



ACER–APCEIU Global Citizenship Education Monitoring Toolkit

For Teachers, Schools and System Leaders

**Rachel Parker, Amy Berry, Payal Goundar and
Karena Menzie–Ballantyne**

November 2024



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Abbreviations and acronyms

ACER	Australian Council for Educational Research
APCEIU	Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
ASEAN	Association of Southeast Asian Member Nations
DOI	Digital Object Identifier
GCED	Global citizenship education
ISBN	International Standard Book Number
KWL	Know, want to know, learned
LEGO	Derived from Danish phrase ' <i>leg godt</i> ' which means 'play well'
NGO	Non-government organisation
SDGs	Sustainable Development Goals
SEA-PLM	Southeast Asia Primary Learning Metrics
SEAMEO	Southeast Asian Ministers of Education Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WWF	World Wide Fund for Nature

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Foreword

At a time when humanity is acutely aware of its vulnerabilities—both personal and planetary—there is a resounding call for global citizenship education (GCED) to foster peace, human rights, and sustainable development. These ideals, while widely embraced, often lack clear, actionable frameworks for implementation, monitoring, and evaluation. The *ACER-APCEIU Global Citizenship Education Monitoring Toolkit* seeks to bridge this gap, offering practical guidance for systems, schools, and educators to realize the transformative potential of GCED.

This toolkit is the product of three years of dedicated research by ACER and APCEIU and stands as a meaningful outcome of the collaboration between these two institutions. It reflects our shared commitment to advancing GCED and supporting all stakeholders in education—educators, school leaders, policymakers, and learners themselves—across the globe.

GCED is the cornerstone of creating a world where human rights, peace, and sustainable development are not just aspirations but lived realities. Yet, achieving these outcomes requires more than rhetoric. It demands a structured approach to identifying essential elements—such as core content areas, learning outcomes, and transformative pedagogies—while adapting these to diverse local contexts. This toolkit achieves this balance, presenting guidance to navigate GCED implementation while honouring the unique challenges and opportunities of different environments.

Central to the toolkit is an inquiry cycle—a collaborative, reflective process familiar to education stakeholders—that serves as a mechanism for continuous growth and adaptation. By focusing on discovery, design, implementation, and evaluation, the toolkit empowers stakeholders to assess their starting points, set meaningful goals, and measure progress. At its heart lies a commitment to fostering depth in GCED practice, encouraging educators and learners alike to move beyond surface-level awareness to deep understanding, and impactful action.

This publication also recognises the vital roles played by all education stakeholders in building a robust GCED ecosystem. It emphasises the importance of inclusive collaboration, where diverse perspectives enrich the planning and execution of GCED initiatives. Importantly, it promotes the agency of young learners, positioning them as active participants in shaping a more just and sustainable world.

This toolkit is a timely and invaluable resource for educators and decision-makers committed to aligning their practices with the global imperatives of peace, equity, and sustainability. By equipping stakeholders with the tools to plan, enact, and evaluate GCED effectively, it inspires confidence and clarity in navigating the complexities of GCED.

May this toolkit serve as a catalyst for meaningful change, transforming education systems, schools and classrooms into powerful enabling environments that support the implementation of GCED.

LIM Hyun Mook
Director of APCEIU

Executive summary

There is no shortage of statements declaring the need for education to foster peace, human rights, and sustainable development, at a time in history when we are acutely aware of our own vulnerability, and that of the planet. What we lack, however, are clear ways to plan, enact, monitor, and evaluate global citizenship education (GCED) programs for quality and efficacy.

In the *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development* (hereafter referred to as the *Recommendation for Peace, Human Rights and Sustainable Development*) adopted in 2023, UNESCO called for increased efforts to **bridge the gap between ideals and implementation** (UNESCO, 2023). The *ACER-APCEIU Global Citizenship Monitoring Toolkit* helps systems, schools and teachers understand where to start, where to focus their efforts and what progress looks like.

Elements of global citizenship education programs

This toolkit recommends that GCED programs include both *essential* and *contextual* elements. This delineation enables educators to identify the essential elements to include, and what elements they need to develop based on their country and classroom context. This ensures GCED implementation is robust and enables continuous improvement.

- **Core content areas:** Interconnectedness, peace, human rights, and sustainable development.
- **Measurement domains:** knowing, valuing, and doing.
- **Depth continuum:** surface, deep and transfer.

Contextual elements

- **Transformative pedagogies:** the active and collaborative teaching and learning strategies you use to foster global citizenship knowledge and skills.
- **Contextual content areas:** Content areas relevant to your context and curriculum.
- **Skill development:** the skills and dispositions described in your policy and curricula.
- **Common language for GCED:** local definition of global citizenship and the process of developing a shared language about GCED relevant to your context.

GCED stakeholders

Each stakeholder group of teachers, school leaders and education system leaders, has a key role to play in fostering global citizenship. This starts with their own values and understandings and involves supporting each other in the process. The toolkit uses an inquiry cycle as the central mechanism for GCED planning, implementation, and evaluation. This enables stakeholders to collaborate to identify success, solve problems and continuously develop their GCED practice.

Stakeholders' expertise, their ability to communicate and implement their GCED goals, understand their learners and colleagues, and use evidence to make decisions, is key to their success in GCED. The inquiry cycle helps stakeholders to determine their current needs, identify a way forward, plan, take action and evaluate their impact, then repeat the cycle as often as needed.

Inquiry Cycle

The key features of each stage of the four-phase inquiry cycle are outlined below.

1. Discovery and goal setting

Understand yourself to understand others. Most, if not all, GCED explorations require learners to start with themselves. For example, to foster empathy and respect for multiple perspectives, you must first identify your own feelings and perspectives to appreciate the feelings and perspectives of others. Reflecting on your own values, skills, knowledge, gaps, and questions lays the groundwork for the next phases.

Appreciating diversity includes acknowledging the diversity within and across the education sector and its professionals: Teachers, leaders and policy makers bring varying levels of knowledge and skills to GCED. As you support learners at their point of need, goal setting should also build on your professional needs and priorities.

Collaboration is both a GCED skill and a way to enact GCED in systems and schools: To learn and grow together and mutually reinforce our development and commitment to GCED, look for ways to collaborate with each other at each point in the cycle. This includes teachers with students, school leaders with teachers, and departments with their school communities.

Involve learners at every stage: Children and young people are the key rightsholders to education and can demonstrate strong understanding and care about GCED issues. As GCED aims to empower learners as global citizens, this toolkit includes young people in goal setting, planning, implementation, and evaluation. Learners will develop key global citizenship skills through this process and the implementation process will be enriched by their contribution.

2. Designing and developing a plan

Design with depth in mind: The concept of global citizenship and its related topics is expansive. GCED provides many opportunities for integration across learning areas, as well overt value and skill development. In planning, consider how you can support students to move beyond surface level awareness to deep understanding, developing their skills through applied knowledge and collaboration with others.

Engage with potential challenges: When challenged, it is tempting to revert to what is safe and known. This is why enactments of GCED are sometimes superficial, rather than deep or transformative. While change takes time and hurdles will appear, taking the time to plan for challenges makes them more readily overcome.

Engage with resources: The prospect of change can feel overwhelming and isolating, particularly without a readymade community of supportive colleagues. Looking *inward*, you can draw on relevant experiences, and looking *outward* to learners, colleagues, community, NGOs, online groups, and resources will help you feel connected, confident, and capable to plan for effective GCED.

3. Implementation and evidence gathering

Gathering a range of evidence reflects the multidimensions of GCED. GCED is designed to impact learners' understandings, values and attitudes, and behaviours. Using a variety of evidence gathering strategies at multiple points in time allows us to determine how much our own, and our learners' thinking, values and behaviours have changed.

4. Reflecting and evaluating

Support reflective practice: Stakeholders will approach this toolkit with varying levels of experience and understanding of reflective practice. Reflection is key to GCED and professional learning in general.

Understanding the different ways and purposes for reflection will enhance practice and create an 'inner' inquiry cycle of learning and growth as facilitators and leaders.

Evaluate ourselves, evaluate our impact: Use the evidence collected to inform judgements about the impact of GCED on students' thinking, values and attitudes, and behaviours. Consider learners' judgements about the learning experience, as well as your own self-evaluation. This information combined forms a useful base for the next cycle of improvement.

In summary, this toolkit offers education stakeholders a comprehensive picture of global citizenship acknowledging the multiple dimensions and complexity of GCED, while at the same time presenting a manageable way for stakeholders to enact and evaluate GCED in their contexts. The notion of *depth* is an important addition to thinking about GCED. The toolkit encourages users to consider the depth of their own understanding and enactment of GCED in classrooms, schools, or systems and how they plan to move beyond the surface level toward deeper implementation, as this will impact the depth of global citizenship developed by their students.

1. Introduction

At a time of escalating global unrest and insecurity, together with increasing global interdependence, interest in GCED as a transformative pedagogy for peace, human rights, and sustainable development, has never been greater. Educators, school leaders and policy makers can play an important role in supporting young people to gain the knowledge and skills needed to engage with the global issues of our time, which are frequently described as volatile, uncertain, complex and ambiguous (Berinato, 2014).

The *APCEIU-ACER GCED Monitoring Toolkit* was developed to assist education stakeholders to embed GCED within policy and practice in alignment with local, regional, and international frameworks. Target users of this toolkit include policy makers, education department and ministry personnel, leaders, and educators at all levels in both formal and non-formal education sectors.

GCED is anchored in the principles articulated in the *United Nations Universal Declaration of Human Rights* (United Nations, 1948), which emphasises the inherent dignity and equal rights of all people. This foundational text informs our understanding of the need for teaching and learning that promotes understanding of essential human rights and freedoms. Further, the UNESCO (2016) *Education 2030 Framework for Action*, in line with the Sustainable Development Goals (SDGs), highlights the significance of promoting inclusive and equitable quality education and lifelong learning opportunities for all. Specifically, SDG 4.7 focuses on ensuring that ‘all learners acquire the knowledge and skills needed to promote sustainable development, including through education for global citizenship, human rights, and gender equality, as well as the promotion of a culture of peace and non-violence.’

More recently, the *Recommendation for Peace, Human Rights and Sustainable Development*, adopted by UNESCO in 2023, reinforces the role of education to empower individuals and communities to address global challenges and take transformative action to ensure sustainable development. This document calls for collaborative efforts to **bridge the gap between ideals and implementation** (UNESCO, 2023) by describing how education can bring about lasting peace and sustainable development. References to the UNESCO 2023 *Recommendation* are highlighted throughout this document.

This toolkit is designed to bridge this gap by providing an actionable four-phase process for embedding, assessing, and continuously enhancing GCED. The chapters integrate key concepts from research, global policy documents and empirical research conducted by ACER and ACPEIU, to establish a comprehensive and holistic approach to GCED.

The toolkit explores effective GCED including how to conceptualise and define, plan, enact and monitor implementation, and how to measure success. By guiding educators and leaders to align their enactment and monitoring efforts to international guidance, research, theory and practice, this toolkit supports a robust and evidence-informed process for enacting GCED in ways that nurture learners as proactive and empowered global citizens.

As you engage with the toolkit, you will reflect on your role and contribution to GCED. Change begins with you; your reflection on your own values, knowledge, and global citizenship skills, as well as where you see opportunities to better understand the interconnectedness of people and planet, or ways to act with respect and compassion, in pursuit of a more peaceful, just, safe and sustainable future for all.

The toolkit was developed and informed by research conducted from 2022-2024 by ACER in collaboration with UNESCO-ACPEIU and partners in Australia, Lao PDR, Philippines, and South Korea.

For full details, please find the reports [here](#).

1.1 Defining global citizenship

Defining global citizenship is a challenge for systems, schools, and teachers, as they approach the concept with their own unique set of values and understandings. Reaching a consensus requires us to reflect, uncover, and share our understandings and values to determine where we align or diverge. Without attempting this, we are likely to be talking at cross purposes, with one person's views on a key element vastly different from those of another. When we asked educators from four countries to define global citizenship, their definitions varied in complexity but included common themes:

A global citizen is someone who helps in solving or gives solutions to the problems in the community for the greater good.

Teacher, Philippines

Oneness through respect, responsibility and understanding

Teacher, South Korea

Global citizenship refers to the mindset and actions of a person who considers themselves a member of the world community. A global citizen is someone who thinks beyond national or regional borders. A person who is concerned with global matters. A person who makes decisions based on how their actions and words will affect people all over the globe.

Teacher, Australia

It means that all of us in this world have a relationship with each other, which is a good thing for everyone in the society. We have to exchange culture, customs, and laws. If everyone in this world has an understanding and insight of their role in that society, we can all live together in peace.

Teacher, Lao PDR

The definitions above describe our collective responsibility to work together toward a common good, because we are interconnected – to each other and the natural world. Global citizenship *education* is therefore about supporting learners to obtain the knowledge, values, and dispositions to occupy the role of global citizen, navigating the demands and challenges they will face in our ever-changing world.

Before we delve further into defining global citizenship, please take the time to reflect on your current perceptions and understanding of the term global citizenship by answering the questions below. Remember to check back in periodically to see if and how your understanding changes as you progress through the toolkit.



YOUR TURN!

How would you define global citizenship?

What do you believe are the components of global citizenship?

Think of the students in your context - what kind of things would they say, think, feel and do if they were global citizens?

The researchers that developed this toolkit used the definition of global citizenship developed with and by countries in the ASEAN region for the Southeast Asia Primary Learning Metrics, seen as the most relevant and aligned to the Asia Pacific Region.

You may wish to use this definition as a starting point for your conversations as you establish a definition and common understanding for your context.

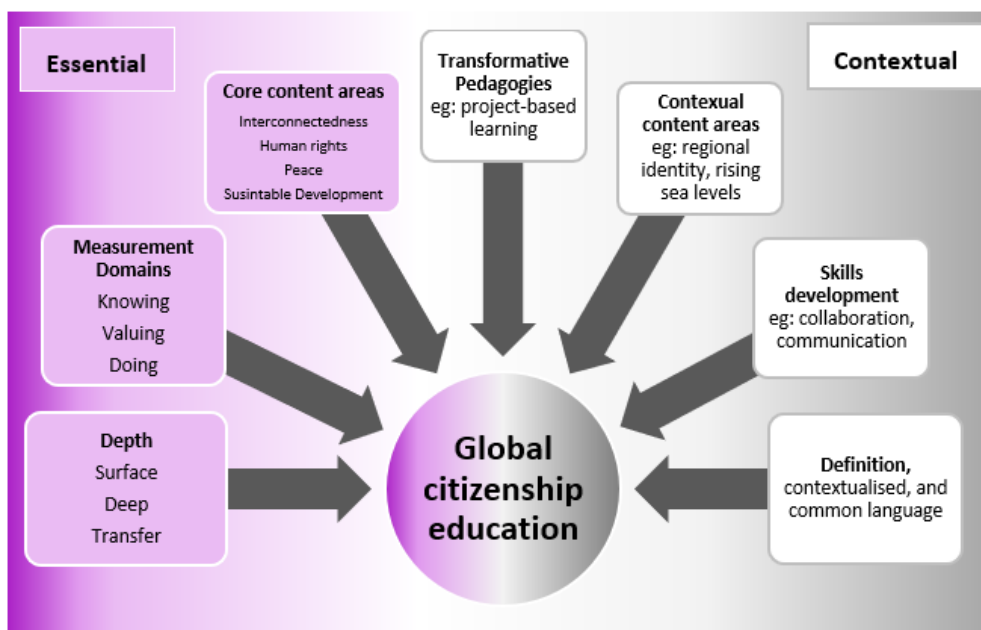
Global citizens appreciate and understand the interconnectedness of all life on the planet. They act and relate to others with this understanding to make the world a more peaceful, just, safe and sustainable place.

(Parker & Fraillon, 2016, p. 5).

Features of GCED

This toolkit conceptualises GCED as comprising both **essential** and **contextual** elements. Essential elements are those that most stakeholders regard as fundamental to GCED irrespective of the implementation context. Contextual elements are those that must be developed to align with local policy, curricula, country, community, and teaching and learning context. Figure 1 highlights the essential and contextual elements of GCED.

Figure 1: Essential and contextual elements of GCED




Essential elements


Core content areas

The core content areas align with the [Recommendation for Peace, Human Rights and Sustainable Development](#) adopted by UNESCO in 2023, which encourages educators and leaders to commit to these principles in teaching standards, competency frameworks, and professional development.


The concept of *interconnectedness* is included in most conceptualisations of global citizenship, including in the Southeast Asia Primary Learning Metrics. Interconnectedness refers to our connection to each other and the planet. Highly effective GCED also connects issues, content, and skills to learners' 'real world' experiences, across year levels and multiple learning areas.

Interconnectedness 


Understanding that we are connected to and dependent on each other and the planet to survive. Interconnectedness extends to issues and phenomena, the local and global and connecting knowing, valuing and acting.

Human rights 

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.

Peace 

Rejecting violence and preventing conflicts by tackling their root causes through dialogue and negotiation between individuals, groups and nations. Creating a culture of peace involves fostering respect for human rights, diversity, tolerance, and understanding among individuals and communities.

Sustainable development 

Sustainable development involves economic growth based on sustainable patterns of consumption and production that meets the needs of the present without compromising the ability of future generations to meet their needs.

Measurement domains

Almost all definitions of global citizenship refer to knowing, valuing, and doing, and the interaction between these domains. In UNESCO's (2015) *Global citizenship education: topics and learning objectives*, these domains are described as cognitive, socio-emotional, and behavioural. To effectively practise global citizenship, educators foster the knowledge and understanding, values and attitudes, and actions highlighted in Figure 1.

It is not enough to *know about* a global citizenship topic, for example, the different cultures and languages of others. We also need to develop associated dispositions, such as empathy and respect, *and* interact with and relate to others in ways that use these dispositions and understandings. Teaching, learning and assessment must attend to all three domains to fully realise the transformative power of GCED. This interaction is illustrated in Figure 2.

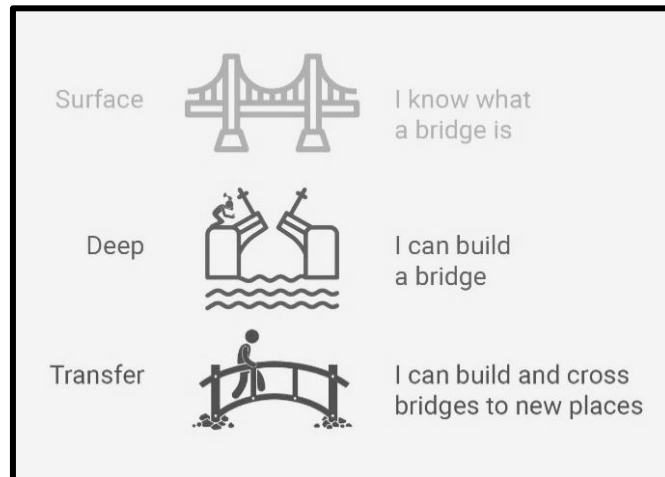
Figure 2: Measurement domains of GCED



Depth continuum

The third feature of GCED in this toolkit is how deeply we understand, value, and enact global citizenship. This idea emerged from the research informing the toolkit and its alignment with learning taxonomies including *Structure of the Observed Learning Outcome (SOLO)* (Biggs & Collis, 1982), and Bloom’s (1956) *Taxonomy of Educational Objectives*. These taxonomies describe how thinking and understanding progress in complexity as we learn. Rubrics that measure learning depth such as Fisher et al.’s (2017) categorise a continuum across surface, deep and transfer learning. Researchers have described ‘surface learning’ as knowing what a concept is, for example, a bridge. Deep learning is knowing how to build a bridge, and transfer involves crossing the built bridge to access new areas (Parker et al., 2024), as pictured in Figure 3.

