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A Situation Analysis for the GCED Curriculum Development & Integration (CDI) Project in Lao PDR

**GCED CDI PROJECT
ROUND 3**

A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Lao PDR

Publisher



The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 according to the Agreement between UNESCO and the Government of the Republic of Korea, with the mandate to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) toward a Culture of Peace. APCEIU has been at the forefront of promoting GCED and thereby supporting UNESCO Member states to achieve the Sustainable Development Goals, SDG 4.7 in particular.

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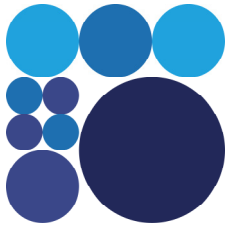
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Project Introduction

This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its GCED Curriculum Development and Integration (GCED CDI) Project in Lao PDR (2021-2023).

Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)

In the face of the global challenges of the 21st century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1st Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2nd Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021) of the Project and is currently operating the 3rd Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023) and the 4th Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024).

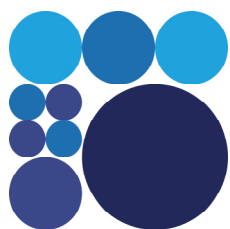
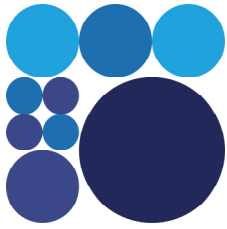


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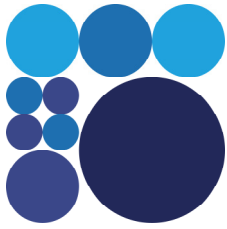
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Abbreviations

- APCEIU Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
- BEQUAL Basic Education Quality and Access in Lao PDR
- CEDAW The Convention on the Elimination of All Form of Discrimination against Women
- COPE Cooperative Orthotic and Prosthetic Enterprise
- CSE Comprehensive Sexual Education
- ESSDP Education and Sport Sector Development Plan
- ENESDP Employment Sector Development Program
- ESF Environmental and Social Framework
- GCED Global Citizenship Education
- GGGI Global Green Growth Institute
- LGO Lao Government Office
- MoES Ministry of Education and Sports
- NCATP The National Committee on Anti-Trafficking in Persons
- NESDP National Education and Sport Sector Development Plan
- NGGS-2030 National Green Growth Strategy of the Lao PDR till 2030 (NGGS-2030)
- NSEDP The Five Year Socio-economic Development Plan (2021-2025)
- RIES Research Institute for Educational Sciences
- SDG Sustainable Development Goals
- SE Secondary Education
- STDs Sexual Transmitted Diseases
- SY School Year
- TVET Teacher Vocational Educational Training School
- UNESCO-IBE International Bureau of Education
- UNODC United Nations Office on Drug and Crime



Executive Summary

Global citizenship education is an important component of education, and its development has recently increased at the global level. Due to the need for global understanding and action in this area, incorporating global citizenship education (GCED) is a way of reinforcing the understanding, skills and values necessary to address the challenges of the 21st century. The Asia-Pacific Centre of Education for International Understanding (APCEIU) and the UNESCO International Bureau of Education (UNESCO-IBE) have come together working in monitoring, developing and implementing GCED in four countries: Georgia, Indonesia, Lao PDR and Rwanda. UNESCO-IBE has carried out the first stage of the project, which involves conducting a situational analysis of the GCED component in Lao PDR. The aim of this project is to identify, pilot and sustainably implement GCED in Lao PDR in line with the sustainable development goals (SDG) and the overall 2030 Agenda. Specifically, it aims to explore the socio-cultural, economic and educational factors impacting quality education in Lao PDR, identify the current situation regarding GCED in the national curriculum framework of Lao PDR and to identify key stakeholders in supporting the development and implementation of GCED in Lao PDR.

Qualitative research methodology was used in the analysis of the situation of GCED implementation in Lao PDR. Education documents and policies were analyzed using analytical frameworks and a coding scheme developed by UNESCO-IBE in cooperation with international experts in 2017. The computer program NVivo 12 was applied as an assisting tool in coding to seek for specific GCED content. Interviews were conducted with key stakeholders including two from the Department of General Education in the Ministry of Education and Sports (MoES) involved in the national curriculum development, one local education administrator, and three representatives from external organizations, namely the United Nations Population Fund (UNFPA), Child Fund, and Basic Education Quality and Access in Lao PDR (BEQUAL). Surveys were conducted with 10 master trainers on the use of a teacher guide book on comprehensive sexual education (CSE) in primary and secondary schools, and 6 teachers (2 primary and 4 secondary) were asked to join in the group discussion. Due to the covid-19 pandemic, group discussions, surveys and interviews were mostly conducted online by using the Google Meet platform and Kobo survey Toolbox. The findings are as follows:

Content relating to ‘human right’, ‘peace’, ‘international cooperation’, ‘environmental protection’, ‘sustainable development’ and ‘gender equality’ found in the national curricula has been counted in the Lao government’s policies. However, at some grade levels, the content focused only on the national or local level. Content related to ‘human right’ and ‘responsibility’ was found in the learning objective of the social sciences curricula (e.g. moral education and civic education). The term ‘right’ is not neglected in the revised primary education curriculum, and begins to intensify and be more directly relevant as a GCED concept at the secondary level, particularly at the upper secondary level. The terms ‘peace’, ‘solidarity’, and ‘international cooperation’ were found across all levels of the national curriculum (e.g. moral education, history, and civic education), while their depths varied by grade level. ‘Environmental protection’ and ‘sustainable development’ were taught in the curricula (e.g. science and environment and geography), but did not reach the global level. ‘Gender equality’ was found in the education policy, but did not stand out in the national curriculum due to it being taught as a human right topic. The revised primary curriculum made progress in integrating gender issues in the curriculum, such as through pictures in textbooks to increase awareness of gender equality for students from an early age. Disease (HIV/AIDS, STDs) appeared in all national curriculum levels (e.g. science and environment and civic education) but was discussed in more detail in the upper secondary level. ‘Migration, global poverty, development disparities and inequalities’ were mentioned in the geography subject of the upper secondary curriculum. ‘Interconnectedness’, ‘global governance’ and ‘global citizenship’ were absent in both policy and the national curriculum. Content on awareness of forms of abuse, harassment, violence, global citizenship, and global education were completely absent in the Lao national curriculum (both primary and secondary levels), but they were found in the teacher-guide book on comprehensive sexual education (CSE) to complement the national curriculum. In the recent revising of the primary curriculum of the MoES, ‘right’ in global perspective is expected to be integrated more, especially in grade 5, which will be academically supported by international organizations such as BEQUAL, UNICEF, UNFPA, etc.

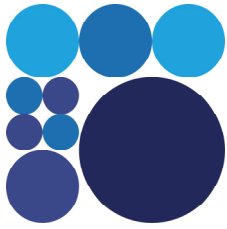
Existing policies that could enhance the integrating GCED in the Lao national curriculum would be the constitution of Lao PDR particularly article 12 and 13 (World peace, cooperation with foreign countries respectively), the national green growth strategy till 2030 (emphasizing on global issues such as natural and environmental protection, sustainability as well as gender equality balance development and it also assigned the education sector in supporting the green growth in the long-term), and the 9th National Education and Sport Sector Development Plan (NSEDPP) (2021-2025), which emphasizes giving all citizens without discrimination based on ethnicity, race, gender, and religion the access to

complete primary education and encourages more primary school female students to continue to higher education. In addition, anti-trafficking law, Lao Law on HIV/Aid Control, and UN human right treaties will also be important contributors to support the GCED implementation in Lao PDR. Strengthening the GCED implementation in Lao PDR to be more holistic, inclusive and comprehensive, some recommendations are made as follows:

Quality and sufficient training on GCED knowledge should be provided to curriculum writers, book writers and teachers, and they should be able to access textbooks and supplementary teaching-learning materials. Beside, the adequate budget and time should be allocated for teacher-training in order to enable teachers to gain knowledge on GCED evidently. Building training centers with master trainers that have strong knowledge and skill in pedagogy of newly revised textbooks in each province would be one solution in reducing the working hours of master trainers from the central level, and building a school model in terms of GCED implementation was also recommended in each province for enabling them to take ownership of GCED implementation.

Other recommendations would include increasing and improving communication and cooperation of interdisciplinary and multi-professionals, and among stakeholders in integration of GCED in the national curricula. Lastly, assessment on the outcomes of GCED teaching and learning should be conducted and it should include multifaceted aspects (including value, attitude and behavioral aspects) e.g., portfolios, participation in school and community activities and interaction among students at school. GCED knowledge is necessary for everyone living in the globalization era. Hence, GCED dissemination should not only focus on formal education, but bringing GCED to non-formal education should be done as well. This could be the best way to help transfer GCED to reach the most marginalized group of society.

For students with disabilities, improving access to education for them is important to be addressed. The education sector and health sector should work closely together, so that community nurses and community health workers can provide early identification data about children with disabilities from a very young age. Individualized access plans and strategies can then be developed for these individual children. Specific resources can then be put in place as needed in the relevant preschool and school where the student will attend, ensuring that there is a smooth attendance and access pathway right from the outset.



Introduction

UNESCO-IBE is a global center of excellence in curriculum and related matters based in Geneva, Switzerland. The UNESCO-IBE 2021 work program is conceived in line with its renewed mandate, adopted by UNESCO's Executive Board (209 EX/Dec.12). Among other aspects, the mandate entails consolidating and synergizing the work of UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all in the wake of global challenges and societal challenges.

Global citizenship education is an important component of education, and its development has recently increased at the global level. Due to the need for global understanding and actions in this area, incorporating global citizenship education is a way of reinforcing the understanding, skills and values necessary to address the challenges of the 21st century, and it aims for learners to become active and responsible citizens of their local, national and international environment. Likewise, it seeks to provide them with the competencies/skills and values that make them tolerant, open-minded, supportive and peaceful, together with logical critical thinking. The need for global citizenship education is known world-wide.

