyond the regional level. Interestingly, it is noted that the curricula for teacher training do include the topic 'world environmental problems', suggesting that this may cover important GCED material (Ssembirige, 2016).

National vs global discourse

As noted throughout this report, the key to differentiating GCED from a more traditional civics approach is the emphasis on the global. Curriculum that remains at the local, national or even regional level cannot be understood as fulfilling GCED criteria. However, also of central importance, is the emphasis on the national. For example, the use of patriotic language and constant referral to the nation might result in a skewed perspective of one's own country; a belief in national superiority that is at odds with GCED.

Given the findings of previous research conducted by Cox in collaboration with IBE-UNESCO and APCEIU (2017), where 92% of the national curriculum frameworks analysed referred to *national identity* or *national citizenship*, it is unsurprising that, perhaps with the exception of Colombia, all countries in the study promoted a national perspective in their curricula. The example of Uganda can be used to clearly illustrate this. While Uganda's Revised Education Strategic Plan references the global, particularly with regard to 'globalization,' this is done from a very specific position of economic self-interest. That is, participation in a globalized world is essential for the development of the Ugandan economy. Moreover, although many topics were found in the Ugandan curriculum that are central to GCED, these were framed only through the national. For example, discussions of diversity focussed on national diversity. This perspective is clear from the analysis of Uganda's history curriculum:

> *'This is not a World History curriculum but one that is focused on the African continent... History themes include patterns of migration, invasion, colonialism, resistance, independence, and nationalism; economic, key social and political developments; the trans-Atlantic slave trade; Christian missionaries and Islamic movements...References to countries outside of Africa are associated with missionaries, colonialism, trade, and world wars'* (Tibbitts, 2016c)*.*

Indeed, it is noted that the emphasis on nationalism as well as cultural identity in the Ugandan curriculum can be understood through the prolonged ethnic crisis- not only in within the country but among its neighbours (Cox, 2017). This crisis focuses on building national unity and conflict prevention, instead on becoming part of a global community.

Similar findings were revealed in the context of Mongolia, where the aim of curricula documents was to develop young people who are nationalistic, proud, and responsible citizens (Sid and Bazarsuren, 2016; Tibbitts, 2016b). This discourse is not only present in policy documents but also reflected at the subject level. The civics curriculum for primary education, for example, reflects only local culture, heritages, and morals.

Cambodia's national curriculum is also constructed around nationalistic goals, as can be seen from the following learning objective of the national curriculum:

> *'Be active citizens and be aware of social changes, understanding Cambodia's system of government and the rule of law, and demonstrating a spirit of national pride and love of their nation, religion and king'* (MoEYS, 2004, p. 5 in Tibbitts 2016a).

It seems that these nationalistic objectives were translated into the curriculum at all grade levels: promoting loyalty to country at the lower grades, and a more complex understanding of Cambodian political system at higher grades. However, that is not to say that the international or global dimension is absent. For example, another learning objective from the Cambodian curriculum states:

> *'Have an understanding and appreciation of other people and other cultures, civilizations and histories that leads to the building of a public spirit characterized by equality and respect for others' rights'* (MoEYS, 2004, p. 5).

What is clear, however, particularly in terms of the amount of content found is that this global perspective takes second place to a national one.

Diverging somewhat from these findings, the promotion of national identity and citizenship in Colombia was found to be one of the least emphasized 'GCED linked' topics within the curriculum. Indeed, it was only mentioned at the primary level. This may be reflective of the factions that exist throughout the country. Indeed, although, the concept of citizenship has played a key role in Colombian policy documents for the past few decades (recently, in the form of the Citizenship Competency Programme of 2011), this concept does not seem to be a particularly fixed, nationalistic one – rather one that is open to interpretation. These issues will be discussed in more detail in the 'challenges' section of this report.

In summary, there are notably mixed results in terms of knowledge-based GCED content within the intended and implemented curricula of the four countries. Most common was content relating to 'human rights,' 'civic responsibilities,' 'peace,' and 'democracy.' Content referring to 'environmental awareness and protection' was also found in all four cases. Less emphasized were the topics of 'gender equality' and 'interconnectedness and global governance' (including the term 'global citizenship'). In some cases, these were entirely absent, although it must be remembered that only a selection of the curricula was analysed in each country. Overall, little content was found that could be directly linked to GCED - primarily due to a neglect of the global level. Indeed, perhaps with the exception of Colombia, there was a clear focus on the national, with nationalistic terms a common occurrence. Finally, content that was related to GCED was generally found to be concentrated at the secondary or upper secondary level.

