



EIU Best Practices 2018

GCED for Social Justice and Development

A Case from Uganda



United Nations
Educational, Scientific and
Cultural Organization

APCEIU

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

국제연합
교육과학문화기구

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Foreword

The Education for International Understanding(EIU)/Global Citizenship Education(GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 46 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Ms. Lilian Kabahweza's case has been added to the series with the series number 49, which includes training workshops for teachers, school administrators, staffs, and officers.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through this series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Ms. Lilian Kabahweza's case is the outcome of the action plans established from her learning in UNESCO/ROK Co-Sponsored Fellowships Programme 2016.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different location and institutional background, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those

challenges. I hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulation to Ms. Lilian Kabahweza for her continuing efforts to promote EIU and GCED, and creating a synergy effect by encouraging others and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2018.

August 2018



Utak Chung
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7^o highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the three best practices; 3) Field visit: APCEIU staff undertake field visits to the programme sites of the selected cases to conduct field observation and interviews, and provide

selected applicants with the guidelines for the final report; 4) Case presentation and award ceremony where selected applicants present their cases and receive the Global Citizenship Education Award at one of APCEIU's international events; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

① Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Contributor



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Lilian Kabahweza graduated with a Bachelor's Degree in Teacher Education from Kyambogo University in Uganda, specializing in Language Education.

She is now a Teacher Educator under the Teacher/Tutor, Instructor Education and Training (TIET) Department of the Ministry of Education and Sports (MOES), serving at Nakaseke Core Primary Teachers' College in Uganda.

In November 2017, she was promoted from Director of Studies to Academic Registrar of the College, concerned with pre-service students' admissions, registration and academic credentials with Kyambogo University and MOES. She is also a tutor and the Head of English Language Education Department at Nakaseke CPTC, and the focal point person for the Chinese Funds-in-Trust (CFIT)-ICT, and the General Secretary of the Electoral Committee for the Guild Council Elections at the same college. She is also the Coordinating Centre Tutor of the Katikamu Coordinating Centre in Luweero District, Central Region, Uganda.

Lilian was a member of the Forum for African Women Educationalists Uganda Chapter (FAWE-U) since 2006 to 2016. Then after she was elected Executive Member of the Board of Governors, representing Organizations (2016-2019). She holds a Certificate in Corporate Governance.

She also attended the EIU/GCED workshops during the Capacity Development for Basic Education of Africa and Asia-Pacific under the 2016 KOICA/ UNESCO Joint Fellowship Programme From 1 September to 29 October 2016 at APCEIU in South Korea. She is now the “Torch-Bearer” for EIU/GCED practices in Nakaseke, Luweero and Nakasongola districts in Uganda.

Acknowledgement

I am greatly indebted to the government of the Republic of Uganda and the Ugandan Ministry of Education and Sports for nominating and allowing me to participate in the 2016 UNESCO/KOICA Joint Fellowship Programme for two months. Special thanks go to the former commissioner of the TIET Department, the late Mrs. Margaret Nsereko, and the current commissioner, Dr. Jane Egau.

More gratitude goes to UNESCO/KOICA in partnership with APCEIU for awarding me the opportunity and for facilitating the entire process of my participation. Thank you for organizing the capacity-building training courses under the themes of teacher-training for basic education, Global Citizenship Education (GCED), women education and the use of ICT. These units have enriched my knowledge, skills, values, behavior and experience as far as my leadership, social skills and educational practices are concerned.

Furthermore, I would like to recognize the generous professional support, care and guidance exhibited by the APCEIU staff and the cheerful facilitators throughout the whole programme. You are exemplary models of Education for International Understanding (EIU).

I am so grateful for the golden opportunity that Uganda among other three countries: Mongolia, Cambodia and Colombia, was selected to pilot the Integration of GCED in our education curriculum. Being selected for this project gave me the zeal to plan and disseminate EIU/GCED values in the

districts of Nakaseke, Luweero and, to some extent, in Nakasongola. Thank you once again for recognizing my efforts in implementing the practices.

I pay tribute to the administration under the leadership of Mrs. Zesiro Kayondo Joyce, Board of Governors and the entire fraternity of Nakaseke Core Primary Teachers' College for embracing EIU/GCED and your generous cooperation and participation in the implementation of our action plan programme.

The dissemination of EIU/GCED has been a concerted effort of another range of stakeholders: Mr. Hajji Kamulegeya, Mr. Kayemba Yahya and Ms. Galiwango Annet, inspectors of schools in Luweero and Nakaseke districts. I also would like to thank all the head teachers, teachers and pupils of the Katikamu Coordinating Center; the schools in Nakaseke district where our student teachers went for school practice, and pre-service students on their school practice.

Summary

Creating a peaceful, trusting and supportive learning environment is a strong driver for a nation's sustainable development. Any society whose citizens have no cognitive, socio-emotional and behavioral values like respect for self and humanity, is doomed for chaos. The concepts of Education for International Understanding(EIU) and Global Citizenship Education(GCED) in this programme emerge from the need for harmonious living in the society. Sustainable human and economic development is built upon the successful dissemination and implementation of EIU/GCED practices. To understand this better, let's use the analogy of a bird that gains its momentum to fly from its feet, lungs and wings. The contributor uses this analogy to illustrate that EIU/GCED is the foundation that exerts momentum for social development.

The contributor saw it necessary that for any sustainable development to flourish in Ugandan society, pragmatic values have to be perfectly blended with public awareness for they serve as the foundation of all economic, social, cultural and political efforts. The national value system should be based on a strong foundation on which all national efforts are rooted. The social aspirations of the citizens should be the ones that propel development needs and national priorities.

