

GLOBAL CITIZENSHIP EDUCATION (GCED)

CAPACITY BUILDING WORKSHOP FOR THE INTEGRATION OF GLOBAL CITIZEN EDUCATION (GCED) INTO THE CURRICULUM IN UGANDA-KAMPALA

WORKSHOP REPORT



**3RD- 4TH NOVEMBER 2016, IMPERIAL ROYALE HOTEL
KAMPALA**

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LIST OF ACRONYMS

APCEIU	-	Asia Pacific Center of Education for International Understanding.
BTVET	-	The Business, Technical and Vocational Education and Training
EFA	-	Education for All
EIU	-	Education for International Understanding
GC	-	Global Citizenship
GCED	-	Global Citizenship Education
GEFI	-	Global Education First Initiative
MDG	-	Millennium Development Goals
MoES	-	Ministry of Education and Sports
MoU	-	Memorandum of Understanding
MP	-	Members of Parliament
NCDC	-	National Curriculum Development Center
SDG	-	Sustainable Development Goals
SG	-	Secretary General
TIET	-	Teacher Instructor Education and Training
UNATCOM	-	Uganda National Commission for UNESCO
UNESCO	-	United Nations Educational, Scientific and Cultural Organization

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The Uganda National Commission for UNESCO (UNATCOM) would like to acknowledge and appreciate the Asia Pacific Center of Education for International Understanding (APCEIU), which is the UNESCO category II center responsible for Global Citizenship Education (GCED) for supporting UNATCOM in terms of both financial and technical support that made the workshop possible.

We would like to appreciate the presenters who have made it possible for the participants to get the most out of the workshop and to understand what GCED is about. We extend our gratitude to the presenters from APCEIU; Dr. Utak Chung; Director APCEIU, Mr. Jae Hong Kim; Head, Office of Research and Development, Ms. Yangsook Lee; Head Office of Research and Training APCEIU and the Ugandan team Mr. Patrice Ssembirige; Curriculum Specialist, NCDC, Mr. Wakhweya Ahamad; Curriculum Specialist, *Mr. Kaweesi Daniel*; Programme Officer in charge of Culture and Communication at UNATCOM and Mr. Twebaze David; Programme Officer UNATCOM who moderated the workshop.

In a special way we want to thank Ms. Seulgi Kim the Assistant Programme Specialist who worked tirelessly despite the time difference between Korea and Uganda, which made it hard to coordinate. We are very grateful for all the effort you put in.

We also want to thank and appreciate all the participants who were very active and lively during the workshop for their input on where to start in the integration of GGCED into the curriculum.

Ms. Rosie Agoi

Secretary General

Uganda National Commission for UNESCO

1.0 INTRODUCTION

This is a report on a two (2) days capacity building workshop for the integration of Global Citizen Education into the Curriculum (GCED) in Uganda that was held on the 3rd and 4th of November, 2016 at the Imperial Royale Hotel, Kampala. The workshop was organized by the Uganda National Commission for UNESCO in partnership with Asia Pacific Center of Education for International Understanding (APCEIU) and National Curriculum Development Center (NCDC). The main purpose of the workshop was to increase the level of awareness and knowledge on GCED of key players in Uganda's education sector, enhance the capacity of all stakeholders to deliver GCED content and to exchange ideas and insights on ways to effectively ¹integrate GCED into Uganda's curriculum.

1.1 Background

Global Citizenship Education (GCED) is one of the three pillars of the 2012 UN Global Education First Initiative (GEFI), promoted internationally by the support and work of UNESCO. Global Citizenship Education is target 4.7 of Sustainable Development Goal, No. 4 which is about quality education. It aims at equipping learners of all ages with values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. The target is to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

GCED gives learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all. It builds on many related fields such as human rights education, peace education, education for international understanding and is aligned with the objectives of education for sustainable development (ESD). UNESCO has encouraged national government agencies, transnational and non-governmental organizations, teachers and researchers to pursue various policies, programmes, and pedagogies to foster and further develop global citizenship education. The idea is not only to create a new global norm in education but also a new analytical perspective.

¹ Johanni Larjanko, ed., Global citizenship education (Munich, DVV, 2015), 5-6.

It is against this background that APCEIU was established as a UNESCO Category II center in 2000 by the Agreement between UNESCO and the Government of the Republic of Korea and was mandated to promote Education for International Understanding (EIU) of which GCED falls currently APCEIU is clearing house for GCED.

In 2015, at the UNESCO World Education Forum, member states adapted the Incheon Declaration in Korea which advocates for GCED. It commits to quality education and to improving learning outcomes, requiring strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and *Global citizenship education* (GCED). Several other International conferences, forums and workshops have been held to pursue a better understanding of GCED and to see how it can be implemented into various countries' curricula to achieve stated goals. APCEIU has a 3 year target plan of promoting and strengthening GCED in the pursuit for quality education.

Uganda has been selected among three other countries; Cambodia, Mongolia and Colombia to pilot this very important project. The first year focuses on the establishment of the mechanism for GCED curriculum development, the focus for the second year is on the development of GCED curriculum and pilot-testing and the final third year will focus on the dissemination, field-application, monitoring mechanism and networks.

This workshop was therefore organized to meet the second target of the APCEIU goal in promoting GCED by holding a capacity building workshop for integrating GCED into the curriculum in its second year of project implementation. There was a need for the different stakeholders to be made aware of GCED, increase their knowledge on the subject and be equipped with necessary skills so as to integrate it successfully into the curriculum and ensure effective measures are put in place to guarantee the success of the project.

1.2 Workshop Participants

The workshop was attended by key stakeholders from various institutions; These included official representatives from the Ministry of Education and Sports, the National Curriculum Development Center, principals from various institutions, teachers from all levels of education, lecturers from various universities, different Non-government Educational Organizations ,Inter-religious Council representatives and journalists from different media houses for both radio and Television stations. Participants from various African countries who had come for a follow up workshop on GCED taking place around the same period also joined after the luncheon on the first day of the workshop. The Chief Guest was the Honorable Rose Mary Seninde, the Minister of State for Education and Sports for Primary Education. The occasion was also graced by the Ambassador of Korea- H.E. Park Jong Dae to Uganda on the second morning of the capacity building workshop. At the end of the Capacity Building workshop a total of 81 participants had been registered and were all awarded Certificates.

1.3 Workshop Methodology

The Master of Ceremony for the two days was Mr. David Twebaze, the Programme Officer in charge of Education at UNATCOM. The programme included remarks by different distinguished individuals. There were presentations by the team from APCIEU, Korea and paper presentations from the Ugandan team on the first and second days respectively. Some of the presentations were followed by question and answer sessions regarding GCED. The participants were also handed over certificates on the last day of the workshop.

2.0 Objectives

1. To raise the level of awareness of GCED in the education sector in Uganda.
2. To increase the knowledge about GCED of the key players in the education sector.
3. To enhance the capacity of all stakeholders to deliver GCED content.
4. To exchange ideas and insights on ways to effectively integrate GCED into other key education initiatives.
5. To provide input into Uganda's situational analysis findings.

The master of ceremony Mr. David Twebaze began by welcoming the participants to the workshop and invited one of the participants to lead a prayer. This was followed by introductions from the participants from the various institutions. He then invited Dr. Utak Chung, the Director of APCEIU to give his opening remarks.

2.1 Workshop Proceedings

2.2 Opening Remarks: Dr. Utak Chung-Director, APCEIU

(The Director of APCEIU made the following opening remarks)

- i) He welcomed the Hon. Minister Rosemary Seninde, Ms. Rosie Agoi, the Secretary General for UNATCOM and all the participants from all over the country to the APCEIU workshop for the integration of the Global Citizenship Education into the Curriculum-in Uganda.
- ii) He introduced himself and said this was his first time in Uganda and he was honored.
- iii) He declared that as much as his intention was to share his experience with UNESCO and GCED,

he also wanted to learn from the participants.



Dr. Utak Chung; Director APCEIU

He expressed his gratitude to Uganda and to the Ministry of Education and Sports for having

agreed to integrate the GCED initiative in the country.

- iv) He also appreciated Ms. Rosie Agoi for successfully organizing the workshop and extended his gratitude to everyone else who had helped in making the workshop possible.
- v) He went ahead to thank all the Ugandan educators who had visited Korea for the various workshops, fellowships and meetings they had from which the agenda being discussed had materialized.
- vi) He pointed out that during these meetings, they never wasted time and referred to a discussion with Mr. Augustine Omare-Okurut, the former Secretary General for UNATCOM. When they were met in Paris and discussed how to implement the UNESCO agenda in Korea and Uganda after a couple of years, the workshop had been made possible in Uganda, Kampala.
- vii) He stated that it was the first time for APCEIU to have a workshop in Africa and he was grateful to the organizers of the workshop in Kampala, Uganda.
- viii) He concluded by saying the workshop was a very historical moment for UNESCO and for GCED in Uganda and thanked the participants for attending.

2.3 Opening Remarks: Ms. Rosie Agoi- Secretary General, UNATCOM

The Secretary General was then invited to make an opening speech after the director of APCEIU and in it she;

- i) Welcomed the Honorable Minister of State for Primary Education; Hon. Rosemary Seninde, the Director APCEIU; Dr. Utak Chung and all invited participants to the workshop on behalf of the Uganda National Commission for UNESCO.
- ii) Extended her appreciation to APCEIU, for selecting Uganda as one of the participating countries in the implementation of GCED. She revealed that Uganda was the only African country among the four countries; Cambodia, Mongolia and Colombia selected to pilot the GCED programme portraying the good relationship that Uganda had with Korea which was developed through breaking the cultural barrier.
- iii) Emphasized that the need for Global Citizenship was paramount because the world was becoming a single village and the problems we are facing today were beyond National boundaries and we have the core responsibility to be responsible Global Citizens, to watch out for each other and to be sensitive to how our actions affect one another no matter where we live.
- iv) Stressed that we need respect for human rights, gender equality, inclusiveness, social justice and acceptance of diversity and that these were the qualities that must be promoted and practiced to ensure a better world and future for all.