Competency-based learning content

In addition to providing students with knowledge of global issues, a defining feature of GCED is the competencies that it aims to develop in order to enable students to act on such knowledge. These competencies are usually divided into three domains: cognitive, value or attitudinal, and behavioural (UNESCO, 2015). For effective GCED implementation, all three should be incorporated transversally across the curriculum. This requires student-centred pedagogies and an active 'learn by doing' approach. Competencies from all three domains were present within the analysed documents from all four countries. This reflects a wider educational shift towards curricula that is more (soft) skills-based, and a focus on education that prepares students for getting on in the workplace, and in society more generally (IBE-UNESCO, 2015). However, when analysing curricula, it can often prove difficult to discern how competencies are being defined and therefore which competencies can be directly linked to GCED and which cannot. Indeed, competency-based learning goals tend to be more subjective than knowledge-based goals, and more susceptible to *cultural* (re)interpretation.

Competencies are also listed across the Cambodian documents analysed. The similarity in terms of how these are expressed throughout the grade levels and the way that they build upon each other (with more complex elements introduced at higher levels) shows a cohesion and a deliberate effort to develop key skills throughout students' school careers. Competencies include those from the cognitive domain (critical thinking, problem solving), and the value domain (valuing yourself and others, valuing a clean environment, valuing different cultures, generosity and compassion). Fewer could be interpreted as belonging to the behavioural domain, particularly at the primary and lower secondary level. Those that could were somewhat general, such as 'acting responsibly' and 'constructing and practising habits for a healthy lifestyle.' Indeed, echoing previous findings, several competencies listed in the Cambodian curriculum hinted at action but stopped short of directly encouraging it:

> *'have an appreciation of and be able to protect and to preserve their natural, social and cultural environment'* (MoEYS, 2004, p. 5).

Only one competency listed in the Cambodian curriculum can be considered to meet this criterion of GCED, referencing behaviours as well as values and knowledge and the global domain:

> *'Know, value, preserve and protect national, regional and international cultures, traditions, and arts'* (MoEYS, 2004, p. 5).

In Colombia, competency development and student engagement have been endorsed at a policy level for several decades. For example, the 1994 General Education Act (articles 13 and 37) states that education should promote citizenship and community participation, and, in 2003, the Ministry of Education (MoE) identified three types of competencies to be developed through education: basic, labour-oriented and citizenship-oriented (Riquelme, 2016). Furthermore, as encouraged by GCED, it was emphasized that these competencies should be integrated at all grade levels, and in a transversal manner. More recently, the MoE's Flagship Programme of Citizenship Competencies (2011) re-emphasized the importance of engagement and participation.

With these initiatives in mind, it is not surprising that the Colombian curriculum was found to emphasize competency development, and to place a greater focus on behaviour-based competencies - particularly social-political action. For example, this includes the objectives: 'participation in civic protest on global issues,' and 'attending debates on socio-political issues.' However, the global dimension is missing. Further, and also reflecting previous findings, this promotion of participation does not seem to emerge until the secondary level. This is something that will be picked up in the recommendations section of the report.

The more general GCED competencies are also reflected in Mongolia's core curriculum. Once again these cover the three domains: cognitive (problem solving and communication), value based (learning together, tolerance and learning to value nature), and behaviour based (being responsible and 'behaving properly'). However, as in the case of Uganda, these competencies focus mainly on values. The civics curriculum, for example, emphasizes respect for oneself and for others. This was present at

all levels of the Mongolian education system, however, was particularly stark at the primary level. While the competencies found here underpin GCED, their somewhat general construction means that they cannot be considered directly linked to GCED.

More specific competencies that can be considered aligned with GCED were also found in Mongolia's curriculum. This includes the learning objectives found in the core civics curriculum:

> *'Think internationally, regionally and locally and aim to contribute to creating a healthy society.'*

> *'Participate in community activities on natural and environmental protection.'*

> *'Ways to engage in addressing issues of global importance in the community.'*

Finally, competencies are also central in Mongolia's teacher training curriculum. This also covered the three domains, and included: 'engage with diverse groups and perspectives', 'able to work in teams, communicate and learn together', and 'respect for freedom and human rights'. Again, these sentiments are clearly supportive of GCED, however, an explicit reference to the global level is still missing.

Key competencies linked with GCED were found throughout Uganda's analysed documents. This includes cognitive-based skills, such as critical thinking and problem solving, cognitive/interpersonal skills, including communication, cooperation, and conflict resolution, and value-based competencies, such as having respect for others, empathy and care and compassion. Whereas behaviour-based competencies were also present, these were far less common. For example, a learning aim from Uganda's National curriculum framework is:

> *'To promote understanding and appreciation for the protection and utilization of the natural environment, using scientific and technological knowledge and skills.'*

While this ticks many GCED boxes including essential value-based competencies concerning the environment, and the importance of developing and using scientific knowledge, it does not extend to the behavioural domain. That is to say, students are not encouraged to *actively* protect the environment. Indeed, it is noted that competencies found in Uganda's national curriculum that can be linked to GCED, were mostly value-based (Tibbitts, 2016c). These included developing moral, ethical and spiritual values in students, as well as tolerance, integrity, human fellowship, collaboration, appreciation of diversity, and civic responsibility. The majority of these competencies were repeated in Uganda's primary thematic curriculum, as well as at the secondary level in the social studies curriculum with some additions.