To effect sustainable development, we need to see schools as strategic intervention points. Recent times have, however, witnessed that the level of discipline and value inculcation gradually declined to near extinction. The distortion of the social setting that inculcated the ethical values in the young generation has called for

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a need to remedy the gap. The EIU/GCED is strategically tailored to inculcate moral principles and values in the children through the direct contact and support of the teachers of Early Childhood Development (ECD), both primary and post-primary levels.

The Nakaseke Core Primary Teachers' College (PTC) is mandated to mainstream and promote the social uprightness of the community being a primary stakeholder in the integration of EIU/GCED in the Ugandan Primary Schools (PS) and Primary Teachers Education (PTE) Curriculum. Consequently, the training programmes were designed to enhance the capacity of PTC's administrators, tutors and support staff, pre-service student teachers, district education officers and primary school teachers to inculcate the EIU/GCED moral values and principles among the learners. Students are then expected to apply EIU/GCED principles to their families and communities, and uphold the values of integrity, honesty, justice, responsibility, respect for humanity, hard work, unity and creativity.

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GCED for Social Justice and Development

1. Introduction and Background

1.1 Introduction

This report captures the proceedings of the Education for International Understanding(EIU)/Global Citizenship Education(GCED) training workshops that were hosted by APCEIU under the 2016 KOICA/UNESCO Joint Fellowship Programme on “Capacity Development for Basic Education of Africa and Asia-Pacific.” The training was held from 1 September – 31 October 2016 in Seoul, South Korea. My attendance and participation in the workshops enhanced my expertise in promoting GCED practices in my community. I was inspired to reflect on how Uganda could be a more peaceful and just country of which every citizen would feel proud. To fulfill this vision and mission, I developed an action plan entitled “Training Workshops on GCED for Nakaseke Core Primary Teachers’ College.” The whole process of the implementation began by presenting an action plan and a report on my participation in the programme to the PTC administration in November 2016.

I carried out some activities that directly influence the achievement of the strategic objectives of the programme. These activities include awareness creation through meetings, assemblies, co-curricular activities, influencing the policy of the college guild council structure through advocacy of massive female participation in leadership, mentoring, career guidance and counseling, and conducting workshops on the vision, mission, goals and objectives of EIU/ GCED. The GCED practices are now taking root in Nakaseke Core Primary Teachers’ College, the surrounding districts and other places in the country. This institution is under the Teacher Education Department of the Ministry of Education and Sports in Uganda. It is called the Core Primary Teachers’ College

(PTC) because it runs two programmes: (1) Pre-Service (2) In- Service/Outreach. It is headed by Principal Mrs. Zesiro Kayondo Joyce and two deputy principals: Deputy Principal Pre-Service (DPP) and Deputy Principal Outreach (DPO).

1.2 Background

Being a member of UNESCO, it is the mandate of Uganda to enhance the culture of peace and sustainable development through the inculcation of the knowledge, skills, values and attitudes to children so that they can contribute to a more inclusive, just and peaceful world. Well nurtured children of today, are the responsible, caring and peace-maker citizens of tomorrow. Therefore, it is the teacher's role to transform learners' attitudes to learning through GCED practices. Teaching is changing; an effective school should strive towards quality outcomes which bring together quality inputs. These views are in line with the vision of Nakaseke Core Primary Teachers' College: "To promote quality education for all through modest and sustainable means," and its mission: "To produce competent teachers and enlightened communities to sustain quality education for the primary school children." They are also in alignment with Uganda's national overall framework for achieving sustainable development goals.

Uganda's significant efforts in promoting Education For All(EFA), Millennium Development Goals(MDGs), Sustainable Development Goals(SDGs) and Human Rights/Children Rights(HRs/CRs) have been realized through the introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) in the country's educational system, resulting in massive numbers of student registrations in primary and secondary schools. Despite making education more accessible to boys, girls, adults and disabled children, there have been reports on inequality and violations of the children's human rights through corporal punishments, sexual harassment, child kidnapping and trafficking. These acts have caused some children to drop out of schools due to physical, social and emotional abuse, leading them to distrust the adult generation. While the Uganda constitution (1995), namely articles 24 and 44, explicitly state that the government vows to protect the dignity and safety of every Ugandan including children, teachers have fallen short of adherence to

the code of conduct and have acted unprofessionally. Their misbehavior and abuse have led to conflicts in schools, affecting student performance and ruining the quality of education in the long run. Horrific acts by adults in the society, like corruption, disobedience to authority, murder cases, land grabbing, social injustice, mob justice and many others that are frequently reported in Ugandan mass media, are continuously inciting the future generations to commit acts of violence in the country and to the world at large. The global image of Uganda is gradually getting out of hand and we need to do something to address this worsening issue.

1.3 Rationale

Having given the challenging background, it is more important than ever that we firmly implement key principles like human rights, peace, gender equality, cultural diversity and sustainable development goals through GCED. Furthermore, having learned the learning objectives of the three core domains of GCED – cognitive, socio-emotional and behavioral – it was timely for the community of Nakaseke Core PTC to be introduced to the concepts of GCED. GCED is based on the main concept of 'global citizenship,' defined as "a sense of belonging to a broader community and common humanity." GCED is "a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes that learners need for ascertaining a just, peaceful, tolerant, inclusive, secure and sustainable world." (Target 4.7 of the SDGs) There is a need for the Nakaseke Community and Uganda at large to promote GCED concepts and values.