In this context, APCEIU and UNESCO-IBE have come together twice, first in 2016 to 2018, and then in 2019 to 2021 to support the implementation of GCED in the national curricula of designated countries. The partnership is renewed for another three-year project (2021-2023). Hence, APCEIU and UNESCO-IBE are working together in monitoring, developing, and implementing GCED in four countries: Georgia, Indonesia, Lao PDR and Rwanda.

Lao PDR is one of the designated countries, which is currently integrating and adopting new concepts in the national curriculum development such as comprehensive sexual education (CSE). CSE consists of contents that directly link to the GCED concept. Therefore, conducting a situational analysis of the GCED implementation is needed in order to identify the current situation for further improvement of national curricula in the future and to encourage curriculum writer to integrate GCED knowledge

including human right, responsibility, peace, climate change, sustainable development, sexual education, international migration, gender equality and interconnectedness and globalization etc. into relevant specific subject curricula of the national curricula to be more tangible, which is expected to produce quality human resources. Thus, UNESCO-IBE will carry out the first stage of the project, which involves conducting a situational analysis of the GCED component in Lao PDR.

This project is integrated into the first phase of a three-year cooperation project named "GCED Curriculum Development and Integration" (2021-2023). The aim of this project is to identify, pilot and sustainably implement GCED in Lao PDR in line with target SDGs and the overall 2030 Agenda. This situational analysis aims to explore socio-cultural, economic, and educational factors impacting quality education in Lao PDR, to identify the current situation regarding global citizenship education in the national curriculum framework of Lao PDR and to identify key stakeholders in supporting the development and implementation of GCED in Lao PDR.

1. General Understanding of the Lao Context

1.1 Overview of Lao education

Lao PDR is a lower-middle income developing country, located in Southeast Asia. Lao PDR has 50 distinct ethnic groups with more than 80 spoken languages, Lao Loum is an official language (Lao census, 2015), and there is a predominantly rural population (75 percent). Laos has a long history of being an area in which Siam and colonizers have interfered. After Siam, Laos was colonized by France. In 1954, Laos got independence from France, expected to build a country, but was soon overwhelmed by the Americans in 1955. At that time, the Lao educational system was influenced by its colonial heritage, economy, tradition, and culture. After independence from America in 1975, Lao PDR has started developing limited cooperation with foreign countries, especially western countries. In 1986, the Lao government introduced the new economic mechanism (NEM) in order to restructure the country's economy and to integrate Lao PDR into the globalized world market. To align with socio-economic reform, educational reform also initiated in the early 1990s aimed to introduce teaching methods such as student-centered education. Since this time, Lao PDR's focus has been on delivering education quality and equitable access, and it has achieved universal coverage in primary school enrolment and has progressed in terms of secondary school enrolment rate. Lao PDR has accomplished near gender parity in enrolment at primary level, but gender gap in gross enrolment and completion at secondary level still existed (UNICEF, 2019).

Currently, the Ministry of Education and Sport (MoES) is in the initiation of implementation of the 9th Five-Year Education and Sport Sector Development Plan 2021-2025 (ESSDP 2021-2025). The priority policy purposes of ESSDP 2021-2025 is to develop educational system for developing human resources with knowledge, skills, good morals, patriotism, faithfulness, discipline, physical and mental health, solidarity, love of custom and culture, tradition, advance progress and science to meet the demand of a growing social-economic development, be sustainable, and be ready to cooperate and compete with countries in the region. ESSDP 2021-2025 consists of 8 high-level outcomes to be achieved, of which the first high-level outcome is increasing the number of learners in early childhood education to upper secondary school and non-formal education with improved learning outcomes, especially in literacy and numeracy skills and 21st century skills¹ with a special focus on the underprivileged and gender equality. Besides that, revising the curriculum must be implemented at all

¹ 21st century skill includes: problem solving skill, collaboration, creativity, innovation, ICT, social-cultural competencies, self-discipline, initiation and intellectual skills, etc.

grade levels, and it is also important to improve teacher training, textbook and pedagogical methods in accordance with co-educational activities, and attendance of students, particularly in rural remote areas (MoES, the 9th Five-Year Education and Sport Development Plan (2021-2025), 2020a).

In term of GCED, MoES in cooperation with UNFPA has integrated key GCED topics² into some subjects³ in the national curricula (MoES and UNFPA, 2020). Other international donors such as BEQUAL, Asian Development Bank (ADB), UNFPA, UNICEF, World Health Organization (WHO), Plan International, Child Fund and etc. have already integrated GCED concepts into national curriculum including lower and upper secondary schools and technical vocational educational training colleges. Recently, MoES in cooperation with UNFPA is revising the primary education curriculum, and GCED contents were adopted and integrated in the curriculum. Student textbooks and teacher guide books for primary school level from grade 1-4 have been completed and student textbooks and teacher guide books for grade 5 are being written. Teacher training on the use of new revised textbooks (grade 1-4) was organized for teachers across the country.

Lao education has had significant achievements in many aspects. For example, the primary net enrollment of accessing education was 98.6 percent and the gender parity index for primary education is 0.99 (UNICEF, 2021: 23). However, problems in the quality of education, in student drop out and in terms of inequalities of access still continue arising, and the disparity between urban and rural areas, between poor and better-off districts, and between different language groups have remained. Other issues include a shortage of learning-teaching material, limited financial resources, language barrier, teachers' professional capability, and poor school governance (MoES, 2020b). These are particular issues in rural areas, where many schools have faced a deficiency of qualified teachers, and struggle with underperforming contract teachers and teacher absenteeism. These issues have resulted in poor performing students. Thus, MoES is trying to allocate the human and financial resources in order to reduce disparities, including changes to formula for determining operating budgets at all levels.

² Relationship, child right, gender equality, life skills, reproductive health and safe, effective use of social media

³ Biology, Civic studies, ICT, Moral education, Sciences and environment

1.2 Factors impacting the quality of education in Lao PDR

There are many factors impacting student drop out and inequalities of access, but poverty and food security is the most mentioned (MoES, Social Assessment Report: GPE III Learning Equity Acceleration Project (P173407), June, 2020). This is consistent with finding from interviews that seeking a job for new graduated students is difficult nowadays, and this made many parents have to choose between investing in their children' education and letting children work in development projects as workers without skills in the city, where investment is booming, because investing in education requires more money and time, but it is not guaranteed that their children will get a job after graduation. Majority of poor families encourage their children to work after graduating from lower or upper schools rather than supporting children to continue study at the vocational college or university level, because they believe that employment opportunities are already in front of them and working is the only way to earn income for their families (O. Seanasa, Personal communication, January 7, 2022; V. Khamvongsa, Personal communication, January 11, 2022).

The Covid-19 pandemic has impacted Lao education as it did other countries' education, and educational institutes in the country were closed. The first time was from March 19, 2020 to June 15, 2020, and this has disrupted the learning of 1,708,501 students for the school year (SY) 2019-2020. Then, the second time started from April 22, 2021, and this has impacted the learning of 1,617,962 students of the SY 2020-2021. Although many online platforms were applied in teaching and learning, learning at home during school closure showed many challenges for students due to limited access to technology, internet access, and parental supervision and knowledge (AEA, 2020), particularly for the students in remote schools. Thus, the most vulnerable group remained to be students from poor families, remote areas, and ethnic minority groups.

The data from the Education Management Information System (EMIS) show that the enrolment number has reduced from SY 2019-2020 to 2020-2021, about 2.8% for lower secondary and 6.6% for upper secondary, and the reduction in enrolment number for boys is slightly higher than for girls across both levels. The decreasing number of enrolment in secondary education is the most associated with the socioeconomic impacts of the Covid-19 pandemic. The other pull factors are child labor and early marriage leading to dropout in secondary education, the data shows that over the last five years dropout in secondary education has increased and the trend rose constantly. For lower secondary the dropout rate of 10.3% in SY 2019-2020 rose to 10.7% in SY 2020-2021, and for the upper secondary the rate increased from 8.8% in SY 2019-2020 to 9.4 % in SY 2020-2021 (MoES, Lao PDR: Education Covid-19 Response Plan, 2021a).

Other factors impacting the quality of education are gender, ethnicity (non-Lao speakers), and distance to school. In respect to distance to school, children with disabilities are the most affected group. According to the 2017 LSIS II survey, 2% of children aged 2-4 years old have functional difficulty in at least one domain (seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behavior). Professional capability and quality of teachers are important factors that definitely affect the quality of Lao education especially in rural areas.

1.3 Strategies to address the needs of vulnerable groups

MoES has identified 40 disadvantaged districts with high dropout rate due to poverty, distance to school, and low likelihood of getting a good job after graduation in order to prevent disadvantaged students from dropping out in primary education and to provide students assistance to access lower secondary school after graduating from primary schools by creating incentive for disadvantaged students in remote schools from disadvantage districts, which included the following activities: providing scholarship and stipend, expanding school meal program and encouraging school nutrition and strengthening the existing ethnic boarding schools and expanding the new one in other Districts. To reduce dropout rates in upper secondary school, poor students from remote areas were provided assistance, namely abolishing school fees and providing accommodation, necessary facilities, scholarship, remedial support, and textbooks (MoES, NESDP (2021-2025), 2020c).

There are two active programs that have been implemented presently to support vulnerable students to access secondary education such as the Employment Sector Development Program (ENESDP) and the stipend program for the poor and disadvantaged in the first year of lower secondary education. ENESDP is a funding program (a loan from the Asian Development Bank), aiming to achieve inclusive, balanced, and skill-driven economic growth to enhance employability of secondary school youth. The program focuses on strengthening alignment of post-primary education in accordance with the labor market demand, strengthening the quality and relevance of secondary education to the skill demand and increasing equitable secondary education (SE) access and completion rate (MoES, Lao PDR: Employment Sector Development Program, 2021, p.2). The stipend program for poor and disadvantaged students in the first year of the lower secondary education is part of the Sam Sang Policy (Three-build directions policy of the Lao government) with provinces as the strategic unit, district as the integration unit, and village as the development unit in terms of rural development and poverty reduction (Sam Sang Guiding Committee, 2013).