Behaviour-based competencies were more common at the secondary level in Uganda, although still somewhat rare. The social studies curriculum, for example, included the aim 'to promote and practise desirable values in society…' as well as; 'caring for physical features' (not littering or polluting), and participating in local community by identifying and suggesting solutions to problems of social services in the district. Similarly, Uganda's history curriculum for secondary level emphasizes developing the skills in students so that they can solve problems of the community. However, in neither of these cases is it mentioned how students can use these skills to tackle more global issues.

Finally, and showing consistency throughout the education system, competencies from all three domains were also present throughout the teacher's life-skills document. Broken into five key categories, these are: skills of knowing and living with oneself; skills of knowing and living with others; life skills for making effective decisions; application of life skills in the world of work; and life skills as a tool for making good leaders. Once again, these skills could not be connected to engagement and participation with regard to global issues but instead, were skills for daily life (Tibbitts, 2016c).

In summary, findings reveal a shift towards the inclusion of competency-based learning content throughout school curriculum. However, the focus of these competencies, and the way they are integrated were not found to be consistent, rather the behavioural domain was found to be lacking overall and at the primary level particularly. In contrast, cognitive and value-based or attitudinal

competencies were the most commonly found. These findings echo those of Cox (2017), who, in analysing the curricula of ten countries worldwide, also found the behavioural competency domain particularly sparse. In contrast to this study however, Cox also found the attitudinal domain comparatively lacking. Whereas all of the competencies present in the analysed documents were supportive of GCED, many of the learning aims remain general. Furthermore, as no definition of terms is provided, we must speculate as to how these competencies are being understood. Finally, it is important to note that very few competencies could be said to link directly to GCED, given that most failed to promote action, or develop attitudes or behaviours on global issues.

GCED situated in context

Situational analyses were conducted in the four countries to better situate GCED in each context and to help understand the main challenges and opportunities with regard to its implementation. The nature of these situational analyses varied from one country to another. Whereas some drew heavily on surveys and interviews (such as Uganda), others focused on more in-depth policy and document analysis (such as Mongolia[2]). The section begins by presenting the opinions and perspectives of stakeholders that were surveyed as part of the data collection. It then discusses the main challenges and opportunities that arose from the situational analyses. Finally, more general recommendations are made, based on the main findings of all eight reports from the four countries.

The opinion of stakeholders

In three out of the four countries, key stakeholders were surveyed and/or interviewed to better understand the current situation of GCED in each context, and to identify the main challenges and opportunities surrounding its implementation. Due to time constraints, this was not possible in the case of Mongolia. The data collection in each location varied in terms of methods used, stakeholders involved, and the scope of the research.

The survey conducted as part of Cambodia's situational analysis, focused on curriculum developers (specifically history and morals-civics textbook writers). Interviews were also held with key stakeholder representatives from the MoEYS. These surveys were conducted during a recent workshop held by the department of curriculum, to establish the opportunities for integrating GCED across Cambodia's education system. Based on twenty-two completed questionnaires, findings showed that all respondents considered GCED topics important. Moreover, they believed that GCED could be integrated into numerous subjects, including Geography and the Khmer language, and need not be limited to History and Morals/Civics education (Vicheanon, 2016).

Overall, the majority of respondents believed that most GCED topics were relevant to Cambodia's history and moral/civics subjects, and could be incorporated into their curricula. This was particularly true of knowledge-based content. For example, the majority of respondents believed that learning about 'local, national and global systems and structures' was highly relevant and could be easily incorporated into curricula. However, opinions were more divided in terms of the more values-based topics, such as 'difference and respect for diversity'. Content relating to 'getting involved', including learning objectives such as 'taking action to improve the world we live in' and 'civic engagement' and 'community work', received the most divided responses, with differing opinions as to whether this content could be easily integrated into current history and moral/civics curriculum (Vicheanon, 2016).

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[2]Given the nature of Mongolia's situational analysis, most of the findings have been incorporated into the 'intended curriculum' section of this report.

In Colombia, sixteen semi-structured interviews were conducted with key stakeholders from public and private national and local authorities and universities, as well as with NGOs working on GCED themes. One focus group was also conducted with (twelve) public and private school and university teachers, as well as one focus group with lobbyist students from twelve public and private schools in Bogota.

Interview data revealed that several key GCED-based topics are currently under-represented in schools. Most notably, these were topics relating to the environment, human rights and global governance and global systems (Camargo, 2016). It is particularly noteworthy that experts felt these topics were under-represented, given that a number of policies over recent decades have specifically focused on such elements. This reveals a concerning gap between policy and practice, which can perhaps be partly explained by Colombia's highly decentralized education system, the disparity between regions, and the lack of expertise and support afforded to schools to implement such policies. This issue will be further discussed below, in the Challenges section of the report.