Workshops on GCED were meant to create safe, peaceful, positive and supportive learning environments whereby learners' lives and rights are cherished and nourished. A positive environment is where learners feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks and become pro-active (Bucholz and Sheffler, 2009). The pedagogical challenges during classroom instructions, were also considered. The workshops were also intended to play a multiplier effect in addressing the violations mentioned above in Nakaseke, Luweero and Nakasongola districts as the college's catchment area and the nation at large.

Classes that encourage cognitive, social-emotional and behavioral development create an atmosphere for learning, cultural diversity, human rights, gender issues and democratic principles. Teachers who are capable of understanding and meeting the social and emotional needs of their learners are capable of creating an effective, peaceful and friendly environment.

“**Teachers who are capable of understanding and meeting the social and emotional needs of their learners are capable of creating an effective, peaceful and friendly environment.**”

2. Programme Description

2.1 Workshop Goals

In reference to SDG Target 4.7 “*By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development,*” the workshop was designed to empower the participants with a broad understanding of EIU/GCED. The general overview of GCED enabled the teachers and student teachers to critically examine the core conceptual dimensions of GCED namely, the “cognitive, socio-emotional and behavioral” dimensions which would enable them to make informed decisions and assume active roles at the college, primary schools, at homes, local, national and international levels. As APCEIU Director Utak Chung said, “*Make sure that the young generation grows in a GCED context.*”

“**Make sure that the young generation grows in a GCED context. We are the people to foster GCED forward. Make every learner in your class a global citizen.**”

We are the people to foster GCED forward. Make every learner in your class a global citizen.”

In collaboration with other stakeholders, the programme intends to enhance transformative pedagogical approaches in promoting a more inclusive, just, peaceful and friendly learning environment. In line with this, Patrice Ssembirige highlighted it in the Integration of GCED in Uganda-Primary Schools Project Proposal (2016): “In order to enable our young generation to cope with the challenges of 21st century, there is need to empower the learners to learn beyond the walls of the classroom. The curriculum materials should focus on helping learners to acquire the necessary knowledge, skills values and critical thinking to develop into global citizens.”

Participants were required to develop ICT knowledge and skills that would enable them to prepare learners for global citizenship competencies and values.

2.2 Target Groups

These included the pre-service tutors who would train the pre-service teacher-trainees. These would practice and utilize the knowledge, skills, values and attitudes at college and in turn deliver them to primary pupils during school practice and still disseminate the culture even when they qualify as professional teachers after the course. They will nurture their own biological children, the primary school pupils, other staff members of the schools wherever they will be recruited and the entire communities. It is a strategic cycle whereby the process of disseminating GCED continues with the different intakes and enrollments of the teacher-trainees year after year. The Center Coordinating Tutors would train the primary school in-service teachers (the deployed teachers by the Education Service Commission and the proprietors of private schools) who would in turn integrate the practices in the primary school curriculum to enable their learners to complete primary school successfully and holistically. These learners are to demonstrate the practices and values while at schools and their homes and communities, becoming agents of change. The principal and two deputy principals were and are still so influential that they will continue reinforcing the goals, objectives and practices of GCED in the three catchment districts of the

college. Alongside this mission, there must be an explicit focus on the outcomes in terms of whether this method of transformative and quality education has achieved its goals.

2.3 Activities in Detail

2.3.1 Introduction to GCED Concepts

It was about reflecting and analyzing the status of the Ugandan society today and it was done in groups of five. The participants were encouraged to be objective rather than subjective. In the plenary, they presented positive and negative images as follows;

On the positive part, they said that there is freedom of worship and speech. To some extent, there is peace due to political stability as opposed to frequent changes of power which tend to cause a lot of violence and massive loss of lives. Another said that while education like UPE, USE and vocational institutions are accessible, quality education is still an outcry. To some extent, there is an effort to ensure the safety and security of Ugandans. The communication networks have also improved in terms of social media thanks to the introduction of Operation Wealthy Creation by the Ugandan government.

Nevertheless, there were a lot of concerns about the negative aspects of the country. Participants said that Uganda still has multiple issues to address like violations of human rights, robbery, kidnapping and killings of young women, child sacrifice, murder crimes, drug abuse, mob justice and sexual harassment both in schools and in communities. Another yell of concern was about the increasingly growing corruption in social services like jobs, medicine, justice and education. Violent politics, greed and selfishness in leadership are yet just a few of the many other grievous experiences that afflict the Ugandans. Negligence, irresponsibility, laziness, underemployment and disorderly conduct among the youth also need due attention.

Against the backdrop of these social problems, the participants were asked to suggest effective remedies or solutions. The main suggestions include strengthening law enforcement, ensuring teachers to observe the teacher code of conduct, and encouraging religious leaders to preach about the life-transforming gospel. It was a very rich discussion that gave the facilitators a soft landing to introduce the background, rationale and goals of the workshops. The participants were well prepared to understand the message embedded in them, allowing them to appreciate the concepts of EIU/GCED.

As mentioned earlier, the lively discussion proved to be a suitable time to introduce the concepts of EIU/GCED to the community of Nakaseke Core PTC. The session aimed at creating awareness of the conceptual framework of GCED and the planning for its integration in educational practices at the college and primary schools level. As a start, we tasked the participants to discuss among themselves the following questions: (1) What is education? (2) Who is a citizen? (3) What is the root word of global citizenship and what does it mean to be a global citizen? (4) Is our education system ready to inculcate the right social and moral practices among the youth? (5) What comes into your mind upon hearing GCED?



▲ In groups, the participants and primary school teachers discussing and presenting their views about the newsprints

After the discussions, the participants presented the following answers: (1) Education is the process of facilitating learning among learners by a teacher, (2) It is the acquisition of knowledge, skills, values and beliefs, (3) A citizen is a rightful member of a country whether by birth or registration, (4) A global citizen means someone being a member of the world and (5) A global citizen means possessing a sense of belonging to a world community.