To mitigate the impact of the Covid-19 pandemic on the Lao education sector and to support continuation of learning of students including vulnerable and disadvantaged students, the MoES with UNICEF implemented a mix of intervention based on the Covid-19 education response plan (MoES, LAO PDR: Education Covid-19 Response Plan, May,2021b). It has developed a teaching-learning platform “Kang Panya Lao” (Lao wisdom Warehouse) in order to facilitate the learning of students, allowing for continuity of learning and enhancing the digital skills of Lao students, adolescents, and teachers during school closure.

For people with disabilities, the Lao government made efforts to improve the situation. For example, after ratifying the UN convention on the rights of people with disabilities, the Lao government promulgated national laws and legislation in this regard. However, huge challenges still remain in translating policies and laws into practices at the community level. UNICEF has suggested a strategy that should address improving education access of children with disabilities, which includes advocating and raising awareness about the rights of children with disabilities across all sectors and levels of society to promote social inclusion and reduce discrimination. It also included capacity-building for family members and professionals working with children on knowledge and skills to support children with disabilities, and establishing a collaboration mechanism among sectors in order to share information and work together in helping children with disabilities to be more effective. Other agencies that have engaged in improving access to education of children with disabilities are BEQUAL, Cooperative Orthotic and Prosthetic Enterprise (COPE), Child Fund, World Vision, etc.

2. Comprehensive Review of the Status of GCED in Lao PDR

Analysis was conducted on available education documents of Lao PDR to establish GCED content that was presented, contents that linked to GCED, and content that was absent. These education documents and policies included policy-based documents such as the 9th Education Sector Development Plan (2021-2025), the 9th Five-Year National Socio-economic Development Plan (2021-2025), Lao Constitution, national curriculum framework, and education law. Likewise, some subject syllabi were also included in the analysis.

These documents were analyzed using analytical frameworks and coding schemes developed by UNESCO-IBE in cooperation with international experts in 2017 (Annex 3). The computer program NVivo 12 was applied as an assisting tool in coding to seek for specific GCED content, general terms linked to GCED, as well as competencies, pedagogical methods, and assessment methods associated with GCED. The findings of the analysis are divided into 2 parts below. The first part is knowledge-based learning contents and the second part is competency-based learning contents.

2.1 Knowledge-based learning contents

2.1.1 Human right and responsibility

Lao PDR has ratified virtually all the core human right treaties and is well advanced in reporting obligations, namely economic, social and cultural rights⁴, CEDAW⁵, labor rights, people with disability rights⁶, and child rights⁷. It has participated in the United Nations Human Rights Council's universal periodic review. Therefore, human rights issues framed within the GCED concept were found in many of the document analysis as particularly within civic education, which can be grouped into two types of contents. A content referring to universal human rights and international law (Universal Declaration of Human Rights, etc.) can be directly linked to GCED, and be framed within the national context. For instance, content that more generally refers to rights, civic responsibility, or citizenship can be indirectly linked to GCED.

⁴ International Convention on economic, social and cultural right(Feb 13,2007)

⁵ CEDAW (August 14, 1981)

⁶ UN-CRPD in September, 2009, approved on 18 April, 2014

⁷ Convention on the Rights of the Child (May 8,1991)

The constitution of Lao PDR⁸ has already included the ‘right’ framed within GCED perspective since 1991, but the initial practice phase may not perform as well as it should be. In 2009, the Lao government adopted a Legal Sector Master Plan (LSMP) focusing on developing the country with the commitment to achieve the goal of Lao PDR being a state that is fully governed by rule of law by 2020. Hence, the Lao government has made the obligatory first step in transforming the legal sector by ensuring that the fulfillment of human rights obligations is more effective (UNDP, 2012). In the 9th Five Year National Socio-economic Development Plan (NSED 2021-2025) on enhancing the well-being of people, especially in outcome 2 and outcome 3 focusing on universal access to quality education, the Lao government placed improving equal access to quality education from early childhood education to vocational and university levels as important key drivers in order to advance the capacity of women and children to enable their contribution to socio-economic development, along with protecting the right and interest of women and children (MPI, 2020). Aligned with the 9th five year NSED (2021-2025) and the global 2030 agenda for sustainable development and SDGs-4, the education and sport sector development plan (2021-2025) is appropriately structured, managed, and resourced to create an opportunity for all Lao citizens to have equitable access to quality education and sports and to develop valuable human resources to meet the demand of socio-economic development and graduating the country from its least developed status.

In the Lao context, ‘right’ was referred to in the overall learning objectives of the national social science curriculum, which includes ‘respect for others’ right’. In the primary curriculum, ‘respect for others’ right is regularly cited throughout the social studies curriculum such as within moral education and science-environment subjects (grade 1-5). Its contents have not been mentioned as obviously globally focused, but they are linked closely to the GCED perspective. Through academic support of the Basic Education Quality and Access in Lao PDR (BEQUAL), ‘respect for others’ rights’ has been expressed throughout pictures that are shown in the text books such as a picture of students of various ethnic groups, girls, boys, and children with disability. Through pictures, curriculum writers expect to build students with a good image of respect for others’ rights in the society. Presently, UNFPA, UNICEF, and BEQUAL continue to support the MoES in revising the primary school curriculum, which focuses on scaling up a comprehensive sexuality health education and rights education (including human rights,

⁸ Constitution of the Lao PDR (1991) Article 12: The Lao People's Democratic Republic pursues the foreign policy of peace, independence, friendship and cooperation; and promotes the relations and cooperation with all countries on the basis of the principles of peaceful coexistence; respect for - each other's independence, sovereignty and territorial integrity; non-interference in each other's internal affairs; equality and mutual interests. The Lao People's Democratic Republic supports the struggle of the world people for peace, national independence, democracy, and social progress.

gender equality, sensitive sexual and reproductive health), and those contents directly link to a GCED standpoint. Presently, textbooks for grade 1-4 completed revising and the teacher training on the pedagogical method of revised textbooks was organized for teachers across the country.

In the lower and upper secondary curricula, the civic education curriculum (grade 6-12) had learning objectives that directly link to the GCED concept. ‘Rights’ were discussed in more detail based on the grade level, and its greater depth and direct link with GCED became more apparent. In the lower secondary curriculum, civic education was divided into two parts. Part 1 consists of moral and cultural studies, which focuses on self-esteem, respect for others, discipline, respect for others’ culture, etc., while part 2 mainly discusses law, which includes child rights (UN Convention on the Rights of the Child), fundamental rights and Lao citizenship, respect for others’ cultural rights and business operation rights, women’s rights, people with disability rights, religious rights, and the right to be protected (physical and mental) etc. In the upper secondary curriculum, its contents comprised of democracy building and foreign policy (grade 11), right for respect and enforcement of the law, right to education, Universal Declaration of Human Rights, equal rights of Lao citizens, equal rights of ethnic groups, equal rights of religions and rights of citizens in governing the state, and democratic values and rules. In combination with this, ‘Responsibilities’/ ‘obligations’ were also promoted all over the Lao national curricula, such as responsibility/obligations of citizens in the family, community and society.

2.1.2 Peace, international cooperation and relationship, and living together

GCED aims to empower people of all ages to assume an active role, both locally and globally in building a more peaceful, tolerant, inclusive, secure and cooperative global society. In this analysis, content relevant to consolidate solidarity and peaceful living together are expected to be an important part of curricular documents. These contents appearing in subjects of the Lao national curricula will be discussed as below:

In the primary curriculum (grade 1-5), ‘solidarity and peaceful living’ together were found in the moral education curriculum, they were framed within contents addressing the relationship with family ‘loving and intimacy with family members and relatives’, the relationship at school level ‘loving, intimacy, solidarity, unity and supportive of another with friends’, and the connectedness of communities and society at local, national, and global levels including ‘spirit of unity, friendship with all ethnicities and races and peaceful living together’. The value of peace and relationship at the global

level was penetrated into grade levels. Within the Lao national core curriculum for civic education, it is expected to encourage students to develop ‘respect for different cultures and nationalities’, ‘a good attitude of care, empathy and compassion’, and to aspire to contribute to a global friendship (RIES, 2010). To gain this knowledge, students will learn through reading or listening to stories and pictures within the text books. Since the ability to analyze stories for teachers is important, annual training for new teachers who will be in charge of teaching moral education is very necessary.

At the secondary level, the contents related to ‘peace building, international cooperation, relationship, and peaceful living together’ emerged in the civic education and history curricula. In the civic education curriculum, these contents included ‘harmonious living together approach’, ‘maintain good relationship with others’, ‘global friendship’ and ‘no-discrimination’ (in grade 6-9), ‘happiness’ (grade 10), ‘peace building and human development progress’, ‘role of Laos in world peace building’, ‘international relationship and cooperation’, and ‘foreign policy’ (grade 11). In the history curriculum, its learning objective is for instilling in students a truly international spirit, peace-loving and global friendship. This objective corresponds to the Lao constitution article 12 and directly links to the GCED perspective. The role of the UN in peace building was mentioned in the textbook. However, its contents mainly focused on Lao PDR, Asia, world histories, and world wars and conflict. Thus, instructors must highlight the impact of war and try to cultivate students to love peace and to refuse to participate in all kinds of wars.

2.1.3 Global issues

Presently, humankind is facing many challenges in development such as climate change, war, terrorism, inequality, disease, water scarcity, and hunger. These issues will only be solved by cooperation of all countries in the world. Thus, building awareness on global issues is very essential for sustainable development. The aim of GCED in education is to encourage learners of all ages to be aware of global issues, foster interconnectedness among nations to develop a holistic understanding of how the local and global are connected, and expect to build a society that is more peaceful, tolerant, and secure. Global issues that are expected to appear in the Lao education policy and national curricula will be discussed in the sub-topics as follows.

2.1.4 Climate change, environmental protection, and sustainable development

The National Green Growth Strategy of the Lao PDR till 2030 (NGGS-2030) was developed by the Lao government in cooperation with the Global Green Growth Institute (GGGI) in 2018. This is in accordance with the UN sustainable development framework, and is the translation of the resolution

of the 10th party congress, Vision 2030, and the 10 year socio-economic development strategy (2016-2025) and aims to develop the potentials to integrate green growth into formulation and implementation of sector strategies. The education sector is assigned as one of the important sectors in supporting green growth in the long term, particularly in building the awareness of students and mainstreaming green growth in the teaching-learning curriculum of primary and secondary education and vocational pedagogies in both public and private and universities (LGO, 2018). The NGGS-2030 content has included global issues such as climate change, environmental protection, and sustainable development, with its motto being

“For achieving the economic growth that is efficient, clean, comprehensive, inclusive, fair and resilient to climate change and global economic growth”.