Figure 3: Depth of understanding continuum¹



Surface, deep and transfer learning

In this toolkit we explore the application of the depth continuum to GCED as follows:

- **Surface:** Aware of one or two relevant ideas about global citizenship and does not make the connections between them
- **Deep:** Understands several ideas about global citizenship and the relationship between them
- **Transfer:** Knows several global citizenship concepts, knows how they are related, and can transfer this knowledge to a new area.

Here are some examples from the research.

Surface: describes global citizenship as one or several ideas, not connected to each other. For example: 'A citizen of the world' or 'Peace in the world, thinking of the bigger picture, not just your own situation.'

Deep: describes global citizenship as several interconnected ideas. For example: 'Someone who is aware of and understands the wider world, and how they belong and can affect this.'

Transfer: describes global citizenship as several interconnected ideas applied to a different area. For example: 'Global citizens understand and appreciate the interconnectedness of people and the value of diverse cultures' contribution to society and the planet. They recognise that there are many valid ways to consider global issues that exist beyond dominant ideologies. For example, global citizens recognise the value of collectivism when it comes to collaborating to address global issues.'

The continuum can be used to reflect on all aspects of global citizenship enactment at the system, school, teaching and learning levels. The example in Table 1 illustrates the application of the depth continuum. This shows how teachers at various levels of understanding of GCED might approach a unit in different ways, which in turn influences the learning experience of students. A further depth continuum example about fake news is provided at Annex 1.

¹ Reproduced with permission by Parker et al. 2024.

Table 1: The depth of understanding continuum in practice

Learning about how Eid al-Fitr² is celebrated around the world.	
<p>For this unit, 3rd grade students explore the various ways that Eid al-Fitr is celebrated globally. This unit covers learning areas such as religious or character education, humanities and social sciences and intercultural understanding. The teacher facilitates learning by providing resources, questions, and provocations, and helping students to conduct research. The teacher encourages students to collaborate and discuss their findings to foster communication and critical thinking skills, and the GCED dispositions of empathy, respect, and understanding of different cultural practices.</p>	
<p><u>Surface level approach</u></p> <ul style="list-style-type: none"> • Fostering awareness • Includes one or more relevant ideas about GCED • Includes opportunity to practice/demonstrate one or two of the three measurement domains of knowledge, values, and behaviours. 	<p>At the surface level, the teacher focuses on supporting students to engage with basic facts about Eid al-Fitr in different countries including how it is celebrated in their own classroom, school and community compared with how it is celebrated in different parts of their country or region, or in countries in another part of the world. The intention is that students can recognise the various traditions and practices associated with Eid al-Fitr, list foods, decorations and produce a poster of what they have learned. The experience should support students to demonstrate curiosity, empathy, and openness toward those that are culturally different, evidenced by asking simple questions, receptiveness to new information, and ability to view the experience of others through their own cultural worldview.</p>
<p><u>Deeper level approach</u></p> <ul style="list-style-type: none"> • Fostering understanding • Includes several ideas about GCED that are connected to each other, the curriculum and other learning areas (interdisciplinary) • Uses transformative pedagogies including collaborative learning • Includes opportunities to demonstrate knowledge, values, and behaviours. 	<p>At a deeper level, the teacher focuses on developing a deeper understanding and connection with the topic by getting the students to analyse why religious celebrations exist in different cultures and how historical and social factors influence them. The teacher might lead discussions on how cultural values shape the way families celebrate Eid al-Fitr, focussing on new knowledge about diversity within and across Muslim communities. In groups, students analyse the reasons for specific traditions, fostering critical thinking and communication skills, and present their viewpoints about what Eid al-Fitr means to different communities to the class. The school leader helps the teacher to connect with an Islamic community group and invite a speaker to discuss Eid al-Fitr celebrations within the local community and in other communities. Throughout, students will be encouraged to ask deeper, more complex questions about religious celebrations. This experience is intended to deepen empathy, understanding and openness through meaningful first-hand experiences and enable students to expand their worldview.</p>
<p><u>Transfer level approach</u></p> <ul style="list-style-type: none"> • Fostering application and creation • Includes several ideas about 	<p>At the transfer level, the teacher focuses on extending those connections beyond one celebration and religion to consider cultural celebrations more broadly. The teacher also looks to intentionally integrate opportunities for students to apply their knowledge and take</p>

² Eid al-Fitr is the celebration marking the end of the month-long fasting period of Ramadan, observed by Muslims worldwide. The celebration can be adjusted for context and culture.

Learning about how Eid al-Fitr² is celebrated around the world.

GCED that are connected to each other, the curriculum, and other areas for learning and application, across teaching teams and extra curricula activities.

- **Combines transformative pedagogies.**
- **Includes opportunities to demonstrate knowledge, values, and behaviours.**

action. Students will take their understanding of Eid al-Fitr and make connections to different cultural celebrations throughout the year such as Diwali, Christmas or Lunar New Year. Students compare these celebrations with consideration to a theme, such as community or family. Students work in groups to develop their own cultural celebration, with criteria related to inclusion, fostering understanding, joy, and harmony. Students identify ways in which their school community could apply their learning of cultural celebrations. This may culminate in a celebration and adoption of a set of classroom values that align with the learning objectives. The experience develops deeper empathy, openness, and curiosity by considering the topic through the worldviews of others, asking complex questions, and initiating respectful interactions with other cultures.

Contextual elements

Figure 1 describes the contextual elements of GCED as aligned to local policy, curricula, teacher education, and assessment frameworks as:

- **Transformative pedagogies:** [The Recommendation for Peace, Human Rights and Sustainable Development \(UNESCO, 2023\)](#) acknowledges that *active, collaborative, and innovative pedagogies* are most appropriate for holistic teaching and learning of cognitive, social-emotional, and behavioural learning outcomes
- **Contextual content areas:** Countries will have relevant GCED topics and issues specific to their context that are described in local curricula and policy
- **Skill development:** As with content areas, countries will prioritise certain essential skills and approaches relevant to their policy and practice. For example, in Australia, these skills are called general capabilities and include critical and creative thinking, and ethical understanding (Australian Curriculum, 2024)
- **Common language and contextual definition:** It is critical for stakeholders to collaborate and create their own definition and common language for GCED, to develop a mutual understanding of GCED, and to build school and community engagement, buy in and consensus.

1.2 Transformative pedagogies

A transformative pedagogy is defined as an approach that:

empowers learners to critically examine their contexts, beliefs, values, knowledge, and attitudes with the goal of developing spaces for self-reflection, appreciation of diversity and critical thinking. A transformative pedagogy is realised when learning goes beyond the mind and connects hearts and actions, transforming knowledge, attitudes, and skills (UNESCO-IICBA, 2017, p. 4).

This approach incorporates relevant and impactful strategies that support learners to gain global citizenship competencies (UNESCO, 2023). Strategies that are active or collaborative include learning through play, project- and problem-based learning, inquiry-based learning, and collaborative and cooperative learning. These strategies aim to develop holistic skills – not only knowledge, but social, emotional, physical, and creative skills. They include opportunities for learners to experience and experiment with real-world phenomena and allow learners time to explore and discover, working in pairs and groups, and learning from each other. [As described the Recommendation for Peace, Human Rights and Sustainable Development adopted by UNESCO in 2023, highly effective GCED teachers and leaders use natural and cultural sites and public spaces as authentic learning environments outside traditional classrooms.](#) Transformative pedagogies are effective when they are designed intentionally to foster stated learning outcomes which align with students' needs, abilities, and prior learning. These approaches are complex and require intentional planning and design. They do not leave learners to discover for themselves, rather, they include the guidance and scaffolding required to enable students to gain a range of skills including communication, critical thinking, collaboration, and creativity.

For more information about transformative pedagogies, see UNESCO- IICBA's (2017) teaching guide [Transformative pedagogy for peace building](#) and LEGO Foundation's review of playful integrated pedagogies, [Learning through play at school \(Parker & Stjerne Thomsen, 2019\)](#).

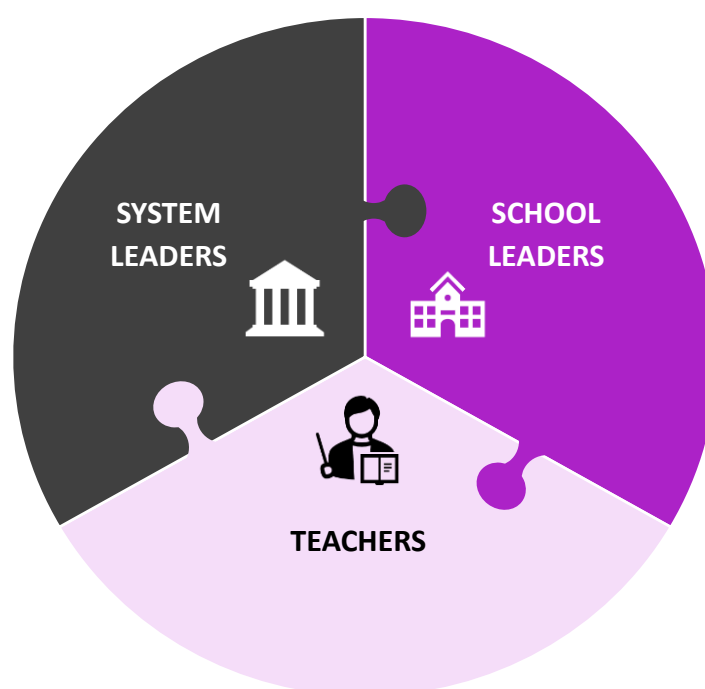
2. Purpose of the toolkit

GCED and other transformative education agendas require a significant shift in knowledge, values, attitudes, and behaviours. A consistent challenge faced by GCED advocates is knowing not only ‘what’, but ‘how’. How can we enact, monitor, and evaluate GCED? How does GCED align with existing plans and curricula? What are the roles of the key players in the system? How are these roles different from each other? How do they collaborate to achieve their collective goals?

This toolkit addresses such questions in a document that is easy to read and navigate. It outlines how the key stakeholders, teachers, school leaders, education administrators and policy makers, can plan, enact, monitor, and evaluate their progress toward effective GCED. The toolkit provides detailed suggestions for each phase of the implementation cycle, including respective roles and responsibilities, and examples of outputs or processes at different stages.

Although the chapters in this toolkit separately address each stakeholder group, you are urged to consider and read each chapter, beginning with Section 3: Guidelines for teachers. The underlying theme of the toolkit is that each stakeholder plays a significant role. Successful implementation of GCED involves acknowledging the co-dependent nature of stakeholder roles and ensuring that each stakeholder plays their part as shown in Figure 4. If you are a teacher, it is important to consider your responsibilities to your students and how your school leader can support you with this. If you are a school leader, it is important to consider what your teachers will need from you, how you can collaborate with them to improve the GCED program in your school, and what support you can access from system administrators. Finally, if you are a system administrators or policy maker, it is important to consider what responsibilities you have to your schools, their leaders, and teachers, how you can support them in their roles, and how they can support you in yours. This is an interconnected and collaborative approach, with stakeholders working together to support each other as they strive towards the common goal of improving the effectiveness of GCED and the outcomes for their students.

Figure 4: Components of GCED Toolkit



The toolkit acknowledges that each stakeholder group aims to create an enabling environment for change, and to do so they will need to develop their own skills. When each group reflects on what they know, believe, and can do regarding GCED, they locate their own starting point for development and can empathise and relate to the growth journey of others in the system.

2.1 Purpose for different stakeholders

An inquiry cycle of improvement is a familiar educational practice, and several teachers recommended the use of inquiry cycles for GCED enactment in the primary research for this toolkit.

The cycle acknowledges that change is an ongoing process with a set of phases, not a single leap. An improvement cycle involves developing new understandings, skills, and reflective practices. It brings together the key activities of evidence-informed goal setting, intentional planning, action, and reflection on evidence. It can be used by individuals or groups, and works for students, teachers, leaders, administrators, and policy makers making it a versatile and relevant framework for GCED. The cycle supports a way of thinking that is focused on continuous improvement, rather than being a prescriptive set of actions.

When embarking on this kind of reform, everyone plays a role in learning, leading and supporting understanding and uptake of the reform. Education consistently emphasises the critical role of teachers as the key to student achievement and growth. This is frequently misinterpreted that teachers are the *only* catalysts for improvement and the classroom is the journey's end for change and reform. When we think this way, we see teachers as needing 'training' on the new approach to enact it in the classroom, and it is the role of leaders to monitor and support, and departments to guide and resource the change. While leaders and departments play key support and oversight roles, they also must transform their thinking, values, and practices for change to be embedded. They must evolve and grow alongside teachers and students, or they risk becoming a barrier to improvement rather than an enabler.

In the toolkit, *all stakeholders take part in the inquiry cycle*, discover their own strengths and areas for improvement, design a plan to enact their goals, implement and collect evidence and reflect and evaluate their own progress. This acknowledges the power and influence of each group within the system. Each can uphold, undermine, or sustain changes, depending on their commitment, understanding, and beliefs about the change. When all groups are supported to invest in GCED learning, they can foster a system-wide commitment to GCED and a greater likelihood of sustainability and medium to long-term change.

2.2 Use by different stakeholders

The toolkit can be used by different stakeholders to audit their progress and process, and to evaluate areas of strength that can be built upon and opportunities for growth or improvement. It can also assist users to begin to identify their depth of understanding and enactment of GCED, through engaging with the examples of practice, to locate where they are and what are the next steps along the journey toward transformational GCED. Many schools and teachers already implement aspects of GCED such as community-based projects, project-based learning involving real world issues. This toolkit brings all aspects of GCED planning, implementation and evaluation together in one place, for all key stakeholders, so those working to achieve GCED goals can 'see themselves'; determine where

they are in the process or depth of understanding and identify their next actions for improving practice or deepening learning.

The toolkit assists stakeholders to act with agency and autonomy; to have a say in what they do and how they do it, by engaging collaboratively with colleagues and other system stakeholders throughout the improvement cycle. This gives equal weight to the contribution of each stakeholder group in realising GCED together.

While the toolkit is designed to be used in a system which has stakeholders in classrooms, schools, and education departments, it can be used by individuals who wish to consider how, within the context of their role, they can improve their understanding and skills as a global citizen.

3. Guidelines for teachers

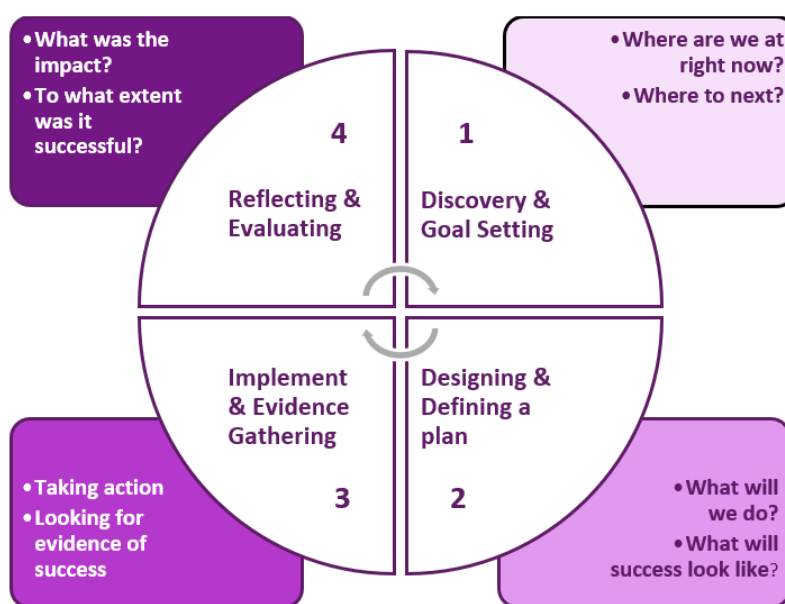
The toolkit begins with teachers, knowing that they have the greatest potential for direct impact on student outcomes at school – greater than any policy or curriculum document, or any action taken by those in a leadership position (Hattie, 2008, 2023). Importantly, it is not a teacher’s experience that makes a difference, as early career teachers can be just as effective as more experienced teachers. What matters is the teacher’s *expertise* and their ability to focus not only on what they are teaching but on how well the students are *learning*.

Teachers demonstrate their expertise and are most successful when they:

- **Communicate** to their students about the content and **goals for learning**
- **Understand their learners** and what they bring to classroom in terms of their pre-existing knowledge, skills, interests and experiences
- Have high but realistic expectations for every learner and **target their support** to the needs of each individual learner
- **Embed evaluation** into the teaching and learning process to **monitor the impact** their support is having on the progress of each learner
- **Use evidence** to inform their decision-making and planning.

Using a systematic and cyclical approach, such as the one outlined in the model below, can help to guide a teacher’s thinking, develop their expertise in teaching GCED, and intentionally support their students to grow and develop as global citizens.

Figure 5: GCED Inquiry Cycle - Teachers



This type of professional inquiry cycle can help teachers connect with existing strategies and practices and apply those to the context of GCED. When teachers can see how new ideas and initiatives align with their existing practices and beliefs rather than conflict with them, they are less likely to resist and reject proposed changes (Donnell & Gettinger, 2015; Yamagata-Lynch & Haudenschild, 2009).

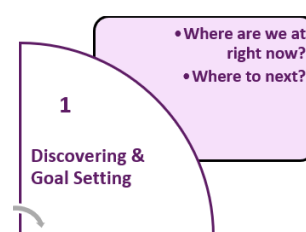
Global citizenship evaluation needs to be a designated responsibility in a school, to collect evidence, like any inquiry cycle whereby we investigate and design, implement, evaluate, and revise.

Teacher, Philippines

A key goal of the toolkit is to encourage people to think about their own understanding of global citizenship and GCED, and to challenge themselves to move *beyond the surface and go deeper* with their thinking and implementation of GCED in the classroom. Taking a closer look at the four phases of the cycle, this section provides prompts for teachers to think about, practical ideas to try out, and examples to learn from.