- v) Highlighted that at the core of all this is education because it is the path which we have to take in order to achieve GCED. She however pointed out that unfortunately the most educated people are usually the less principled and are quick to discriminate others based on their differences and yet education should help us address these differences and live in peace.
- vi) Was pleased because having the capacity building activity will boost the country and help in reviewing the curriculum which makes it possible to measure the country's achievement as far as target seven (4.7) is concerned.
- vii) Requested the Hon. Minister to inform her senior colleagues about the opportunity we have been given and that Uganda's performance will be scrutinized in comparison to other countries that have not been given this opportunity.
- viii) Reassured the Minister of UNATCOM's support and of its commitment to APCEIU; to co-ordinate with the Ministry of Education and Sports. She revealed that the Hon. Janet Museveni had already signed the MoU and the activity was official and had been mandated by the Government of Uganda.
- ix) Reiterated that UNATCOM was there to ensure member states do what UNESCO proposes is right and reassured APCEIU and the Minister that the three year programme will run on schedule and run excellently and that Uganda will be an example of a good practice of interventions that have been made to address a Global need.
- x) Concluded by thanking the team at the National Curriculum Development Center (NCDC) for partnering with UNATCOM.



The SG UNATCOM and APCEIU Director Welcome the Minister to the workshop

2.4 Opening remarks: Honorable Rose Mary Seninde

The Secretary General invited the Minister of State for Education and Sports for Primary Education who gave the following remarks;

- i) She welcomed and thanked the team from APCEIU, the different heads of departments, Head Teachers, Teachers and invited guests from Korea and Africa for sparing time to be at the workshop and for all the hard work the organizers had put in to make the workshop a reality.
- ii) She said she was greatly honored on behalf of the Ministry of Education and Sports to participate at the opening of a very important National Capacity Building workshop that would help in integrating GCED in the Curriculum.
- iii) She re-echoed the fact that GCED was one of the strategic areas of UNESCO and that Uganda being the only African country selected to pilot the project gives the country a wonderful opportunity of instilling 21st century skills into young learners since their development was very important being the future of our country.
- iv) She stated that due to financial and structural challenges coupled with global issues, people were required to think and act both locally and globally at the same time and that tensions and continuing global challenges called for collective action at both local and international levels.
- v) She emphasized that this was the purpose of GCED, to empower learners with skills and values that could help them deal with these social issues and to inculcate in them respect of human rights and to be responsible global citizens.
- vi) She explained that the initiative was coming at a time that the curriculum was being changed to a more practical one. Therefore inclusive competence based teaching and learning should be emphasized since for teachers to deliver they had to have the support of all the stake holders and to be equipped with the knowledge and skills required for GCED that would enable them assume active roles to resolve global challenges and to become active contributors to a more peaceful and secure world.
- vii) She argued that having been selected as key players to drive this intervention forward, we had to be mindful of our values and come up with a clear road mark for its implementation.
- viii) She thanked APCEIU for extending their support to Uganda and appreciated everyone involved

3.0 PRESENTATION SESSIONS

3.1 Session I: Introduction to GCED and APCEIU

The Director of APCEIU, Dr. Utak Chung introduced the participants to the Concept and history of GCED. His presentation was structured into five parts;

- I. What is the 21st Century?
- II. UN System - UNESCO
- III. What is Global Citizenship Education (GCED)?
- IV. Global Citizenship Education in the UNESCO 2030 Education Agenda and UN SDGs
- V. APCEIU
- VI. Uganda and GCED

I. What is 21st Century

This is a global era influenced by a lot of science and technology. There are many global challenges including over population, climate, wars, refugees and the list is endless that require combined efforts *to solve*.

II. UN System - UNESCO

The United Nations is trying to create an alternative world with its various missions and strategies like MDG'S and SDG's that require combined efforts to be achieved.

The most important goal is the SDG number four (4)-which is 'quality education' that UNESCO is committed to achieving through various initiatives.

III. What is Global Citizenship Education (GCED)?

This refers to a way of understanding, acting and relating one's self to others and the environment, based on universal values, through respect for diversity and pluralism.

a) Core Themes of GCED

The core themes are tailored around the culture of peace

- Peace
- Human Rights
- Globalization
- Cultural Diversity
- Sustainable development

b) GCE Competencies

1. Cognitive
2. Socio-Emotional
3. Behavioral

c) Key Pedagogical Principles

- Holism
- Dialogue
- Values Formation
- Critical Empowerment.

d) Strategies to Promote GCED

- Technical Consultation on GCED
- GCED Clearinghouse Website (www.gcedclearinghouse.org)
- Publications on GCED
 - Global Citizenship Education: An Emerging Perspective (UNESCO, 2013)
 - Preparing Learners for the Challenges of the 21st Century (UNESCO, 2014)

e) Strategies towards Post-2015

- Global EFA Meeting, Muscat, Oman (12-14 May 2014)
- Asia-Pacific Regional Education Conference; Bangkok, Thailand (6-8 August 2014)
- World Education Forum 2015; Incheon, Republic of Korea (19-22 May 2015)

f) APCEIU's Role

- Strengthen and expand the partnership with diverse stakeholders
- Share expertise and good practices
- Promote Global Citizenship Education at a global level

V. APCEIU: Asia Pacific Center of Education for International Understanding.

APCEIU is UNESCO Category II center established in 2000 by the Agreement between UNESCO and the Government of the Republic of Korea, being mandated to promote Education for International Understanding (EIU). This is being done through a number of processes and initiatives listed below;

- I. Capacity Building for Educators
- II. International Teacher Exchange Programme
- III. EIU/GCED Research and Development of Materials
- IV. Research and Policy Development Programmes on GCED (2016)

- He concluded his presentation by re-emphasizing that there would be several meetings and forums organized to provide a platform where participating countries can share experiences on GCED and activities promoting GCED. If Uganda does very well on the project then it will be spread through to other countries throughout East Africa.

3.1.1 Plenary Session

Mr. Twebaze thanked Dr. Utak Chung for the presentation and for giving participants a deeper understanding of GCED. He then invited Questions and comments from participants which were as follows.

- a) Sheik Juma Bahkit from the Uganda Muslim Council-officer in charge of Education thanked Mr. Utak Chung for his presentation and remarked that he had given him a deeper insight into what education should be from the usual Literacy and Numeracy to critical thinking and good international relations and understanding.
- b) He also thanked the organizers for involving Uganda Moslem council into the project and asked not to be left out at just the beginning stage but be involved in all stages.
- c) He however wanted to know the difference between ESD and GCED because he wanted to be aware of new ideas in the country especially as a Moslems.
 - Dr. Utak explained that the values in all the concepts are almost the same though each is geared towards achieving a particular goal. The end however is to promote and build a better world not only for us but for the future. There will be a Pan-African meeting on GCED where more details and information can be got on GCED and several other meetings on GCED. The information will be shared with the country.
 - He also emphasized that this is a UNESCO project and not the Korean Government. The government only provides the funds and there was nothing sinister about the project.
- d) Mr. Wambuya Watseli James wanted to know why the developed countries were not involved in GCED and pointed out that the four countries that had been selected were all but struggling countries
 - Dr. Utak informed the participants that the developed countries were also involved and one of the ways was funding these different projects and so far this was a pilot within four chosen countries.
- e) Another Participant inquired how the programme that involves inviting different institutions to share their experiences and good practices with other countries would take place. He argued that teachers were known to be very poor and may not be able to afford the opportunity by themselves.

- Dr. Utak Informed him that a number of participants would be invited for the different workshops and meetings and these would be assessed according to how they were doing in promoting GCED so that they could share experiences with other countries.
- f) Mr. James Tweheyo, argued that integrating GCED into the curriculum would be a challenge because at the moment most teachers were only working to get results that are exam oriented. That is why activities in relation to that nature had failed even when they know these activities or subjects are important.
- g) He also revealed that the monetization of education in Uganda had become a very big problem; schools will sacrifice everything else that does not bring them money to sustain them and a solution has to be found for GCED to succeed. This could be by convincing all stakeholders but most especially school owners and parents about the importance of GCED so it is not sacrificed.



A participant during one of the plenary sessions

- h) Another question proposed was on how the impact of GCED would be assessed in the short term and Long term Process?
- i) Another participant was grateful for the introduction of GCED arguing that the education system had failed by producing violent inhumane educated people. So GCED would help to bring back our culture and make us like the Asian countries that value their culture and to be cultured respectful educated people

3.2 Session II: Introduction to the Project and Purpose of the workshop

This was presented by Mr. Jae Hong Kim; Head, office of Research and Development-APCEIU.

a) Overview and Purpose of Workshop

- Workshop for Integration of GCED into the Curriculum in Uganda
- Follow-up Workshop on GCED & Pilot Test of Online Contents in East Africa

b) Workshop for Integration of GCED into the Curriculum in Uganda

1. Overview

- 1st Year : Situational Analysis & Workshop
- 2nd Year : Curriculum Integration & Pilot
- 3rd Year : Feedback & Finalization of Curriculum

2. Purpose

- To raise the level of awareness of GCED in the education sector of Uganda
- To increase the knowledge on GCED of the key players in the Ugandan education sector
- To enhance the capacity of all stakeholders to deliver GCED content
- To exchange ideas and insights on ways to effectively integrate GCED into curriculum

3. Workshop Schedule

- Workshop for Integration of GCED into the Curriculum in Uganda
- Follow-up Workshop on GCED & Pilot Test of Online Contents in East Africa

3.3 Session III: Fostering GCED through web based learning

Ms. Lee Yang sook-Head, office of Education and Training, APCEIU presided over this presentation introducing the participants to On-line web based learning on GCED. Her sessions involved active games where participants were tasked with questions that tested their Global Citizenship status. The participants also viewed sample videos of the Teaching and Learning of GCED education giving them an idea of how the on-line learning would be, the type of courses offered , enrollment procedures and materials available both on-line and offline for participants who were interested.

I. What Is GCED Online Campus?

1. An e-learning platform on GCED
2. For teachers interested in learning and teaching about GCED
3. Provides GCED online courses and a wide range of GCED-related teaching & learning materials

II. Reasons for establishing GCED Online Campus

- To enhance teachers' understanding of GCED from anywhere in the world
- To encourage and help teachers to promote GCED in real educational settings
- To contribute to Learning to Live Together

III. What Courses Do We Have?

1. Open courses

- This is available for all logged-in users. Currently available lectures: A thematic approach for GCED.

2. Courses for registration;

- This is closed and provides more in-depth e-learning course on GCED. Courses for Registration can only be viewed by those who were selected through the course registration. Selection of participants will be announced through the website IN 2017. Currently available lectures; Teaching and Learning Objectives

3. Teaching and learning materials;

- Open to all individuals or Institutions that have no/limited internet access. They are ready to use materials off-line readily available.