Results of curricular document analysis indicated that content regarding climate change, ecology, environmental protection, and sustainable development issues appeared in the national curriculum (grade 1-12). At the primary level, the science and environment subject, or World Around Us, consists of ‘water resource protection’ (grade 3), ‘natural resources protection’ (grade 4), and ‘climate change’ (grade 5). At the secondary level, ‘ecological system’ is found in science (grade 5-7), and the ‘relation between human and environment’ and ‘environment and sustainable development’ are found in geography (grade 10). However, those contents mostly stay within the domain of the local. It is perhaps that the education sector has not yet fully implemented the green growth strategy in the curriculum. In recent times, MoES is in the national curriculum revising period, and this can provide an excellent opportunity to include GCED contents. At the university level, the contents of climate change, environmental protection, and sustainable development that are framed within the GCED concept have already existed in relevant subjects in university courses such as Environmental Science Course (Faculty of Environmental Sciences), Geography and GIS Course, Community Development Course (Faculty of Social Sciences), and courses in the Faculty of Water Recourse etc.

2.1.5 Disease (HIV/AIDS, STDs, Ebola, and Covid-19)

HIV/AIDS has a devastating effect on people in every community of the world. Not only does it have a negative impact on human health, it has also led to create discrimination in society. The Covid-19 pandemic recently has caused an unprecedented crisis in all regions of the world as well. To cope with these issues, the role of GCED in increasing awareness on the impact of HIV/AIDS and prevention approach and building a positive attitude towards people with HIV/AIDS or Covid-19 is significant in order to create a better place for living together peacefully.

Findings from policy document analysis show that the 9th NSEDP (2021-2025) determined that youth health is an important part of sustainable development, as expressed in output 4⁹ of outcome 3 on enhancing the well-being of the people. In the law on HIV/AIDS control and prevention of Lao PDR, article 14¹⁰ indicated the role of the education sector in controlling and preventing the transmission of HIV/AIDS (HOM, 2010).

Although the law on HIV/AIDS control and prevention has not specified that primary education has a role to play in advocating and educating on HIV/AIDS, the results of the national curriculum analysis revealed that knowledge on ‘HIV/AIDS’ appeared in the science and environment subject (grade 4-5) of the primary education curriculum. Its contents are not so deep that it only tells ‘how HIV/AIDS is transmitted and it cannot be treated’. However, this knowledge was discussed in more detail in grade 9 of the secondary level such as ‘HIV/AIDS and STDs’, ‘reproductive health’, ‘pregnancy and family planning’, and ‘contraption’ etc. in civic education. The knowledge on Ebola and Covid-19 did not appear in any curriculum, but awareness of it was raised at schools according to the urgent notice of the Ministry of Health and Lao Government Office.

2.1.6 Interconnectedness and global governance

GCED emphasizes building a sense of belonging in a common humanity, and it concentrates on political, socio-economic, and cultural interdependence and interconnectedness between the local, national, regional, and the global. The key words for analysis here include globalization, global governance, global citizenship, global community, global society, interconnectedness, and interdependence.

Through policy documents analysis (the five year socio-economic development plan, the education sector development plan, and foreign policy), ‘interconnectedness, global governance, global citizenship, global community, global society, and interdependence’ were not stated in any Lao policy

⁹ 9th NSEDP (2021-2025) - Output 4: Promote and develop youth to improve human capital and participation in the workforce: promote youth health by providing knowledge about reproductive health, sex education, HIV/AIDS, and harmful effects of substance abuse. Create opportunities for young people to be more involved in decision-making processes with regards to their health.

¹⁰ Law on HIV/AIDS Control and Prevention (2010)- Article. 14: Control by Advocacy and education on HIV/AIDS: Advocacy and education on HIV/AIDS are as the following: 1. Improve advocacy and education on HIV/AIDS for a wide understanding throughout the society mainly at secondary schools, vocational schools, universities, factories, detention centers (closed settings), correctional institutions, and among the most at risk populations; 2. Undertake various means of advocacy and education through mass medias, etc.; 3. Provide information on harms of HIV/AIDS, modes of transmission, ways of prevention, treatment, care, and living in harmony without stigmatization and discrimination against people living with HIV and AIDS.

documents analyzed. But in the subject-specific curricula analyzed of the Lao national education curricula, the term ‘ASEAN community’ was found in unit 15 of the civic education subject (grade 11). Although this community is not at the global level, at least this unit can provide an excellent opportunity to include globalization, global governance, global citizenship, global community, global society, interconnectedness, and interdependence framed within the GCED concept.

In short-term training and university courses, the term ‘interconnectedness and globalization’ appeared in the sustainable social development curricula. For example, in a Masters degree program, ‘interconnectedness and globalization’ were mentioned in the sustainable social development curriculum. It was also mentioned in a short-term training course on the environmental and social framework (ESF) of the World Bank.

2.1.7 Migration, global poverty, and development disparities and inequalities

Migration, global poverty, and development disparities and inequalities are themes associated with the GCED concept. Scholars define international migration as a powerful symbol of global inequality (Black, Natali, & Skinner, 2005). It has long been a source of inequality (Luthra & Waldinger, 2013). Therefore, those themes were used as key coding schemes for education documents analysis.

The Anti-Trafficking Law of Lao PDR (Article 68) stipulated that the education and sport sector is responsible for the dissemination of law by creating conditions which enable all Lao citizens to have access to basic general education, while directing, guiding, supervising, and monitoring educational institutions, in particular schools, to prevent students (both studying domestically and abroad) from becoming the victims of human trafficking, and incorporating the activities of anti-trafficking in person into the educational curriculum (National Assembly, 2015), the Ministry of Education and Sports was also assigned to be a member of the National Committee on Anti-Trafficking in Persons (NCATP). The right and duty of the committee to disseminate policies, laws, and regulations to the general public, relevant sectors, and international stakeholders is mentioned in the eight rights and duties of the NCATP (Article 56&61). Evidence from the United Nations Office on Drug and Crime (UNODC) suggested that trafficking victims are often associated with the flow of regular migrants, particularly undocumented migration (UNODC, 2016), which creates a complex relationship among human trafficking, smuggling, and migration. Thus, this law is considered an important reference to integrate the topics of ‘migration, global poverty, and development disparities and inequalities’ into Lao national curricula.

Findings from the national curricula analysis revealed that ‘migration, global poverty, and development disparities and inequalities’ were not mentioned in any subject-specific curricula of primary and lower secondary levels. In the upper secondary level, they emerged in part I of the geography subject curriculum (grade 11) such as in unit 4 which includes ‘migration, factors of migration, history of global migration and its impact, limited capability on admission of refugees’, as well as in units 6 and 9 which consist of ‘development disparities and inequalities, global poverty, population growth issues, global poverty and hungers’.

In the Faculty of Social Sciences, National University of Laos, ‘migration, global poverty, and development disparities and inequalities’ were included in the population studies subject of the Bachelors major in geography and GIS, and in the Masters program of population studies and development. Those terms were also taught in population and geography in other faculties and colleges such as in the Faculty of Education, Vocational Teacher Training Schools.

Although ‘migration, global poverty, and development disparities and inequalities’ have been taught in geography for many years, the topic is not framed as a GCED concept. Thus, geography, population studies, migration, and development would be subjects that can provide an excellent opportunity to comprise more GCED concepts in the curriculum.

2.1.8 Gender equality

Gender equality is a key content that is framed within the GCED concept. It is intimately linked with SGD 4 to promote gender equality and empower women. In fact, gender equality and equity in education has been promoted globally for a few decades through international organizations, namely UNICEF, UNESCO, UN Women, Plan International, Care International, World Bank, etc.

By cooperation with and support of international organizations, Lao PDR has promoted ‘gender equality’ along with those organizations since the Lao government ratified CEDAW (1981). In the education and sport sector, ‘promoting gender equality’ was shown in the Lao constitution Article 22, which stated that “the state and society attend to developing high quality national education, to create opportunities and favourable conditions in education for all people throughout the country, especially people in remote areas, ethnic groups, women and disadvantaged children”. The term ‘gender equality’ is also found within policy documents like the 9th NSEDP (2021-2025) as mentioned in output 3¹¹ of outcome 3 on enhancing the well-being of the people, and in the high level outcome 4¹² of the NESDP (2021-2025) which focuses on giving all citizens without discrimination on ethnic, race, gender,

and religion access to completing primary education and encouraging more female primary school students to continue to higher education. Alongside this, Lao PDR has a Lao Women's Union¹³, one of the organizations that plays the role of a representative in development and protection of the right and legitimate interest of women and children and promotion of gender equality. In addition, some international and non-government organizations based in Lao PDR have operated their project to advance children's rights and equality for girls such as BEQUAL, Plan International, Child fund, etc.

Based on the above documents analyzed, the term 'gender equality' is expected to emerge in the Lao national curriculum. In reality, it is not mentioned in the subject curricula at primary and secondary levels, but 'gender equality' has appeared in textbooks such as through pictures of students of various ethnic groups, girls and boys, and children with disability as mentioned earlier. In the lower and upper secondary schools, it is mentioned slightly under the topic of equal rights of citizen in the civic curriculum (grade 12). It appears in all teacher training documents and guide books like the teachers' guide book on CSE¹⁴ for lower-upper secondary schools and teacher vocational educational training schools (TVET), as well as the teaching manual on gender-based violence¹⁵. At the university level, 'gender equality' was found in the social sciences curriculum such as in the gender studies subject (Social Work and Community Development Course) and in the women and politics subject (Political Science and Public Administration Course), Faculty of Social Sciences, National University of Laos, and etc.