Phase 1: Discovery and setting goals

The first part of the cycle focuses on understanding the next phases for GCED teaching and learning. In this phase, begin thinking about the best ways to support students and help them to develop the knowledge, skills, attitudes, values, and motivation to become confident and competent global citizens. To do that, a teacher needs to consider their own knowledge and skills³, that of their students, and the resources and supports available to them. This phase provides the opportunity to take stock and identify where we are so that we can choose an appropriate and meaningful goal as the next phase for development. **This phase ends with a clearly defined goal for learning, which might include both a learning goal for students and an improvement goal the teacher identifies for themselves.**



What does GCED look like for you and your students?

GCED is not a one-size-fits-all approach. It must be contextualised to the country, state, school, curricula, and level of confidence and expertise of the teachers. It is important to recognise that change takes time and begins with where you are now. Allow yourself the opportunity to continually reflect on your own understanding, attitudes, and skills in teaching GCED.

Self-understanding is one of the keys to being a global citizen.

Teacher, Lao PDR

A core element of GCED is recognising and valuing diversity, including the diverse journeys teachers take as they deepen their understanding and implementation of GCED. Teachers are not robots to be

³ Timperley (2009) said teachers must view learner data not just as an indicator of their capability, but as a way for teachers to identify areas for their own improvement

re-programmed each time the system introduces a new initiative or change; they are professionals who develop their skills and knowledge over time by engaging in continuous reflection and learning. With that in mind, it is important to 'check in with yourself', to reflect on your own understanding, attitudes, and skills in teaching GCED.

Global citizenship is complex and involves many things, including:

- Understanding issues deeply and seeing the connections at different levels from local to global
- Thinking critically and creatively to identify problems and possible solutions
- Empathising with different perspectives and respecting diversity
- Feeling a sense of belonging within the community and a connection with people through shared values and responsibility
- Having confidence in your capacity to take action and contribute to the world in positive ways
- Having the motivation and willingness to take action and contribute to positive change in the world.

As your understanding and expertise develops, your approach to implementation may change and become more integrated within different subject areas and more intentional as you develop as a global citizen.

What do I know? What can I do?

Phase 1 provides us with an opportunity to take stock of where you are in the journey to GCED expertise. Think about what you have read so far. What are your strengths and opportunities for growth?

Time to take stock!

Are there certain topics or issues you feel more confident about teaching than others? (e.g. local events vs global events, environmental issues vs issues of social justice).

Are there certain skills you feel more confident about supporting than others? (e.g. supporting students to research an issue vs supporting students to see issues from different perspectives).

Are there certain aspects of global citizenship from the description above that you focus on more than others? (e.g. understanding vs action).

CHALLENGE: See yourself as a learner

Are you able to identify a next step for yourself as you continue to develop your expertise in teaching global citizenship and supporting your students to become global citizens?

What do my students know? What can they do? What are their interests and attitudes towards engaging in GCED issues?

Effective teaching starts with knowing your students' needs, interests, and skills and what they bring to the learning environment. From there, you can set effective goals, connect learning to the students' lives, identify areas of strength and opportunities for growth. Below are some suggestions for how to gather information in this discovery phase. You may also look at the suggestions in the implementation phase (3) for more ideas that you can adapt for this discovery phase (1). You might also consider how you might use the same strategy at Phase 1 and Phase 3 to investigate any changes that have occurred during the learning process. For example, how did learners' attitudes towards the issue change or how did their understanding of the different perspectives change over time?

How can I involve my learners?

Things to think about

- What do your students already know about the issue you will be exploring?
- What skills do they have to help them learn?
- What are they interested in that might connect to this issue?
- What experiences have they had that might connect to this issue?
- What community connections might they have regarding the issue?
- What challenges might they face during learning? Where might they need extra support?
- What might be the goal for this learning experience?

CHALLENGE: Understanding the diversity of your learners

- Thinking about the individual learners in your classroom, are you able to answer the questions above?

Key to the concept of global citizenship is feeling empowered and motivated to understand global issues and take action towards the goal of making the world a more peaceful, just, safe, and sustainable place. This involves many skills, including critical and creative thinking, identifying areas of need or challenge, goal setting, planning, problem-solving, reflection, collaboration, and communication. Involving students is a great way to help them develop these skills and deepen their engagement in GCED. It can also help us to know what students know and can do, what they are interested in learning and doing, and how confident they are about learning. [As the Recommendation for Peace, Human Rights and Sustainable Development adopted by UNESCO in 2023 highlights, children's meaningful participation in learning programs and decision making is key to effective GCED.](#) Table 2 highlights ways to involve students in Phase 1.

Table 2: Engaging learners in discovery and goal setting

Strategy	How to implement
<p>KWL Chart (Know, Want to know, Learned)</p> <ul style="list-style-type: none"> • Can be done individually or as a group • Good for establishing prior knowledge, gaps in understanding, misconceptions, identifying interests, tracking changes to understanding. 	<ul style="list-style-type: none"> • Create a chart with three columns, one for each letter • Students record what they already know about the topic/issue at the beginning of the unit (K) • Students record what they want to know/learn (W) • Students record what they have learned at the end of the unit (L)
<p>Mind mapping</p> <ul style="list-style-type: none"> • Can be done individually or as a group • Good for brainstorming questions to investigate, establishing prior knowledge, identifying areas of interest, gaps in understanding, misconceptions • Can be revisited throughout the unit to track changes in thinking and understanding. 	<ul style="list-style-type: none"> • Start with the central topic/issue written in a circle in the middle of a page • Students work outward from that point to create a growing diagram of what they know/wonder about that issue (e.g. facts, questions, keywords, problems, etc.)
<p>Compass Points</p> <ul style="list-style-type: none"> • Can be done at different time points to support reflection and decision-making • Good for identifying needs, areas of interest, attitudes, brainstorming ideas for action, goal setting. 	<ul style="list-style-type: none"> • Present an idea/problem/proposition to the group • Place four large pieces of paper on the classroom walls, each sheet is labelled with a different compass point (E, W, N, S) • E – What excites you about this idea? What are the positives? • W – What worries do you have? What are the concerns/negatives? • N – What do you need to know? What information would help you to understand this better? • S – What are our next steps? What suggestions do we have for action?

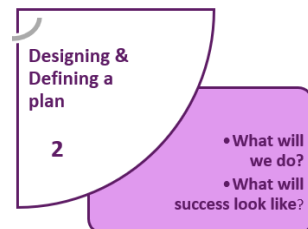
What does this look like in real life?

Teachers in a research study identified several things they would like to learn about, including the example provided in the following box, where a teacher sought to foster her own ‘interdisciplinary knowledge of world challenges and human rights’ (UNESCO, 2023, p. 14).

When embarking on her discovery journey to identify her learning needs, Sue, an Australian teacher, said ‘I am not all that familiar with human rights and global interdependence. But I do know a lot about empathy and respect in the classroom.’ Sue then considered how her existing knowledge provided a platform to build on by exploring the role of empathy and respect in GCED including intercultural understanding and inclusive education. This approach helped Sue to gain confidence as a learner. She then began exploring adjacent ideas such as human rights, social justice and inequality by talking to colleagues, and reading existing GCED frameworks such as [UNESCO’s Global citizenship education: topics and learning objectives](#), and [Oxfam’s Global Citizenship Guides](#). Sue then decided to set a goal to develop her intercultural understanding by working with a colleague who had studied this topic in her pre-service education. Together, they reviewed their curriculum looking for ways to incorporate this topic in their lessons.

Phase 2: Designing and defining a plan

Now you understand your learners’ prior knowledge, experience and existing skills, the next phase is about getting prepared and ready to act. This phase ends **with a clear plan for teaching and learning and clearly defined criteria to evaluate the success of the plan.**



Designing with depth in mind

As we learn, we become more intentional about how to integrate global citizenship issues into different areas of the curriculum (e.g. science, geography, social sciences, literature). We also focus on supporting students to develop their skills, knowledge, attitudes, values, and capacity to take action to address issues related to climate change, sustainability, peace and conflict, social justice and human rights, equality, and diversity.

We need to intentionally plan for GCED across K-6. We should ensure everyone is aware of the breadth of what it means to be a global citizen including, for example, valuing diversity of people and the environment.

Teacher, Australia

When planning, think about how you can integrate your plan across other lessons and learning areas to provide more opportunities for students to *deepen* their understanding and make connections. Think about how you can move beyond a *surface* level focus on knowledge and understanding of an issue and bring in other aspects of global citizenship (attitudes, values, action). Consider the following example of how an idea can be taken deeper and extended.

You have a plan for teaching your students about the effects of development on the environment, including issues of pollution and climate change. This is largely focused on developing students' knowledge of key facts, concepts, as well as skills in interpreting information from graphs and tables.

To help students to deepen their understanding and make connections to their own community, you include plans for having the students interview different community members about the changes they've noticed in development and the impacts of that development from when they were young.

To take it even further, provide an opportunity for the students to take action. Plan to get them to design and host an event for the community where they can share their learnings, their concerns and their ideas for actions that might lead to positive changes for the community.

As you reflect on the example above, think about how you might apply the same idea to your plans for teaching and learning.

What are the potential challenges that I face? What can I do about it?

When you are making plans, it is helpful to think the potential barriers to success. Sometimes these things are out of your control, for example the content and skills dictated by the curriculum, or the time available. Rather than give up, think about how you might address those challenges and succeed within those constraints. Identifying potential challenges is not about producing reasons why something will not work. The aim is to prepare to persist when challenges arise. Table 3 highlights possible challenges and ways to prepare for these challenges.

Table 3: Potential challenges for teachers

Possible challenges to think about	Possible solutions to identify
Based on your work in Phase 1, are there things you do not understand about the issue you will be exploring or the skill you will be teaching?	<ul style="list-style-type: none"> • How will you find out more so that it is less challenging for you? • Do you have concerns about your own or your students' media literacy skills including your ability to 'find out' about topics e.g. researching skills. • Example: Talk with your colleagues and teachers, join groups, research online.
If you must plan your own lessons and activities, do you feel confident enough to do that?	<ul style="list-style-type: none"> • How might you get support with your planning if you need it? • Example: Plan with your colleagues, look for inspiration online

If you have to implement lessons that were prepared by someone else, how well does it fit your situation? Is it relevant to your learners, does it connect with where they are at in their learning, do you have the necessary resources?

- How might you adapt and adjust the plans to better meet your needs and the needs of your learners?
- Example: Substituting available resources, providing additional challenges to extend some learners

Do you have enough time to support your learners to engage with the learning and reach the learning goals you have identified?

- How might you adapt or adjust the plans to provide your learners with time they will need to engage with the learning?
- Example: Integrating GCED into lessons from other areas of the curriculum

YOUR TURN!



Think of the challenges you have or might encounter when trying implement GCED as a system administrator, a school leader or a teacher?

Think of what conditions or supports have helped or may help you to implement GCED as a system administrator or school leader or teacher?

Who are the people that may support you to overcome potential challenges and provide additional support? How might you involve them in the process?

As you develop your plan to overcome challenges and achieve your learning goal, consider the resources available.

For example:

- What teaching strategies have been successful for you in the past? How might you use those to help your students learn in this situation?
- What resources and support materials do you have access to that might help you? How might you use those to engage your learners and help them to achieve the learning goal?
- What connections do you have with people that might help you? (In your school, in your community, in your local area, in your country, across the world) How might that network help you with your teaching and your students in their learning?

How can I involve my learners?

As previously explained, engaging students in all phases of the cycle offers valuable opportunities to practise and develop GCED skills. So how can you collaborate with students in this designing and planning stage? Table 4 provides some examples of ways to engage students.

Table 4: Engaging learners in designing and defining plans

Strategy	How it might help	Example
Being clear about what we are trying to learn and why	Clearly communicating the goal for learning can help to establish a shared vision of what we are trying to achieve and help them to make connections to their existing knowledge/skills. Helping students to understand why this important can help them to feel more motivated to learn.	<i>We are going to learn about the types of pollution that are in our oceans and why that is a problem SO THAT we can generate ideas for solving the problem.</i>
Providing clear criteria for success in student friendly language	Success criteria communicate the things we are looking for when we evaluate whether and how well a student has met the goal for learning. This gives students a tool that they can use to evaluate their own progress and the progress of their peers (rather than having to rely on the teacher to tell them how they are going).	Often, these are communicated as “I can” statements describing specific behaviours the student has demonstrated <i>I can explain how my idea would reduce pollution in the oceans.</i>
Describing success criteria at a range of levels	This helps students to find the right level of challenge for themselves and the chance to adjust the level of challenge if they need to.	Example of levelled success criteria: <i>I can share an idea for reducing pollution</i> <i>I can explain how my idea would reduce pollution</i> <i>I can analyse the pros and cons of my idea</i>
Providing opportunities for students to contribute to goal setting and developing criteria for success	Being able to set goals that are appropriately challenging is a skill that needs to be developed, not something we are born knowing how to do. A good goal needs to be challenging enough to require the person to stretch themselves but not so hard that they will likely give up before they succeed.	One way to help students learn to select the right level of challenge is to get them to practice choosing a level of success criteria to aim for. They can learn through experience how to find the right fit for them, and how to adjust the challenge when they need to.

Strategy	How it might help	Example
Seeking student feedback and input into the plans for teaching and learning	This can help to create more meaningful and motivating learning experiences for them. They can have valuable insights and ideas if we are prepared to listen. It helps them to practise using their voice to engage in global citizenship issues and initiatives.	Once the students have developed some foundational knowledge about an issue or topic, you could support them to design their own inquiry into an aspect that they find interesting or meaningful.

What does this look like in real life?

This reflection below offers insight into the kind of thinking that teachers might engage in as they design their plans for teaching and learning.

GCED mainly uses critical thinking teaching methods which is the process of discovering facts and feelings that students were unaware of. To this end, understanding emotions and situations through role plays that put the issue in context, discovering the roots of current issues through history, and classes using scientific data expand students' thinking and promote global citizenship. I think this has the effect of enhancing understanding.

Teacher, South Korea

Phase 3: Implementing and evidence gathering

You are now ready to put it all into action! You have a clear plan for what you and your learners will do and the success criteria that you can use to monitor and evaluate how the plan is going. **This step ends when you have completed the planned lessons with students and have collected evidence that you can use in the next step to reflect and evaluate.**



How can you gather evidence of change, development or learning in GCED?

Evidence is used to assign grades and report on progress, and to determine if we are on the right track and what adjustments are required. In GCED, we are interested in understanding changes to what students know, value and can do. Gathering evidence of this can be done formally and informally and is best achieved by using the right tools for the job, which there are many. A detective does not just rely on one piece of evidence to make their whole case; they understand the value of having multiple pieces of evidence.

Phase 1 looked at some strategies to find out about learners. Those strategies could be used here also, together with these methods outlined in Table 5.

Table 5: Ways for teachers to gather evidence of change

Strategy*	Good for getting information about	Example
Test	Understanding How well they can apply certain skills (e.g., analytical thinking)	Using a test to find out what students know about an issue at the beginning and end of a unit of work (pre-test/post-test)
Exit ticket (Short activity given at the end of a lesson)	Understanding Feelings Thinking Attitudes	Asking students to share their wonderings at the end of a lesson to find out what they are interested in learning more about
Student self-evaluation/reflection	Understanding Feelings Thinking Attitudes	Asking students to reflect on their concerns about an issue and rate their level of confidence in their ability to contribute to change
Performance tasks (A task or activity that requires the student to respond by creating or demonstrating)	Understanding Skills Thinking Attitudes	Asking students to work in pairs to develop an idea and create a resource for informing the community about an issue

*Note that each of these strategies can be used formatively or summatively.

Why timing matters

If we gather evidence only at the end of a lesson or unit, we have no chance of knowing whether a change has occurred. We also have no way of determining the amount of change – have they grown a lot or only a little? Another problem with gathering evidence at the end is that it is too late to adjust and respond to needs that might arise during learning. For example, if the learning is too easy, we cannot increase the difficulty along the way or provide additional instruction if the learning is too difficult for some. It is therefore important to think about the strategy we will use, when we will use it, and for what purpose. We can also repeat the same strategy at different times to understand changes over time.

How can I involve my learners?

As above, self-evaluation and self-reflection are ways to involve students in evidence gathering. To involve learners at a deeper level, you can ask them to gather their own evidence to support their self-

evaluation and goal setting. This gives students the opportunity to practice using different strategies so they can select those that work best for them as they become more active learners. You might find some of the strategies useful for yourself as you reflect on your own development and growth as a teacher.

For example:

- Students can use a rubric to record their progress at different time points during learning.
- Students can use a peer learning assessment process such as evaluating each other’s work and providing feedback.
- Students can record their thinking at different time points during learning using a structured thinking prompt (e.g., What do I notice? What do I think about it? What do I wonder?)

Phase 4: Reflecting and evaluating

The final part of the cycle is to reflect on what occurred, learn from the evidence you have collected, and make a judgement about what progress you and your students have made against the goal you had set. The success criteria you identified in Phase 2 can help you as you evaluate the impact the lessons and activities have had on your students’ understanding and development. **This phase ends with a clearer idea of what the next action might be for you and your learners as you prepare for the next cycle.**



How can I use reflection to support improvement and growth?

Regular reflective practice is key to developing expertise in GCED, and key to effective professional learning. Some teachers will already have well-developed strategies for reflecting as a natural way to think and act, others require experience and practice. Reflecting is not just about revisiting the past; it is about thinking to guide decisions about future actions. There are different types of teacher reflection for us to consider. While there is an intentional focus on reflecting at Phase 4, ideally you should reflect at each phase of the cycle. As your expertise develops, reflecting will become a natural part of how you think at each phase. Table 6 provides examples of types of reflection.

Table 6: Reflective practices for teachers

Reflection type	Explanation	Example
Reflection-in-action	<p>Reflecting on thinking and actions during the course of acting (e.g. within the lesson) and making immediate adjustments in response to the reflection.</p> <p>Our goal is to become aware of these “in the moment” reflections as they happen.</p>	<p>During a lesson, you notice that a group of students is arguing, and it is escalating beyond a respectful debate of the issue. Some students are looking visibly upset by it. You step in to help the group find a more peaceful and productive way to share different viewpoints.</p>

Reflection type	Explanation	Example
Reflection-on-action	<p>Looking back on an experience or event to learn from it so it can inform future decisions.</p> <p>Our goal is move beyond recounting what happened and think more deeply about what that might mean, why it happened, and how it compared to our expectations.</p>	<p>After the lesson, you reflect on what happened and think about the reasons why it might have occurred. You expected that the children would be able to share different perspectives without it leading to fighting or arguments, but it seems they may need some more support in this area.</p>
Reflection-for-action	<p>This type of reflection is undertaken for the purpose of taking action to improve or change in some way. It can include both reflection-in-action (that is, it is done in the moment), and also reflection-on-action (that is, looking back in order to make decisions for moving forward).</p> <p>Our goal is to develop expertise in this type of reflection as an essential part of Phase 4.</p>	<p>To help you plan for how you might support students to work in groups more peacefully and productively, you reflect on what skills they might need to work on. As you reflect on different group work experiences, you decide to focus on listening skills, turn taking and perspective taking.</p>
Reflection-within	<p>This is self-reflection, reflecting on one's own feelings, intentions, and thinking to better understand how these are influencing behaviours and interactions with others.</p> <p>Our goal is to become aware of our own thoughts, feelings and attitudes might be changing AND how they might be influencing our interactions with students.</p>	<p>As part of your reflection on the experience, you also begin to reflect on how the conflict made you feel uncomfortable and how your own discomfort might have caused you to rush in to solve the problem rather than supporting the children to discover a solution for themselves.</p>

I think it starts with being able to talk about your own discomfort and conflicts in the class and work together to resolve these conflicts. Set common tasks and have the attitude to practice together.