	LECTURES	TITLE	LEGNTH	CHAPTER
GCED General	Carlos Alberto TORRES	Education 2030 and Fostering Global Citizenship Education	26min	1
	CHOI Soo Hyang	Sustainable Development Goals and Global Citizenship	40min	2
ESD	Mirian MILELA	Living in Harmony with the Earth and Education for Sustainable Development	90min	3
Peace Education	TOH Swee-Hin	Dismantling a Culture of War, Building a Culture of Peace	3H	3
Transformative Pedagogy	Lea Esperalldo	Transformative Pedagogy	3H	3
Education for Respecting Diversity	Janet Pillai	Education to Respect Diversity	3H	3
Human Rights Education	Jeff Plantilla	Human Rights Education	3H	3
Total				18Cha.

On-line Teaching Schedule

3.3.1: Plenary Session

- (i) One participant argued that for GCED to be delivered effectively, someone must have a bare minimum or ground that favors the delivery of the learning process. This was not the case with Ugandan teachers who are continuously frustrated, Uganda being a developing country. This would need to be resolved before GCED can be implemented effectively by them.
 - (ii) He went ahead to point out that in some schools, those in authority were not questioned; you are told what to do. This already was not a value that GCED emphasizes but it was in such schools where the programme is being introduced-the irony of it.
 - (iii) He also argued that African governments are continuously scared of organized groups, if you are seen to be associating; it is read as something sinister and a big threat to the government.
- Ms. Yang sook replied that every country has different challenges; in Korea not all teachers were also happy, the students have the highest suicide rate in the world, some schools are too packed and in some places buildings are not secure. However work had to be done and solutions found to resolve these issues here and now.

- She argued that we live in a very unstable world and GCED was no longer a choice any more if we wanted a sustainable future. We have to determine how and what we should do to effectively implement GCED and increase the basic ground level.
- The Former Secretary General-Mr. Omare-Okurut responded to some of the concerns raised. He emphasized that we have to start small and from somewhere. He referred to Immaculate Girls School that was already implementing GCED in various school activities without having received the curriculum reform, without the MoES declaring CGED or APCEIU's workshop in Uganda and other schools and or institutions had to learn from them.
- Vincent Dusabe from Senegal argued that GCED was not new. We already had these values in Africa but we were just emphasizing how best we could bring up our children following global trends; Education, humanity, countries and trends had changed, and we have to change with the trends. Teachers' competences had to be developed to help in making this dream possible.
- Ms. Marie Goretti, a teacher from Gayaza High School also emphasized that the importance of starting small from our schools and communities around us. She shared activities that the students from Gayaza were doing that promoted GCED in and around the school.
- The last Participant called upon the rest of the members not to worry too much because the custodians of the curriculum were involved in this process which was very instrumental to making GCED a success. They were there to make sure GCED works for the country; to cut the bottlenecks in the learning of the children to make things easier and better for them.

3.4: Wrap up and Closing Session

The wrap up for the day was done by Mr. Ahamad Wakhweya, a Curriculum specialist. He went ahead and asked the participants a number of questions to test their understanding of GCED and tasked them to answer a few questions as they came back for the second day of the capacity building workshop.

4.0 Day Two of Capacity Building Workshop for Integrating GCED into Uganda's Curriculum.

4.1 Nomination and Selection of the GCED steering Committee

This was the first activity on the second day of the workshop that was led by Ms. Rosie Agoi, the SG of UNATCOM. She briefed the participants on what was expected of the Committee and procedures that would be followed in nominating and selecting the chair for the committee.

The participants then nominated institutions that would be the best fit to comprise the Committee through free discussions and general consensus. The parties agreed that the Chairperson would be nominated among the committee members themselves or by the PS Ministry of Education and Sports

A. GCED Curriculum Development Steering Committee is responsible for:

1. Providing consultation on local situation in curriculum development
2. Hosting the capacity-building workshop(s) in cooperation with APCEIU
3. Playing a role of resource persons in some sessions of the workshop(s)
4. Playing a key role in integrating GCED into the national curriculum, for example, developing strategic approaches to the GCED integration and implementation, or drafting the teaching and learning guidelines for GCED integration, etc.; the effective ways which are to be decided by the committee will depend on the Uganda's situation.



Nominating the GCED Steering Committee

B. Institutions Nominated for the GCED Steering Committee

1. UNATCOM
2. National Curriculum Development Center (NCDC).
3. Basic Education Standards (BES).
4. TIET.
5. BTVET.
6. Examination body.
7. Directorate Of Education Standards (DES)
8. Inter-Religious Council Of Uganda (IRCU)
9. Academia

4.2 Session IV: GCED; Topics and Objectives

The paper presentation was done by Mr. Kaweesi Daniel, UNATCOM.

He stated that after wide consultation topics and objectives had been generated in teaching GCED. His presentation was an opportunity for participants to know what to include in the curriculum and what learning objectives to be achieved. These learning topics had been tested and validated by different member countries.



Mr. Kaweesi Daniel giving a presentation on GCED.

a) ISSUES TO NOTE

- GCED is based on the three domains of learning- the cognitive; social-emotional; and behavioral. The Domains correspond to the four pillars of learning- to know; to do; to be; and to live together. The topics and learning objectives to be discussed are based on the three Domains of learning. They are inter-linked and integrated in the learning process
- Three learner attributes in relation to GCED have been identified- Informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged.
- Nine topics have been identified- 3 under each of the learner attributes

(I) Informed and critically literate

- Local, national and global issues, governance systems and structures
- Issues affecting interaction and connectedness of communities at the local, national and global levels
- Underlying assumptions and power dynamics
- Socially connected and respectful of diversity
- Different levels of identity
- Different communities people belong to and how these are connected
- Difference and respect for diversity

(II) Ethically responsible and engaged

- Actions that can be taken individually and collectively
- Ethically responsible behavior
- Getting engaged and taking action

NB. Based on the above topics, age-specific learning objectives and key themes have been suggested corresponding to age groups/level of education.

- Pre-primary- 5-9 years
- Upper primary- 9-12 years
- Lower secondary- 12-15 years
- Upper secondary- 15-18 years

These are explored in the Annex section

4.3 Session: V: Areas of GCED and implementation process

This was presented by Patrice Ssembirige the Curriculum Specialist, NCDC. The Focal Point person for GCED.

a) Introduction

- Global Citizenship Education is a concept that goes beyond the study of specific issues inserted in a single subject within the context of compulsory school curricula.
- It also goes beyond regular school programmes carried out outside the classrooms

It is an educational option that aims at equipping learners of all ages with values, knowledge, and skills that reflect and instil; respect for human rights, social justice, diversity, gender equality, environmental sustainability, and empower them to be responsible global citizens. Every school pays at least some attention to global citizenship, but they rarely do so in a systematic fashion.

Some of the Institutions already implementing GCED in Uganda

- Uganda National Commission for UNESCO (UNATCOM)
- United Nations Children's Fund (UNICEF)
- British Council –Connecting Classroom
- Cross Cultural Foundation Uganda

b) Areas of GCED

- | | |
|---|----------------------|
| • Global citizenship | • Cultural diversity |
| • Human rights and civic responsibilities | • Interdependence |
| • Environmental sustainability | • Climate change |
| • Peace and conflict resolution | • Gender equality, |

J) Implementation Process Areas

Global citizenship can be embedded in five different areas within the school organization

1. Vision and Mission Statement
2. Lessons and Curriculum
3. A cross- curricular dimension
4. School culture and climate
5. Through co-curricular activities
6. b) Participation of all stakeholders

Conclusion

Global citizenship is a key concept for learning across the curriculum and ensures that our children and young people can play a full and active part in society – politically, socially, economically, environmentally and culturally.

4.2.1 Plenary Session

- Mr. Omare-Okurut argued that GCED should be embedded into activities of existing clubs and not as a standalone. This is to ensure that it is a holistic endeavor and not something that learners engage it once in a while.
- One of the participants called for a major focus on the assessment of GCED in schools because schools only assessed what they valued and valued what they assess. All efforts have to be made to ensure schools and institutions value GCED enough to assess it and focus on it.
- Jonathan Mugenyi, a National Curriculum specialist proposed that GCED be explored as a theme in the National School Music Dance and Drama competitions that is very popular. He described how the competition was organized which enabled every child from schools to participate at one point in time. This would help in widely spreading the concept and building an understanding and awareness among school going pupils and students all over the country.
- One participant stated that the implementers had to be careful about duplicating or re-inventing the wheel; he argued that he saw the same values and ethics that were already in existence by some ministries for example the Ministry of Ethics and Integrity. Such confusions would in future bring about scrambling for ownership of who did what and so they had to be clearly defined.
- Mr. Herbert Mukasa called for more materials regarding GCED or reference books; he argued that if they were absent, teachers would not plan for it or teach it. This had been the case with Peace Education that had been introduced in the syllabus of Teachers' Colleges after the curriculum had already been developed. To prevent teachers ignoring GCED extensive materials had to be availed and these had to be clearly defined in the curriculum.
 - Mr. Patrice responded to issues regarding assessment, stating that this would be worked on together with materials to support GCED which would be developed in a way that works for the various education levels
 - He also stated that there would be guidelines / a framework developed to give direction in the implementation of GCED to resolve the issue that one of participants

referred to as duplication. This would help those implementing it to know how GCED can be best carried out to impact on the learners.

4.3 Session VI: Strategies and challenges of integrating GCED into the curriculum.

For Primary, Secondary and Teachers' Colleges

Mr. Wakhweya Ahamad a Curriculum Specialist with NCDC, MoES presided over this presentation



Mr. Wakhweya giving his presentation

a) Introduction

- It is no longer possible to stay alone in this global village.
- The quality of an individual is a reflection of the quality of education.
- Poverty, wars, terrorism, hunger, corruption, prostitution are global challenges affecting all of us.

b) Goal for GCED in Ugandan schools

To prepare pupils/students to play an active and positive role in their dealings with their peers teachers, parents, the general community and with global relations.