In Uganda, surveys were conducted with over 1000 stakeholders. Interviews and focus groups were also conducted with teachers and students from primary and secondary schools. Findings revealed that teachers and other instructors believe in the value of GCED and feel it is important to increase GCED content in the curriculum, connecting current learning topics with global events. Interestingly, despite this enthusiasm, few teachers believed that GCED should be made compulsory. Teachers expressed a desire for increased support and collaboration, including more teacher training and greater international exposure for teachers, students and principals. Indeed, the lack of exposure, skills, and knowledge as well as fear of the new proved to be the main concerns of teachers (Ssembirige, 2016).

Students also expressed an interest in GCED – particularly with regard to learning about diversity, and the lifestyles and customs of people in different countries. For many, however, the notion of being a global citizen was somewhat new, and the concept was given various interpretations. Furthermore, student-centred, active learning was found to be particularly popular among students. Indeed, students listed their favourite 'GCED-connected activities' as debates, discussions, collaboration, dramas, experimentations, and excursions. Students also called for more ICT incorporation. In terms of challenges, the main concern of students was that they are not able to study GCED topics in enough detail and - like their teachers - they felt that there was a need to enrich the current content (Ssembirige, 2016).

Principals and curriculum experts also believed in the importance of GCED, and proposed numerous ways in which it could be expanded and mainstreamed in the Ugandan education system. Their ideas included: research into the (longer term) impact of GCED in schools; development of guidelines for the delivery of GCED at all education levels; training teachers on GCED content and pedagogies; development of supplementary materials (prime readers, charts and cards); and compulsory implementation of GCED in all grades of primary and secondary school as well as in teachers' colleges (Ssembirige, 2016).

Challenges and opportunities

The situational analyses conducted and the range of stakeholders who participated helped shed light on key issues that might impact GCED implementation in each context. Whereas some of the challenges highlighted were found to be common to all contexts, others were more complex and country-specific. This shows the great importance of understanding the *socio-cultural, economic and structural* issues at play at the national and sub-national levels, if GCED is to be effectively implemented.

In light of new curriculum development in Cambodia, the main challenges faced with regard to GCED are issues of professional capacity. Strengthening this is essential at all levels, from curriculum development to implementation. At the curriculum design level, there is currently a lack of strategic planning, with development taking place in a somewhat ad-hoc manner (Vicheanon, 2016). Improved communication and cooperation is needed among experts to ensure that GCED is integrated transversally, so that key messages are reinforced and developed at each grade level, and within each subject. To this end, it is recommended that the Department of Curriculum Development is comprised of local as well as national experts, who can produce and review proposed curriculum changes (Vicheanon, 2016). This curriculum

development stage must also include the design of supplementary materials, as well as appropriate assessment strategies at all school levels.

At the implementation level, lack of quality teacher training has been a challenge for several decades, and there should be continued efforts to address this issue. This is a particular problem in rural areas, where schools have been facing a shortage of qualified teachers, as well as poor performing teachers and teacher absenteeism. Data shows that almost 8% of teachers at the upper secondary level are only qualified to teach at the lower secondary level. Further, around 20% are assigned to teach subjects, which are not their specialisation (MoEYS, 2015 in Vicheanon 2016). Other challenges at the school level include a shortage of instructional materials, and poor school governance. Together, these issues are reported to produce low-performing students.

Although there have been clear efforts made in Mongolian's more recent curricular documents to incorporate GCED (particularly within the social science curricula), it is still a relatively new concept and there remains a lot of room for expansion of content. That is to say, there needs to be greater depth of GCED content, as well as greater breadth. Currently, this content is contained within the framework of traditional morals and heritage. It is therefore important that links are made at the global level. Beyond this, a key challenge highlighted in the data is the great demand for teacher training, renewal of teaching and learning resources and the need for increased public awareness and support. This is perhaps particularly important in rural areas, where issues of the quality of education and student drop-out are particularly pertinent.

Regarding issues of GCED implementation in Uganda, it is noted that there is still some way to go in order to effectively incorporate GCED content into curricula:

> *'The overall aims of the Ugandan education system have some links with GCED concepts such as citizenship, peace education and human rights education. However, we ultimately did not see direct links in the curriculum with the aims and concepts of peace education and human rights education. The references to globalisation generally relate to either national economic interests or demands from the international community'* (Tibbitts, 2016c).

Although topics linked to GCED were found in a number of subjects (including social studies, religious education, English, local languages, political education, music, dance and drama, geography and Kiswahili), these were not enough to claim GCED implementation, and stakeholders reported that there is currently not a cross-disciplinary or 'transversal' approach to integrating GCED. Challenges were also revealed beyond the intended curriculum. The majority of teachers and other instructors interviewed, for example, claimed they had never received any sort of formal training in order to teach GCED's competency-based learning content. Given that the teacher-student relationship in Uganda is somewhat traditional and hierarchical (that is, the teacher dictates to students from the front of the class), this training is essential to ensure lessons become more student-centred. Interviewees noted that there are currently no specific teaching and learning materials dedicated to, or closely linked to, GCED and neither are there textbook guidelines in place that are specifically geared towards GCED.