Teacher, South Korea

How can I involve my learners?

Reflecting is also an important skill for learners. You can support students to develop their own reflective skills by using different prompts for different purposes. Table 7 describes some of the strategies you can teach your students.

Table 7: Involving learners in reflection

Purpose	Strategy
For reflecting on changes to thinking	I used to think...Now I think... Ask students to reflect on how their thinking has changed from the beginning of a learning experience/unit of learning to where they are now at the end
For reflecting on key moments	I got excited when... I discovered that... I was surprised by/when... I realised that...
For reflecting on a learning	Triangle – Square – Circle Draw a triangle and write something you have learned next to each point Draw a square and write something that “squares” with your thinking or something you agree with Draw a circle and write something that is still “circling” in your brain or something you are still wondering about
For reflecting on their experience of learning	Two stars and a wish What is one thing that you really enjoyed? What is something you want to keep working on or learning about? What is something you wish to do differently next time? Or something you disliked?
For reflecting on their skill development	Strengths, improvements, and challenges I found it easy to... I got better at... I found it challenging to...

How can we use evidence to evaluate the impact of our learning experience?

As we reflect on the experience with our students, we also make judgements. Did we achieve the goals we set out to achieve? To what extent did students benefit from the experience? Was the impact the same for all students or were there differences? What impact did it have on our own development?

As we evaluate, we use evidence to help make decisions about:

- What students understand AND what they are confused or unsure about
- What students can do AND what they have found challenging to do
- What they enjoyed and found interesting AND what they did not enjoy or did not find interesting
- Our own understanding, skills, interests, and motivation.

We are also using our evidence to make a judgement about positive change that has occurred because of the experience, including:

- Changes in learners' thinking
- Changes in learners' attitudes and feelings
- Changes in learners' behaviour
- Changes in our own thinking, attitudes, feelings, and behaviour.

The judgments we make should be linked to the evidence we collect. We might find that we do not have the evidence we need to make a decision about something. For example, we may discover that we have not collected evidence about student attitudes towards an issue and therefore we are not able to determine if the experience has led to a change in attitudes. If this is something we want to influence, we can plan to intentionally gather evidence about attitudes in the next cycle. If we have been involving students throughout the process, they are well prepared to make their own judgements about the impact the learning experience has had on them and use evidence to support their judgements.

Where to next?

As we prepare to begin a new cycle, it is useful to take note of the information you have that can be used in the Discovery Phase 1 including what your students are ready to do next. You may also have information about success that you want to build on (e.g., skills the students have demonstrated), failures that you want to learn from (e.g., strategies that did not work very well), interests, ideas and feedback the students have shared, and things that you want to learn more about. This information can help you as you set your goal for the next cycle.

Classes are conducted through discussion and practice. First of all, it was effective to create a culture and class atmosphere in which thoughts and actions can be expressed freely, observe students' thoughts and actions in that environment, connect them with social issues, find problems through discussions, and solve them together.

Teacher, South Korea

4. Guidelines for school leaders

In this chapter, we describe how school leaders can use the inquiry cycle to create an enabling environment for GCED in their school, and how they can support teachers and students to plan, enact, monitor, and evaluate their GCED programs. Leaders should consider their own knowledge and skills, the knowledge and skills of their teaching staff and the resources and supports needed and available to them. As you work through each phase of the GCED inquiry cycle, consider how to develop an integrated whole-school approach to GCED, which is more likely to have greater impact (Oxfam, 2015).

Effective GCED schools are those that foster openness, inclusivity, and social and environmental justice. These dispositions are reflected in school leadership, teaching staff, school culture, policies, and the student body. These schools *walk the talk* by integrating the thinking, values, dispositions, and behaviours of GCED into their daily lives at school. Like teachers, it is not the school leaders' years of experience in a leadership role that makes a difference to enabling effective GCED, it is their expertise in leading a program of GCED enactment and improvement that is collaboratively designed, clearly described, evidence-informed and has the input and ownership of staff and students. [This reflects the Recommendation for Peace, Human Rights and Sustainable Development adopted by UNESCO in 2023 which advocates for professional collaboration, peer learning, GCED and network creation.](#)

School leaders demonstrate their expertise and are most successful at enabling effective GCED environments when they:

Establish GCED mandates:

- **Establish and communicate GCED as an institutional goal** with short, medium to long term commitment.
- **Define and describe GCED collaboratively**, with staff and students in alignment with community values.
- **Commit to school-wide enactment** through leadership and providing administrative support.

Provide effective GCED instructional leadership:

School leaders can inspire and support staff to develop GCED leadership to enact deep and sustainable change at a time of unprecedented volatility, uncertainty, complexity, and ambiguity.

Some ideas of how you might do this include:

- **Commit to teacher capacity building** in GCED, helping them to develop their understanding of GC and their skills in teaching GCED.
- **Encourage integration** by linking curricula, pedagogical knowledge, global citizenship frameworks, and activism
- **Look for opportunities to share the responsibility for leadership** across your school. Identify local expertise within your staff and support them to take the lead in activities that align with their expertise.
- **Promote the importance of relationships and interconnectedness** in teaching and learning and fostering effective GCED. One teacher said *'understanding of others begins with awareness and exchange. Rather than starting with a big concept, you should start from building relationships with your classmates and working together to cultivate basic attitudes.'*
- **Form peer working groups** to foster global citizenship. Guided by the shared vision and community goals for GCED, these groups can come together to share ideas, tackle challenges, make plans, reflect on progress, and share what they have learned with the community. Where

possible, think about how you might bring different stakeholders together in a working group. Champion global citizenship-related student groups and activities.

- **Share positive impact and success stories** that result from these activities. Success is highly motivating, and it can inspire everyone to keep going with their efforts or follow the model provided by others.
- **Encourage reflective practices** by modelling it yourself. Make a habit of reflecting together as a staff on your experiences of GCED, your progress towards school goals, and the challenges you face along the way.

Engage with the community on global citizenship:

- Collaborate with diverse school community members and NGOs to deepen and experientially enact GCED. Collaborating with NGOs can be part of a project or lesson, to reinforce particular aspects of the learning area, such as the role of NGOs in advocating for change to support social goals. One teacher from the Philippines said that *‘we should make the community a laboratory for learning and fostering GCED.’*

It started with the idea that students were banned from taking bicycles to schools, due to neighbourhood concerns. The problem was that for children in that area, school was too close to take a bus, too far to walk. Mr Park asked students to attend a council meeting to share their opinions and, in the end, their right to take bikes to school was reinstated. In the process they had to explain why it was needed but they also learned about safety in the process, what was missing (traffic lights etc). It was a project-based learning activity, and they had to write a petition to City Hall to change the unsafe environmental features [that were affecting their ride to school]. The project involved visits to NGOs for them to learn about different issues; environmental, political action, which were included thematically in the project. They themselves had a chance to exercise their rights as a citizen, understanding that they are young, they are not official [voting] citizens [yet], but potential citizens [within input into the decisions that impact them].

Teacher, South Korea

Whole school approaches to GCED

School leaders can play a vital role in developing a whole school approach to GCED. Whole school approaches are characterised by:

- Embedding global citizenship in the curriculum
- Fostering school-community connections
- Showcasing different international cultures through school-based programs
- Providing professional learning opportunities for teachers
- Ensuring support and resources for global citizenship initiatives (see Parker et al., 2023).

*Under [my] leadership [my] school has a program called a **whole school approach** and [my] school has a special designation by the metropolitan school office as a UNESCO School, which enables a whole school approach; within the list of subjects, various aspects of global citizenship are integrated. In particular, the school library is used, [I] requisitioned 400 new books on the SDGs and audio-visual materials so they can be used for various activities in the school.'*

School principal, South
Korea

Just as teachers have varying levels of expertise in GCED, so will school leaders. Some may have made considerable progress in areas described above, such as discovery and goal setting, having developed a professional learning plan for GCED. Others may be at the beginning of their journey looking for initial ways to engage with global citizenship education, collect evidence about staff commitment and student interest. Here is an example of descriptions of school-level GCED activities associated with differing levels of expertise and experience.

Whole school approaches to GCED

Surface: A school might launch an *Awareness Campaign* to introduce the idea of global citizenship to students and staff and gather evidence about their understanding and response to the ideas, principles and definitions. A school may have a connection with a *local NGO* or '*sister school*' but these partnerships are not supported by a learning framework, curriculum integration and student learning goals. A 'surface' school may have day focused on a theme related to global citizenship education such as *International Day, Earth Day, or Harmony Day* where students and staff foster awareness through presentations, activities, dress-up, incursions or guest presenters.

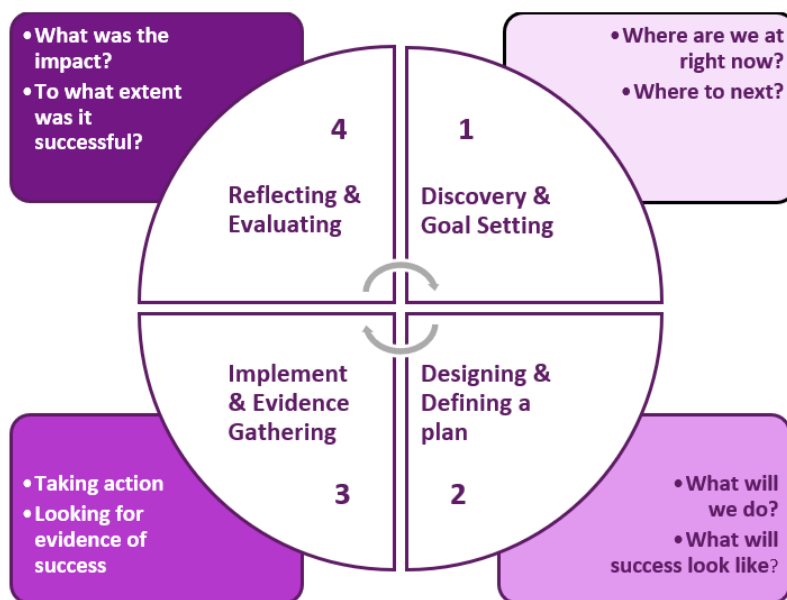
Deep: Schools practicing GCED at a 'deep' level have identified opportunities for fostering GCED in the *curriculum* and have created a learning program around these themes across subjects and year levels. They provide *professional learning* for teachers focused on global citizenship that aligns with their definition and plan including opportunities for knowing, valuing and acting and developing critical thinking skills. Students and teachers occupy *leadership roles* related to specific GCED objectives and are empowered to resource and implement projects associated with these objectives. Community partnerships are aligned with curricula and GCED learning objectives and provide opportunities for students to practice GCED skills.

Transfer: Schools practising GCED at the 'transfer' level are leaders in GCED integration and enactment. They have a school-wide framework that integrates GCED across all aspects of the school including curriculum, policies, professional learning, pedagogy, assessment, extra-curricular activities and partner engagement. GCED is part of their overall school improvement strategy and progress is monitored regularly and systematically. 'Transfer' schools can describe GCED knowledge, values and behaviours for learners at varying levels, across subjects and year levels, and these schools occupy leadership roles in supporting other aspiring GCED schools.

As described in Chapter 3, there are four phases in the GCED inquiry cycle:

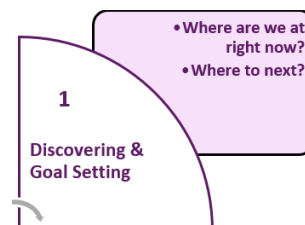
1. Discovery and goal setting
2. Designing and defining
3. Implementing and evidence gathering
4. Reflecting and evaluating.

Figure 6: GCED Inquiry Cycle – School Leaders



Phase 1: Discovery and setting goals

The first phase of the cycle involves fostering a shared vision and a collaborative approach to achieving the school’s GCED goals. A guiding question for the school leader in Phase 1 is how they can support the school community to develop the necessary knowledge, dispositions, skills, and motivation that empower them to become confident and competent global citizens. This requires school leaders to assess their *own* knowledge and capabilities, as well as those of their educators and students, while also considering the time and resources available for implementation.



Defining GCED in your context

Each school community exists within the context of national and regional educational policies, local curriculum requirements, and individual school cultures and philosophies. School leaders play a critical role in fostering a shared understanding of GCED in their context. A crucial step in this phase for school leaders and staff is defining key terms and GCED language including their significance and relevance to your and your school community.

Understanding the complexities of GCED is essential. Schools can support the key components of GCED in the following ways:

- **Fostering a shared language and understanding of GCED** including developing their own definition and conveying the rationale for GCED.
- **Connecting local and global issues:** A strong GCED school encourages staff and students to see the relationships between events and issues at the local, national, and international levels.
- **Critical and creative thinking:** Schools support individuals to develop and apply their skills in critical and creative thinking, enabling them to identify problems and explore potential solutions. Environments that foster open discussion are key to enabling high quality GCED.
- **Empathy and respect for diversity:** Effective GCED schools promote an environment where different perspectives are valued, fostering a sense of belonging and shared responsibility within the school community.
- **Community connection:** Schools actively work with education system leaders to establish partnerships with a range of community stakeholders to extend the available resources of the school.
- **Confidence and motivation:** Schools actively support individuals to develop confidence in their capacity to take action and seek opportunities that inspire and motivate them to take positive actions that contribute to societal change.

As school leaders guide educators in integrating GCED, they will find that *their own understanding, confidence, skills, and motivation evolves and develops over time*, becoming more intentional and interwoven across various subjects.

Time to take stock!

Self-Reflection as a Leader

Phase 1 offers an opportunity for school leaders to reflect on their journey toward expertise in GCED and take stock of where they are so that they can identify areas of strength and areas for development. Questions for self-assessment may include:

- What are my strengths in promoting GCED within my school?
- Where do I see opportunities for my growth as a leader in this area?
- What specific aspects of global citizenship do I feel more confident supporting?
- What are my own areas of interest and passion in relation to global citizenship?

As described in the introduction, GCED is the combination of knowing, valuing, and doing. Accordingly, teachers and leaders could consider which of these aspects they are most confident and familiar with when it comes to GCED topics.

Understanding teacher and student needs

Effective school leaders understand that the success of GCED depends on the collective growth of leaders, teachers, students, and school communities. To facilitate this, school leaders can look for opportunities to support educators to:

1. *Know Their Students:* Help teachers gather insights about students' existing knowledge, skills, interests, and experiences, as well as their attitudes toward local and global issues. For example, you might encourage teachers to share their strategies and resources that they use to get to know their students better and create a shared space where everyone can access those ideas and materials.

2. *Set Appropriate Goals:* Work with educators to establish challenging yet achievable learning goals that are aligned with students' interests and the broader objectives of GCED. For example, you might make this a focus within your staff meetings or support groups of teachers to work on this together (e.g., in PLCs or teaching teams).
3. *Identify Support Needs:* Encourage teachers to think critically about potential challenges students may face in learning and how they can best support them. For example, you might set aside time for the staff to think together and develop potential solutions or strategies to address shared challenges.

As you work with the teachers, take the opportunity to better understand them as learners so that you can be in a better position to support them and to support the needs of the school more broadly. For example:

- What are their existing strengths and areas of expertise? How might you build on that and use it to support others?
- What are their areas of interest and passion? How might you connect them with others who share those interests?
- What do they find challenging and what are they trying to improve on? How might you support them yourself or connect them with someone who can?
- Thinking about the staff as a whole, are there common challenges or areas of need that the group can work on together? Are there shared goals and interests that might inspire them into action?

As a school leader, you play a key role in sharing responsibility for GCED within your school community. This may involve providing direct support where appropriate, but also facilitating the connections within the group so that a network of support and expertise is established.

Engaging students in the school vision for GCED

Empowering students is critical to effective GCED. Being a global citizen is complex and involves many things, including:

- Understanding issues deeply and seeing the connections at various levels from local to global.
- Thinking critically and creatively to identify problems and possible solutions.
- Empathising with different perspectives and celebrating diversity.
- Feeling a sense of belonging within the community and a connection with people through shared values and responsibility.

School leaders can help by fostering an environment where students feel motivated to engage in discussions about the school's vision for GCED and valued for the insights and perspectives they bring to those discussions. Some ideas you might consider:

- *Involving students in goal setting:* Provide opportunities for students to share their ideas about what it means to be a global citizen, the things they are interested in learning more about and the issues they want to get more involved in as they seek to actively contribute in positive ways to the world. Ask them about what they need and how the school can help them.
- *Involving students in evidence gathering:* Create a working group of students who will gather evidence from their peers about a particular issue (e.g., what they know about it, how important it is to them, what actions they might consider taking) and then report back to you to discuss what they found.

Practical strategies for discovery

School leaders can model different strategies that teachers might use with their students during the discovery phase. These strategies can be effective with adult learners as well and experiencing the

strategy might inspire teachers to try it out in their own classroom. Some strategies that might be helpful as staff come together to reflect and set goals in Phase 1 are described in Table 8.

Table 8: Engaging teachers in discovery and goal setting

Activity	How it works
<p>KWL Chart (Know, Want to know, Learned)</p>	<p>Have staff brainstorm what they Know and what they Want to know about a particular aspect of GCED. This can then support a discussion about what goal/s the group will set for themselves. Later, in Phase 4, the group can return to the document and reflect on what they Learned, fostering awareness of their learning journey.</p>
<p><i>Compass Points Activity (Excites/Worries/Need to know/Steps):</i></p>	<p>This method offers a structured way for people to explore the different sides or aspects of a proposed idea or course of action before taking a stand or making a decision. People are asked to share what Excites them about it, what Worries them, what additional things they Need to know, and their Steps for moving forward.</p>
<p>Delegate to expert staff</p>	<p>You might also like to look for opportunities for others to take the lead and facilitate a staff reflection or goal setting session using a strategy of their choosing.</p>

Sharing examples of good practice and success

School leaders can refer to specific examples from educators within their schools to show how teachers have discovered and set goals, as described below.

In a staff meeting, one school leader invited staff to share their insights from the discovery phase and the goal they would be working on. One teacher noted the need for a more comprehensive approach to GCED and more real-world engagement opportunities for students, so she decided to focus on connecting with possible guest speakers and community organisations to partner with. Another teacher identified a need to support greater autonomy for students in their learning and aimed to create exploratory learning situations where students could investigate pressing issues and work collaboratively to find solutions.