Our Hopes and Expectations

- Concerned about the direction of education
- Seeking a broader and more holistic approach to education,
- Education that makes a difference.

c) Teaching GCED

- What? Content
- How? Methods/Strategies
- Who? Teachers/ Learners

d) GCED in schools in Uganda

Several stages of development to be involved

Range of factors:

- (i) Government policy,
- (ii) GCED guidelines,
- (iii) Lobbying,
- (iv) Curriculum review and
- (v) The development of a support network.

e) GCED is currently:

- a) A cross cutting theme in Uganda's curriculum
- b) A sub- topic in a subject
- c) Schools are expected to develop it through all areas of school life.

f) Strategies To Insert GCED in the School Curriculum

- 1. Topics within a "carrier" subject
- 2. Whole School Approach

Other Strategies

- 3. Problem-based learning,
- 4. Task-based learning,
- 5. Service learning, and
- 6. E-learning or online learning/web based learning of GCED

g) Influences and Drivers

- a. Commitment to sustainability embedded in the constitution of the Republic of Uganda and in the Government White paper(1992)
- b. Key individuals from
 - Ministry of Education & Sports
 - Curriculum Developers (the curriculum authority),
 - Uganda National Commission for UNESCO
 - NGOs,
 - Directorate of Education Standards (the Uganda School's inspection authority)

h) Challenges of integrating GCED into the curriculum

There are many challenges that would impede the implementation of GCED. These are explored in the annex with suggestions on how to overcome some of these challenges.

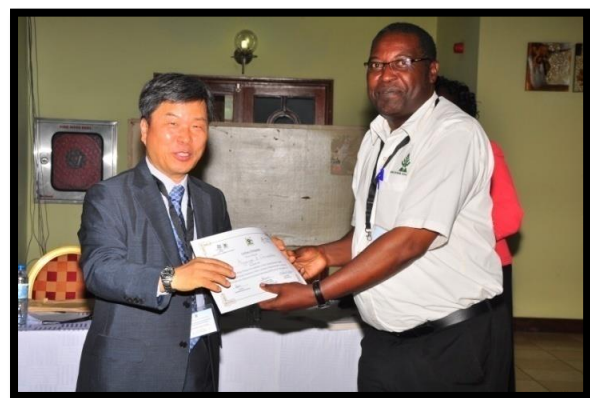
5.0 Wrap up, Certificates and Closing Remarks

5.1 Wrap up

The wrap up was delivered by Dr. Ahamad Wakhyea who summarized the proceedings for the two days of the workshop. He briefly explained concepts that the presenters had tabled before the participants regarding GCED.

5.2 Certificates.

The Participants of the workshop were awarded certificates of attendance. This was to show appreciation for participating at the workshop and a show of proof that their capacity on GCED had been enhanced. This was handed over by the Director APCEIU for a number of the participants. Since the Director, Dr. Utak Chung and the Secretary General had a meeting to attend to, the secretary General called upon the UNESCO Programmes Director Dr. Kanobe Victoria to preside over the activity and hand over the rest of the certificates to the participants.



The Director-APCEIU handing over certificates to former Secretary General UNATCOM Mr. Augustine Omare-Okurut (left) for his outstanding contribution to the launch of GCED in Uganda. On the right a participant receiving a certificate

5.3 Closing Remarks

5.3.1: Closing Remarks by Dr. Utak Chung-Director APCEIU

The Director of APCEIU, Dr. Utak Chung made the following remarks as the workshop closed:

- i) He thanked everyone for their active participation and enthusiasm for the two days workshop.
- ii) He said he had been very encouraged. Before coming to Kampala, he had a concern regarding the project but in only two days he had become very optimistic and was very excited by the active participation.
- iii) He re-echoed the ambassador saying that the development of Korea within a relatively short period of time was not only because of the people's spirit and action towards bettering their country's approach to development but education on skills, mindset and values that enabled Korea to develop fast.
- iv) In this sense, he said GCED was not something totally new in Uganda or new in Africa. He believed the spirit was already there.
- v) He said in the next room where another workshop on GCED was taking place, he had identified two words in African languages. One was "Ubuntu" and that they had agreed that GCED was just "Ubuntu", and so GCED was already in our culture
- vi) He emphasized the fact that this was a learning process for him too and he was very impressed in the morning with the very democratic process of composing of the steering committee.
- vii) He stated he had not had such an experience in other countries. And Uganda was the best country in that sense that all institutions were included.
- viii) He went ahead to wish the committee a successful year and pledged continuous support to the engagement
- ix) He closed by saying the second word he had learnt was "Hakuna Matata!" and that GCED in Uganda would be "Hakuna Matata!"

5.3.2 Closing Remarks by Secretary General: Rosie Agoi

At the closing of the workshop, the secretary general;



The SG, Ms. Rosie Agoi giving her closing remarks

- i) Thanked the Team from APCEIU for both their financial and technical support that made the workshop a success.
- ii) She also appreciated the workshop participants for their active and lively participation during the workshop.
- iii) Reminded the participants about the next step in the implementation of GCED and emphasized that the integration of the curriculum called for a lot of work and of commitment and the steering committees that had been nominated would in two weeks know which direction to take and how to the task ahead.
- iv) Pointed out that the steering committee team nominated would not just seat and do nothing. There was going to be a lot of work, because they all had to be ready to embrace the task.
- v) Emphasized that as UNATCOM, they would play their role and do all the coordination that they need to do.
- vi) Reassured Dr. Utak Chung that the integration of GCED in the curriculum would be wonderful and the evaluation of the project at the end of the three years would be impressive.
- vii) She promised that Uganda shall be the best country for Africa and we would be ready to share this experience with all the other African countries when called upon.
- viii) Thanked everyone, wished the visitors a safe journey back home and officially closed the workshop.

APPENDICES

Appendix I: Remarks by the Korean Ambassador- H.E. Park Jong Dae



H.E Park Jong Addressing Workshop Participants

Thank you Ladies and Gentlemen and Dr. Utak Chung for your warm words and your warm welcome.

My name is Park Jong Dae, I have been the Head of mission since 2011. I came here to re-open our Korean embassy in Uganda that was closed in 1994 and I have enjoyed my time working here. It is nearly 6 years of my service and I am really honored because as Dr. Utak Chung mentioned, I was here in the 1970's. I arrived in 1973 and I went to Agha khan Secondary school in Kampala. So in a way, I was educated in a form of Global citizenship back then.

My education in Uganda inspired me to be more international and Global. Uganda has great strength and enthusiasm which is very attractive from our perspective and I congratulate you all for the wonderful work you are doing and your discussions to promote GCED.

Education is the most important aspect and I speak frankly as one who is a friend of Uganda and as a person who has seen the transformation that took place in Korea which everybody has been talking about. It was not a miracle; It was all done through education and the spirit that you can change things through communication and the mindset. That was the key to our development and I cannot express enough the value of education.

Long time ago I remember there was a delegation from our country to Côte d'Ivoire, about fifteen (15) years ago and the Côte d'Ivoire Members of Parliament were asking, "what was the reason for the success of your economic development ?" One of our MP's said, "First education and the will of the nation." So that is very important.

As an embassy we are also very much engaged in development partnerships with a focus not only on rural development but also the mindset change which is very much connected to the theme you are promoting. And I am very grateful that that APCEIU has come to Uganda and has chosen Uganda as one

of the four countries it is supporting. As a true friend of Uganda, based on our experiences, our history, we are eager to move forward and this is the real focus point we can work on for proper results. I am counting on you not only as an ambassador but as a true Ugandan by nature, to see Uganda change because Uganda deserves much better. Every time that people come, they marvel at the natural environment, the hospitality, creativity and the energy of the people but don't understand why there is little development.

So as the leaders in the education field, you have to enlighten people and bring out the great potential that is there; Uganda has great potential—thank you very much for your warm reception and continue looking forward to having a prosperous collaboration APCEIU and our country.

Appendix II: Remarks by Programmes Co-ordinator

Country Programmes Co-ordinator for UNESCO: Dr. Kanobe Victoria

I would like to congratulate you all for having attended the two days course. I am particularly happy that what we have got in-terms of the knowledge, I believe is going to enhance our schools. It is going to put us on the right agenda. As we have learnt that within the last two days, within the next 15 years which is not very far-we have to go with the wind within the SDG agenda 4 which has issues of GCED in an alignment with 4.7 but linked to other targets also within SDG four (4).

So I believe that you are going to utilize the knowledge and acquired skills here effectively, first of all as we are guided by the curriculum in terms of the way forward, to try and integrate GCED into the existing frameworks. I also trust that this knowledge is not going to end with you. Many times we come for workshops and after the workshop, that is the end, we close the books. But it is going to continue from us to other people so that we can have a big movement that is advocating for GCED

I like the last presenter who mentioned that we are already doing something that has been around for some time in peace education and various other aspects so it is just basically building on what had been existing, not something strange.

So let us be encouraged. As UN we are behind you, we are backing you; As UNESCO in particular, and UNATCOM we are there to support you in all aspects. I don't want to say a lot because I know we are supposed to be closing the workshop but thank you so much for your maximum participation.

I thank the team that came from South Korea; I was aware that they passed through our regional Head offices in Nairobi and I was informed that you would be here but I still welcome you again to Uganda.

We wish you all the best next week in Geneva. And you know there are four countries; Uganda, Cambodia, Mongolia and Colombia. We have to show that we are able to do this. We have to prove that we are better than them.

We pledge our support, we are the best team. Just inform them that the winning team has been taken on board and we are going to do it. I wish you all the best as you go back. On behalf of UNESCO and UNATCOM, I wish you all the best

Thank you so much.

Appendix III: Key issues/Way forward

These are the key notes from the workshop during the two days and way forward concerning GCED and its implementation in Uganda.

- (i) Multiple forums, meetings and workshops would be held internationally by APCEIU to foster a deeper understanding of GCED and the various concepts regarding it. APCEIU would be providing more information about these conferences and workshops so it can be shared with different individuals/institutions.
- (ii) International fora and conferences would also be organized to provide a platform for institutions/Schools from countries implementing GCED to share their experiences and best practices with other countries. In Uganda, different institutions would be assessed by UNATCOM regarding various activities and initiatives and individual representatives' from these would be selected for the workshops.
- (iii) GCED would be extended to other East African countries and African countries in general if Uganda performed well as part of the pilot test for the next 3 years. Uganda had been picked because it was very active in implementing UNESCO programmes and would set a good example for other countries to learn from. So GCED was not for only Uganda but for the entire continent where it would be integrated.
- (iv) It was agreed that mainstreaming GCED in the pedagogical approach would be the best option than having it independently as a subject. This is because GCED to be effective has to be holistic in all areas of life and therefore embedding it in the whole curriculum and other activities is the best way to go.
- (v) To ensure effective implementation of GCED in schools, its assessment would have to be included into the examination process. This will ensure that teachers focus on it when it is integrated into the curriculum and not divert focus to other things given the fact that Ugandan schools are currently so exam oriented.

- (vi) To overcome some of the challenges that would impede on GCED, Uganda had to use APCEIU's framework and mold it according to Uganda's context to make it work for the country. Schools can start with the basics, using the strong traditional values available to promote and implement GCED using a guideline that would be developed to help in facilitating the implementation of GCED.