2.1.9 National vs. global discourse in Lao PDR

GCED is at the global level, meaning that all contents framed within GCED included in the national curricula must meet the GCED criteria. Curriculum or specific curricular subjects that remain at the local, national, or regional levels are not considered as fulfilling the GCED criteria level.

To educate Lao people to be good citizens and be loyal to the country and the people' democratic regime are the general goals of Lao education development. This is probably because Laos has been occupied or colonized by many countries for many centuries such as Siam (Thailand), France, and the

¹¹ 9th NSEDP (2021-2025)- Output 3: Equal access to socio-economic development opportunities promoted and the rights of women and children protected

¹² NESDP(2021-2025)-High level outcome4: Increased adult and youth literacy rates with reduced disparities related to gender, poverty, ethnicity, disability and location

¹³ Lao Women's Union established in July 20, 1955

¹⁴ The teachers' guide book on comprehensive sexual health and right education was developed by MoSE and UNFPA in 2018

¹⁵ Teaching manual on gender-based violence is developed by the department of social work and community development, National University of Laos, and Save the Children International

United States of America. Laos gained independence in 1975, and since then the educational reforms definitely focused on cultivating a sense of patriotism, democratic regime, and territorial integrity as a whole. In the Five Year National Education and Sport Sector Development Plan (NESDP 1995-2000), the goals of education are:

‘To educate Lao people to be good citizens and loyal to the country and to the people’s democratic regime, to strengthen the national education system in order for increasing student learning outcomes and to train skilled labor force’

In 2001, the goals of Lao education were changed as stated in the Five Year National Education and Sport Sector Development Plan (NESDP-2001-2005):

‘To educate Lao people with a scientific world viewpoint, spirit of patriotism, a sense of solidarity with all Lao multi-ethnic group and the people all over the world’

In this period, the NESDP (2001-2005) not only promoted a national perspective but also promoted a global viewpoint as well. However, the global viewpoint was absented in the goals of Lao education, which were indicated in the NESDP (2016-2020) and NESDP (2021-2025):

‘To develop human resources with knowledge, skills, have a moral and right value, love the country, faithful, discipline, healthy both physical and mental, solidarity in the country, love long life-learning, love Lao culture and tradition, love progress and sciences to be a quality workforce, consistency and can meet the demands of a growing and sustaining economy, be ready to cooperate and compete with countries in the region’

The promoting of Lao nationalism and cultural identity can be seen from the 6th objective of overall learning objectives of the national curricula:

- Primary level: to educate Lao students to love parents and friends, to respect teachers and senior people, and love motherland and patriotism
- Lower secondary level: to educate Lao students to be good citizens with a sense of patriotism, be loyal to the people’ democracy regime, and to cultivate students to have self-esteem and self-empowerment

-
- Upper secondary level: to educate Lao students to be good citizens to be patriotic, loyal to the country and the people's democratic regime, have pride in being Lao, be vigilant in protecting the natural resources of the country, have a civilization and humane spirit, have a good relationship with and sympathy for all ethnic groups in Lao and people all over the world, and cultivate students to have self-esteem and self-empowerment

Moreover, promoting a nationalistic goal can be seen in the National Security Defenses subject taught in the upper secondary level. Its learning objective focuses on educating students to have physical protection skills, basic weapon usage, and awareness of enemies' tactics, and be patriotic and ready to serve the country.

Although the goals of Lao education and learning objectives of the national curriculum emphasize promoting nationalism, Lao cultural identity, and Lao citizenship at all grade levels, global dimensions still can be found in the 3rd learning objective (Attitude and Value) of some specific subjects. They will be discussed as follow:

At the primary level, the international dimension is mentioned in the sciences and environment (World Around Us subject) such as:

'to educate students to have self-esteem, impress Lao culture, respect others' culture and opinions, protect natural resources of the country, accept and embrace other cultures for sharing, respect the laws of the country and international organization regulations.'

In the lower secondary levels, the 3rd learning objective of history subjects have included global dimension for instance:

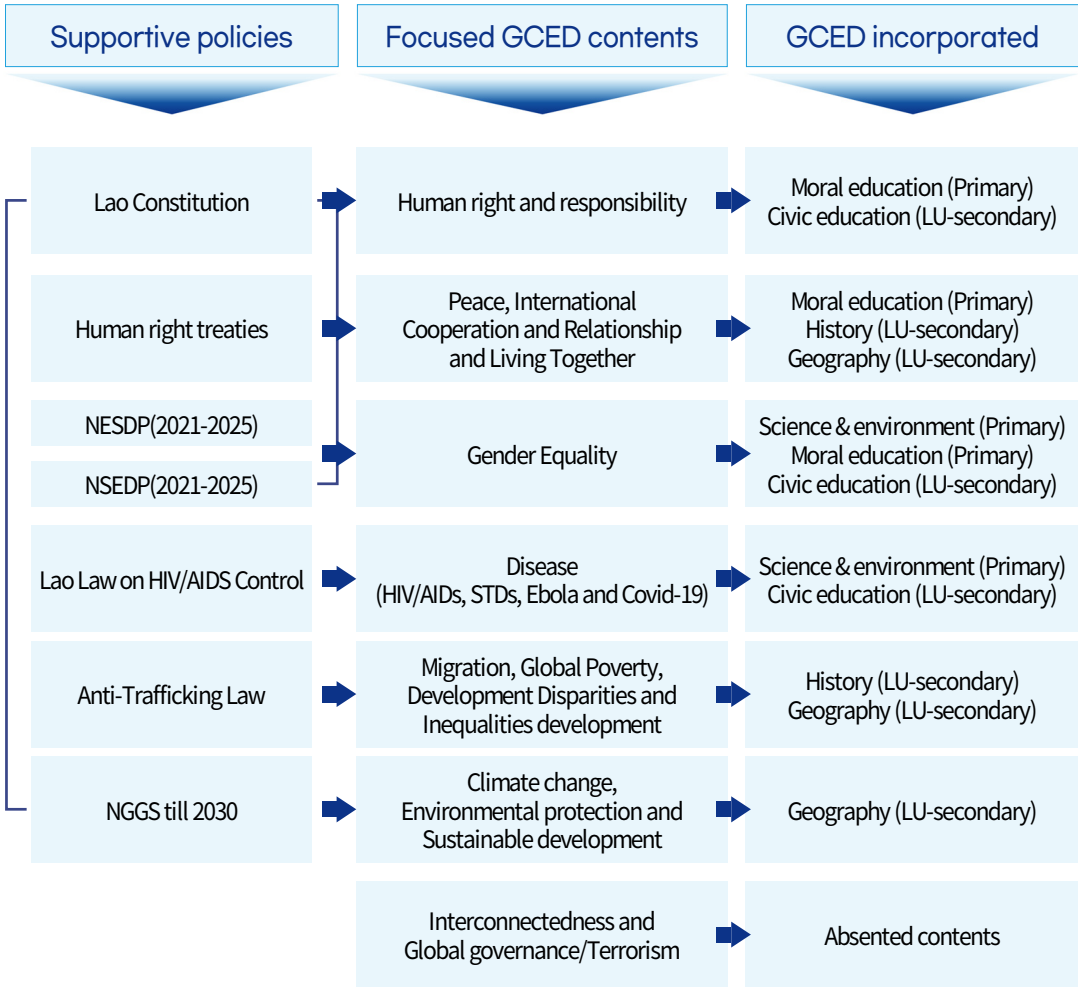
'to educate students to be patriotic, love and respect revolutionary warriors who sacrificed their lives for the nation, respect people of all ethnic groups, respect cultures of all ethnic groups in the region and in the world, have a sincere international spirit and love peace and international friendship' (MoES, 2011, p.2)

In summary, contents relating to ‘human rights’, ‘peace’, ‘international cooperation’, ‘environmental protection’, ‘sustainable development’, and ‘gender equality’ that are found in the national curricula have been counted in the Lao government’s policies. Regarding policy implementation of sectors in Lao PDR, all sectors must translate the policies that the Lao government issued into their own sector in detail. Therefore, the MoES has integrated the knowledge based on GCED concepts in the national curriculum at some level. However, at some grade levels, those contents have focused only on the national or local level. The contents related to ‘human rights’ and ‘responsibility’ are found in the learning objective of the social sciences curriculum.

At the primary level, the ‘right’ is not neglecting the global concept in curriculum revising. It begins to intensify and be more directly relevant to the GCED concept at the secondary level, particularly at upper secondary level. Terms of ‘peace’, ‘solidarity’, and ‘international cooperation’ were found in all national curriculum levels, and the depth value of peace and relationship at the global level was penetrated based on grade levels. ‘Environmental protection’ and ‘sustainable development’ were taught in the curriculum but somehow it has not reached a global level yet. ‘Gender equality’ was found in the education policy, but it has not stood out in the national curriculum due to it being taught under the human rights topic. Nonetheless, the revised curriculum of primary education made progress in integrating gender issues in the curriculum. Disease (HIV/AIDS, STDs) appeared in all national curriculum levels and were discussed in more detail in the upper secondary level. ‘Migration, global poverty, and development disparities and inequalities’ were mentioned in the geography subject of the upper secondary curriculum, while ‘interconnectedness’, ‘global governance’, and ‘global citizenship’ were totally absent in both policy and national curriculum. Overall, contents that related to the GCED concept were generally found in education levels. At the university level, all contents relating to GCED concepts as well as ‘interconnectedness’, ‘global governance’, and ‘globalization’ have already been contained within the social science curriculum. The contents on awareness of forms of abuse, harassment, violence, global citizenship, and global education were completely absent in the Lao national curriculum (both primary and secondary levels), but ‘awareness of forms of abuse, harassment, violence’ were found in the teacher guide book on comprehensive sexual education (CSE) to complement the national curriculum. In the recent revising of the primary curriculum of MoES, ‘rights’ in global perspective is expected to be integrated more, especially in grade 5 with support from international organizations such as BEQUAL, UNICEF, UNFPA, etc.