Holding discovery and goal setting workshops

Discovery and goal setting workshops are a good opportunity to practice the skills associated with global citizenship such as critical thinking, dialogue, and real-world application. In [Understanding GCED in Asia Pacific. A How-To Guide for Taking it Local](#), APCEIU (2020) offers a template for preparing and delivering a localisation workshop for GCED which includes the following elements:

- Setting workshop objectives

- Identifying target audiences
- Workshop preparation including pre-workshop reflection
- Tips for success including understanding the participants, creating a safe environment for open discussion, and understanding different forms of and behaviours related to engagement.
- Sample agenda including an agreement on behaviours and dispositions.

As part of the research informing this toolkit, we worked with partners in Australia, Laos, Philippines and South Korea to investigate how they understood, enacted and evaluated GCED including what supported or prevented them from doing so. From this research, we developed a protocol to define and scope global citizenship in your school.

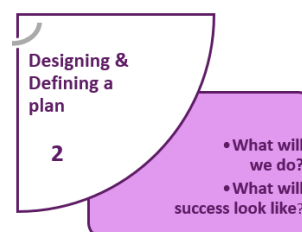
A defining and scoping protocol for GCED, as trialled in four countries

1. Identify stakeholders, including leadership team, teachers, parents and carers, community members and ideally students. Acknowledge internal expertise including any expert GCED teachers who could take a lead role in facilitating workshops or leading the process.
2. Plan timeframe and logistics including materials, platforms, and delivery modes.
3. Conduct a pre-workshop survey: send a survey to participants to gather their initial thoughts on global citizenship and expectations for the workshop. Questions might include:
 - How would you describe what global citizenship means to you? (Consider the complexity and detail of responses).
 - What do you think are the different aspects of global citizenship? (Consider how participants include knowledge, values and actions or the combination of the three).
 - Based on these aspects, would you see yourself as a global citizen? If so/not, why?
 - How would your school typically enact a GCED lesson in your classroom?
 - Why do you think that these activities might/not work well?
 - What supports you to create an environment that fosters global citizenship?
 - What are some of the challenges to creating an environment that fosters global citizenship?
 - How could your school better support students to foster global citizenship?
 - Imagine that there are no restrictions (time, resources or other) on how you facilitate learning. What would you do to provide your students with the best possible opportunities to strengthen or practice global citizenship?
4. Review results of surveys looking for themes across descriptions of global citizenship, key aspects, GCED activities, monitoring and evaluation, enablers and challenges.
5. Develop workshop protocol to delve deeper into the gaps and opportunities for growth and development identified from the pre-workshop survey.
6. Conduct workshop with the intent of exploring how the global citizenship relates to local context and cultures, and the values, practices and responsibilities prioritised in the local context. Participants should actively create and present ideas in groups and seek input from others with the view to creating a consolidated definition. This is followed by an action planning activity where participants brainstorm initiatives and programs that align with the localised definition, knowledge and skills requirements, and curricula alignment. The workshop should conclude with a reflective activity and followed by an evaluation meeting and follow-up meeting.

Through this process of discovery and goal setting, school leaders can cultivate a robust culture of global citizenship education in their schools. Once a clear goal has been identified by the school as the best next step for them, school leaders and their teams are ready to proceed to Phase 2 in the GCED cycle.

Phase 2: Designing and defining a plan

Your insights from Phase 1 and the goal you have set for GCED will inform your thinking as you plan for action. Phase 2 synthesises what you have learned about GCED in your school community to design a plan for your school to achieve its goals for improving GCED. As part of your plan, you will also describe the specific indicators you will look for as evidence that your plan has been successful. **This phase ends with a clear plan for your school and clearly defined criteria to evaluate the success of the plan.**



Designing with depth in mind

As leaders, there are many things you can do to help teachers plan and design learning experiences with global citizenship as an intentional and explicit focus. This is complex work and sharing the responsibility by creating school-wide processes, policies, and resources to support planning for GCED integration can help to improve the quality and consistency across the school. This may include providing dedicated time for teachers to collaboratively plan GCED lessons and units, providing templates to support the integration of GCED, and enabling autonomy and freedom to connect to the interests of students and to global issues that are currently in the news.

Leaders can also work with teachers to develop rubrics to measure the key skills related to global citizenship. Leaders can also share successful examples from the school community showing how students and teachers are engaging with universal issues like climate change, poverty, discrimination, social justice, and human rights. For example, when planning a unit on the impact of urbanisation, consider how to extend student understanding beyond the *surface* awareness of key concepts.

Our school has a strong commitment to global citizenship and has since 2017. The things we have in place to support teachers include:

- *Collaborative planning where global citizenship is one of the planning focuses*
- *Freedom for school-based units to be planned that cater for student interest and ability to be linked to global issues*
- *Competency rubrics based on citizenship to guide teachers towards a narrow focus on citizenship, making it easier to plan for*
- *School-based unit plan templates that include global citizenship as one element to be considered*
- *Requirement for lesson goals to specify a competency focus*

Teacher, Australia

Identifying potential challenges

As you design your plan, it's important to pre-empt any challenges that may hinder successful implementation. These could be institutional or procedural, such as curriculum mandates or time constraints. Rather than viewing these as obstacles, consider proactive strategies to navigate and address them. Identifying potential barriers such as those listed in Table 9 can help prepare your team and schools to reinforce a problem-solving mindset; a key GCED competency.

Table 9: Potential challenges and solutions for school leaders

Challenges	What it looks like	Solutions
Gaps in understanding	If you or your teachers lack understanding of a GCED topic or skill, commit to a plan for professional development to address this gap.	Engaging in targeted online research, accessing resources, or organising collaborative sessions with colleagues. Consider local and contextually relevant resources including GCED research about your own country/context, in your own language/s. Focusing on a particular GCED skill such as collaboration, conducting shared learning activities, and identifying opportunities to foster this skill across subjects and grades.
Confidence in lesson planning	If teachers struggle with GCED lesson design, encourage collaborative planning.	Share good practices and find inspiration from established GCED frameworks and resources.
Adapting external lessons	If using pre-prepared lessons, work with teachers to assess their relevance to your student population.	Modify and tailor plans to better align with local cultural contexts and available resources.
Time constraints	If teaching time is limited, explore opportunities for integration	Work with teachers to find ways of incorporating GCED themes into existing subjects to maximise engagement without compromising depth. Share examples of successful integration within the school.

Leveraging available resources

As you transition from planning to action, reflect on the resources and support systems available:

1. **Successful strategies:** Identify pedagogical approaches that have proven effective in the past, such as active experiential learning, including inquiry-based or collaborative learning and consider how these might be adapted for global citizenship education. It is well established that classroom climates that are open for discussion about social issues foster higher learning outcomes related to civic education.
2. **Available resources:** Explore educational materials, online platforms, and community partnerships that can enrich the GCED experience for students and teachers.
3. **Professional networks:** Leverage your connections within the educational community, local organisations, and global networks that can provide resources, incursions, and collaborative opportunities. Consider social media networks to connect with other education stakeholders who might relate to your challenges and help propose solutions.

Involving students in the planning process

When students are actively involved in the planning and design phases of GCED they are more likely to become empowered and motivated global citizens. School leaders can seek their input and ideas on what and how to investigate issues and actions they might take. As a school leader, you may be able to help teachers and students to engage with community organisations about local changes or issues or host a community event to share findings or create authentic learning experiences where students take action.

Rather than assuming responsibility for planning an event, school leaders could consider how you might support students to be actively involved in the process or even take the lead. This could provide them with a rich experience and authentic opportunities to develop key skills for global citizenship, including critical thinking, problem-solving, communication and collaboration. It could also help by developing their confidence in their own capacity to harness their GCED knowledge and contribute in meaningful ways to addressing global issues.

Real-life application

To illustrate this process and show how GCED can extend beyond a lesson and a classroom, let us look at this example from a school.

Maria and her students were learning about the issue of pollution and its impact on the environment and people living in those environments. Initially, Maria focused on local environmental issues and began by introducing the problem of plastic pollution in local waterways. Students discussed the problem and examined scientific data, articles and media to better understand the issue. After conducting community interviews with local fisherman, local environmental activists and residents, students shared personal stories of how this pollution affected their lives. The students invited the school principal to visit them and hear about the work they had been doing. This led to a school-wide campaign organised by the students, showcasing what they had learned, what actions they had taken and how others could get involved. Students then created a multimedia presentation that showcased the work for a local community group. Finally, a group of students took on leadership roles at the school related to environmental protection, providing a chance to extend the original work, build on it, and apply their skills and knowledge to other environmental issues.

Throughout the unit of work, Maria was interested in supporting students to develop key competencies of global citizenship and evaluating, including:

- **Environmental literacy:** understanding the issue via a range of sources
- **Collaboration:** working together and supporting each other in teams.
- **Leadership:** decision making, coordinating the actions of others, taking responsibility.
- **Communication:** sharing findings with different audiences
- **Critical thinking:** considering the issue from various community perspectives
- **Advocacy:** conveying the importance and value of environmental protection using appropriate messaging to a range of different audiences.

The final aspect to consider as you plan is to clearly describe what success will look like. In the example above, we saw how Maria had identified the key competencies she wanted to see her students develop over the course of the learning experience. The same kind of thinking can be applied to school level plans and activities:

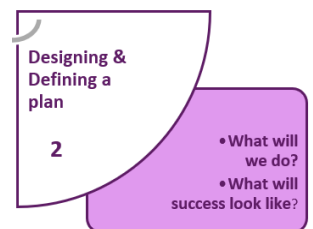
- What evidence might you be looking for to indicate you are having the impact you planned for and were successful in your activities?
- What things might indicate that you are not on track to achieve your goal?

Answering these questions in advance will help you to plan to gather evidence of impact as you implement your activities.

Phase 3: Implementation and evidence gathering

With your plans in place and clear indicators for evaluating success, you are ready to act and gather evidence along the way. School leaders set the tone for how *evidence* is understood and used across the school. Leaders should provide clear expectations and success criteria for GCED improvement, which influences instructional practices and enables everyone to effectively monitor progress.

With these guidelines in place, the school can make informed adjustments throughout the implementation journey, culminating in a comprehensive review of outcomes in Phase 4. **Phase 3**



ends when the team has completed the planned activities and have a collection of evidence that they use in the next phase to reflect and evaluate.

Gathering evidence of change

For school leaders, gathering evidence of progress against your GCED plan serves multiple purposes and comes in multiple forms regarding changes to knowledge, beliefs, and practices. When evaluating progress at the school level, it is likely that you will be interested in many distinct aspects of the GCED program. For example:

- Changes to the way people understand or think about global citizenship and GCED (yourself, teachers, students, community partners).
- Changes to teacher practice and their skills in implementing GCED.
- Changes to the way students engage in global citizenship activities.
- Changes to people’s attitudes about global citizenship and GCED (your own, teachers, students, community partners).

School leaders should think strategically about what evidence you want to collect and how you will collect it. You should be able to justify each choice and explain how it will be used to evaluate the success of your plans and actions. As you and your teachers explore evidence-gathering strategies, consider the strengths and weaknesses of various methods. Just as a detective pieces together multiple types of evidence, using multiple methods provides a robust overview of progress. This approach will facilitate understanding not only of what has been learned but also how attitudes, values and practices might have shifted.

Identifying the purpose – what will the evidence be used for?

Evidence can vary significantly, from formal, standardised assessments to informal classroom-based check-ins. It can also come from a range of sources. While some evidence is used for benchmarking student progress or reporting, other evidence is used for formative purposes, allowing for real-time feedback. This can be used to adjust instructional practice if needed. Table 10 identifies key strategies for school leaders to gather evidence.

Table 10: Ways for school leaders to gather evidence of change

Strategy	Good for getting information about changes to	Example
Test	Student understanding Student skill development	Using a test to find out what students know about an issue at the beginning and end of a unit of work (pre-test/post-test).
Document analysis	Policies supporting GCED Planning practices Resources for GCED Communication to families about	Reviewing the school website and/or school newsletter to find evidence of information of GCED activities.

Strategy	Good for getting information about changes to	Example
	GCED (e.g., newsletters or school website)	
Focus group	Understanding Feelings Thinking Attitudes	Meeting with a group of students to find out about their interest in and understanding of an issue, and their attitudes towards active involvement in the issue.
Questionnaire	Understanding Attitudes	Asking teachers to rate their confidence in teaching different GCED topics and supporting GCED related skills.
Observations	Classroom practices Student skills Student engagement	Creating an observational rubric to gather evidence of student engagement during GCED lessons/activities.

Timing of evidence collection

School leaders should also consider the timing of evidence collection. Relying exclusively on evidence that has been collected at the end of implementation (or at the start) limits our ability to discern whether change has occurred or to what extent, and our capacity to adapt or change plans if needed. For instance, if teachers discover that students find the pace of lessons prevents them from going deeper or getting actively involved, you miss the opportunity to adjust the learning experiences accordingly. Continuous monitoring allows you to respond proactively—whether that means increasing challenge, providing more detailed instruction, adjusting the focus, or offering additional support.

As you outline evidence-gathering approaches, it is important to think strategically about when and how these methods will be implemented. Consider the benefits of using the same strategy at different intervals to gauge progress over time. How do staff and student understandings evolve from the beginning to the end of a unit? Are there noticeable shifts in their engagement or opinions? This will not only enrich your insights but also inform future cycles and strategic planning.

Engaging students in evidence gathering

Involving students in the evidence-gathering process is important to foster a culture of reflective learning. Leaders and teachers can support students to take ownership of gathering evidence to evaluate their progress by allowing them to choose and apply strategies that work for them. This approach enhances student engagement while informing teaching and learning practice.

For example, students can:

1. Use rubrics to assess their progress and set personal learning goals at various checkpoints.
2. Keep reflective journals, documenting their thoughts and experiences throughout the learning journey.
3. Engage in regular feedback sessions where they discuss their interests or misunderstandings, contributing to a more tailored educational experience.

Illustrating practice: a school leader's perspective

Sunmi is a school leader in South Korea whose school is implementing a new GCED program focused on climate change advocacy. To understand the impact of the new program, Sunmi organises regular meetings with her teaching team to reflect on their experiences of implementing the lessons. Sunmi commits time and resources to this shared space for teachers to reflect on the evidence they have gathered and discuss their students' engagement levels and learning progress. She encourages them to use different methods for gathering evidence, including student feedback, performance tasks, observations, and student reflections. They note that some students prefer to work on different parts of the program, and these align with their interests and strengths, For example:

- Some students favoured critical thinking about climate change research.
- Others preferred to communicate their learning via the podcast activity.
- Some students wanted to campaign to convince others to make changes.

These preferences spark deep discussions about engagement and differentiated learning, and how to steer children toward new learning experiences while maintaining their engagement in the program.

At the meetings, teachers discuss changes to the depth of student discussions concerning climate actions, how their attitudes toward environmental issues had changed, and the strengths and weaknesses of different strategies for gathering evidence. These meetings create an ongoing discussion of student learning that has shifted the focus from what has been *taught* to what has been *learned*. Through this collaborative process, Sunmi and her colleagues identify areas needing adjustment, and together, they reframe their instructional approaches to better support student engagement and deeper learning about global citizenship concepts.

By remaining engaged in this continuous cycle of implementation and reflection supported by evidence, Sunmi not only supports improvement of student learning outcomes but also empowers educators to embrace adaptive, reflective, and student-centred learning.

Phase 4: Reflecting and evaluating

At the final part of the cycle, school leaders play a key role in leading the reflection and evaluation process to determine the effectiveness of the implemented activities. By examining the evidence collected and using the goals and success criteria as a lens to think with, school leaders can gain useful insights into the progress that has been made in developing the school's GCED program and where to focus their attention on the next improvement cycle.



Using reflection to support improvement and growth

Regular reflective practice is crucial for GCED as it fosters a deeper understanding of how, where, when and to what extent we have grown. Reflection should not just be a retrospective look at what occurred; it should actively inform future actions and decisions. As a school leader, you can model and promote a range of reflection types which can be applied at every stage of the implementation process. Table 11 considers four types of reflection in which school leaders engage.

Table 11: Reflection for school leaders

Types of reflection for school leaders to engage in and model	
Reflection-in-Action:	This involves recognising and addressing issues as they arise during lessons or activities. For instance, a school leader might notice that teachers are getting stuck during a planning session because of a disagreement over whether to connect with a local activist who has been in the news for his campaign against mining in the local area. The leader decides to change her plans for the session and focus on supporting the group to identify the potential benefits, potential risks, and possible alternatives so that the group can decide together.
Reflection-on-Action:	This involves taking time to reflect on what happened after the fact. It is more than just recounting what occurred. It should go deeper and consider why certain outcomes occurred and compare those results to their initial expectations. For example, if a lesson on environmental activism led to unexpected student disengagement, the group can reflect on what factors might have contributed to this outcome and whether there is evidence to support the group to identify the cause.
Reflection-for-Action	This approach focuses on preparing for future actions and includes both in-the-moment adjustments and post-activity evaluations. For example, when reflecting on the success and challenges of a recent community information night, you might identify a need to support students to develop their confidence and skills to present and share findings with others. You and your staff might decide to intentionally focus on this in the next GCED cycle.
Reflection-within	This type of self-reflection enables you to examine your own knowledge, feelings, skills, and biases and think about how they might influence interactions with staff and students. For example, understanding how you respond emotionally to conflict may affect your leadership and can enhance your effectiveness in fostering a positive learning environment.

Involving students in reflection

Reflection is key to learning and growing in GCED – for teachers, school leaders, and students. We can help students to develop their reflective thinking skills by encouraging them to reflect during and at the conclusion of GCED activities and units. We can support them to use reflection to identify their next steps for development as global citizens. By teaching various reflective strategies, school leaders and teachers can support students to think critically about their learning experiences. Beyond that, leaders can show they value the input and insights from student reflections as important evidence that can help the school grow and improve their GCED program.

Examples of reflective strategies for students and teachers

Many strategies that teachers use to help their students reflect can also be used by school leaders and teachers. Providing a prompt or provocation can help teachers to focus their attention and guide their thinking. It also helps to provide consistency that can make it easier to analyse reflections from a group of different people and/or across different time points. For example, you may want to collect evidence from teachers, students, and families to help you understand what they valued or enjoyed about a GCED lesson or unit, and what they would improve on. This involves asking teachers to reflect on the experience in ways so you can gather insights and use them to make decisions. You may also decide to use the same strategy for reflection after a similar activity in the future to determine if you have improved. As a leader, ask your teachers what strategies they use to help their students reflect and think about how those strategies might be used or adapted for use with adults. Using the same strategies with students and adults can reinforce the value in reflecting as a lifelong skill important for global citizenship. Here are a few examples of prompts that you might try to support reflection:

1. "I used to think... Now I think..."
This prompt allows people to articulate how their understanding of an issue has evolved. You could modify to reflect on feelings (I used to feel...Now I feel...) or behaviour change (I used to...Now I ...).
2. "Two Stars and a Wish"
This prompt asks people to reflect and identify two things they enjoyed/valued about an experience and one area they would like to improve or explore further.
3. Learning Triangles, Squares, and Circles
This prompt asks people to reflect on three things they know about a topic (triangle), something that resonates with their experience/values/beliefs (square), and something that they are wondering about (circle).