▲ Part of the teachers' presentations ▲ Teachers, Facilitators, Inspectors of Schools of Luweero

Building on the teachers' presentations, the facilitators used more reflection questions in order to generate more ideas from them: (1) Teaching is changing. What kind of footprint are you leaving in the children's lives? (2) Think of a moment when you were denied services, mistreated or given no attention because of your social and cultural. How did you feel?

For question (1), Most participants talked about living exemplary lives for their learners to emulate like being loving, caring, honest, responsible, hardworking, fair, transparent and results-oriented. Although question (2) was optional, some members were willing to share their touching experiences. Some female teachers said that they were sexually harassed while at schools, when applying for teaching jobs; others were denied vacancies for their children in good schools because they

didn't have any money for bribery. Some male teachers also exclaimed, "What? If your pocket is not heavy, no job for you!" In agreement to their grievances, a skit about the selection and awarding study scholarships to abroad, was presented by DPO, Lilian and other participants. They wanted to demonstrate how the selection panel is acting in contradiction to the genuine selection criterion due to corruption and segregation according to race, religion and physical appearance.

Building on the above presentations, participants were taken through an overview of EIU/GCED. GCED is rooted in 'global citizenship' which is "a sense of belonging to a broader community and common humanity. GCED is "A framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes that learners need for ascertaining a just, peaceful, tolerant, inclusive, secure and sustainable world."(Target 4.7 of the SDGs). "GCED is the education that gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected."

The programme emphasized promoting transformative education. That is why further reflections and discussions were focused on the roles of the teacher in promoting GCED. We told them to embody the following quotes: "Teaching is touching hearts," "Teaching is changing," "Teachers are champions of social transformation before their learners," "Change begins with self." We believe that they must equip learners with the knowledge and skills that they will need to succeed in an uncertain, constantly changing tomorrow.

The quote "Train a teacher, you will have trained a nation" gives us a profound base to embrace GCED in the Nakaseke community, Uganda, Africa and the world. This is in line with Prof. TOH Swee Hin's quote, "In order for one to become a good global citizen, one must be a good local citizen." (2017)

2.3.2 GCED and Human Rights, SDGs, EIU and Cultural Diversity

It was worthwhile to show to the participants how GCED is related to other fields. In groups, participants were given an overview of human rights, children's rights, SDGs, EIU, ESDs, EFA and MDGs.

Afterward, participants were asked to reflect on the following question: "Think of the moment when you were denied services, mistreated or given no attention because of your social status. How did you feel?"

Then the participants talked about their experiences with everyone and appreciated their relevance to GCED.

Based on this overview, reflections and local examples, we had plenary discussions on gender issues and how we should join hands to break the vicious cycle of harmful traditional ties. All the trainees were then taken through the relationship and interconnectedness of the given fields below.



GCED builds on many related fields such as human rights education, peace education, and education for international understanding and is aligned with the objectives of education for sustainable development. These fields are discussed in detail below:

EIU and GCED

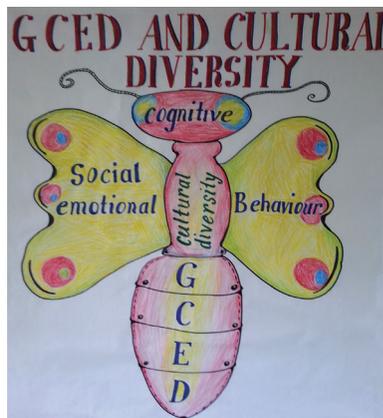
The programme highlights the idea that "Education for International Understanding (EIU) is a UNESCO led holistic and multi-dimensional education initiative to promote a culture of peace. Interchangeably, referred to as global education, GCED or peace education. EIU provides learners and educators with perspectives, knowledge and skills necessary to ensure participatory democracy, human rights and dignity, social and economic equity, ecological sustainability, and peaceful reconciliation of conflicts."

GCED and Cultural Diversity/Gender Issues

To introduce this session, we used the "Vote with Your Feet" approach. Three signposts were displayed at different corners: 'Agree', 'Disagree', and 'Not sure'. The following controversial statements were read to participants to vote with their feet by walking to the signpost that best describes their opinion: (1) Diverse cultures should make us different and conservative to our customs, (2) Men are stronger than women and should not do cooking; it is a woman's job, (3) A woman's leadership is more effective than that of a man, (4) Children with disabilities can be very smart, and (5) I should always do what all of my friends do even if it is wrong. Then after, the participants were asked to justify their choices.

It was a very interesting lesson as some were influenced to join different groups and others tried to depend on others for decision-making. It was an integration of the conceptual dimensions of GCED. These help learners to develop socio-emotional learning competencies like social awareness, self-awareness and responsible decision-making.

Based on this, I facilitated a plenary discussion on the values of cultural diversity, gender parity and peace education at the local and international levels. Participants learned that every person has a right to their opinions and to express them. People have different opinions, beliefs and values which should be respected and not judged. When we respect others differences, it is easier to have social dialogue over the ideas. “I am not difficult but I am just different.”(Lea Espallardo, 2016)



▲ GCED and Cultural Diversity



▲ Students posing for a photo on a cultural presentation day

I guided the participants to examine this illustration of a butterfly in terms of its complements: the correlation of these elements to a living creature. GCED takes the abdomen and respiratory part as the base to uphold other important parts; cultural diversity as the thorax to bridge the wings, head and abdomen. This image shows how respect for cultural diversity can contribute to a peaceful community. The wings help an insect to fly while the head bears feelers that work as a mental processing unit. These elements help an individual to socialize well with diverse cultures.