The comprehensive survey carried out as part of the situational analysis in Uganda also asked teachers what they considered the 'greatest factors that hindered the development of GCED practices in schools' to be. Over one quarter of the primary school teachers surveyed believed the single biggest challenge was lack of training and professional support. This was followed by the content of the syllabus. Other factors included lack of support from school directors, lack of teaching and learning materials, and – as discussed - current teaching pedagogies that are not conducive to GCED. Although large class size and lack of facilities are significant challenges facing the Ugandan education system, few teachers saw these issues as a barrier, with just under 8% reporting that the school environment was not favourable to GCED.

Yet, the surveys also showed that teachers and principals were motivated to address these challenges. A significant number of teachers surveyed in Uganda, for example, communicated an interest in participating in trainings about GCED, and attending refresher courses and seminars. This was supported by principles who further emphasized the importance of teacher training (addressing both

GCED learning content and pedagogies) and teacher seminars. Other recommendations included policy that emphasizes GCED, mainstreaming GCED across the curriculum, greater cooperation with external experts, and improved materials and textbooks.

Finally, in the case of Colombia, whereas there were found to be numerous cross-overs with GCED in terms of national policy and curricula documents (particularly in the areas of human rights and civic engagement), significant structural factors present challenges for GCED implementation. Not only does conflict affect every aspect of Colombian life, but its decentralized, autonomous education system and regional inequalities provide challenges for effective policy implementation and maintaining standards. If school-based administration and leadership is weak, autonomy in this context can lead to stagnation, particularly given the fact that Colombia currently lacks a national curriculum framework (Riquelme, 2016).

Concerns in light of these issues became apparent during interviews that were conducted with experts. A number of examples were provided to demonstrate the gap between policy and practice. This includes the Environmental Education National Policy of 2002 that established school projects that focused on developing knowledge, respect and responsible management of the environment, known as PRAE. Only in very few cases has this policy been implemented; 'in the majority of schools, PRAEs are no more than archived documents' (Camargo, 2016). Furthermore, even in cases where the policy has been taken up, a global approach is still lacking. In comparison, and somewhat evident in the curricula analysed for this report, the Citizenship Competencies Standards (2004) made a much greater impact. Camargo (2016) argues this is due to the policy's clarity, sequencing, and its link to national tests. However, challenges remained. As well as there still being a lack of implementation strategy and guidelines, as with PRAE, it is noted that the policy has had a very unequal geographic impact, and is still 'all but unknown' in some regions of the country.

Therefore, whereas policy and intended curriculum may reveal that the GCED agenda is being pursued, it is clear there is still much work that needs to be done in terms of translating this into effective classroom practice. It is a particular concern of teachers, that classroom teaching is falling short in the areas of democracy, peace and mediation – especially crucial in the Colombian context. In order to achieve this, there is a need for more concrete guidelines and greater support and training for schools in all regions. There is also a need for improved supplementary tools and materials.

Colombia's situational analysis also reveals the impact of the content and structure of the curriculum, and how this may not be conducive to aspects of GCED. This includes a religious approach to education and a focus on 'family and national love'. There also appears to be a disconnect between important topics, which negatively affects students' understanding. For example, the separation of ethics and politics in the curriculum means that focus has been on civic responsibility and 'citizen coexistence' and not on 'justice, peace, democracy, and participation':

> 'Are we thinking about citizens who simply coexist, or are we thinking about citizens who are empowered, critical and are able to create tension?' (Teacher participant in focus group, Camargo, 2016).

Socio-political factors may also hinder GCED implementation. Due primarily to internal conflict and the great regional inequalities that exist in the country, the notion of global citizenship may seem distant, and not a priority for Colombians. The country is one where values and identities are localized (meaning also that the notion of citizenship varies from one place to another), and it is felt that a 'cultural and political system of distrust towards others' (Camargo, 2016) has developed. This results in a lack of belonging much beyond the family, as Colombians 'have high rates in terms of family social capital, and very low rates in civic social capital' (Juan Camilo Cárdenas, economics professor, in Camargo, 2016). This has also resulted in somewhat of a 'resistance culture' that also extends to the school. The resistance of centralized reform may mean that policy implementation, especially in more marginalised regions, is particularly difficult. These issues are exacerbated by the fact that there is little chance for exchange and interaction between students from different socio-economic or regional

backgrounds. 'GCED has to recognize that it is not possible to promote global citizenship without strengthening local exchanges, studies, actions, and values' (Camargo, 2016).