Evaluating the impact and preparing for the next cycle

As school leaders, it is essential to use the evidence gathered throughout the learning cycle to evaluate the impact of your school's GCED initiatives. When reflecting on the outcomes, consider:

- How well did your school meet the established goals? What evidence tells us so?
- To what extent did you, your teachers, and your students benefit from the experiences provided? What evidence makes you say that?
- Does the evidence suggest variations in engagement, understanding or skills among different groups?
- Are there areas that need further attention? What evidence supports that?

For instance, if you find that certain groups demonstrated substantial improvement while others did not, you might decide to investigate the factors influencing these disparities.

As you prepare to begin a new cycle of GCED implementation, gather and reflect on your evidence and evaluation. The insights that emerge from this analysis should guide your future planning and inform the next steps, helping you set objectives for subsequent plans. Factors to consider include:

- Has there been a change in teaching practices? Where are we at now?
- Has there been a change to students' skills, knowledge, motivation, or confidence that you can build upon?
- Have we discovered things that did not work, or remain challenging? Do we have any ideas on what might be needed?
- Do we have any feedback from students, teachers, or the wider community that might help us in future planning?

For example, if student and teacher feedback indicate that students were particularly engaged in discussions about climate issues, you might consider building on that interest and going deeper with more hands-on projects related to environmental action in the next cycle.

An iterative process for ongoing improvement

It is important that we do not think of the cycle as a procedure, with specific actions that need to be performed or boxes that need to be ticked. For example, some might conclude that that Phase 1 is where you conduct a needs analysis, an audit of the curriculum and planning documents, and a survey of the teachers. While you may decide to do any of those things during Phase 1, it is not about working through a set of predetermined activities. Phase 1 involves reflecting on where the school is at currently in their GCED journey and identifying an appropriate next step for action that they hope will move them further along the path to expertise.

Specific activities (e.g., a survey) can happen at distinct phases and for a variety of purposes. A school may decide to survey teachers about their interests in different global citizenship issues as part of Phase 1 with the intention to identify an area of high interest on which to build a plan for teaching and learning. Another school may go into the discovery phase with a more open intention of finding out what they know and do not know about GCED in their school, and this may lead them to identifying a goal of gathering more information about teacher interests, attitudes, and expertise in GCED. In Phase 2, this school may make plans for a teacher survey and focus groups. In Phase 3, they might conduct the survey and focus groups. In Phase 4, they might analyse the data and reflect on what they have learned and how they would use this new knowledge.

The cycle is a tool to support the continuous process of alternating between reflection and action.

It may be helpful to focus on the kind of thinking you are engaging in at each phase and for what purpose. Schools can take a narrow focus (e.g., teacher skills, parent involvement, school policies, etc.) or a broad focus (e.g., what are all the things we currently do as a school to support global citizenship). You can also move from a broad focus in one cycle to a narrower focus in another (or visa-versa). The important factor is having a clear reason for taking the chosen approach and an intention for what you hope to achieve in that cycle. Table 12 considers the focus for thinking and purpose at each phase of the inquiry cycle.

Table 12: Purpose of the inquiry cycle for school leaders

Inquiry Cycle Stage	Focus for thinking	Purpose or intent
Phase 1 Discovery and goal setting	Finding out where we are at currently in our GCED program.	So that we can identify an area for improvement or growth.
Phase 2 Planning for action	What can we do to achieve our goal? How will we do it?	So that we are prepared to take actions that we believe will help us achieve success.

<p>Phase 3</p> <p>Implementing and evidence gathering</p>	<p>How are things going? What evidence do I have to help me evaluate success?</p>	<p>So that we can adjust along the way if needed AND can evaluate the impact and success of our actions in the next phase.</p>
<p>Phase 4</p> <p>Reflecting and evaluating</p>	<p>What happened? What did we learn from the experience? What does the evidence tell us about the impact of our actions?</p>	<p>So that we can make decisions about future actions.</p>

Maintaining a systematic approach to reflecting, evaluating, and striving to continuously improve your GCED program can help you to ensure that both your students and teachers are continually developing their understanding and capacity to engage with pressing global issues.

*Four features of **globally competent schools** are those:*

- *Whose environment reflects their stated values.*
- *That have a culture of leading and learning in global citizenship.*
- *Where global citizenship is embedded in curricula and co-designed with teachers and students.*
- *That connect and collaborate with community resources.*

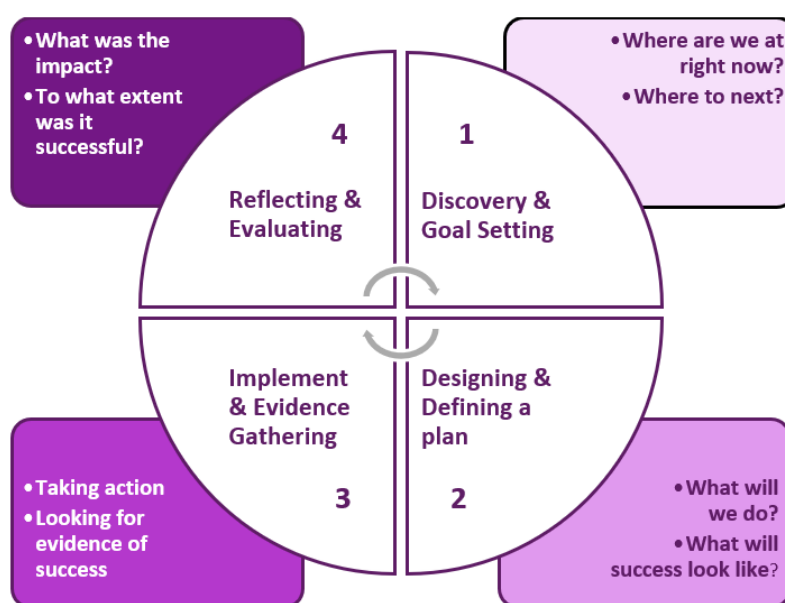
Focus group participant, Australia

5. Guidelines for system leaders

Education system leaders play a key role by engaging with and supporting school communities in their efforts to improve the quality and impact of their GCED programs. Effective GCED enactment requires system leaders to develop and communicate a clear and concise vision and system-wide priority for GCED to underpin their support to schools and communities.

In the previous chapters, we looked at developing teacher and school leader expertise in implementing high quality GCED within the school through a process of iterative cycles of inquiry. Here we look at how system leaders can use the same cycle to lead and support schools on their journey towards greater expertise in GCED while developing their own expertise as important partners in the process.

Figure 7: GCED Inquiry Cycle - System Leaders



System leaders understand that empowered school leaders and teachers are key to the success of students. Their influence extends beyond enacting policies or curriculum frameworks; it is through their daily interactions and guidance that students truly learn and grow as global citizens. System leaders can demonstrate their expertise and commitment to supporting schools to enhance their GCED practice, by:

Conveying a clear and compelling vision for GCED to inspire and motivate leaders, teachers, and students.

- Connect with leaders, teachers, and students to understand their ideas and aspirations for GCED. Establish and communicate a clear vision for GCED within your team or jurisdiction.
- Working with schools to define and describe GCED collaboratively in a way that reflects both the shared values and the diversity within the system.

Working with schools and teachers to set goals for growth and improvement

- Working with schools and teachers to understand existing strengths and successes of enacting GCED within the system, as well as the challenges and opportunities for improvement.

- Working with schools to set goals for growth and improvement of GCED within the system, and support schools to make connections with their goals for improving GCED within their school.

Committing to support holistic skills development

- Communicating a clear focus on supporting students to develop essential skills for global citizenship that enable them to move beyond understanding issues and towards taking actions to contribute to positive change.
- Working with schools and teachers to make connections and identify opportunities to support development of essential skills across the curriculum.

Supporting a culture of evidence-informed decision making and strategic planning

- Collaborating with school leaders and teachers to develop a range of holistic assessments and strategies for gathering evidence of growth and progress in GCED. This might include strategies or tools for evaluating understanding, skill development, attitudes and values, and engagement.
- Demonstrating the use of evidence to inform system decisions, goal setting and planning.

Investing in professional learning for department staff and schools in their jurisdiction

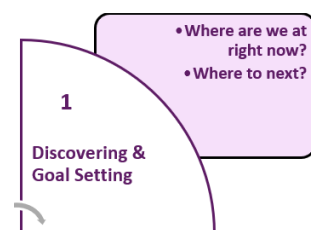
- Working with schools and teachers to understand the need for professional learning across the system and within individual schools.
- Investing in professional learning for system leaders and schools to develop the knowledge, skills, and motivation to engage in evidence-informed decision-making and planning for GCED.

These action points describe a whole system approach to fostering expertise in GCED. As you work through the four phases of the cycle, you may find it useful to refer to the key characteristics of a system-wide approach to growing expertise in GCED. This might help you to reflect on and identify areas of strength within the system and opportunities for improvement that you can focus on in the GCED improvement cycle.

Phase 1: Discovery and setting goals

The first part in the cycle involves understanding the current state of GCED within the system, school, or classroom to identify a meaningful and tangible goal for improvement. Rather than identifying all the things that need to improve or change, system leaders should select a specific goal to focus attention on in the current cycle. In this discovery phase, you might decide to focus on a narrow aspect of GCED (e.g., teacher understanding of global citizenship) or focus more broadly on GCED within the system (e.g., how schools are enacting GCED). In this phase, education system leaders can reflect on their own knowledge of GCED, and the expertise and needs of school leaders, teachers, and students in their jurisdiction. In doing so, they cultivate their own knowledge, skills, attitudes, and values to support effective and empowered GCED schools.

The phase ends with a deeper understanding of the current strengths and needs within the system and a clearly defined system improvement goal for the cycle.



Understanding the Foundations of GCED

Education system leaders recognise that GCED is not one-size-fits-all, but rather a tailored approach that reflects the unique needs and characteristics of each school community. There are many factors that may influence its implementation across different schools and classrooms, including:

1. **Diverse educational contexts:** Different systems have a variety of different approaches for enacting GCED within their educational frameworks. Some systems describe GCED dispositions and competencies as cross curriculum priorities; others embed GCED across different learning areas such as science, history, geography, and civic and citizenship education. In a small number of cases, specific GCED subjects have been developed and delivered.
2. **Unique school approaches:** Schools may have different approaches for implementing GCED within their school and may be at various stages of developing a whole school approach to GCED. Some schools may have a well-developed and consistent set of processes for planning and evaluating GCED across the school, while others may have wide variations between classrooms and year levels.
3. **School leader and teacher confidence and expertise:** School staff will have varying levels of motivation and expertise regarding GCED. Teachers and school leaders with lower levels of confidence, motivation, skill, and/or understanding may need additional targeted support. Those with greater expertise and passion for GCED may be happy to share their knowledge and support others to develop their own expertise.

A core element of GCED is fostering understanding of *interconnectedness*, between people and the planet, and valuing *diversity* – including the diverse journeys that people embark on when developing their skills as global citizens. These are things to consider during discovery and goal setting in Phase 1.

Understanding the core features of global citizenship

Understanding the complexities of GCED is also essential if we want to move beyond surface level interpretations and enactments. As we discussed in Chapter 1, it is not enough to be aware of or know about issues such as global injustice; global citizenship involves thinking deeply about those issues and developing dispositions and skills that motivate and empower us to take actions that will address those issues and contribute to positive change. We also identified the core content areas of *interconnectedness, peace, human rights, and sustainable development* that underpin global citizenship.

System leaders should consider how their policies, resources, and processes enable schools and teachers to integrate these areas into their programs.

1. **Understanding interconnectedness:** Encouraging deep understanding of how we depend on each other, and the connection between events and issues at the personal, classroom, school, community, regional, national, and global level.
2. **Critical and creative thinking:** Understanding the strategies and skills that foster critical and creative thinking, and how system leaders can support schools and teachers to effectively teach critical and creative thinking.
3. **Empathy and respect:** Fostering cultures of empathy and respect, starting with the self, the communication used internally and with leaders and teachers, and identifying areas for improvement.
4. **Community connection:** Supporting schools to actively seek partnerships with a range of community stakeholders to extend the available resources of the school.
5. **Confidence and motivation to act:** Helping schools to recognise their ability to engage with and contribute to addressing local issues, as aligned to improved student engagement, wellbeing, and learning outcomes.

Understanding school learning contexts

Effective education systems understand that the success of GCED depends on the collective growth of leaders, teachers, and students. To facilitate this, system leaders can look for opportunities to better understand the strengths and needs across the system and within individual schools or communities. This includes:

1. **Prior knowledge and experiences:** What do school leaders and teachers already know about GCED? What are they already doing to help their students develop the knowledge, skills, and attitudes of global citizenship?
2. **Interests and engagement:** What issues are relevant and of interest to teachers and school communities? What aspects of GCED do they find most engaging for themselves and for their students? What topics or aspects of GCED are challenging to engage students in?
3. **Challenges and supports needed:** What barriers do school leaders and teachers face in enacting GCED? What supports do they need?

There are many ways you can go about gathering this information, including:

1. **Needs analysis:** Analysing existing policies, curricula, and frameworks to determine strengths and weaknesses in fostering GCED.
2. **Feedback surveys:** Creating and distributing surveys to school leader and teachers to measure their readiness to plan for, enact and monitor GCED.
3. **Focus groups:** Conducting focus groups with school leaders and teachers to better understand interest in/motivation for GCED implementation in their school.

Involving schools in the process

This toolkit describes how school leaders conduct their own discovery activities to understand the needs and strengths within their school community. The information they collect can provide additional insights for system leaders during Phase 1. Collaborating with school leaders to learn from their investigations may motivate them to engage with the improvement cycle and sends a strong message that they are valued as important partners in system improvement. In addition to working closely with individual schools, consider how you can support schools to come together and share their insights with each other to cultivate interconnectedness and an appreciation for the diversity within the system.

Identifying a goal for the cycle

To set a meaningful and appropriate goal for improvement, system leaders must first equip themselves with a clear understanding of the current state of GCED within the system. As system leaders are tasked with supporting the schools within their jurisdiction, it is important to also evaluate the current capacity and readiness to support GCED within the education department.

Reflecting on the current state of GCED and identifying a 'next step' goal for system improvement

Schools and teachers should collaborate to create a clear and inclusive vision, so it reflects the perspectives of their school and community. Questions to ask include:

- To what extent is there a shared vision for GCED across the system? How have school leaders, teachers and students been involved in creating that vision?
- How does the system support schools and teachers to enact GCED? To what extent does the system support the different domains and key concepts of GCED?
- What do we know about the diversity of approaches to GCED within the system? What information are we missing?
- What do we know about the strengths in GCED within the system and within schools? How might we build on those strengths?
- What do we know about the needs or challenges in GCED within the system and within schools? How might we address those?

This discovery and goal setting phase can be done in several ways. For example:

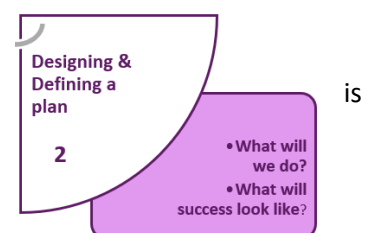
- **Professional learning communities:** Form GCED focused groups to share the responsibility of investigating different aspects of GCED within the system. These groups might include both department and school staff, bringing together different perspectives from within the system.
- **Goal setting workshops:** Groups can come together to share their insights and collaboratively decide on the goals that the system will focus on for the current cycle of improvement.

Moving forward

Once you have a clear understanding of the strengths and needs within the system, as well as a clear goal or goals to focus on, you will have a solid foundation to progress to Phase 2. When system leaders, school leaders and teachers work through the same iterative process of intentional improvement, the system can grow and build expertise together, in partnership.

Phase 2: Designing and defining a plan

Building on the insights gained from the discovery phase of Phase 1, it is essential that system leaders use this knowledge to support a robust and impactful plan to support schools in their jurisdiction. This plan should reflect an understanding of the diverse experiences, prior knowledge, skills, interests, and attitudes your schools bring to the table regarding global citizenship issues. **This phase ends with an intentional and thoughtful plan with relevant and achievable outcomes and clearly defined criteria to evaluate the success of the plan.**



Designing with depth in mind

To meaningfully integrate GCED, we must intentionally embed the core content areas of interconnectedness, peace, human rights, and sustainable development within and across into

curriculum areas. An intentional focus helps students develop not only knowledge but also the skills, attitudes, and values essential for addressing pressing global issues such as climate change, social justice, and human rights. Systems can play a key role in developing resources and examples of illustrations of practice for schools which offer detail on the ‘what’, ‘why’, ‘how’ of GCED implementation.

Preparing for action

Phase 2 focuses on preparing to implement an effective plan. With clear, actionable goals in mind—derived from an understanding of our own and the schools' readiness and potential—you can collaboratively design a program that encompasses the principles of GCED. This includes not only defining activities and resources, but also establishing criteria for evaluating the success of these initiatives.

Anticipating challenges

As you plan, it is important to anticipate potential challenges that could hinder effective implementation. Understanding challenges before they appear allows us to proactively plan to address them, ensuring a smoother path toward achieving our goals. Consider questions such as:

1. What are the limitations people might encounter? Consider time, resources, curricula, capacity, knowledge, motivation, and organisational structure.
2. How can you ensure that the support provided aligns with what the school needs or wants, while remaining relevant and impactful?

Table 13 outlines some common challenges that system leaders face and possible strategies for overcoming them.

Table 13: Potential challenges for system leaders

Possible challenges to think about	Possible solutions to identify
Teacher education reinforces existing educational and social structures, rather than challenging them.	Provide professional learning that emphasises critical thinking encouraging educators to question and transform existing structures.
Lack of an agreed-upon definition and approach to global citizenship, leading to criticism, disputes, and ambiguity.	Foster collaborative dialogue among educators, system leaders, and communities to develop a <i>clear and inclusive definition</i> of global citizenship that reflects diverse perspectives and contexts.
The embedding of Western assumptions and concepts in global citizenship results in the absence of other cultural perspectives in curricula.	Integrate diverse cultural perspectives into the curriculum by collaborating with local communities, incorporating Indigenous knowledge, and presenting global issues from multiple viewpoints.

Possible challenges to think about	Possible solutions to identify
<p>GCED’s interdisciplinary nature makes it difficult to fit within one curriculum area, leading to potential neglect in integration across learning areas.</p>	<p>Design flexible curricula that allow for global citizenship themes to be integrated in various subjects and provide professional development for teachers on interdisciplinary approaches.</p>
<p>Top-down, policy-led approaches to GCED create additional burdens on teachers who may lack knowledge on incorporating global citizenship into lesson plans and teaching practices.</p>	<p>Implement bottom-up approaches that involve leaders, teachers, and their <i>students</i> in the development of GCED policies, alongside providing ongoing support, resources, and best practices for practical implementation in classrooms.</p>

Leveraging available resources

As education system leaders, we have access to numerous resources and networks that can enhance our planning efforts. Consider the following:

1. **Policy and evidence on effective learning strategies and resources:** Reflect on teaching strategies that have been successful in actively engaging learners. Collaborate with stakeholders to develop guidance on how, when, why and in what context to use these strategies.
2. **Network connections:** Consider connecting with a broader network – international community partners, organisations, and global partners—to gain insights and foster collaborations that support your department and schools.