The participants confirmed that respect for cultural diversity is at one’s heart with the support of socio-emotional, behavioral and cognitive domains. GCED exists to overthrow the prejudice that people had over one another’s culture.

GCED and Peace Education

The session was introduced to the participants by tasking them to “greet one another in their own styles” as a sign of creating peace. Then after, the participants were asked to define ‘peace’ and ‘freedom’ according to their own understanding. They were also asked to reflect on: “What kind of footprints are you leaving in your children’s lives? Later, using this analogy, they were guided to relate peace education to EIU/GCED.

Having analyzed the analogy “GCED for Social Justice and Development,” the participants were asked to analyze the status of peace in their schools, identify the drivers of conflict, and explores strategies for peacebuilding in their schools. They talked about being conscious against peace-violating practices and being apologetic and forgiving. Some people fear to express their guilt and seek forgiveness. Some



▲ GCED for Social Justice and Development

people feel that they are not in a position to forgive. We told them to remember that “The weak don’t forgive. Forgiveness is an attribute of the strong,” a quote associated with Nelson Mandela’s legacy, “Forgiveness is the unique capacity for selflessness.” He forgave the government that segregated him to the margins of society and made him an outsider in his own country! Let’s be kind to others, forgive those who oppress us and teach our learners to reconcile with one another so we can live in a harmonious society.

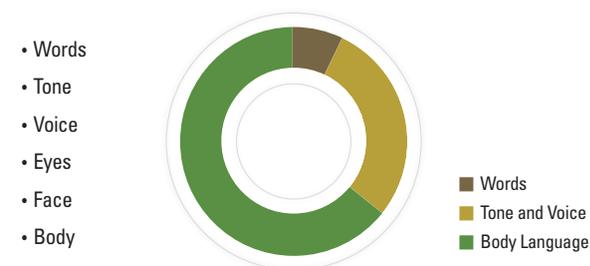
All the participants said that they are in favor of peaceful conflict resolution, just social structures, and mechanisms for upholding the common good in their institutions. To observe the championship of peace; tutors, teachers and student teachers are obliged to conform to the code of conduct and promote professionalism. Doing so is in alignment with EIU/GCED that teach teachers and learners to love themselves, love other people in their schools, communities, country and the world based on their idea of a peaceful future. These aspects will enable them to build expertise, develop emotional intelligence, honor their commitments and be polite. Teachers are the torch-bearers for a peaceful and developed nation. “A nation is, because teachers are,” “Train a teacher, you will have trained the nation.” This session will help them model the following before their learners: accountability, trustworthiness, decency, diligence, effectiveness, impartiality, integrity, time management, dependence, teamwork, courteous, respect and commitment to duty.

2.3.3 GCED and Students’ Leadership

The programme aimed at conceptualizing relations between college administrative practices and the guild council practices, transferring skills and knowledge as well as empowering the student leaders on issues of gender, conflict and peacebuilding, changing the students’ behavior towards social cohesion in the society.

The following pedagogical strategies were used: ‘Greeting in Their Own Styles’ and ‘Addressing Communication Gaps in Leadership.’ The participants found the activities very interesting. I also demonstrated the DOERS (Do-Observe-Exchange-Reflect-Synthesize) process and asked the participants to do a skit about students quarreling and fighting with one another. When reflecting on these presentations, the participants analyzed the causes of conflicts, their effects and how to solve them. Among the causes identified were differences among themselves (e.g., social, economic, psycho-social, gender, and political). Among the effects identified were hatred, destruction, psychological torture, fear, inferiority complex, poor performance and slow development. The agreed best strategy to address these conflicts and their effects were effective communication. It is incredibly important to make people feel respected and included. An illustration was used to emphasize the skill as below;

How do we communicate



Other strategies include prioritizing activities, tolerance and empathy, sharing views, openness, responsibility, reconciliation and teamwork spirit. Participants confirmed that their leadership is ineffective in violent environments, suggesting that EIU/GCED is the only way to go. Being teachers in the making, they were asked to identify more ways of integrating peace in the college, primary schools and their communities. They suggested promoting language education, religious studies, professional studies, physical education, music, dance, drama, agriculture and co-curricular activities. Then we asked “each of them to draw a peaceful environment that they would wish to lead, and a violent environment that they would wish to transform.”



▲ Conducting a workshop on GCED and leadership skills among student leaders at Nakaseke Core PTC by Principal (L), Deputy Principal-Outreach (R), and the students' patron (seated)

We also discussed the different levels of leadership (public, private and personal) and the four styles of leadership (participative, visionary, affiliative and coercive).

Much more time was spent on analyzing a number of concepts like the definition of GCED and its three aspects: Cognitive, Social-emotional and Behavior development. We saw it vital to develop student leadership and management that enhance interdependence, interconnectedness, peace, responsibility and sustainability in the college and primary schools whereby, at the end of the course, learners can demonstrate these achievements in their communities. Another analysis was on the UNESCO's vision of peace, "Lasting peace is more than security and freedom from violence." Also as it is stated in the UNESCO's constitution, "Since wars begin in the minds of men and women, it is in the minds of men and women that the defenses of peace must be constructed." The student leaders were also encouraged to commit their peaceful leadership to four types of learning: 'Learning to be', 'Learning to do', 'Learning to live know', and 'Learning to live together.'

An analogy of "GCED for Social Justice and Developmen" was also used to sum up the workshop. Where there is justice, there is development.