Existing policies that could enhance the integrating GCED in the Lao national curriculum would be the constitution of Lao PDR particularly article 12 and 13 (World peace, cooperation with foreign countries respectively), the national green growth strategy till 2030 (emphasizing on global issues such as natural and environmental protection, sustainability as well as gender equality balance development and it also assigned the education sector in supporting the green growth in the long-term), and the 9th NSEDP (2021-2025) and NESDP (2021-2025), which emphasizes on giving all citizens without discrimination on ethnic, race, gender and religion to access in completing primary education and to encourage more primary school female students to continue to the higher education. In addition, anti-trafficking law, Lao Law on HIV/Aid Control, UN human right treaties will also be important contributors to the support the GCED implementation in Lao PDR.

Figure 1: Summarizing supportive policies, and GCED integration in the national curricula



2.2 Competency-based learning contents

For assessing whether students have an understanding of global issues, a competency-based learning is a definite feature of GCED, which aims to encourage students to apply perceived knowledge into practice by allowing them to show what they know and how they truly grasped the subject. Competencies are generally categorized into three domains: cognitive, socio-emotional, and behavioral (UNESCO, 2020). All three domains must be integrated across the curriculum, and ‘student-centered pedagogies’ and ‘active learning by doing’ are required in order to support the implementation of GCED to be more effective.

In Lao PDR, the set of competency-based teachers for Teacher-training colleges staff (TTC) was developed and approved in 2015 and the high level outcome 3 of NEDSP (2021-20215) also presented such an increase in number of qualified and competent teachers with better student learning outcomes across all subjects of the national curriculum from early childhood education to primary and secondary education. This emphasis on revising curricula should follow the inclusive education principles of being student-centered, using active and participatory pedagogy, and training teachers on how they can meet the diverse needs of students in their classroom. Thus, competency is central to the Lao teacher-training curriculum. It is always determined in the third objective of the learning curricula, called ‘attitude and value’.

Due to the competency-based learning goals being more subjective than knowledge-based learning, it is complicated to distinguish how competencies are being defined and which competencies can be or cannot be directly linked to the GCED concept. However, all three domains at least were presented in the analyzed education documents. Competencies from the cognitive domain include communication, problem solving, cooperation, and socio-emotional domain consists of self-esteem and respect, appreciation for others’ rights, cultures, and races, value of natural resources and good environment, value of science and technologies, tolerance, and respect for labor. The behavioral domain comprises of following regulations and laws, participating in natural-environmental protection activities, applying economical natural resource utilization in daily life, participating in community development, acting responsibly in the family, community and society, practicing habits for being healthy, and avoiding risk of infection with HIV/AIDS and STDs. Within these competencies, ‘respect and appreciation for others’ rights, cultures and races’ and ‘practicing habits for being healthy and avoiding risk of infection with HIV/AIDS and STDs’ are consistent with the GCED concept. However, these were raised in some grades only, while

remaining competencies lacked an obvious reference to the global level.

Although Lao has a national green growth strategy till 2030 (NGGS-2030) that corresponds to GCED criteria, which is emphasizing climate change, environmental protection, and sustainable development in order to achieve economic growth that is clean, comprehensive, inclusive, fair, and resilient to climate change and global economic growth, the education sector has not translated this strategy into the national curriculum yet. Value-based competencies concerning the environment and sustainable development remain at national level.

In summary, findings of the education document analyzed revealed that the Lao education sector showed a deliberate effort in applying the competencies-based learning approach throughout the national curriculum, particularly in the primary education curriculum. There are some value-based competencies that can be aligned with GCED criteria. However, the integrated competencies concentrated much more on national concepts, given that most failed to develop behaviors on global issues. Behavior-based competency on ‘avoiding risk of infection with HIV/AIDS and STDs’ assists students in developing behaviors. However, adolescents who have dropped out of school since early primary level will have less opportunity to practice this behavior, because the contents on ‘HIV/AIDS and STDs’, ‘reproductive health’, pregnancy and family planning’, and ‘contraception’ were taught in grade 9 of lower secondary level. This corresponded with the results of the 2nd survey on the Lao Social Indicators, which supported that the deepest need for modern contraception is found among adolescents and unmarried women (UNICEF, 2020). The report on adolescents’ situational analysis of UNFPA revealed that Lao PDR had the highest risk of premature pregnancy out of all the countries in the region, with 83 out of 1,000 adolescents aged 15-16 being pregnant (UNFPA, 2020)

2.3 GCED Situation in Lao education through stakeholder perspectives

A situational analysis was conducted to seek the main challenges and potential opportunities with regard to GCED implementation in Lao PDR. The situational analysis focused on analyzing education policy and documents alongside surveys and interviews. Firstly, perceptions of stakeholders on GCED will be presented, followed by challenges and potential opportunities. Finally, recommendations are made, based on the main findings of the analysis.

2.3.1 Perceptions of stakeholders on GCED

In order to better understand the current situation of GCED implementation in Lao education, interview with key stakeholders was conducted with two from the Department of General Education, MoES, involved in national curriculum development, one local education administrator, and three representatives from external organizations namely UNFPA, Child Fund, and BEQUAL. Survey was conducted with 10 master trainers who provide training on the use of a teacher guide book on comprehensive sexual education (CSE) for primary and secondary schools and six teachers (two primary, four secondary). Four teachers were asked to join in the group discussion. Due to the Covid-19 pandemic, group discussion, survey, and interviews were mostly conducted online by using the Google Meet platform and Kobo Survey tool box.

The findings will discuss the following:

Findings from group discussion with curriculum writers and civic education textbook writers showed that they basically understood that civic education is about educating people to become good citizens, patriotic, respect others' rights, culture and dignity, respect the virtues of others, and promote peaceful coexistence of all ethnic groups in Lao PDR. Thus, they felt that GCED would be a topic that educates on human rights, equality and peaceful coexistence in the world, freedom of exchange of idea, specific characteristics of the populations in different regions, unification, participation of global community in all aspects (social, cultural, economic), interdependence, and peaceful living together and equality. However, they asserted that the existing civic education curriculum already included topics related to GCED, but they have only emphasized it on a national level. Participants of the group discussion expressed the opinion that GCED is important and necessary as in the interviews;

“If we do not learn about others, we will never know them due to we still relates and interconnected to each other’s, if we know only Laos, it will not be possible. Then, we should learn from each other for better understanding. Therefore, GCED is important”

(V. Khamvongsa, Personal communication: January 12, 2022)

From the interview with Khamany Soulideth, PhD, a geographic textbook writer for the secondary education level and a former deputy Dean of the Faculty of Social Sciences, National University of Laos, it was said that:

“We are now in the era of globalization. Thus learning on GCED is needed in order to know how to live in this era”.

Interviewed on January 14, 2022

Participants of group discussion also pointed out that GCED integration into Lao national curriculum such as ‘rights’, ‘gender’, ‘democracy’, ‘peace’, and ‘peaceful co-existence’ could be possible, particularly in civic education and history subject curricula. Thus, they suggested that to make the GCED integration into textbooks be more smooth, the procedure of content selection must be careful and understandable, in line with local laws and Lao national culture and tradition, and done gradually as expressed in the interviews.

“For example, the term of sex intercourse, it is not able to use in the text book, particularly at primary level, it relates to culture and level of awareness of children. Although a foreign expert was invited to work with us for giving a consultation on sexual education, that experts has long experiences in this field, even a single word, we took a whole day to debate, we sometime cannot agree upon, because it related with many things and many sectors, thus. Thus, GCED integration should be done a little by little”

B. Malavong and V. Khamvongsa, Personal communication: January 12, 2022

Findings from interviews with CSE guidebook master trainers and teachers who use a teacher guide book on comprehensive sexual education and right (CSE- supplementary book) in teaching at primary and secondary schools pointed that in addition to the topics of rights, respect for others, peaceful coexistence, and democracy as already included, the CSE guidebook also covers genders, gender equality, global population, sexual education, and safe and effectiveness use of ICT, etc. This is probably because they were trained on CSE usage, which has almost a direct link to GCED content. This made their understanding relatively wide. They also thought that the contents of human right, responsibility, peace, international cooperation and relationship, peaceful living together, migration, global poverty, development disparities and inequalities, reproductive health (HIV/AIDS, STDs), climate change, environmental protection, and sustainable development already

existed in some specific subjects in the national curriculum such as moral education, science and environment, civic education, biology, geography, and history. The only problem is that the majority of teachers still have limited knowledge on GCED, which makes teachers unable to explain fully. Hence they suggested that teachers should be trained before instructing GCED to students as expressed in the interviews with some interviewee as below:

In order to make the GCED implementation be more effective, it is first necessary to train teachers to have in-depth knowledge in this field, and teachers should be able to access to supplementary textbooks for increasing their GCED knowledge.

Curriculum writers and text book writers should be trained and have a clear understanding of what GCED really is and teachers should be well-informed in all contents of GCED. In addition, there is a need for regular updating and evaluation of the curriculum implementation.

Group discussion on January 13, 2022

For some contents related to GCED that were absent in the curriculum, additional integrated teaching methods were used combining relevant subjects (e.g. CSE teacher guide book). However, only some provinces can implement it due to budget constraints. Since 2020, the MoES in cooperation with BEQUAL, UNICEF, and UNFPA have tried to add GCED contents into the national curriculum, especially in the primary curriculum. To this action, master trainers and teachers expressed their idea that:

It is a good idea to put the necessary contents of GCED into the specific text books of the national curriculum, because it can be used across the country and accessible to all classes of people.

Group discussion on January 13, 2022

The majority of teachers that are teaching at primary and secondary schools expressed their opinion that there are some particular subjects that would be able to put GCED contents, according to findings from interviews and group discussion as summarized as below:

Topics of Human right, responsibility can be put in the civic education and moral education
Peace, international cooperation and relationship and living together can be put in the civic
education and moral education and History, geography.

Climate change, environmental protection and sustainable development in the geography
Reproductive health (HIV/Aids, Stds) in science and environment and biology.

Migration, global poverty, development disparities and inequalities in the geography, history
and science and environment

Interconnectedness and global governance civic education and geography

Gender equality and equity can be included in the civic education and moral education and
geography

(Interviews, group discussion and online survey on January 13-20, 2022)

2.3.2 Challenges and opportunities

Key stakeholders were asked about what are the main challenges and opportunities that might impact integrating GCED contents into the Lao national curriculum. Result from interviews, group discussion, and survey showed that although Lao PDR has made efforts to incorporate GCED in recent curriculum documents, particularly within social science curricula (including moral education, civic education, science and environment, history, geography and biology), it is noted that there is still some room to fill for effectively incorporating GCED contents into curricula, because existing contents were not enough to claim GCED implementation.