An illustration of practice

During the discovery phase of the cycle, education department staff determine that schools in their jurisdiction are primarily focusing on the knowledge aspect of global citizenship and there are very few examples of schools connecting with their local community or students taking actions to support change. They decide to incorporate more guidance in an initiative focusing on the environmental impacts of pollution to help teachers expand their thinking about GCED. The materials encourage schools to extend their lessons beyond teaching the students facts about pollution and the environment by providing suggestions, such as:

- Engaging students in community interviews, allowing them to explore local perspectives on environmental changes and their impacts.
- Student presentations of findings at community events, linking their learning to real-world issues and actionable solutions.

The department also included additional support to assist schools in setting up a strong enabling GCED environment including:

- Identifying community member organisations for school partnership, who are trusted and willing to offer their time and resources to the activity.
- Providing guidance and resources to schools with strategies to address varying student engagement, interests, and needs (e.g., assigning roles based on student strengths and interests, providing templates for student reflections).
- Providing safety and ethics guidance for schools to use for training and implementation including for interviewing and data collection and storage.
- Working with school leaders and teachers to develop a framework that specifies how the project aligns with the curricula, identifying the holistic skills and knowledge fostered by the activity.
- Supporting schools to predetermine evaluation criteria for global citizenship that can be used in the unit, including a range measures for gathering evidence.

Describing the criteria for success

The final part of Phase 2 involves clearly describing the indicators we will be seeking to determine if, and to what extent, our efforts to improve GCED in this cycle have been successful. Table 14 is an example of what this might look like.

Table 14: Example of a GCED goal for system leaders

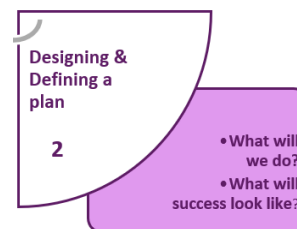
Goal for improvement	Planned action	Success criteria
Better support for schools to collaborate with their local community around global citizenship issues.	Develop a set of small case studies that illustrate how schools are working with local community members. Create a resource that helps teachers identify opportunities for integrating global	We receive positive feedback from teachers on each of the planned activities. We see a growing number of shared examples of success in the online community space. We see increased teacher

Goal for improvement	Planned action	Success criteria
	<p>citizenship focused collaborations with local community within different areas of the curriculum.</p> <p>Create an online community space where teachers can share their ideas and successes in collaborating with local communities as part of global citizenship units.</p>	<p>confidence and motivation to collaborate with local community members as part of GCED units.</p>

Phase 3: Implementing and evidence gathering

Now that you have an established plan and indicators in place to help you evaluate its success, you are ready for action. This phase encompasses two key elements:

1. *Implementing the plan*, which may include plans for policy and practice guidance, resources, and professional learning, and plans for school engagement in these aspects.
2. *Systematically gathering evidence* to measure changes, development and learning outcomes resulting from the education department’s GCED initiatives.



As stakeholders at each level of the system (system leaders, school leaders, teachers) gain experience in using the cycle to drive improvements in GCED, they will be able to collaborate and support each other through the process. For example, department staff can provide training on survey development for schools who want to design their own survey, and teachers can support the department to gather evidence of student interest in GCED issues. When we understand the thinking and skills that are used at each phase of the cycle, we can think together and work together to collectively contribute to the shared vision for GCED. **This stage culminates in the completion of the planned activities for improving GCED and a comprehensive collection of evidence that will inform the next phase of reflecting and evaluating.**

Gathering evidence of change

Evidence gathering methods should be tailored to your specific context. It is important to consider carefully what you are trying to find out so that you can select the most appropriate method. It is useful to combine methods to gain a richer understanding of the impact of your GCED program. Table 15 explains methods you might use to gather evidence of change or impact.

Table 15: Ways for system leaders to gather evidence of change

Method	Useful for	Example
Surveys	School leaders or teachers’ perceptions about their knowledge, values and attitudes	Conduct surveys before and after program implementation to assess shifts in perceived knowledge, values,

Method	Useful for	Example
	and behavioural intentions	and attitudes toward GCED topics.
Focus groups	In-depth understanding of stakeholder perspectives (department staff, school leaders, teachers and or students)	Organise focus groups with leaders, teachers, and community members to discuss their experiences and observations regarding GCED integration.
Observations	Skills, engagement, practices, implementation fidelity.	Support teachers and school leaders to develop and use observation tools or checklists to assess GCED classroom enactment.
Professional learning evaluations	Teacher reported confidence and motivation, intention, and ability to change practice.	Gather feedback through evaluations after workshops to determine how well educators feel equipped to implement GCED.
Document analysis	Curriculum/policy alignment, planning practices, student learning.	Review teaching and learning plans, student projects or presentations after the completion of GCED activities to evaluate depth of understanding and engagement.

Timing of evidence gathering

Collecting evidence at various intervals is critical to provide a complete picture of the effectiveness of the GCED programs. Consider the following approaches:

1. **Baseline evaluation:** By collecting data prior to implementation, you can establish baseline knowledge, attitudes and behaviours/practices that offer an insight into your starting point.
2. **Formative evaluation:** Regular check-ins during implementation allow you to adjust and address challenges along the way to keep you on track to achieve your goals.
3. **Final/endline evaluation:** Collecting evidence at the end of the implementation phase and comparing it to your baseline evidence will provide insight into the impact of your program.

Engaging stakeholders in the evidence gathering process

To foster a culture of evidence-informed improvement, system leaders can engage various stakeholders in the process of gathering evidence:

1. **Involving school leaders:** Work collaboratively with leaders to gather evidence of growth within their schools. They might conduct regular reviews of the school's GCED program as part of their

own improvement cycles. This information might provide useful insights on the impact of system level actions and ideas for future improvement.

2. **Involving teachers:** Work with teachers to gather evidence of their own growth and their students, including self-evaluations of their knowledge, beliefs, practices, and confidence to implement GCED, or evaluations of student learning and growth.
3. **Involving students:** Students will be empowered in this process by contributing their own insights and evidence, including reflecting on their growth and development, their feedback on recent GCED activities, or their suggestions for areas for improvement.

Example of implementation and evidence gathering

Let's consider a scenario where a regional education department introduces a GCED initiative focused on the climate crisis and environmental sustainability. This includes a collection of resources to support teachers to integrate this GCED focus into their existing curricula. To gather evidence of impact during the implementation phase, system leaders might:

1. Develop and distribute a survey for schools prior to implementation to assess students' knowledge of climate issues and their attitudes toward sustainability.
2. During implementation, conduct regular focus groups with teachers to gather qualitative insights on challenges and successes in using the department's resources to integrate GCED into their existing curricula.
3. At the end of the program, analyse student presentations given at a community event to evaluate the depth of understanding and engagement. They also conduct a follow up survey to evaluate changes to student's attitudes towards sustainability.

This process not only evaluates the impact of implementation, but also helps inform future planning and support. By employing these strategies, you can ensure effective implementation of GCED while building a sound evidence base to guide decision-making and continuous improvement within your education system.

Phase 4: Reflecting and evaluating

The final phase of the cycle is key as it involves evaluating the success of the system's GCED initiatives and prepares you for a subsequent cycle of improvement. In Phase 4, you will be reflecting on the process and implementation of planned activities, as well as evaluating the impact and progress made against the system's goals and vision for GCED. By analysing the evidence collected you can make informed judgements about the impact of these initiatives. **This phase ends with a clear idea of what the next actions might be for you and the schools in your jurisdiction as you prepare for the next cycle.**



Using evidence to evaluate the impact of our program

As we reflect on the experience, we also make judgements about its success. Consider the following questions:

- Did we achieve the goals we set out to achieve from Phase 1?
- To what extent did our schools and teachers benefit from the experience?
- Was the impact the same for all schools, or were there differences?
- What impact did it have on our own development?

As we evaluate, we use our evidence to help us make decisions about:

- What schools understand AND what they are confused or uncertain about.
- What schools can do AND what they found challenging to do.
- What they motivated and encouraged schools and teachers.
- Our own understanding, skills, interests, and motivation.

We are also using our evidence to make a judgement about positive change that has occurred because of the experience, including:

- Changes in school leaders and teachers' thinking.
- Changes in school leaders and teachers' attitudes and feelings.
- Changes in school leaders and teachers' behaviour.
- Changes in our own thinking, attitudes, feelings, and behaviour.

Our judgements should be linked to the evidence we collected. We may find that we do not have the evidence needed to make a decision about something. For example, we may discover that we have not collected sufficient evidence about changes to teaching practice to support GCED engagement, so we are not able to determine how and why changes in engagement eventuated. If this is something we want to know, we can plan to intentionally gather evidence about attitudes in the next cycle.

Supporting schools and teachers to develop their reflective practices

Reflection is important for all stakeholders as they engage in their own improvement journeys. We cannot assume that everyone has well-developed strategies and skills in reflecting and using reflection to guide action. System leaders can support individuals to develop these important skills by:

- Modelling the practice in their own work to demonstrate how it is used.
- Seeking feedback from schools and teachers to determine areas of strength in reflective practice and areas for support.
- Creating resources that explain reflective practice and how it is used, that include examples of what it looks like in schools, and providing strategies that people can use to guide reflection. Encourage teachers to teach their students how to reflect as well.

Involving school leaders, teachers, and students in evaluation

As part of your evaluation process, you can seek the input of school leaders, teachers, and students through initiatives such as workshops or surveys. By seeking feedback from schools about their experiences with GCED programs, including reflections on implementation and outcomes, system leaders can gain critical insights into the efficacy of these initiatives. For example, you might include questions addressing:

1. The perceived effectiveness of curriculum materials.
2. Changes in student engagement and understanding as reported by teachers.
3. Areas where additional supports or training are needed.

These insights can be compiled and shared within the department, supporting colleagues to understand the overall impact of GCED across the system and informing future policy and resource

allocation decisions. By fostering a continuous feedback loop between schools and systems, you help to ensure that GCED remains responsive to the needs of students and aligned with educational goals.

Seeking feedback and reflections from students, teachers, and school leaders as evidence of impact is one way you can bring their voices and perspectives into the evaluation process. You can also include them more directly by sharing with them the responsibility for evaluating the impact of system initiatives. This could be done as a workshop or series of focus groups.

Preparing for the next cycle

As you prepare for the next cycle, use the insights gained from your evaluations to inform future initiatives. Consider the following:

1. **Successes:** Identify the gains that have been made during the cycle and prioritise building upon these strengths in future programs.
2. **Challenges:** Reflect on the things that did not work as expected, using these lessons learned to refine your approach moving forward.
3. **Feedback:** Seek school, teacher, and student input to create the focus areas for the next cycle, ensuring that future planning is responsive to their needs.

This information will be invaluable as you set meaningful goals for GCED in the upcoming cycle, further enhancing the educational experiences of students across the system.

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Further reading

These sites provide a range of resources to support teachers and leaders to foster global citizenship in their classrooms and schools.

- Magazine SangSaeng (<https://www.unescoapceiu.org/board/k411>)
- Asia-ajar Education Resources (<https://asia-ajar.org/>)
- Asialink Education (<http://www.asiaeducation.edu.au/>)
- Common Welath Education Trust (<https://commonwealtheducationtrust.org/>)
- GCED Clearinghouse (<https://www.gcedclearinghouse.org/>)
- GCED Online Campus (<https://www.gcedonlinecampus.org/>)
- Oxfam Global Citizenship Guides (<https://www.oxfam.org.uk/education/who-we-are/global-citizenship-guides/>)
- Sustainability Resources for Teachers (<https://css.umich.edu/page/sustainability-resources-teachers-environmental-justice>)
- TeachUNICEF (<https://sharemylesson.com/users/teachunicef>)
- UNDP Asia-Pacific (<https://www.undp.org/asia-pacific/>)
- UNESCO AP News (<https://apnews.com/hub/unesco>)
- UNESCO ESD (<https://www.unesco.org/en/sustainable-development/education>)
- UNESCO APCEIU (<https://www.unescoapceiu.org/>)
- World's Largest Lesson (<https://worldslargestlesson.globalgoals.org/>)

Annex 1 – Depth continuum example

Table 16 provides another example of how the depth continuum can be applied to a GCED lesson or unit. The topic is *Fake news, Disinformation and Misinformation*. The unit supports learners to develop the knowledge, values, attitudes, behaviours, and skills to critically assess information sources, recognise misinformation, and promote responsible information sharing.

These activities are designed for **upper primary** and can be spread across several lessons.

Table 16: Depth of understanding continuum - Fake news, misinformation, and disinformation

Level	Activities
<p>Surface level approach</p> <ul style="list-style-type: none"> • Fostering awareness • Includes one or more relevant ideas about GCED • Includes opportunity to practice or demonstrate one or two of the three measurement domains of knowledge, values, and behaviours. 	<p>The teacher introduces the concepts of fake news, disinformation, and misinformation to raise awareness among students of their presence in everyday media. Class question prompts include ‘why do you think people share fake news?’ and ‘can you provide an example of fake news you have encountered?’</p> <p>The teacher begins with a whole class discussion aiming to uncover what students know about fake news and where they might encounter such information. The teacher shows examples of real and fake news headlines, asking students to guess which ones are misleading and why. Students can turn and talk to their partner to discuss and propose answers to these questions.</p> <p>The teacher then leads another class discussion on the issues related to fake news, misinformation and disinformation as they relate to global citizenship education such as our interconnectedness via digital platforms, the importance of critical thinking, and the impact of misinformation on global issues such as pandemics, the climate emergency, and geo-politics.</p> <p>At the surface level, the teacher focuses on building awareness about information and how it spreads and differentiating between opinion and fact and valuing truth and honesty in their roles as global citizens.</p>
<p>Deep</p> <ul style="list-style-type: none"> • Fostering understanding • Includes several ideas about GCED that are connected to each other, the curriculum and other learning areas (interdisciplinary) • Uses transformative pedagogies including collaborative learning. 	<p>At the deep level, the teacher focuses on supporting students to develop a more nuanced and deeper understanding of misinformation, disinformation, and fake news by deeply exploring the motives, impact, and ethical considerations. The teacher plans for learners to develop their critical thinking, communication, and collaborative learning skills.</p> <p>After framing the activity and questioning learners’ prior knowledge, the teacher organises the class into groups with a set of news articles to examine on different GCED content areas. Each group works together to respond to a set of questions about the author, their rationale, and the impact of the article. Group members support each other to respond to questions and one person per group presents their ideas to the class.</p> <p>The teacher then leads a class discussion on the ethical and societal implications of misinformation. The lessons connect with learning areas</p>

Level	Activities
<ul style="list-style-type: none"> • Includes opportunities to demonstrate knowledge, values, and behaviours. 	<p>including language and literacy, media, history, and social studies.</p> <p>Students analyse the motives of those spreading fake news, the impact, they explore additional cross curriculum areas such as ethical understanding and practice critical thinking, collaboration, and respectful communication.</p>
<p><u>Transfer</u></p> <ul style="list-style-type: none"> • Fostering application and creation • Includes several ideas about GCED that are connected to each other, the curriculum, and other areas for learning and application, across teaching teams and extra curricula activities • Combines transformative pedagogies. • Includes opportunities to demonstrate knowledge, values, and behaviours. 	<p>At the transfer level, the teacher supports students to apply their knowledge and skills regarding fake news, misinformation, and disinformation by creating resources to promote understanding of responsible information sharing within their school and community. At this level, the teacher focuses on student development of their GCED action and engagement skills.</p> <p>The teacher frames the activity, and students form teams of their choosing to develop a campaign on fake news and misinformation for their school or community. They might aim to support children in lower grades to develop awareness of these ideas or provide materials that could inform updates to their school’s ICT policies. Teachers support students to use a variety of media including print, video and audio for posters, infographics, or short videos for their campaign. At the transfer level, teachers support students to develop as critical active global citizens and engage deeply with social responsibility as it applies to fake news, misinformation, and disinformation. At this level, students will be empowered, by making meaningful choices about how and what they learn, to be advocates for truth and justice and the role of individual actions in creating a more informed society.</p> <p>Activities described are designed to foster leadership, advocacy, and school community engagement.</p>

Annex 2 – Survey instruments

Findings from these survey instruments informed the development of this toolkit. These surveys are under development and will be adjusted as more information is available.

Global Citizenship Education - Enabling Factors Teacher Questionnaire

For this questionnaire, **global citizenship** refers to the knowledge, skills, and values to promote peace, human rights, and sustainable development.

Global citizenship education refers to education intended to promote peace, human rights, and sustainable development.

Position title

[include drop down list of options]

1. Gender

- Male
- Female
- Not specified

2. What is the highest level of education you have achieved?

- Lower secondary education
- Upper secondary education
- Vocational education
- Undergraduate education
- Master's degree education
- Doctor degree education

3. How many years of work experience do you have as a teacher?

0-2 2-5 5-10 10-20 20+

4. How much do you agree with the following statements?

- Most of my colleagues are female.
- I have worked in schools with diverse teaching staff from culturally and linguistically diverse backgrounds.
- It is essential that there are equal numbers of male and female teachers in schools in <country of test>.

Strongly disagree / Disagree / Agree / Strongly agree

5. Did your pre-service education include any of the following?

Y/N

- Placements in diverse or marginalised communities
- Opportunities to discuss local, regional, or global issues such as inequality
- Opportunities to develop intercultural competence
- Opportunities to develop the values, skills, or knowledge for global citizenship
- Action research projects related to global citizenship education.

6. In the past 12 months have you participated in any professional development activities related to global citizenship education or education for peace, human rights, and sustainable development?

Y/N

7. If yes, please describe the content and format of this PD:

8. How much do you agree or disagree with the following statements?

- I am open to the idea of teaching global citizenship.
- I understand what global citizenship education is.
- I know how to design and plan for global citizenship education in my classroom
- I know how to integrate global citizenship education into my classroom practice
- I know how to assess global citizenship education.
- My preservice education has prepared me well to teach about and for global citizenship.

Strongly disagree / Disagree / Agree / Strongly agree

9. How important do you think it is for students in <country of test> to learn about:

SEA-PLM2019

- What is happening in <Country of test>
- What is happening in countries near <Country of test>
- What is happening in the world
- How things that happen in other countries affect <Country of test>
- Similarities and differences between peoples of different races, cultures, and religions.
- Pollution in <country of test>
- Pollution in places outside <country of test>
- Loss of natural resources, for example water, energy, and useable land
- <Climate change>
- How you can help to solve problems with your classmates
- Respect for different cultures
- Social responsibility (responsibility to society)
- Living together in peace and harmony/peaceful co-existence

Not at all important / Somewhat important / Very important / Extremely important

10. How much do you agree or disagree with the following statements?

- Global citizenship education should be embedded in every subject in the curriculum.
- Global citizenship education should be part of all lessons in primary school.
- It is important to collect data on how students develop as global citizens.