2.3.4 Integrating EIU/GCED into Our Education Curriculum

The pre-service student teachers of Nakaseke Core PTC in Nakaseke district and in-service teachers of Katikamu Coordinating Centre in Luweero district were given more enlightenment on the teaching-learning objectives of the three core domains of GCED. This motivated them to have a hands-on in preparation for the integration of GCED concepts in educational practices.

After providing a quick overview of GCED, time was allotted for the participants to have practical preparation for integrating EIU/GCED in their daily education practices using the book GCED: Topics and Learning Objectives. Our practice was centered on the three domains of learning: the cognitive, socio-emotional and behavioral.

Topics and Learning Objectives

The handouts of topics and learning objectives were availed to the participants (at the PTC and primary school levels). Participants sighted out the subject areas from the Ugandan Education Curriculum that would be best integrated with EIU/GCED. The identified subjects were: language education (local language, English and Kiswahili), religious studies, performing arts (music, dance, drama, integrated production skills), social studies, physical education and ICT. Participants were grouped according to their assigned level of learners: lower primary, upper primary and advanced learners. Based on the suggested topics and learning outcomes and the Ugandan curriculum, we tasked the participants to draw some samples of schemes of work and lesson plans that suit the level of learners. Primary teachers had two types of groups whereas the PTC had all the three. By the end of the session, sample schemes of work and lesson plans were developed. The question of how to deliver GCED practices in the classroom was yet another area of concern, motivating the participants to demonstrate the role of the teacher in implementing EIU/GCED practices.

The Role of the Teachers

GCED requires skilled educators who have a good understanding of transformative and participatory teaching and learning. The main role of the educator is to be a guide and facilitator, encouraging learners to engage in critical inquiry and supporting the development of knowledge, skills, values and attitudes that promote positive personal and social change. However, in many contexts, educators have limited experience in such approaches. Pre-service training and ongoing opportunities for professional learning and development are critical, to ensure that educators are equipped to deliver quality global citizenship education.

It is also important to recognize that educators can only deliver effective GCED if they have the support and commitment of head teachers, communities and parents. If the school system allows teachers to adopt non-traditional approaches to teaching and to have adequate time and resources, it is then highly likely that they will be able to practice GCED effectively.

Teaching is touching the learners' hearts. Train a teacher and you will have touched the nations' hearts (Beatrice Byakutaga, Chairperson of Principal's Association Uganda and Principal Shimon Core PTC-Uganda).



▲ EIU/GCED Training at Nakaseke Core Primary Teachers' College

The Learning Environment

Teaching is changing. Teachers play a central role in creating an environment for effective learning. They can use a range of interactive approaches to creating safe, inclusive and engaging learning environments. For example, learners can work with the teacher to agree on ground rules for interaction, the classroom can be arranged to allow learners to work collaboratively in small groups, they can identify resources with support from the teacher, and space can be allocated to learners to display their work. Igniting learner group projects in outreach primary schools can contribute to building a EIU/GCED-oriented school.

Based on this knowledge and the Ugandan Primary School Curriculum and Primary Teachers Education Curriculum, the participants developed schemes of work and lesson plans and demonstrated how to integrate GCED into teaching and learning practices.

I have availed the college library with GCED materials like a copy of *Girls' Education: Bright Future for All*; *A, B, Cs of Global Citizenship Education*; and *Teachers' Guide on the Prevention of Violent Extremism*. The students happily borrow and read them.

In term one, the Deputy Principal Outreach and I inducted all the Year 1 and Year 2 student teachers at the college. We taught them the general concepts of human rights, EFA, MDGs, SDGs, cultural diversity, peace education and GCED goals.

The finalists integrated the GCED concepts in the schemes of and lesson plans as they were on their final school practice in primary schools last year. They created children's rights-based learning environment whereby the code of conduct was reflected upon and sensitivity about children's rights was observed. GCED values are now ensured and visible in the classrooms, the school organization and management, school clubs and other community activities.

There are more activities of incorporating GCED concepts in educational practices and schools' programmes in Katikamu coordinating center by in-service primary teachers. These activities include composing and reciting poems, debating, drawing pictures, discussing the values of interconnectedness and interdependence. Teachers are friendly and interact freely with the pupils freely. Young children, through transformative pedagogical approaches, are guided to be orderly, cooperative, caring and respectful to old people, teachers and parents. Seeing these results gives us the mandate to continue building the capacity of educational stakeholders on the three domains of EIU/GCED and strengthen institutional collaboration and networking between the outreach schools and district education offices.

3. Conclusion

3.1 Evaluation and Critical Reflection

The programme was implemented and the GCED practices are now growing roots from Nakaseke Core Primary Teachers' College to the surrounding districts and other places of the country. The community is aware of the EIU/GCED practices.

The Nakaseke Global Citizenship Community was formed to be a torch-bearer to advocate for EIU/GCED sustainability in and around the college. This team has composed songs, poems and plays, have organized and conducted debates. They have also installed a signpost about GCED values to create awareness among the college community.

GCED concepts are now used as a tool to advocate for girls' education and enhance affirmative actions to increase girls' participation and gender parity in leadership and decision-making in all schools. This has created a big impact in Nakaseke Core PTC Guild Council 2018/2019, bridging the knowledge

gap on the correlation between male student dominance and female student inferiority complex in the college's Guild Council. The revised policy which is based on EIU/GCED states that "There will be female guild president in even number years whereas male students will contest for vice guild president. A male guild president shall stand in odd number years and a female will be the vice guild president." Other posts are shared equally between genders apart from that of the general secretary position which is vacancies for both male and female contestants. The good news is that three female candidates have applied for the guild president post which had never happened before despite our encouragement.