Given these significant structural challenges, learning content that calls for a global focus and a sense of global citizenship may seem like an unrealistic priority. However, rather than be seen as a side issue, GCED can be seen as an opportunity through which to address some of Colombia's most pressing problems, particularly those of conflict and division. For example, as suggested by experts interviewed as part of the study, learning about conflict in other parts of the world may help students better understand their own situation as well as their rights and the opportunities they have for restoring peace and justice. Indeed, GCED's focus on human rights, peace, collaboration, tolerance and democracy to name a few, can only help to educate a generation that not only understands and values these concepts and further, but also has the skills and motivation to act upon them:

> '*To work on national identity is perhaps more important with globalization. Our children are now, more exposed to other realities. If we have a global reference to build our own notions of citizenship this can be very powerful, but it is important to make them fit*' (Teacher participant in focus group, Camargo, 2016).

In summary, even though we have seen some very context-specific issues providing potential barriers to GCED implementation, findings also reveal challenges that are common to all four countries. These include curriculum that, although links to GCED and is supportive of its objectives, essentially lacks a global perspective and stays within the traditional civics or citizenship education framework. Findings also suggest that currently GCED content is contained within one or two key 'carrier subjects' and is not implemented transversally, nor as part of a whole school approach. Furthermore, in none of the countries is GCED implemented as a separate subject and in no cases were textbooks or supplementary learning material found that could be considered GCED. Lack of, and a need for improved teacher training, also emerged as a common issue.

Recommendations

When understood together, the analyses conducted in the countries of Uganda, Mongolia, Colombia and Cambodia, provide an overview of GCED implementation in each country and the main challenges and opportunities that exist. The document analyses offer a preliminary understanding of the intended curriculum. This includes those topics or issues that *are* present in the intended curriculum (and the extent to which these are present), those topics or issues which are *absent* from the intended curriculum, and those topics or issues that may *contradict* GCED. The situational analyses - particularly the interviews with key stakeholders - help us better understand the importance attributed to GCED. Crucially, this data also provides an insight into the implemented curriculum, and highlights whether there is a gap between policy and practice. Despite certain challenges, findings from both sets of data reveal that important steps are already being taken in terms of GCED implementation and highlight opportunities to help reinforce and expand on this. As well as the presence of content that can be linked to GCED both directly and indirectly, interview and survey data revealed that key stakeholders believe in the relevance and the importance of GCED, and are willing to support and participate in efforts to step up implementation efforts. Based on specific findings from these four countries, a number of general recommendations are made to help support GCED implementation worldwide.

Strengthening GCED links in curricula

In all countries, content that is supportive of GCED was found. Particularly common were topics such as human rights, peace, democracy, equality and diversity, as well as certain competency-based content, particularly from the value/attitudinal domain. This content appears more prevalent in newer curriculum documents - for example, Uganda's Revised Education Strategic Plan contains many more GCED buzz terms than does its predecessor. This shows that there exists a growing awareness of GCED

and a motivation to incorporate content into curricula. Such content that, while not directly linked, is clearly supportive of GCED, provides an excellent starting point from which to develop material.

One way that GCED links could be strengthened is by incorporating the global perspective. Indeed, a common finding seen time and again across all four countries, was content that expressed GCED values (such as tolerance or respect for diversity), but did not express these beyond the national level – for example, 'cultural diversity within Uganda.' The addition of the global dimension is key in order to get students to think outside of their immediate surroundings and beyond their national borders. In doing so, they will begin to understand the importance of global differences, global similarities, and the importance of working together to address global issues. Furthermore, developing this bigger-picture view and a multicultural mind set is essential if students are to thrive in an ever globalizing, interconnected world. It is important to note however, that this global perspective is an addition, not a replacement of the local. Indeed, local knowledge and perspectives are of key importance, and help ensure that content is relevant to students; it is the interaction between the local and the global with which GCED is concerned. Finally on this note, it is important to strike the right balance between these perspectives. For example, whereas some references to the international or global dimension were found, this content was far outstripped by nationalistic content. Therefore, it is not enough that a global perspective is present in curricula, rather, it should be included as a consistent dimension of learning topics and competencies. Similarly, language used when discussing the local or national dimension should be carefully considered. Content that promotes a superior view of the nation may negatively affect students' perspectives of other countries and cultures.

Another key area where development is necessary is the need to increase the presence of the behaviour-based domain. Except for Colombia, this domain was by far the least represented. In all four countries, competencies that address behaviour and call for student action were particularly neglected at the primary level, and in some instances also at the lower secondary level. This is addressed by Tibbitts (2016a; 2016b; 2016c) and Riquelme (2016), who call for the 'expansion of verbs' within curricula, making some specific amendments to learning objectives. For example, it is recommended that the learning objective found in Cambodia's national curriculum: 'have an appreciation of and be able to protect and to preserve their natural, social and cultural environment' (MoEYS, 2004, p. 5) is changed to: *have an appreciation of and actively protect and preserve their natural, social and cultural environment'* (Tibbitts, 2016a). Similarly, it is recommended that the following learning objective from the Ugandan National Curriculum (discussed earlier in this report), is also developed – as indicated by the underlined text:

> *'To promote understanding and appreciation for the protection and utilization of the natural environment and to actively care for the environment using scientific and technological knowledge and skills'* (Tibbitts, 2016c).