Appendix IV: Session I: Introduction to GCED and APCEIU

Dr. Utak Chung, Director APCEIU

I. What is 21st Century

This is the era of globalization. In the 60's, 70's or 80's we never expected such a connected world, being able to connect and move so easily and much faster among different countries. This is now possible because we are living in a global era influenced by a lot of science and technology. We are living in a very connected world-global village. However today, there are many global challenges including over population, global warming, wars, refugees and the list is endless that require combined efforts to solve.

II. UN System - UNESCO

The United Nations is trying to create an alternative world with its missions of creating world peace and Security, Development and Promoting Human Rights; but all this is not easy. This is the reason for creating Development Goals like MDG'S and SDG'S. MDG is the paradigm of human history. Before the bigger countries would occupy the smaller countries but with MDG's richer and bigger countries were made to help the poorer-smaller countries. This was history in the making.

The most important goal is the SDG number four (4)-which is 'quality education' which UNESCO is committed to achieving through various initiatives.

(i) **Why Global Citizenship Education now?**

Paradigm Shifts in education discourse



The United Nations Secretary-General launched the five-year **Global Education First Initiative (GEFI)** in September 2012.



*UN Secretary-General
Mr. Ban Ki-Moon*



*“Education gives us a profound understanding that we are tied together as **citizens of the global community**, and that our challenges are interconnected.”*

-Ban Ki-moon, United Nations Secretary General

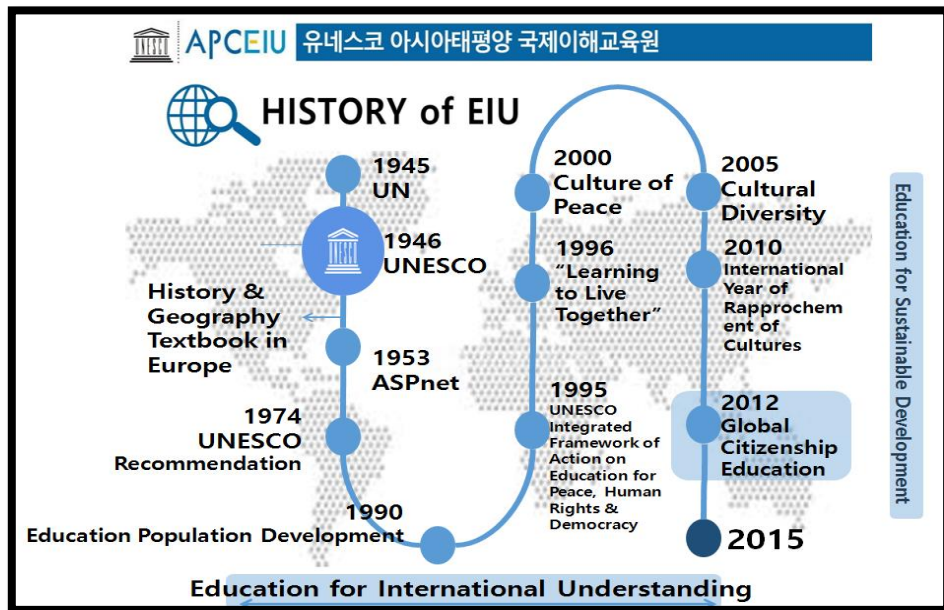
1. **Education for All (EFA)**

This involves ensuring that basic educational needs in terms of infrastructure and learning materials are provided and made available for learners in safe learning environments.

2. **Education for International Understanding (EIU)**

Value based teaching and learning based on respect of human rights, recognizing and

appreciating diversity and learning competences and collaborative skills to survive and build a sustainable world.



What is Global Citizenship Education (GCED)?

g) What is Global Citizenship Education



Global Citizenship is a sense of belonging and of responsibility to global community for peaceful and sustainable world. It is also a way of understanding, acting and relating oneself to other and the environment, based on universal values, through respect for diversity and pluralism.

h) Core Themes of GCED



APCEIU

i) GCE Competencies

- Cognitive
 1. Learners have acquired knowledge, understanding and critical thinking about global issues and the interconnectedness / inter-dependency of countries and different populations.
- Socio-Emotional
 2. Learners have a sense of belonging to a common humanity and sharing values and responsibilities and holding rights
 3. Learners show empathy, solidarity and respect for differences and diversity.
- Behavioral
 4. Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

j) Key Pedagogical Principles

- Holism
- Dialogue
- Values
- Formation
- Critical Empowerment.

k) Qualifications for Global Citizens and a Holistic Approach to Teaching GCED.

Qualifications for Global Citizens

✓ Non-Cognitive Skill



- ✓ Empathy
- ✓ Sympathy
- ✓ Care
- ✓ Communication skill
- ✓ Tolerance
- ✓ Understanding

관련 과목

- ✓ Moral Education
- ✓ Civic Education
- ✓ Geography
- ✓ History
- ✓ Language
- ✓ Science
- ✓ Arts
- ✓ Physical Education
- ✓ Literature
- ✓ Drama

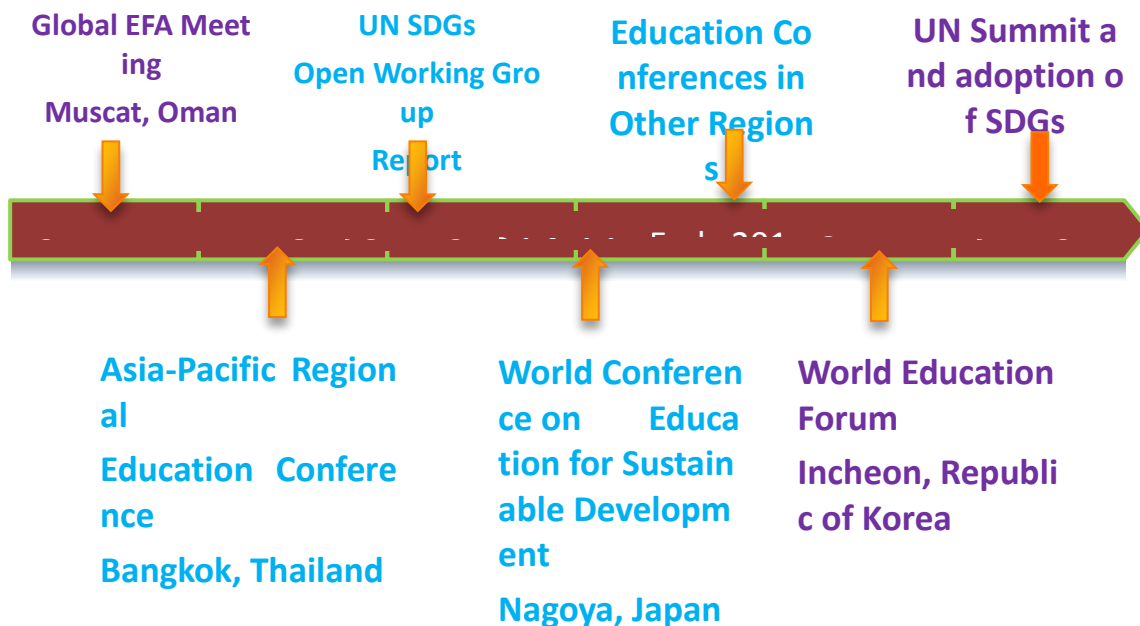


IV. Global Citizenship Education (GCED) in the UNESCO 2030 Education Agenda and UN SDGs

For 2015-2030, APCEIU will be focusing on capacity building, research, youth activities, and material development on GCED, as part of our commitment to the post-2015 education agenda.

APCEIU will go beyond the Asia-Pacific, enshrined in our mandate, and serve as a think tank on GCED, strengthening our research and development capacity.

a) Education in the Post-2015



b) Key Events on GCED

- Technical Consultation on GCED (September 2013, APCEIU)
- 1st UNESCO Forum on GCED (December 2013, UNESCO Bangkok)
- Global EFA Meeting (May 2014, Muscat, Oman)
- 2nd UNESCO Forum on GCED (January 2015, UNESCO HQ, Paris)
- UN Forum on Global Citizenship Education (February 2015, UN, New York)
- Global Youth Advocacy Workshop on GCED (April 2015, Busan, Korea)
- UNESCO World Education Forum (19~22 May, Incheon, Korea)

c) Strategies to Promote GCED

- Technical Consultation on GCED
- GCED Clearinghouse Website (www.gcedclearinghouse.org)
- Publications on GCED
 - Global Citizenship Education: An Emerging Perspective (UNESCO, 2013)
 - Preparing Learners for the Challenges of the 21st Century (UNESCO, 2014)

d) Strategies towards Post-2015

- Global EFA Meeting, Muscat, Oman (12-14 May 2014)
- Asia-Pacific Regional Education Conference; Bangkok, Thailand (6-8 August 2014)
- World Education Forum 2015; Incheon, Republic of Korea (19-22 May 2015)

e) APCEIU's Role

- Strengthen and expand the partnership with diverse stakeholders
- Share expertise and good practices
- Promote Global Citizenship Education at a global level

V. APCEIU: Asia Pacific Center of Education for International Understanding.

APCEIU is UNESCO Category II center established in 2000 by the Agreement between UNESCO and the Government of the Republic of Korea, being mandated to promote Education for International Understanding (EIU).

I. Capacity Building for Educators

Capacity building for education of APCEIU is active and participatory. It involves a lot of hands on activities, as well as reflection. APCEIU has been trying its best not to only expand not only with the scope of stakeholders, but geographically as well, offering our training programmes to Asia Pacific and beyond. For example, the sub-regional

training workshop that we have offered in the Mekong region last year will be done in the country of Kazakhstan this year, to attract educators from Central Asia .