Strongly disagree / Disagree / Agree / Strongly agree

11. How much do you agree or disagree with the following statements?

- I need help to understand what global citizenship is.
- I need help understanding how to include global citizenship education in my planning and lessons.

- I need help understanding how to incorporate the values of global citizenship in my classroom/classroom practices
- My school has specific days focusing on celebrating diversity or global citizenship.
- My school has specific days focused on environmental protection.

Strongly disagree / Disagree / Agree / Strongly agree

12. How often have you used the following methods of educating for global citizenship?

- Students working together in groups or pairs.
- Designing learning around real-world experiences, tangible objects, or excursions.
- Designing learning around a project where learners work in groups, and each has a role to play.
- Designing learning around a project which enables learners to grasp content, develop strategies, and build independence and confidence.

Never / Once / A few times / Often

13. On average, how often do you do the following at your school?

TALIS 2018 Q33

- Teach jointly as a team in the same class
- Observe other teachers and provide feedback
- Engage in joint activities across different classes and age groups
- Exchange teaching materials with colleagues
- Engage in discussions with other teachers about the learning and development of specific students
- Work with other teachers in the school to ensure common standards in evaluations for assessing student progress
- Attend team conferences
- Take part in professional collaborative learning

Never / Occasionally / Frequently / Always

14. How often do you use the following methods of assessment?

TALIS 2018 Q43

- I administer my own assessment.
- I provide written feedback on student work in addition to a mark or letter grade
- I observe students when working on tasks and provide immediate feedback.
- Student presentations or portfolios.

Never / Occasionally / Frequently / Always

15. To what extent do the students in your class

ICCS 2016 User Guide p. 272

- Get along well with their classmates.
- Report that they feel a sense of belonging
- Respect their classmates even if they are different.

A little / To some extent / To a great extent / To a very great extent.

16. Which is the highest priority need at your school?

Select only 1

- Creating an agreed definition of global citizenship that meets our needs.
 - Supporting teachers to know how to develop global citizenship knowledge, skills, and values in their classrooms.
 - Developing guidance for global citizenship assessment
 - Locating opportunities for global citizenship teaching in the curriculum
 - Providing ideas for classroom activities
 - Providing ideas for partnerships (e.g., with parents, families, local businesses, and community organisations) to improve global citizenship education opportunities for students.
 - If other, provide details
-

17. What are the biggest challenges to fostering global citizenship education in <country of test>?

Select up to five.

- Lack of commitment from teachers
- Lack of support from parents
- Lack of interest from students
- Lack of understanding and agreement within the school community
- Time constraints
- Lack of materials and resources
- Lack of IT support or IT infrastructure
- Lack of facilities (physical infrastructure)
- Lack of finances
- Lack of relevant training or professional learning opportunities
- Lack of expertise in global citizenship education
- Lack of support from school principals
- Lack of support from Ministry of Education

18. What would help systems, schools, and teachers to foster global citizenship education in <country of test>?

Select up to five.

- Specific focus on global citizenship education in preservice education
- Teacher professional development/training specific to global citizenship education
- Guidance on how to assess global citizenship education
- Guidance on how to teach about and for global citizenship
- Guidance on planning global citizenship lessons
- Financial resources for global citizenship education
- Materials or lesson plans for global citizenship education
- Having a global citizenship education community of practice at your school
- Support of school leadership
- Support of school and wider community
- Revisions to curricula to make global citizenship education explicit.

Global Citizenship Education - Enabling Factors School Leader/Principal Questionnaire

For this questionnaire, **global citizenship** refers to the knowledge, skills, and values to promote peace, human rights, and sustainable development.

Global citizenship education refers to education intended to promote peace, human rights, and sustainable development.

Position title

[include drop down list of options]

1. Gender

- Male
- Female
- Not specified

2. What is the highest level of education you have achieved?

- Lower secondary education
- Upper secondary education
- Vocational education
- Undergraduate education
- Master degree education
- Doctor degree education

3. How many years of work experience do you have as a school principal?

0-2 2-5 5-10 10-20 20+

4. How much do you agree with the following statements?

- Most of my colleagues are female.
- I have worked in schools with staff from a range of culturally and linguistically diverse backgrounds.
- It is essential that there are equal numbers of male and female teachers in schools in <country of test>.

Strongly disagree / Disagree / Agree / Strongly agree

5. Did your pre-service education include any of the following?

Y/N

- Placements in diverse or marginalised communities
- Opportunities to discuss local, regional, or global issues such as inequality
- Opportunities to develop intercultural competence
- Opportunities to develop the values, skills, or knowledge for global citizenship
- Action research projects related to global citizenship education.

6. In the past 12 months have you participated in any professional development activities related to global citizenship education or education for peace, human rights, and sustainable development?

Y/N

7. If yes, please describe the content and format of this PD:

8. How much do you agree or disagree with the following statements?

- I am open to the idea of fostering global citizenship.
- I support teachers at my school to develop global citizenship skills, knowledge, and values with their students.
- I understand what global citizenship education is.
- Teachers at my school know how to design and plan for global citizenship education in my classroom
- Teachers at my school know how to integrate global citizenship education into their classroom practice
- Teachers at my school know how to assess global citizenship education.

Strongly disagree / Disagree / Agree / Strongly agree

9. How important do you think it is for students in <country of test> to learn about:

SEA-PLM 2019

- What is happening in <Country of test>
- What is happening in countries near <Country of test>
- What is happening in the world
- How things that happen in other countries affect <Country of test>
- Similarities and differences between peoples of different races, cultures, and religions.
- Pollution in <country of test>
- Pollution in places outside <country of test>
- Loss of natural resources, for example water, energy, and useable land
- <Climate change>
- How you can help to solve problems with your classmates
- Respect for different cultures
- Social responsibility (responsibility to society)
- Living together in peace and harmony/peaceful co-existence

Not at all important / Somewhat important / Very important / Extremely important

10. How much do you agree or disagree with the following statements?

- Global citizenship education should be embedded in every subject in the curriculum.
- Global citizenship education should be part of all lessons in primary school.
- It is important to collect data on how students develop as global citizens.

Strongly disagree / Disagree / Agree / Strongly agree

11. How much do you agree or disagree with the following statements?

- I need help to understand what global citizenship is.
- Teachers at my school need help understanding how to include global citizenship education in my planning and lessons.
- Teachers at my school need help understanding how to incorporate the values of global citizenship in my classroom/classroom practices
- My school has specific days focusing on celebrating diversity or global citizenship.
- My school has specific days focused on environmental protection.

Strongly disagree / Disagree / Agree / Strongly agree

12. How often do teachers at your school use the following methods of educating for global citizenship?

- Students working together in groups or pairs.
- Designing learning around real-world experiences, tangible objects, or excursions.
- Designing learning around a project where learners work in groups, and each has a role to play.
- Designing learning around a project which enables learners to grasp content, develop strategies, and build independence and confidence.

Never / Once / A few times / Often

13. On average, how often do teachers at your school do the following:

TALIS 2018 Q33

- Teach jointly as a team in the same class
- Observe other teachers and provide feedback
- Engage in joint activities across different classes and age groups
- Exchange teaching materials with colleagues
- Engage in discussions with other teachers about the learning and development of specific students
- Work with other teachers in the school to ensure common standards in evaluations for assessing student progress
- Attend team conferences
- Take part in professional collaborative learning

Never / Occasionally / Frequently / Always

14. How often do teachers at your school use following methods of assessment?

TALIS 2018 Q43

- Administer their own assessment.
- Provide written feedback on student work in addition to a mark or letter grade
- Observe their students when working on tasks and provide immediate feedback.
- Student presentations or portfolios.

Never / Occasionally / Frequently / Always

15. Which is the highest priority need regarding global citizenship education at your school?

Select only 1

- Creating an agreed definition of global citizenship that meets our needs.
- Supporting teachers to know how to develop global citizenship knowledge, skills, and values in their classrooms.
- Developing guidance for global citizenship assessment
- Locating opportunities for global citizenship teaching in the curriculum
- Providing ideas for classroom activities
- Providing ideas for partnerships (e.g., with parents, families, local businesses, and community organisations) to improve global citizenship education opportunities for students.
- If other, provide details

16. What are the biggest challenges to fostering global citizenship education in <country of test>?

Select up to five.

- Lack of commitment from teachers
- Lack of support from parents
- Lack of interest from students
- Lack of understanding and agreement within the school community
- Time constraints
- Lack of materials and resources
- Lack of IT support or IT infrastructure
- Lack of facilities (physical infrastructure)
- Lack of finances
- Lack of relevant training or professional learning opportunities
- Lack of expertise in global citizenship education
- Lack of support from school principals
- Lack of support from Ministry of Education

17. What would help systems, schools, and teachers to foster global citizenship education in <country of test>?

Select up to five.

- Specific focus on global citizenship education in preservice education
- Teacher professional development/training specific to global citizenship education
- Guidance on how to assess global citizenship education
- Guidance on how to teach about and for global citizenship
- Guidance on planning global citizenship lessons
- Financial resources for global citizenship education
- Materials or lesson plans for global citizenship education
- Having a global citizenship education community of practice at your school
- Support of school leadership
- Support of school and wider community
- Revisions to curricula to make global citizenship education explicit.

Global Citizenship Education – Enabling Factors System Questionnaire

*For this questionnaire, **global citizenship** refers to the knowledge, skills, and values to promote peace, human rights, and sustainable development.*

***Global citizenship education** refers to education intended to promote peace, human rights, and sustainable development.*

Position title

[include drop down list of options]

1. **Since 2019, have there been any changes introduced relevant to the aims, content, and approaches to global citizenship education (education for peace, human rights, and sustainable development) in education policies in <country of test>?**

ICCS 2022 Q10

Y/N

2. **If you answered 'yes', please describe, in brief, the nature of the changes and provide references to relevant documents.**

ICCS 2022 Q11

3. **Since 2019, has the content, objectives, and teaching methods of global citizenship education (education for peace, human rights, and sustainable development) been integrated into the primary curriculum in <country of test>?**

Y/N

4. **If yes, please describe, in brief, how it has been integrated into the primary curriculum.**

5. **Since 2019, have there been any major (national or international) research studies about global citizenship education in <country of test>?**

ICCS 2022 Q11

Y/N

6. **If you answered 'yes', please briefly describe the studies, and provide references to relevant documents.**

ICCS 2022 Q11

7. **Is there a definition of global citizenship in the national curricula or official guidelines for school education?**

ICCS 2022 Q13

Y/N

8. **If you answered 'yes', please briefly describe the definition of global citizenship in the national curricula or guidelines for school education.**

9. **Please describe *how* global citizenship education is implemented in primary education in (country of test) (ISCED1)?**

- Global citizenship education is included as part of the formal curriculum? Y/N
- Various curricula are used across government primary schools in <country of test>? Y/N
- If 'yes', please describe these differences.
- There is a specific curricular subject for global citizenship education? Y/N

10. **How is global citizenship education intended to be taught in primary schools in <country of test>? ICCS 2022 2017**

Y/N

- As a separate subject.
- Integrated into subjects related to human/social sciences.
- Integrated into all subjects taught at school.

- As an extra-curricular activity.

11. Please indicate on the scales below the importance of the following:

- Recruiting primary school teachers from a range of different cultural and language backgrounds.
- Recruiting primary school leaders/principals from a range of different cultural and language backgrounds
- Having an equal number of male and female teachers in schools in <country of test>.

Not at all important / Somewhat important / Very important / Extremely important

12. Please indicate on the scales below the degree to which you agree or disagree with the following statements:

- Most primary school teachers in <country of test> are open to the idea of educating for global citizenship.
- Most primary school teachers in <country of test> understand what global citizenship education is.
- Most primary school teachers in <country of test> know how to incorporate global citizenship education in their planning and lessons.
- Most primary school teachers in <country of test> know how to assess global citizenship education.
- Preservice education in <country of test> prepares primary school teachers well to educate for global citizenship.

Strongly disagree / Disagree / Agree / Strongly agree

13. In the past two years, how often have primary school teachers participated in training/professional development opportunities on fostering global citizenship (education for peace, human rights, and sustainable development)?

Never / Once / A few times / More than twice

14. How important do you think it is for students in <country of test> to learn about

SEA-PLM2019

- What is happening in <Country of test>
- What is happening in countries near <Country of test>
- What is happening in the world
- How things that happen in other countries affect <Country of test>
- Similarities and differences between peoples of different races, cultures, and religions How to solve <disagreements> peacefully
- Pollution in <country of test>
- Pollution in places outside <country of test>
- Loss of natural resources, for example water, energy, and useable land
- <Climate change>
- How you can help to solve problems with your classmates
- Respect for different cultures
- Social responsibility (responsibility to society)
- Living together in peace and harmony/peaceful co-existence

Not at all important / Somewhat important / Very important / Extremely important

15. Please indicate on the scales below the degree to which you agree or disagree with the following statements:

- The UN Sustainable Development Goals are relevant to classroom teaching in <country of test>
- Global citizenship education should be embedded in every subject in the curriculum.
- Global citizenship education should be part of all lessons in primary school.
- It is important to collect data on how schools foster global citizenship education in <country of test>.

Strongly disagree / Disagree / Agree / Strongly agree

16. Please indicate on the scales below the degree to which you agree or disagree with the following statements:

- Primary school administrators in <country of test> need help to understand what global citizenship is.
- Primary school principals in <country of test> need help understanding how to lead education for global citizenship.
- Primary schools in <country of test> have specific days focusing on celebrating diversity.
- Primary schools in <country of test> have specific days focused on environmental protection.

Strongly disagree / Disagree / Agree / Strongly agree

17. How familiar are primary school teachers with the following methods of educating for global citizenship?

- Students working together in groups or pairs.
- Designing learning around real-world experiences, tangible objects, or excursions.
- Designing learning around a project where learners work in groups, and each has a role to play.
- Designing learning around a project which enables learners to grasp content, develop strategies, and build independence and confidence.

Not at all familiar / Somewhat familiar / Very familiar / Extremely familiar

18. Which of the following is the highest priority in your department within the [Ministry of Education]

Select only 1

- Creating a local agreed version of definition for global citizenship that meets our needs.
- Supporting teachers to know how to educate for global citizenship.
- Developing guidance for global citizenship assessment
- Locating opportunities for global citizenship teaching in the curriculum
- Providing ideas for activities and partnerships (e.g., with parents, families, local businesses, and community organisations) to improve global citizenship education opportunities for students.
- If other, provide details

19. What are the biggest challenges to fostering global citizenship education in <country of test>?

Select up to five.

- Lack of commitment from teachers
- Lack of support from parents
- Lack of interest from students
- Lack of understanding and agreement within the school community??
- Time constraints
- Lack of materials/resources
- Lack of IT support or IT infrastructure
- Lack of facilities (physical infrastructure)
- Lack of finances
- Lack of relevant training or professional learning opportunities
- Lack of expertise in global citizenship education
- Lack of support from school principals
- Lack of support from Ministry of Education

20. What would support systems, schools, and teachers to foster global citizenship education in <country of test>?

Select up to five.

- Specific focus on global citizenship education in preservice education
- Teacher professional development/training specific to global citizenship education
- Guidance on how to assess global citizenship education
- Guidance on planning global citizenship lessons
- Financial resources for global citizenship education
- Materials or lesson plans for global citizenship education
- Having a global citizenship education community of practice at your school
- Support of school leadership
- Support of school and wider community
- Revisions to curricula to make global citizenship education explicit.
- Central authority support/involvement

21. Does <country of test> have monitoring and evaluation systems or processes in place to measure global citizenship education?

Y/N

22. If so, please describe these systems briefly, including what type of data are collected, how often, at what level and how these data are used to inform changes.

Annex 3 – Qualitative protocols

Session 1: Exploring GCED (90-120 minutes)

Focus	Question/Instruction/Activity	Notes
<u>Background</u>	Each teacher introduces themselves (e.g., name, how long they have been teaching for, what their favourite subject is to teach and what they would like to achieve from attending the workshop)	
<u>Unpacking Global Citizenship</u>	<p>Progressive brainstorm question: <i>Imagine these students as global citizens.</i></p> <p>1. <i>What would they:</i></p> <ul style="list-style-type: none"> - <i>Say</i> - <i>Do</i> - <i>Think/believe</i> - <i>Value</i> <p><i>What kind of traits /characteristics would they have?</i></p> <p>2. <i>Based on these traits would you see yourself as a global citizen? If so, why?/ why not?</i></p> <p>3. <i>How do you define global citizenship?</i></p> <p>4. <i>What do you believe global citizenship education involves?</i></p> <p>5. <i>Are there different terms or subjects that you would associate with a GCED lesson?</i></p>	<p>Progressive brainstorm: Provide a drawn outline of two primary-aged students on A3 sheets to groups of three teachers. Rotating sheets between groups ever 3-5 minutes.</p> <p>Each group to share responses from the final sheet.</p> <p>Come back to the responses to the progressive brainstorm – use this to develop a broader understanding of global citizenship and global citizenship education. This could function as the beginning point of introducing other associated terms with GCED, e.g., interconnectedness, peace, justice, safety, and sustainability.</p>

<p><u>GCED in the classroom</u></p>	<p>6. Can you share a lesson that either involved GCED or included teaching GC values?</p> <ul style="list-style-type: none"> - How did you plan for the lesson? - How did you select the resources? - Did you believe the lesson or unit achieve their aim/goals? How do you know? <p>7. What do you believe are the best teaching strategies for teaching GCED?</p> <ul style="list-style-type: none"> - Why do you believe the strategy would be successful? <p>8. How do you gather evidence of GCED in your classroom?</p> <ul style="list-style-type: none"> - What things have they tried and what works in your classroom? 	
<p><u>Barriers and Enablers for GCED implementation</u></p>	<p>9. What are the challenges in teaching GCED?</p> <ul style="list-style-type: none"> - Have you ever felt uncomfortable with teaching GCED? <p>10. What could the school do support students to become global citizens?</p> <p>11. What could help you with teaching Global Citizenship?</p> <ul style="list-style-type: none"> - What kinds of supports would you need from the government? - What kinds of supports would you need from the school administration, school leaders? 	

	<ul style="list-style-type: none"> - <i>What kind of supports would you need from student parents and the local community?</i> 	
Conclusion	Reflection on responses.	

Session 2: Responding to the GCED Enablers and Enactments Teacher Questionnaire (90-120 minutes)

Focus	Question/Instruction/Activity	Notes
Responding to the proposed questionnaire	<p>Translator and researcher will go through each question from the questionnaire, using the following probes:</p> <ul style="list-style-type: none"> - <i>How would you respond to this question?</i> - <i>Is there any part of the question you do not understand?</i> - <i>Could we use any different terms in this question that would make it clearer?</i> 	Teachers will be split into two groups of five, with one translator and researcher assign to each group. Each group will be provided with copies of the proposed teacher questionnaire in Lao language.

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