The expansion of verbs is also an explicit recommendation in the Colombian context. As argued by Riquelme (2016), this need not only serves the behavioural domain, but can equally be used to enrich all three competency domains. Specifically, Riquelme calls for the use of the verbs *understand, know, recognise, identify, analyse, assess,* and *argue,* to be a key part of competencies of the cognitive domain. In addition, verbs such as *express* and *respect* to be used within the value/attitudinal domain, and *'participate'* to be used within the behavioural domain.

Furthermore, as already stated, it is important that these competencies are integrated across all grade levels, and can be used with increasing complexity as students mature. This is not just limited to competency-based content, but it is true for all GCED content. Indeed, many important GCED topics were found to only emerge in upper secondary education, particularly those focusing on global systems and global issues. Moreover, this content should not be limited to key carrier subjects, nor to the subject of GCED, but should be integrated across all disciplines, including within traditional 'core subjects' such as maths or languages. Through transversal integration, education will become holistic and students will understand the importance of internalizing GCED perspectives, values and behaviours, applying them to all learning topics and all aspects of life. Yet, this transversal approach to GCED was not found in any of the four countries, rather links to GCED seemed contained within the

social sciences. Indeed, from a practical point of view, it may prove necessary to integrate the majority of knowledge-based content within a few key carrier subjects. The fact that the curriculum of all four countries contained subjects that can easily be adapted to act as carrier subjects, provides an excellent foothold for the expansion of GCED across the curricula. However, the competencies, pedagogies and perspectives that GCED promotes can and should be taught across all subjects as well as absorbed in the ethos of the school; resulting in a holistic or whole school approach.

Development of learning materials and textbooks in line with GCED

To support these strengthened curricula and ensure effective classroom implementation, it is also essential that textbooks and supplementary learning materials are designed with the above recommendations in mind. As data from the four countries has shown, these are currently lacking. Textbook guidelines should emphasize the importance of global issues and global perspectives. Further, this material should be developed with the student in mind – providing eye-catching, varied activities, that puts the student at the centre of the learning process and encourages thought, engagement and action.

Quality, comprehensive teacher training

The lack of teacher training has also surfaced several times throughout this report in the contexts of all four countries. Surveys conducted as part of the situational analyses, found that teachers feel themselves to lack the knowledge and skills to effectively integrate and teach GCED. This seems to be particularly true in rural areas. Certainly, the teaching of GCED may be a new and somewhat daunting undertaking for many – especially in terms of pedagogical methods.

It is essential the teacher training is comprehensive and as well as addressing knowledge, it should include attitude, behavioural and pedagogical training. This will help to ensure that teachers are able and motivated to incite change within their students. Furthermore, GCED training need not be administered separately, yet should be integrated into all aspects of teacher training programmes, from pre to post qualification. Indeed, this can be used as an important opportunity to address some of the more general teacher training issues we have seen. This requires support at both the national and local level, to strengthen training programmes and ensure that this is done with GCED guidelines in place. This is particularly important in countries with high levels of school autonomy, such as Colombia. Quality, comprehensive, 'GCED focused' teacher training in these cases, will help equip and empower teachers, so that they may effectively adapt national curricula guidelines in a way that is most relevant to their context. In turn, this will help engage and enthuse students.

An approach to GCED that empowers schools, teachers and learners

Following on from the above recommendation of improved teacher training that should motivate and properly equip the teacher, it is also important that the approach to GCED is one that puts the school at the centre, and empowers both teachers and learners. Indeed, we should be weary of solely 'top-down' measures, where rigid policy is implemented uniformly across schools. Rather, this should be reconciled with a bottom-up approach that puts important decisions in the hands of the schools, and enables them to take ownership of GCED implementation. This is particularly important in contexts such as Colombia, where there is currently a gap between policy and practice, deep factions in the country, and a mistrust of centralized reform:

> 'In a country affected by armed conflict, it is imperative to take into consideration and to work from the singularity of experience of each territory. It should be discovered, from this particular experience, what and how to train citizenship, and how to address this issue from the territories' own agenda, considering how conflict has particularly affected each school. This implies recognizing who the students are, how is their own world and their context, and what is their story' (Camargo, 2016).

This approach will enable local authorities and schools to work together to ensure that programmes are contextualised to best suit the needs and experiences of students. Given the aim of GCED – to act singularly and together to bring about change at the local and global level – it is key that teachers and students are acknowledged as change-makers and are treated as such.