The student teachers have integrated the three domains in their schemes of work and lesson plans in their school practice. The integration is gradually improving. The in-service primary teachers have also integrated the concepts in daily classroom instructions and co-curricular activities.



▲ Practically integrating GCED knowledge, skills and values into games and sports by student teachers from Nakaseke Core PTC at practicing schools and at the college. Celebrating victory and accepting defeat are some of the values EIU/GCED seeks to instill among the young generation



▲ An in-service teacher teaching. The facilitator on monitoring and supporting. Young children, through transformative pedagogical approaches, are guided to be orderly, cooperative, caring and respectful to themselves, their peers, old people, teachers and parents

The college administrators are also supportive and good implementers of the programme. They utilized these concepts of GCED when giving guidance and counseling to the students. They visit the outreach schools where these practices are implemented, therefore, I would request the MOES and the Ugandan government to recognize and support Nakaseke Core PTC as the leading institution in promoting EIU/GCED objectives in the country and beyond. Nakaseke GCED community would wish to visit other areas and countries where these practices are being implemented or piloted in Mongolia, Colombia, Cambodia and many more. Some strategies for capacity-building in realizing each one's roles and responsibilities, have already been put in place. For example, organizing and conducting peer group meetings (PGM), continuous deputy principal outreach and the primary school head teachers and the facilitator mobilizing the community for getting involved in education. Parents are also taught to be sensitive to children's rights and their responsibilities in peacebuilding and fostering cultural diversity.

We also undertook Continuous Professional Development (CPD) with the head teachers of the primary schools in Luweero districts. The schools are using

mediated learning experience in promoting positive discipline, reinforcement of positive behavior and consistent application of the code of conduct. The relationship among the teachers, the learners, the administrators and the community has improved. The head teachers and primary schools teachers have embraced the GCED practices with open hands. All the learners in primary schools and PTC have become aware of their rights and responsibilities. The student leaders, staff members and administrators have been taking keen observation of the most upright and active learners to reward them at the end of each term.



▲ Kabahweza Lilian conducted community mobilization for EIU/GCED practices on the celebration of the "African Day." The turnout was encouraging

Students have become more responsible. School rules and regulations have been revisited and revised in accordance with GCED goals and objectives, thus reducing the number of cases of non-compliance. Unlike before when most teachers had lost their morale in carrying out their roles and responsibilities, they have now reignited their inner motivation through networking with fellow staff members and other teachers from different schools thanks to GCED. They are working collaboratively to improve their teaching practices, thereby creating a children-friendly learning environment.

We also promoted shared knowledge and information through school assemblies and the establishment of MDD, debates, guidance, counseling, games and sports among others that involve learners, teachers and community members. They have provided a critical platform for advocacy for cultural diversity in the community and schools. There should be more initiatives for using all possible means such as multimedia to create awareness among Ugandans in order to develop an informed society, for a more peaceful and responsible environment.

The concepts and achievements of EIU/GCED have also been shared with members of the Forum for African Women Educationalists-Uganda Chapter (FAWEU). They have welcomed the message and decided to conduct cultural presentations each term to promote cultural diversity in the community.



▲ During her field visits, the Commissioner, Dr. Egau Jane took note of Nakaseke Core PTC's effort in promoting EIU/GCED practices within and outreach primary schools

3.2 Implications and Suggestions

Within this short time, there is a higher improvement in learning outcomes among the learners in GCED-practicing schools compared to schools where GCED is not practiced. As teacher educators and GCED advocates, we need to play leadership roles to ensure that this approach provides quality education to learners. We need to develop and sustain a culture that allows teachers to flourish in their professional identity and most importantly make sure that their children steadily progress in education. We are united by a shared belief, passion and vision which we will build, achieve and grow together. It is advisable to make use

of multiple stakeholders when promoting GCED practices in the community. Therefore, the college will mobilize for inter-college co-curricular competitions based on EIU/GCED values such as debates, games and sports. We also need to lobby for t-shirts and banners create further awareness in the community and beyond. It would also be useful to publish college magazines on a yearly basis that focus on the vision, mission, goals and objectives of EIU/GCED in line with those of other colleges.

“
**Within this short time,
 there is a higher improvement
 in learning outcomes
 among the learners
 in GCED-practicing schools
 compared to schools where
 GCED is not practiced.**
 ”

We also need to develop support supervision tools for capacity-building and sustainability. In addition, we also need to encourage teachers to consciously reflect on the following questions from time to time: “Is this where we want our country to be? What do I need to modify in the curriculum in order to improve learning outcomes especially to promote peacebuilding?” Furthermore, we need to continue networking, collaborating, attending international conferences and listening to international speakers and other discussants to further expand our knowledge of GCED.

3.3 Limitation

While recognizing the EIU/GCED achievements, it must also be noted that some limitations were encountered in the course of implementing EIU/GCED practices:

- 1) EIU/GCED is still at initial stages and is not yet in the Ministry of Education and Sports operational plan. Therefore, integrating and adopting it in our daily educational practices at PTC and Primary School curricular was a gradual process.
- 2) High expectations to implement the EIU/GCED programme to a wider scope without financial support, was a big challenge.

3.4 Way Forward

It is clear therefore that if we are to obtain both economic, social justice and human development in Uganda, we must collectively transform our society with EIU/GCED values and principles and inculcate a culture of peace among our students. Where else can we best achieve this than at school with our teachers as the main agents of change so that our young generations can grow up to become refined and strong global citizens.