Capacity Building of Educators in Africa and Asia-Pacific

I. Capacity Building for Educators			
Geographic Scope	Programme Title	Period	Target Participants
Global	Global Capacity Building Workshop on GCED	20 June-2 July	Educators/Curriculum Developers
	Global Youth Advocacy Workshop on GCED	11-16 July	Youth Leaders
	International Teacher Exchange Programme	Year-round	Primary and Secondary School Teachers
	UNESCO/ROK Co-Sponsored Fellowships Programme	September-October	Teachers, Teacher Trainers, Curriculum Developers, Education Administrators
	GCED Distance Education (online)	Year-round	Educators and Learners

I. Capacity Building for Educators			
Geographic Scope	Programme Title	Period	Target Participants
Regional	Sub-regional Workshop on EIU	26-30, Sept. Almaty	Teachers, Teacher Educators
	Asia-Pacific Regional Workshop on EIU	16-24, August	Teachers, Teacher Trainers, Curriculum Developers, Education Administrators
	GCED Seminar for Asia-Pacific Local Government Officials	Year-round	Local Government Officials
	Korea-Japan-China Youth Leadership Workshop on GCED	7-11, August	Youth Leaders from Korea, Japan and China
National/Local	Training of Korean GCED Lead Teachers	Year-round	Korean GCED Lead Teachers
	GCED Capacity Building Workshop for Korean Local Government Officials	Year-round	Korean Local Government Officials

Capacity Building Schedule/Time Frame for Educators

II. International Teacher Exchange Programme

Germany, Australia and Singapore are added to the short-term programme, focusing the teaching expertise in specific fields in those countries (example: Meister schools on vocational learning in Germany). The semester-long programme has proven to be a very strong programme in not only instilling international understanding, but more importantly, GCED. There are currently no Africa Programmes but if this partnership continues then hopefully in future it can be planned for and scheduled.

III. EIU/GCED Research and Development of Materials

- Websites and multimedia and interactive materials
- Collaborative projects, teaching materials and publications in various languages for best practices.

IV. Research and Policy Development Programmes on GCED (2016)



- **GCED Curriculum Development**
Cambodia, Colombia, Mongolia and Uganda
- Duration: 2016 to 2018
- Strategic Objectives: Support and facilitate the development of effective national and/or local curricula on GCED
- Target Countries: Cambodia, Colombia, Mongolia, Uganda
- Target Beneficiaries: Key institutions and practitioners in curriculum development, educators and learners.



Kick-off Meeting for GCED Curriculum Development & Integration (20-22 April 2016)

a) Conclusion

There will be several meetings and forums organized to provide a workshop providing a platform where participating countries can share experiences on GCED and activities promoting GCED. If Uganda does very well on the project then it will be spread through to other countries thought out East Africa

Appendix V: Session: VI-Topics and Objectives

Dr. Kaweesi Daniel, UNATCOM.

1. Local, national and global issues, governance systems and structures

Pre- primary and lower primary (5-9 years)

Learning Objective: Describe how the local environment is organized and how it relates to the wider world, and introduce the concept of citizenship

Learning Themes:

- the self, family, school, community, country, the world
- How the world is organized (groups, communities, villages, cities, countries, regions)
- Relationships, membership, rule-making and engagement (family, friends, school, community, country, the world)
- Why rules and responsibilities exist and why they may change over time

5

Upper primary (9-12 years)

Learning objective: Identify governance structures and decision-making processes and dimensions of citizenship

Learning themes:

- Basic local, national and global governance structures and systems (trade, migration, environment, alliances, public and private sectors, civil society)
- Similarities and differences in rights and responsibilities, rules and decisions and how different societies uphold these
- Good governance, rule of law, democratic processes, transparency

6

Lower secondary (12-15 years)

Learning objective: Discuss how global governance structures interact with national and local structures and explore global citizenship

- Learning themes:**
- National context and its history, relationship, connection and interdependence with other nations
 - Global governance structures and processes (rules and laws, justice systems) and interconnections with national and local systems
 - How global decisions affect individuals, communities and countries
 - Rights and responsibilities of citizenship in relation to global frameworks and how these are applied

7

Upper secondary (15-18+ years)

Learning objective: Critically analyse global governance systems, structures and processes and assess implications for global citizenship

Learning themes:

- Global governance systems, structures and processes, and the way that regulations, politics and decisions are made and applied at different levels
- How individuals, groups, including the public and private sectors, engage in global governance structures and processes
- Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues
- Inequalities between nation states and their implications for exercising rights and obligations in global governance

8

2. Issues affecting interaction and connectedness of communities at local, national and global levels

Pre-primary & lower primary (5-9 years)

Learning objective: List key local, national and global issues and explore how these may be connected

Learning themes:

- Issues affecting the local community (environmental, social, political, economic or other)
- Similar or different problems faced in other communities in the same country and in other countries
- Implications of global issues for the lives of individuals and communities
- How the individual and the community affect the global community

9

Upper primary (9-12 years)

Learning objective: Investigate the reasons behind major common global concerns and their impact at national and local levels

Learning themes:

- Global changes and developments and their impact on people's daily lives
- Global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems
- Connections and interdependencies between global and local issues

10

Lower secondary (12-15 years)

Learning objective: Assess the root causes of major local, national and global issues and the interconnectedness of local, national and global factors

Learning themes:

- Shared local, national and global concerns and their underlying causes
- Changing global forces and patterns and their effects on people's daily lives
- How politics, economics, religion, technology, media or other factors influence current global issues
- How decisions made globally or in one part of the world can affect current and future well-being of people and the environment elsewhere

11

Upper secondary (15-18+ years)

Learning objective: Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses

Learning themes:

- Inquiry into major local, national and global issues and perspectives on these (gender discrimination, human rights, sustainable development, peace and conflict, refugees, migration, environmental quality, youth unemployment)
- In-depth analysis of the interconnected nature of global issues (root causes, factors, agents, dimensions, international organizations, multinational corporations)
- Evaluation of how global governance structures and processes respond to global issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances)
- Critical reflection on the influence on global issues and interdependence of history, geography, politics, economics, culture or other factors
- Research, analysis and communication on topics with global and local connections (child rights, sustainable development)

12

3. Underlying assumptions and power dynamics

Pre-primary & lower primary (5-9 years)

Learning objective: Name different sources of information and develop basic skills for inquiry

Learning themes:

- Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoons, stories, films, news)
- Listening and communicating accurately and clearly (communication skills, languages)
- Identifying key ideas and recognising different perspectives
- Interpreting messages, including complex or conflicting messages

13

Upper primary (9-12 years)

Learning objective: Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives

Learning themes:

- Media literacy and social media skills (different forms of media, including social media)
- Different points of view, subjectivity, evidence and bias
- Factors influencing viewpoints (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances)

14

Lower secondary (12-15 years)

Learning objective: Investigate underlying assumptions and describe inequalities and power dynamics

Learning themes:

- Concepts of equality, inequality, discrimination
- Factors influencing inequalities and power dynamics and the challenges some people face (migrants, women)
- Analysis of different forms of information about global issues (locate main ideas, gather evidence, compare and contrast similarities and differences, detect points of view or bias, recognise conflicting messages, assess and evaluate information)

15

Upper secondary (15-18+ years)

Learning objective: Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance

Learning themes:

- Analysis of contemporary global issues from the perspective of power dynamics (gender equality, disability, youth unemployment)
- Factors facilitating or hindering citizenship and civic engagement at global, national and local levels (social and economic inequalities, discrimination, state, military)
- Critical examination of different viewpoints, including assessing the role of the mass media and of social media global debates and on global citizenship

4. Different levels of identity

Pre-primary & lower primary (5-9 years)

Learning objective: Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills

Learning themes:

- Self-identity, belonging and relationships (self, family, friends, community, region, country)
- Where I live and how my community links to the wider world
- Self-worth and the worth of others
- Approaching others and building positive relationships
- Recognizing emotions in self and others
- Asking for and offering help
- Communication, cooperation concern and care for others

17

Upper primary (9-12 years)

Learning objective: Examine different levels of identity and their implications for managing relationships with others

Learning themes:

- How the individual relates to the community
- How we are connected to the wider world beyond our immediate community through media, travel, music, sports, culture
- Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying
- Negotiation, mediation, reconciliation, win-win solutions
- Regulating and managing strong emotions (positive and negative)
- Resisting negative peer pressure

18

Lower secondary (12-15 years)

Learning objective: Distinguish between personal and collective identity and various social groups and cultivate a sense of belonging to a common humanity

Learning themes:

- Multiple identities, belonging and relating to different groups
- Complexity of personal and collective identity, beliefs and perspectives (personal, group, professional, civic)
- Engagement and cooperation in projects addressing common challenges
- Feeling of belongingness to common humanity
- Cultivating positive relationships with people from various and different backgrounds

19

Upper secondary (15-18+ years)

Learning objective: Critically examine ways in which different levels of identity interact and live peacefully with different social groups

Learning themes:

- Personal identities and memberships in local, national, regional and global contexts through multiple lenses
- Collective identity, shared values and implications for creating a global civic culture
- Complex and diverse perspectives and notions of civic identities and membership on global issues or events
- Factors that lead to successful civic engagement (personal and collective interests, attitudes, values and skills)
- Commitment to the promotion and protection of personal and collective well-being

20

5. Different communities people belong to and how these are connected

Pre-primary & lower primary (5-9 years)

Learning objective: Illustrate differences and connections between different social groups

Learning themes:

- Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised populations)
- Connections between communities
- Common basic needs and human rights
- Valuing and respecting all human and living beings, the environment and things

21

Upper secondary (15-18+ years)

Learning objective: Critically assess connectedness between different groups, communities and countries

Learning themes:

- Rights and responsibilities of citizens, groups and states in the international community
- Concept of legitimacy, rule of law, due process and justice
- Promoting wellbeing in the community and understanding threats to, and potential for, wellbeing at a global level
- Promoting and defending human rights for all

24

6. Difference and respect for diversity

Pre-primary & lower primary (5-9 years)

Learning objective: Distinguish between sameness and difference and recognize that everyone has rights and responsibilities

Learning themes:

- What makes us similar and what makes us different from other people in the community (language, age, culture, ways of living, traditions, characteristics)
- Importance of respect and good relationships for our well-being
- Learning to listen, understand, agree and disagree, accept different views and perspectives
- Respecting others and self and appreciating differences

25

Upper primary (9-12 years)

Learning objective: Cultivate good relationships with diverse individuals and groups

Learning themes:

- Understanding the similarities and differences between societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity)
- Learning to appreciate and respect diversity and interact with others in the community and wider world
- Developing values and skills that enable people to live together peacefully (respect, equality, caring, empathy, tolerance, non-violence)

26

Lower secondary (12-15 years)

Learning objective: Debate on the benefits and challenges of difference and diversity

Learning themes:

- Importance of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being
- How diverse identities influence our ability to live together
- Challenges of living together and what may cause conflict (intolerance, stereotypes, discrimination, inequalities)
- How individuals and groups of different identities engage collectively on issues of global concern to bring about improvements worldwide
- Practicing dialogue, negotiation and conflict management skills

27

Upper secondary (15-18+ years)

Learning objective: Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives

Learning themes:

- Mutual interdependence and challenges of living in diverse societies and cultures
- Diverse and complex perspectives
- Action by various organizations to bring positive change regarding global issues
- Values and attitudes of empathy and respect beyond groups to which you belong
- Concepts of peace, consensus building and non-violence
- Engaging in actions for social justice (local, national and global levels)

28

Upper primary (9-12 years)

Learning objective: Discuss the importance of individual and collective action and engage in community work

Learning themes:

- Connection between personal, local, national and global issues
- Types of civic engagement for personal and collective action in different cultures and societies
- Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems
- Examples of individuals and groups engaged in civic action who have made a difference at local and global levels
- Understanding that actions have consequences

30

Upper secondary (15-18+ years)

Learning objective: Develop and apply skills for effective civic engagement

Learning themes:

- Analysing factors that can strengthen or limit civic engagement
- Collaborative projects on issues of local and global concern (environment, peace building, racism)
- Skills for effective political and social engagement (critical inquiry making reasoned arguments, learning from successes and failures)

32

7. Actions that can be taken individually and collectively.

Pre-primary & lower primary (5-9 years)

Learning objective: Explore possible ways of taking action to improve the world we live in

Learning themes:

- How our choices and actions can make our home, school community, country and planet a better place to live and can protect our environment
- Learning to work together (collaborative projects on real life issues in the community)
- Decision-making and problem-solving skills

29

Upper primary (9-12 years)

Learning objective: Understand the concepts of social justice and ethical responsibility, and learn how to apply them in everyday life

Learning themes:

- What it means to be an ethically responsible and engaged global citizen
- Personal perspectives on fairness and issues of global concern (climate change, fighting terrorism)
- Real life examples of global injustice like human rights violations and others
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

34

Lower secondary (12-15 years)

Learning objective: Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues

Learning themes:

- Defining the roles and obligations of individuals and groups (public institutions, civil society, voluntary groups) in taking action
- Anticipating and analysing the consequences of actions
- Identifying actions taken to improve the community
- Identifying benefits, opportunities and impact of civic engagement
- Factors contributing to success and factors limiting success of individual and collective action

31

Lower secondary (12-15 years)

Learning objective: Analyse the challenges and dilemmas associated with social justice and ethical responsibility, and consider the implications for individual and collective action

Learning themes:

- perspectives about social justice and ethical responsibility in different parts of the world, and the beliefs, values and factors that influence them
- How these perspectives may influence fair/ unfair, ethical/unethical practices
- Effective and ethical civic engagement with global issues
- Ethical dilemmas (legitimate and non-legitimate forms of action such as use of violence) citizens face in undertaking their political and social responsibilities and their roles as global citizens

35

3. Ethically responsible behaviour

Pre-primary & lower primary (5-9 years)

Learning objective: Discuss how our choices affect other people and the planet, and adopt responsible behaviour

Learning themes:

- Values of care and respect for ourselves, others and our environment
- Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair
- Interconnections between humans and the environment
- Adopting sustainable consumption habits
- Personal choices and actions, and how these affect others and the environment
- Distinguishing between 'right' and 'wrong', and giving reasons for our choices and judgements

33

Upper secondary (15-18+ years)

Learning objective: Critically assess issues of social justice and ethical responsibility, and take action to challenge discrimination and inequality

Learning themes:

- How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement
- Issues that involve ethical questions (nuclear power and weapons, indigenous rights, censorship, animal cruelty, business practices)
- Challenges for governance of different and conflicting views of fairness and social justice
- Challenging injustice and inequalities
- Demonstrating ethical and social responsibility

36

9. Getting engaged and taking action

Pre-primary & lower primary (5-9 years)

Learning objective: Recognise the importance and benefits of civic engagement

Learning themes:

- Benefits of personal and collective civic engagement
- Individuals and entities that are taking action to improve the community
- The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)
- Forms of engagement at home, school, community as basic aspects of citizenship
- Engaging in dialogue and debate
- Taking part in activities outside the classroom
- Working effectively in groups

37

Upper primary (9-12 years)

Learning objective: Identify opportunities for engagement and initiate action

Learning themes:

- How people are involved with these organisations and what knowledge, skills and other attributes they bring
- Factors that can support or hinder change
- The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)
- Engaging in projects and written work
- Participating in community-based activities
- Participating in decision-making at school

38

Lower secondary (12-15 years)

Learning objective: Develop skills for active engagement and take action to promote the common good

Learning themes:

- Personal motivation and how this affects active citizenship
- Personal set of values and ethics to guide decisions and actions
- Ways to engage in addressing an issue of global importance in the community
- Proactively engaging in local, national and global initiatives
- Developing and applying necessary knowledge, skills, values and attitudes
- Volunteering and service-learning opportunities
- Networking - peers, civil society etc.
- Social entrepreneurship
- Adopting positive behaviour

39

Upper secondary (15-18+ years)

Learning objective: Propose action for, and become agents of, positive change

Learning themes:

- Learning to be active global citizens and how to transform one's self and society
- Contributing to the analysis and identification of needs and priorities that require action
- Actively participating in the creation of a vision, strategy and plan of action for positive change
- Exploring opportunities for social entrepreneurship
- Critically analysing the contributions and the impact of the work of various actors
- Inspiring, advocating for and educating others to act
- Practicing communication, negotiation, advocacy skills
- Obtaining information and expressing their opinions about important global matters
- Promoting positive societal behaviour

40

Conclusions

It should be noted that the topics, the learning objectives and themes are not intended to be prescriptive or exhaustive. They can be used, adapted or added to, as appropriate to the national and local context

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Appendix VI: Session V: Areas of GCED and implementation process

Mr. Patrice Ssembirige, Curriculum Specialist, NCDC

Introduction

- Global Citizenship Education is a concept that goes beyond the study of specific issues inserted in a single subject within the context of compulsory school curricula.
- It also goes beyond regular school programmes carried out outside the classrooms

It is an educational option that aims at equipping learners of all ages with values, knowledge, and skills that reflect and instil; respect for human rights, social justice, diversity, gender equality, environmental sustainability, and empower them to be responsible global citizens.

c) Values in GCED

- Respect for differences and diversity
- Care
- Equality among people
- Appreciation,
- Sharing,
- Responsibility,
- Patience,
- Honesty,
- Cooperation,
- Non- discrimination etc.

d) Knowledge

- Sustainability and environmental concerns
- Human rights and social justice issues
- Positive and negative effects of global interdependence
- Importance of cultural diversity
- Lessons from the past and present, and predict their impact on the future
- Issues related to peaceful co-existence and conflict resolution

e) Skills For GCED

These skills will include:

- Critical thinking and analysis
- Communication skills
- Problem-solving
- Ability to challenge injustice
- Cooperation and conflict resolution
- Ability to respond appropriately
- Technology skills
- Decision making

Every school pays at least some attention to global citizenship, but they rarely do so in a systematic fashion. For example; The UNESCO Associated Schools Project Network (ASPnet) in action Member schools are involved in various activities. The activities which they are normally involved in include; conducting interdisciplinary pilot projects on one of the four main study themes, covering a wide range of interrelated sub-topics such as:

- ASPnet and UN priorities
- Education for Sustainable Development
- Peace and Human Rights
- Intercultural Learning

f) Some of the Institutions already implementing GCED in Uganda

- | | |
|--|--|
| <ul style="list-style-type: none"> • Uganda National Commission for UNESCO (UNATCOM) • United Nations Children’s Fund (UNICEF) • British Council –Connecting Classroom • Indian Cultural Foundation • Uganda Cultural Heritage Foundation • Human Rights Network –Uganda (HURINET-U) • Global Peace Foundation | <ul style="list-style-type: none"> • Always Be Tolerant (ABETO) • Uganda Refugee Law Project(RLP) • Buganda Cultural Foundation • Agency for Promoting Sustainable Development Initiative(ASDI) • Global Partnership for Social Accountability (GPSA) • Kampala Capital City authority(KCCA) • Franklin Convey (Leader in Me) |
|--|--|

g) Areas of GCED

- | | |
|--|---|
| <ul style="list-style-type: none"> • Global citizenship • Human rights and civic responsibilities • Environmental sustainability • Peace and conflict resolution | <p>Cultural diversity</p> <ul style="list-style-type: none"> • Interdependence • Climate change • Gender equality, |
|--|---|

K) Implementation Process Areas

Global citizenship can be embedded in five different areas within the school organization

1. Vision and Mission Statement

Giving global citizenship a clear place in the school’s vision and mission statements shows how important you consider the topic to be.

The school’s mission and vision will then automatically be expressed in the planning and curriculum implementation.

2. Lessons and Curriculum

We can give global citizenship a permanent place in the school's subjects and projects.

3. A cross- curricular dimension/ theme in Uganda curriculum

The scope of GCED is wider than a single subject. It can be delivered as an integral part of the existing subjects. It goes beyond discipline-specific skills and knowledge.

4. School culture and climate

- Everyone's involvement in the school activities
- Implementing rules of behavior or paying attention to diversity and student input.
- Strengthen the relationship between the school and the community
- Cooperation, processes of common decision making and obligation etc

5. Through co-curricular activities

a). Formation of clubs like:

- Interactive club
- Patriotism club
- Music Dance and Drama club
- Debating club
- Cultural club
- Environmental conservation club
- Young farmers club
- Students councils
- Scouts and girl guides
- Games and sports activities

b) Participation of all stakeholders e.g.

- Students,
- Parents,
- Teachers and
- Support staff at schools
- Institutional administrators (principals, head teachers).
- Social partners and local community.
- Consensus building
- The development of curricular guidelines GCED
- Preparation of relevant learning materials
- Developing self-evaluation tools for schools
- Exploring the assessment possibilities for GCED
- Training teachers on the structure of the GCED content and its role in overall instruction process at school;
- Orientation of teachers and all key actors of curriculum implementation.
- Piloting of GCED materials in selected schools
- Monitoring and evaluation of instruction process
- Feedback
- Roll out of GCED in schools and colleges

Conclusion

Global citizenship is a key concept for learning across the curriculum and ensures that our children and young people can play a full and active part in society – politically, socially, economically, environmentally and culturally.

APPENDIX VII: Session VI Strategies and challenges

Of integrating GCED into the curriculum for Primary, Secondary and Teachers' Colleges.

Mr. Wakhweya Ahamad a Curriculum Specialist, NCDC, MoES.

i) Introduction

- It is no longer possible to stay alone in this global village.
- The quality of an individual is a reflection of the quality of education.
- Poverty, wars, terrorism, hunger, corruption, prostitution are global challenges affecting all of us.