Providing schools with greater autonomy in this respect provides many opportunities. However, it also brings some risk. Therefore, it is essential that at the central government level, core curricula frameworks and policy guidelines are clear and comprehensive, ensuring that they complement current programmes and do not result in disjointed, overcrowded curriculum. Moreover, it is necessary that GCED is incorporated into school assessment, providing important accountability and a way of clarifying standards and gauging learning outcomes.

Assessment for GCED that is multi-faceted

Assessment will help to ensure that GCED learning material is not side-lined or neglected altogether in favour of more traditional, core subjects. This is particularly important if, as we have seen, GCED is not integrated transversally across the curriculum. However, given the holistic nature of GCED, it is also essential that this assessment is multifaceted, and not reduced simply to standardised testing that (on its own) will fail to fully capture students' competency development - particularly regarding the values/attitudes and behaviour domains. Therefore, it is recommended that a range of assessment techniques are used to measure student outcomes in key GCED areas. These might include portfolios, presentations, school or community projects and regular teacher assessments, to provide some ideas. As well as motivating students, this 'holistic' assessment will also promote teaching quality.

Increased cooperation and collaboration with in-country organizations

Finally, reports from all four countries show that there is already a number of organizations involved with GCED that are working on many of the issues discussed here. These include public, private and third sector organizations that have varying foci and serve different parts of the population at different levels. It is essential to build on already-existing projects, and to share knowledge and experience from various perspectives with various stakeholders. This collaboration will help expand the reach of GCED. Indeed, this report has focused only on the formal education sector. Partner organizations can help bring GCED to non-formal education and out-of-school clubs, as well as to adult-education. This is essential in terms of reaching the most marginalised members of society, particularly in countries where poverty and inequality are high. Such an approach will help to streamline GCED integration nationwide, resulting in a more deeply integrated approach to GCED at all levels of the education system and beyond.

Concluding remarks

The authentic vision of GCED, as highlighted throughout this report, is to foster the knowledge, values, skills and behaviours of learners in a well-balanced manner, so that they are able to use these attributes to become responsible citizens of their community, their country and the world. Through a holistic, transformative approach in understanding global and local phenomena, the learners should be encouraged to reflect on the values of GCED and act upon them towards a more inclusive, fair and sustainable society.

The findings of this report reveal important information regarding the presence or absence of GCED within the educational policies and national curricula of four countries: Cambodia, Colombia, Mongolia and Uganda. Most of these findings were discussed during a GCED workshop, held jointly by APCEIU and IBE-UNESCO, in Geneva, in November 2016. Education experts from the four countries and the two international experts, who produced the situational analysis reports mentioned in this report, participated in the workshop and provided their input and expertise. The discussions held during the workshop highlighted that regardless the strong contextual backgrounds of the four countries, the

progresses made towards GCED implementation within their curricula and the challenges faced by them were very similar. Additionally, these issues were also consistent with the results of previous comparative studies carried out by IBE-UNESCO in partnership with APCEIU and international consultants (Cox, 2017; IBE-UNESCO, 2016). This reinforces the assumption that discussions such as the ones held during the workshop as well as the analysis presented in this report provide room for improving and facilitating the exchanges among different stakeholders and encourage critical reflection on the different issues related to GCED. Undoubtedly, progress still needs to be made in order for GCED to be successfully implemented at the national and local level, and especially in terms of fostering action through the promotion of behaviour-based competencies. What this report highlights, however, is that dialogue with stakeholders from both outside and within a country's education system, ranging from central government officials to teachers and international experts, is a first step towards fostering a systemic approach to GCED.

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Annex 1

Matrix for coding categories of curriculum contents on global citizenship and associated concepts.

I. Justification and general orientations about GCED.	III. Attitudinal (socio-affective) domain categories.
1. Justification of GCED (socio-economic, political, cultural, moral).	*Multiple identities:*
2. Global Citizenship (affirmation; characterization).	14. Humanity as privileged referent of identity.
II. Cognitive domain categories.	15. Nation as privileged referent of identity.
Global systems, structures and processes:	16. 'Embedded identities': local, national, regional (supra-national), and global.
3. Global governance systems, structures (institutions) and processes.	*Difference and respect for diversity: multicultural and/or international contexts-levels:*
4. Humanitarian law, human rights, peace building, rule of international laws.	17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts).
5. Trans-national corporations.	18. Discrimination, racism. (Referred to intercultural or international, regional or worldwide contexts).
6. Other (global systems).	19. Values and attitudes for Global Citizenship.
Global issues:	**IV. Behavioural domain categories.**
7. Globalization (socio-economic, political, cultural).	*Engagement, participation, actions:*
8. North-south relationships, developed-developing interconnections, interdependence.	20. Current and future participation in civic protest on global issues.
9. Climate change, biodiversity, sustainable development.	21. Information and debates on socio-political issues of global reach.
10. Global poverty, global inequality.	22. Direct action on issues of global reach.
11. Genocide, terrorism, war, refugees.	
12. Diseases (Ebola, HIV & AIDS).	
13. Other (global issues).	