“ It is clear therefore that if we are to obtain both economic, social justice and human development in Uganda, we must collectively transform our society with EIU/GCED values and principles and inculcate a culture of peace among our students. ”

Annex 1 Programme Schedule for Nakaseke CPTC Pre-Service and In-Service Staff Members

Days	Duration	Topic	Session/Content (facilitator)	Resources
DAY ONE	7.30am-8.00am	Breakfast/ Registration		
	8:00am-8:30am	Setting the atmosphere	-Opening Remarks (Principal) -Workshop Overview (Lilian K) -Expectations and Fears (DPP) -Ground Rules (Hellen E)	Flip board and flipchart paper stickers
	8:30am-9:30am	UN and National Interventions	A review on Human Rights, MDGs, SDGs EIU (DPP and Lilian K)	Human Rights MDGs, SDGs, Ugandan Constitution (1995)
	9:30am-10:30am	Introduction to Global Citizenship Education (GCED)	Background and Conceptual Framework of GCED (Lilian K)	-Computer, projector, electricity/ generator -Newsprints, markers, adhesive
	10:30am-11:00am	Break		
	11:00am-12:00pm	Introduction to GCED (Cont.)	Background and Conceptual Framework of GCED. (Lilian K)	-Computer, projector, electricity/ generator -Newsprints, markers, adhesive
	12:00pm-1:00pm	Key Issues of GCED	GCED and Human Rights (Lilian K)	
	1:00pm-2:00pm	Lunch		
	2:00pm-3:00pm	Key Issues of GCED	GCED AND Sustainable Development Goals (SDGs) (Lilian K)	-Computer, projector, electricity/ generator -Newsprints, markers, adhesive
	3:00pm-5:00pm		-GCED and Peace Education -Understanding Cultural Diversity. (Lilian K)	
DAY TWO	7.30am-8.00am	Breakfast / Registration		
	8:00am-10:30am	Pedagogical Approaches to GCED	Democratic Dialogism and Communication skills for GCED (Lilian K)	-Computer, projector, electricity/ generator -Newsprints, markers, adhesive
	Transformative Pedagogy for GCED (Lilian K)			

	10:30am -11:00am	Break		
	11:00am-1:00pm	Integration of GCED in Teaching	Topics and Learning Objectives (TLOs) (Lilian K)	-Computer, projector, electricity/ generator -Handouts of TLOs
			TLOs and Lesson Preparations. (Lilian K)	-The curriculum, paper, pens, pencils, newsprints, markers, adhesive.
	1:00pm-2:00pm	Lunch		
	2:00pm-4:00pm	Integration of GCED in Teaching	Lesson Presentations (Lilian K.)	-Schemes of work/lesson plans -Teaching/learning aid
	4:00pm-5:00pm	Use of ICT for GCED Pedagogies	Introduction to Microsoft word (Lilian K., Wilson S)	-Computer, projector, electricity/ generator
DAY THREE	7:30am-8:00am	Breakfast / Registration		
	8:00am-10:30am	Use of ICT for GCED Pedagogies	Microsoft PowerPoint (Lilian K., Wilson S)	-Computer, projector, electricity/ generator
	10:30am-11:00am	Break		
	11:00am-12:00am	Use of ICT for GCED Pedagogies	Internet knowledge Data search Downloading (Lilian K, Wilson S)	-Computer, projector, electricity/ generator -Videos on education
	12:00am-1:00am		Introduction to photography as an educational tool and hands-on photo-taking in groups and individuals (Lilian K, Wilson S)	-Computer, projector, electricity/ generator -Cameras and smartphones
	1:00pm-2:00pm	Lunch		
	2:00pm-3:30pm	Use of ICT for GCED Pedagogies	Introduction to Photoscape and Hands-on Exercises (Lilian K)	-Computer, projector, electricity/ generator -Cameras and smartphones
	3:30pm-4:00pm		Web-based programmes: Google Drive and Survey, Fun Photo Box	-Computer, projector, electricity/ generator -Stable internet -Pictures files.
	4:00pm-5:00pm		Group and Individual Presentations and Q&A (Lilian K, Wilson)	-Computer, projector, electricity/ generator -Stable internet -Pictures files.
	5:00pm-6:00pm	Dissemination of the Action Plan	-Pre-service students -Outreach primary school teachers. -Closing Remarks (Administrators)	-Newsprints, markers, adhesive, paper, pens

Annex 2 A Sample Poem from the Learners

GCED INCORPORATES CULTURAL DIVERSITY

It's fortunate on the globe
 Languages came into existence
 Communication, interaction and sharing of ideas.
 None is left behind
 EIU brings learners together

In Uganda, Asia, America.
 Connection, disconnection and reconnection
 For knowledge, skills and values.
 No matter the communication means.
 The sky is the limit.

Wow..... Oh, Yes! Bravo GCED!
 Because the fruits are yummy.
 Distinct continents, but one person
 Distinct languages and customs, all are respected
 Distinct, norms, taboos, all are respected

Mmm! Taste chicken!
 The beard is enjoying,
 To women, a big taboo in Africa.
 Women leadership and participation
 Never to comply anywhere
 Thumbs-up to UNESCO for gender equality.
 Great thanks to Lillian's message
 Our minds are connected, she managed
 Fellow Nakaseke fraternity
 Ministry of Education and Sports
 Come on, Global Citizens,
 Let's embrace GCED

By
Nalwoga Moreen Dorothy
Year One 2018
Nakaseke Core PTC
Uganda

Annex 3 Photos



▲ Primary teachers of Katikamu CC integrating EIU/GCED into their schemes of work and lesson plans at Katikamu Kisuule Primary School in Luweero district.