Presently, the MoES has finished revising textbooks for grade 1-4 of the primary education curriculum and has continued revising textbooks for grade 5, and plans to revise textbooks for secondary education as well. This is a good chance to incorporate GCED contents into some particular subjects. However, the main challenges faced with regard to GCED are issues of insufficient knowledge and professional capacity. Strengthening this issue is important at all levels, from curriculum development to implementation. At the curriculum development level, Lao PDR has a strategy plan to incorporate GCED into the national curriculum, especially in the primary education with support from international organizations, but the implementation was not easy. Findings from interviews, surveys, and group discussion revealed that some curriculum writers and textbook writers were trained on CSE,

which consists of some contents that directly link to GCED. Thus, they gained some GCED knowledge. However, some of them have never received training when they took charge of writing textbooks, and they faced some difficulty to include GCED contents in the textbooks. Culture and traditional beliefs also were challenges as well.

At policy level, we already have it, for example, the human right conventions, CEDAW etc. that Lao government ratified to some treaties, if top level (high ranking official) require GCED content to be include. Definitely curriculum writers and book writers must include them into the curricula, but the challenge is that culture and traditional belief make it difficult to incorporate GCED contents. It takes time make people to understand and accept it due to cultural and traditional belief is different, we must do it little by little. Another challenge is that knowledge on GCED of curriculum and textbook writers is still limited, so it is a problem.

(Group Discussion with education sectors on Januray13, 2022)

At the implementation level, most of the teachers surveyed and interviewed believed the biggest challenge was insufficient teacher training and professional support. There should be continued effort to address this challenge, as well as the shortage of instructional materials and supplementary books for teachers to search for the right information on GCED knowledge. This is a common issue in rural and remote areas, where schools have been facing a shortage of qualified teachers where access to the internet is limited.

This would be because of insufficient training budget, the teacher training could not be fully implemented and high effective. For example, training on the use of teaching manual. At central level, MoES may provide training for master trainer for 7 days, then sending them to train teachers at provincial level may take up to 5 days and at District level, local teachers at schools may receive training within 3 days. This could be a challenge for knowledge transfer. The challenge of GCED integration would face the challenge as we mentioned above

(Group Discussion with education sectors on January 13, 2022)

“As experience, the teacher-training on the use of revised textbook for primary school in my district was organized, but it took only 2 or 3 days. Local teachers, as we know their self-study ability is limited, thus time extension for teacher-training should be reconsidered because they will be teachers who use these books more than anyone else, and each district should trained at least 2 oriented teachers in order to help teachers when they feel unsure with some contents in the revised textbooks. Regarding to many teachers’ mind, they told that they want to receive training on the new knowledge existed in the textbook and new pedagogical method if necessary, when trained with master trainers from provincial education and sports department, it was too accelerated, when coming to teach students found that there are many incomprehensible contents that need to be clarifies for teachers”

(V. Phengphachanh, personal communication: January 13, 2022)

The viewpoint of international organizations revealed that most of the organizations’ strategies already are in line with the GCED concept and have engaged in supporting the MoES in integrating GCED into the national curriculum development and implementation. Representative stakeholders believed the challenge of integrating GCED in the curricula was a matter of interdisciplinary and multi-professional collaboration, because the GCED content covers knowledge from many sectors.

The challenge of the integrating GCED in the national curriculum, can be this example integrating reproductive health and right into textbook during the revision of primary curriculum. The MoES invited representative from related sectors to give comments to ensure that integrated contents is clear and consistent with actual knowledge, but their work schedule sometime was not match, they may not participate in the meeting, made that content was not confirmed from specialist. Thus, improving communication and cooperation is needed among sectors and experts to ensure that GCED is integrated appropriated

(O. Sean asa, personal communication: January 7, 2022)

Another challenge is a consistency in the use of technical terms and GCED contents among writers, experts and teachers, because it requires careful consideration before using them, since they must be in line with cultural and traditional beliefs of the country's society as well. To make the technical term and content be consistent and acceptable, it must consume time, human resources, and budget. However, international stakeholders believed the consistency of technical terms and GCED contents would help the teacher training to be easier and more effective.

Stakeholders from international agencies also consider a lack of quality teacher training and professional development as focal challenges in integrating and educating GCED in schools. They recommended that each province should have master trainers who are ready to provide training for teachers at the district level and schools, and that a model school for the implementation of a comprehensive GCED should be established (V. Thammavong, Personal communication, January 14, 2022; A. Pearson, Personal communication, February 9, 2022)

In summary, Lao PDR has attempted to integrate GCED content into the national curriculum such as supplementary teacher guide book on CSE, the integration of human rights, children, and gender equality, peaceful living together in the primary education, and some GCED contents are contained within some subject curricula. Alongside, the ratifying of the Lao government on UN treaties (e.g. Declaration of Human Rights, CEDAW, etc.) and the support of international agencies also provide opportunities in implementing GCED in Lao PDR. However, some GCED contents were absent from the national curriculum, particularly interconnectedness and globalization in primary and secondary education. Thus GCED implementation still faces many challenges. The biggest challenges are insufficient teacher training and limited knowledge of developers and writers on GCED, followed by culture and traditional belief, and improper monitoring system.

2.3.3 Stakeholders Involving in the implementation of GCED

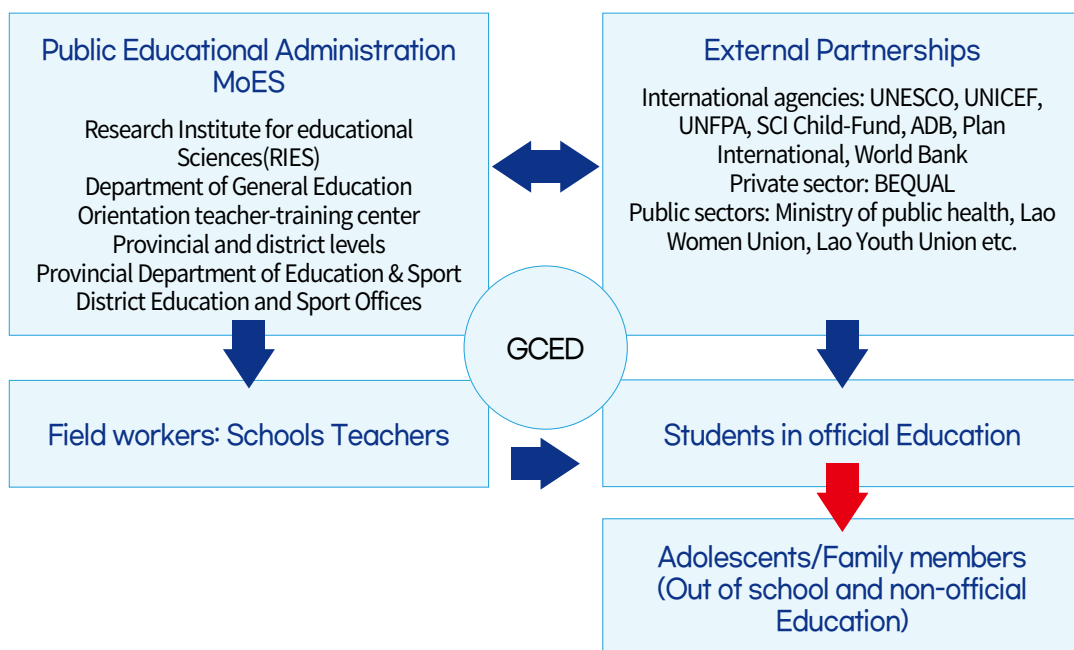
From the policy document analysis and situational analysis through stakeholders' perspective, one can figure out the relationship of existing stakeholders engaging in the implementation of GCED in Lao PDR. All stakeholders play an important part in enhancing the implementation of GCED integration into the national curricula and implementing the curricula across the country.

Research Institute for Educational Sciences (RIES) on behalf of MoES has played a role in writing and revising curricula and textbooks. Whether GCED will be fully incorporated in the national curricula is mainly dependent on the knowledge and understanding of GCED of curriculum and textbook writers.

External partnerships are important to support the MoES in implementation of GCED integration into the national curricula by providing technical, professional, and financial support. Meanwhile, school teachers under the leadership of the department of general education, provincial department of education and sport, and district education and sport offices will be an essential group in passing GCED knowledge and perspective to students. Thus, knowledge on GCED is very meaningful to them.

Students are the future of the nation and the world. If they were educated in GCED knowledge, they will grow up to be quality people, and be responsible for not only their nation but their world as well. They will be an important driving force in contributing to sustainable development, protecting natural resources and environment and participating in global peace building. Students were considered to be crucial people bringing GCED knowledge and perspective to their family members.

Figure 2: Stakeholders involved in the implementation of GCED



Although GCED implementation in Lao PDR has been facing many challenges, in terms of supportive policies, the educational development framework still has opportunities to be implemented. Beside, many international donors still support the MoES in integrating GCED into Lao national curricula.

3. Recommendations

The analysis offers an overview of GCED implementation and the main challenges and opportunities that exist in Lao PDR. The education document analysis provides a preliminary understanding of the intended curriculum, which includes any GCED topics or issues that are present or absent in the existing curriculum. Interviews with key stakeholders used in the situational analysis provide a better understanding on the importance of GCED, challenges, and opportunities of GCED implementation in Lao PDR. Although there are certain challenges, findings from two sets of data revealed that Lao PDR has progressed in terms of GCED implementation and there are many factors that provided opportunities to help reinforce and expand on GCED implementation in Lao PDR such as the presence of contents in the educational documents that can be link to GCED both directly and indirectly, incorporation of GCED contents into the primary education curriculum, belief of stakeholders in the importance of GCED, and willingness to support GCED implementation in Lao PDR. Based on findings from the analysis, some recommendations are made to help support the GCED implementation in Lao PDR.