In Uganda today, society is concerned about the present youth in terms of:

- Character
- Attitude towards work
- Respect for human rights
- Hooliganism
- Defilement has all been blamed on the curriculum.
- Education plays a vital role in helping develop young people's capacity to contribute positively to their societies locally and globally.

The strategy we introduce in teaching will ensure successful implementation of GCED in Ugandan schools.

j) Goal for GCED in Ugandan schools

To prepare pupils/students to play an active and positive role in their dealings with:

- | | |
|----------------------------------|------------------|
| • Pupil/student | • Peers |
| • Teachers | • Parents/family |
| • Community (locally & globally) | |

Our Hopes and Expectations

- Concerned about the direction of education
- Seeking a broader and more holistic approach to education,

- Education that makes a difference.

k) Teaching GCED

- What? Content
- How? Methods/Strategies
- Who? Teachers/ Learners

l) GCED in schools in Uganda

Several stages of development to be involved.

Range of factors:

(i) Government policy,

(ii) GCED guidelines,

(iii) Lobbying,

(iv) Curriculum review and

(v) The development of a support network.

m) GCED is currently:

- A cross cutting theme in Uganda's curriculum
- A sub- topic in a subject
- Schools are expected to develop it through all areas of school life.

n) Strategies To Insert GCED in the School Curriculum

How can GCED be fitted in? The approach relevant here could be:

1. Topics within a "carrier" subject

Such as Social studies, Geography, Economics, History, Language or Religious Education ; together with reinforcement through other parts of the curriculum and process of schooling.

Advantages of carrier subject approach

- Teachers may already have skills in a relevant subject matter such as social studies, and can perhaps more easily absorb in-service training
- An extra time period, clearly labeled, can be allocated to the carrier subject, or other material can be deleted/ shrunk during a curriculum revision process.
- The topic can be more easily reflected in existing national examinations.
- The training in participative methods can carry over to the teaching of other parts of the carrier subject.

Disadvantages of carrier subject approach

- Administrators may not allocate an extra period to the carrier subject.
- The curriculum is usually overloaded and it is difficult to make time for a new topic, each year, if it requires time-consuming class discussions to lead to personal behavior change and values development.
- GCED may require the use of new teaching methods that teachers may not be familiar with.
- The behavioral and values aspect may be lost if the whole subject is taught by rote learning methods, oriented to traditional knowledge based national examinations. The content may not be clearly delivered to students as being critical to their personal skills and values development for the future.

2. Whole School Approach

Components of Whole School Approach

- a. Protective physical environment
- b. Supportive school culture
- c. School–family–community partnerships
- d. Key understandings and competencies

- e. Proactive policies and practices
- f. Building capacity

Other Strategies

- 7. Problem-based learning,
- 8. Task-based learning,
- 9. Service learning, and
- 10. E-learning or online learning/web based learning of GCED

1. Influences and Drivers

- a. Commitment to sustainability embedded in the constitution of the Republic of Uganda and in the Government White paper(1992)
- b. Key individuals from
 - Ministry of Education & Sports
 - Curriculum Developers (the curriculum authority),
 - Uganda National Commission for UNESCO
 - NGOs,
 - Directorate of Education Standards (the Uganda School’s inspection authority)

2. Challenges of integrating GCED into the curriculum

- GCED being a new concept, teachers and leaders in the schools are not fully skilled themselves in what this “curriculum” entails.
- NCDC specialists themselves are equally learning about its effective implementation
- The length of time the process would take to develop materials to integrate GCED into the curriculum.
- The production and distribution of GCED materials.
- Networking with successful countries implementing GCED.
- Insufficient resources (materials and funds)
- Attitude of teachers
- Attitude of foundation bodies and parents
- Political will, resource allocation and interpretation
- Strikes
- Hunger
- Discrimination by gender, tribe, size, religion and age

3. The Way Forward to solve these challenges

- We are aware of the difficulties but successful individuals are those who look for opportunities among challenges and not the reverse.
- Training and orientation of teachers
- Preparation of reading materials
- Collaboration and consultation with all stakeholders
- Recognition for best performance
- Benchmarking best practices from those countries that are already championing GCED.
- Creativity: teachers can and do exhibit a range of creative practices and lateral thinking in order to ensure that global citizenship education does take place.
- Management: GCED is better when it is part of a whole school policy and has the backing of an informed head teacher for:
 - Proper curriculum progression,
 - Allocation of suitable time and
 - A sense of co-ownership.
- Resources: need to network within and across schools to find and share resources

Conclusion

- “The mindset change is one the most important things to happen...”
- “In some schools where GCED is really taken there is a huge impact on school life, and the way of working can be dramatically changed by the adoption of this strategy.”
- Therefore, we need to embrace a community of learners, where students and teachers alike are learners.

Appendix VIII: Presentation Pictorials by APCEIU Team.





Appendix IX: Pictorials from the Workshop



Team from APCEIU having a discussion



The Programmes Co-ordinator UNESCO with the Director



Former and Current SG with the Korean Ambassador at Tea Break



Participants at the Workshop



One of the participants receives her Certificate

Appendix X: List of Participants

S/N	NAME	TITLE	INSTITUTION
1.	Akello Gloria	Rapporteur	SVU
2.	Alum Harriet	Instructor	Bobi
3.	Angela Namukwaya	Secretary	
4.	Audrine N	Public Relations Officer	MoES
5.	Augustine Omare-Okurut	Former Secretary General	UNATCOM
6.	Bbyasu B		MoES
7.	Beatrice Byakulaga	Principal	Shimoni Core PTC
8.	Bernadette .N. K	D/Director	NCDC
9.	Birungi N	SEO	MoES
10.	Christopher Kagolo Muganga	Our Specialist	NCDC
11.	Conan Businge	Educ.	
12.	Danielle Nalukenge	Journalist	New Vision
13.	Dr. Kanobe Victoria	PC	UNESCO
14.	Dr. Dominic V.L.	P/O	UNATCOM
15.	Draecabo Charles	NPO	UNESCO
16.	Edward SSsebwayu	C/PS	Ndejje University
17.	Erinah Balungi	Curriculum Specialist	NCDC
18.	George Ngobi	Education Asst.	Happy Hour Kamuli
19.	Grace K Baguma	Director	NCDC
20.	Gyavira Marie Goretti	Education Officer	Gayaza High School
21.	Isabirye Irraria	Principal	Butaleja Tech./VCT
22.	James T.	G/Sec.	UNATU
23.	Jonathan Mugenyi	Curriculum Specialist	NCDC
24.	Joseph J.Agaba	Specialist NCDC	NCDC
25.	Julia Nansubuga	Client Partner	Franklin Convey Uganda
26.	Kaweesi Daniel	DO/CLTUNATCOM	UNATCOM
27.	Kaboyo Patrick	Executive Director	COUPSA
28.	Khaiza Betty Nasar	DEO	Bududa DLG
29.	Kitaka Baker	Tutor	
30.	Kityo Henry	D/HM Kyanja	Kyanga Public School
31.	Kizuula Anthony	Tutor	Nakaseke PTC
32.	Kongo Patrick Saxton	Headteacher	Namisindwa SS
33.	Kyakulaga Robert	H/TR	Bishop SS Mukono
34.	Kyoshabire Florence	Educ. Supervisor	KCCA
35.	Larissa Kazungu	Intern	UNATCOM
36.	Lubwama N	PI/BES	MoES
37.	Lugujjo E.	Vice chancellor	Ndejje University
38.	Lule J	Journalist	NewVision
39.	Mainuki Paddy	IDGGC	EAA-(HURINET)
40.	Mawanda Edwin	Education Officer	Iganga Municipal council

41.	Mbabazi Emmanuel	Lecturer	Kyambogo University
42.	Mboizi Paul	Instructor Mbale Polytechnic	Mbale Municipal Community Polytechnic
43.	Mpagi Asadi	HeadTeacher	Kalungu Moslim
44.	Mugambwa Willy	Headteacher	Nazigo Demonstration School
45.	Muganga Henry	Journalist	UBC
46.	Mukasa S Herbert	Principal	Karulasoke PTC
47.	Mukibi Twale	News Director	NBS TV
48.	Mutazimbwa H.A	D/DES	DES-MoES
49.	Mutumba Irene S	Secretary	UNATCOM
50.	Mwaka Keneth Okot	D/Headteacher	Onono Memorial College
51.	Nakandwe Patricia	Writer	UBC
52.	Nakimuli Fatuma	Teacher	Iganga
53.	Nakungu Brenda	Tutor Ndegeya	Ndegeya Kampala University
54.	Noah Agaroi	Accounts Assistant	UNATCOM
55.	Ntakarimaze Godson Micheal	Aspnet Co-ordinator	Immaculate Heart Girls School Nyakibale
56.	Ochaloi Mathew	Driver	UNATCOM
57.	Odimbe Emmanuel	Intern	UNATCOM
58.	Ogal Vincent	Intern	UNATCOM
59.	Okumu Alex	Principal	Bobi
60.	Okumu Ambrose	HeadTeacher	St.Claire Educ. Centre Nur. & P/s Jinja
61.	Olowo Charles	Education Asst	St.Joseph's P//S Migana
62.	Otar Jimmy	Journalist	ABC Africa
63.	Patience N	AC	MoES
64.	Perpetua Arinaitwe	Curriculum Specialist	NCDC
65.	Proscovia Nakigudde	Public Relations Officer	MoES
66.	Ranhael Banda	CD Specialist	CDC Zambia
67.	Rose Namale	Journalist	Radio one
68.	Rosie Agoi	SG Chair	UNATCOM
69.	Ruthi K	Personal Secretary	UNATCOM
70.	Seninde Rosemary	State Minister	Primary Education
71.	Sheik Juma Bahkit Cugi	Sec. for Educ.	Uganda Muslim Supreme council
72.	Sinai Bakanibona	Pedagogical Advisor & Curricular Designer	Burundi
73.	Sr.Josephine	Principal	St.MarysPTC Bukedea
74.	Ssembirige Patrice	Curriculum Specialist	NCDC
75.	Stella Linda O	Senior Accounts Assistant	UNATCOM
76.	Twebaze David	P/o/ED	UNATCOM
77.	Twine Said	Curriculum Specialist	NCDC

78.	Vincent T Funi Dusabe	Head of Pre-primary and Primary	NCDC
79.	Wakhweya Ahamad	Curriculum Specialist	NCDC
80.	Wambuya Watseli James	HeadTeacher	Education: Bubutu P/S Management District
81.	Watsemwa jamilah	Teacher	Manafwa