3.1 Continue strengthening the GCED link in the national curriculum

The findings show that contents that support GCED implementation were found in the Lao national curricula and teacher guide training manuals, such as human rights, gender equality, peace, democracy, reproductive health, international migration, natural resource protection. Some competency-based content was also discovered, especially from the value and attitude domain. Although some contents have not focused on the GCED perspective, they are clearly supportive of GCED implementation. This reflects that there exists an increasing awareness of GCED and an incentive to incorporate GCED contents into the national curricula.

Increasing GCED knowledge and perspective of curriculum writers, book writers, and teachers can be a way to strengthen the GCED link in the curricula, because findings show that the MoES already incorporated GCED content in the primary education curriculum (grade 1-4). On the other hand, content that expressed GCED values (e.g., respect for others' cultural diversity, ethnic groups, religion, etc.) were found in all learning objectives of social sciences curricula. Increasing GCED knowledge and perspective will help curriculum and book writers in integrating GCED contents into curricula and textbooks appropriately and consistently with GCED criteria, and assist teachers in integrating GCED content into teaching students more accurately regarding GCED knowledge. Due to this, students will

understand the importance of peaceful living and working together to address global issues, and they will become more open-minded in accepting global differences and similarities. This is imperative for them to learn how to live in the era of globalization and interconnected world. However, educators must keep in mind that the global perspective is an addition for building students to have a multicultural mindset, and to understand the relationship between local civic education and GCED is not a replacement of the local viewpoint. Another suggestion is that incorporating GCED into the national curricula should be carefully considered in terms of the balance between two perspectives and evade a superior view, because GCED concerns about getting along well between the local and the global.

The competencies that are addressed in the behavior-based domain in the national curricula which request student to take actions included following regulations and laws, participating in nature and environmental protection activities, applying economical natural resource utilization in daily life, participating in community development, acting responsibly in the family, community and society, and practicing habits for being healthy and avoiding risk of infection with HIV/AIDS and STDs. These were raised in some grade levels. However, these competences should be integrated across all grade levels constantly, and should increase the complexities based on students' age and cognitive ability.

3.2 Development of teaching-learning materials in line with GCED

Development of textbooks and providing supplementary teaching-learning materials are crucial in supporting and strengthening the curriculum implementation, and it is also imperative for increasing the effectiveness of classroom implementation. To strengthen GCED implementation, those materials should be well-designed to ensure that GCED contents were incorporated in the curriculum appropriately. Findings from interviews revealed that there are insufficient sources of GCED knowledge for curriculum writers, textbook writers, and teachers to search for deeper knowledge, particularly teachers in remote areas and teachers with low English language ability. Further, curriculum writers and textbook writers should avoid adding too much contents into textbooks that are beyond students' age and cognitive ability, and should provide a variety of eye-catching activities to encourage students to participate in learning and to act as a center of the learning process. Finally, the procedure of content and terms selection to use in the textbook must be able to get along with Lao national culture and traditions.

3.3 Quality and adequate teacher training

Findings show that the feeling of deficiency in knowledge and skills to effectively incorporate and teach GCED does not only happen with teachers who teach students directly, but with textbook writers as well. Some textbook writers are still eager to find more GCED knowledge and would like to receive appropriate training on GCED, even if they basically have this knowledge that directly links to GCED, and some of them have even received training on CSE teacher-guide books before. Furthermore, MoES presently continues revising the primary education curriculum (grade 5) and secondary education curricula in the field of natural sciences and plans to revise the secondary education curricula in the field of social sciences in the near future. This is a good opportunity to incorporate GCED content in the national curriculum. However, if curriculum writers and textbook writers lack knowledge in this area, GCED will not be able to be integrated in the curriculum appropriately. Thus, quality and comprehensive teacher training on GCED should be established, which will help qualify and empower curriculum writers, textbook writers, and teachers to be more confident in adapting and incorporating GCED in the curricula and implementation and ensure that the revised curriculum and textbook are done with GCED guidelines in place.

In addition, time for organizing teacher training is limited, particularly for teacher training in remote areas due to budget constraints. This makes the quality of teacher training relatively low. Implementing the recently revised primary education curriculum (grade 1-4), which has incorporated GCED contents, has posed a challenge for teachers to use these revised textbooks. The MoES will organize teacher training on knowledge, attitude, and pedagogical methods of new revised textbooks for primary school teachers across the country. However, to avoid providing low quality and insufficient teacher training, the budget and time for teacher training should be adequately allocated. This requires support at both the national and local level. This will enable teachers to motivate students to make changes within themselves.

3.4 Strengthening schools, teachers, and students at the local level

As recommended above, quality and sufficient teacher training should be organized to strengthen teachers' professional capabilities, but the procedure of organizing teacher training has always been taken from the central to local level. The time for teacher training at central, provincial, and district levels has been reduced respectively, making knowledge transfer less effective. Thus, time for teacher training at the local level should be extended. This will help teacher training be more effective. Another recommendation would be building a teacher training center with master trainers who have strong

knowledge and skill in pedagogy of newly-revised textbooks (grade 1-4) and other revised textbooks in the secondary education curricula in each province to help reduce work of master trainers from the central level. This means that provincial master trainers must have the opportunity to receive the same training as master trainers in central levels, so they can be ready to provide teacher training to districts and school teachers. Finally, a school model in GCED implementation should be established, which will enable each province to take ownership of implementation of the curriculum and GCED. However, this does not mean that the MoES (central level) will not be involved in the teacher training of master trainers at the provincial level, but will still have to monitor the contents of teacher training to ensure that it is in line with the national curricula and GCED perspective. It will have to continue developing the knowledge for improving master trainers' professional capabilities and develop the assessment form and system that includes GCED contents for assessing the performance of master trainers and learners.

3.5 Increased cooperation and collaboration of interdisciplinary and multi-professionals

Findings from situational analysis showed that one of the challenges of GCED incorporation in the national curriculum is the problem in getting interdisciplinary and multi-professionals to work together. GCED consists of knowledge that is related to many fields, thus, incorporating GCED into the curriculums requires interdisciplinary and multi-professional work to ensure that GCED integration has been done in line with the accurate specific knowledge. The use of technical terms must also be endorsed by field specialists. Improving communication and cooperation could be one way to support cooperation among interdisciplinary and multi-professionals. Good communication among related sectors will help encourage specialists willing to contribute and participate more in the curriculum development.

3.6 Increased cooperation and collaboration with in-country organizations

The results of the analysis showed that many organizations already engaged in integrating and implementing GCED in the education sectors including public organizations and international organizations (namely UNFPA, UNICEF, BEQUAL, Child Fund, Plan International, World Bank and ABA, etc.) that have different foci and serve different parts of the population at different levels.

It is essential and required for organizations to act together to share knowledge and experiences from various perspectives, and to discuss the division of areas of responsibility to help improve and develop the national curriculum and incorporate GCED into the curricula faster and more efficiently. This will help avoid overlapping work of organizations. This collaboration will also help minimize the budget and time consumption.

3.7 Assessment of GCED implementation

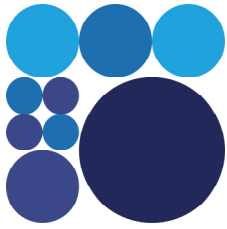
Despite teacher training on the use of revised textbooks (grade 1-4), which incorporated some GCED contents that had been implemented for teachers across the country, the teaching of new textbooks with GCED contents may be new to many teachers. In particular, there is the problem of understanding the GCED content in terms of pedagogical methods. In addition, limited time for teacher training also makes teachers take more self-study. However, teachers' self-study does not guarantee that all teachers will be able to understand in the same way and pass GCED knowledge to students in the right way. Therefore, evaluation of the implementation and teaching of GCED of teachers and students' learning outcomes should be assessed independently before including it into the general assessment of the national curriculum implementation. If the integration of GCED into secondary education curriculum is completed, the assessment of the implementation and teaching of GCED and students' learning outcomes should be conducted as above.

In the assessment of teachers' performance in teaching GCED, it is important to ensure that teachers understand the GCED contents that are integrated in particular textbooks, and that they are accurate, in line with GCED guidelines, and implemented in appropriate ways. Meanwhile, the assessment on students' learning outcomes in the main GCED area must take into account the holistic nature of GCED. It should be multifaceted in order to make the assessment be able to capture students' complete development (value, attitude, and behavioral aspects). Assessment techniques that can be used might consist of students' portfolios, participation in school and community activities, and interaction among students at school. This will improve and promote teaching quality of teachers as well.

3.8 Continue supporting the vulnerable and disadvantaged group

Barriers to learning and accessing higher education for vulnerable and disadvantaged groups seem to be true in rural areas, particularly in low-income families, families that cannot afford to lose income from their child's labor, and ethnic minority groups that have language barriers. These groups are likely to drop out or stop learning after graduation at a basic education level. Moreover, the Covid-19 pandemic makes it harder for these groups to get access to the new platform of learning. GCED knowledge is necessary for everyone living in the globalization era. Hence, GCED dissemination should not only focus on formal education, but bringing GCED to non-formal education should be done as well. This could be the best way to help transfer GCED to reach the most marginalized groups of society.

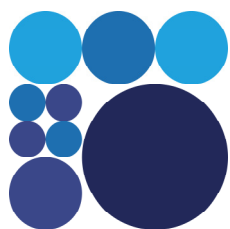
For students with disabilities, improving access to education for them is important to address. The education sector and health sector should work closely together, and community nurses and health workers can provide early identification data about children with disabilities from a very young age. Individualized access plans and strategies can then be developed for these individual children. Specific resources can then be put in place as needed in the relevant preschool and school where the student will attend, ensuring that there is a smooth attendance and access pathway right from the outset.



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Appendices

Appendix 1: The 3rd learning objective: Attitude and Value

Curriculum/Subjects	The 3 rd learning objective: Attitude and Value
Primary Education Curriculum	
Lao Language	respect for other ethnics' language
Moral education	Self-esteem, respect for others' opinion, ,
Science & Environment	self-esteem, impress for Lao culture, respect for others' culture and opinion, protect natural resources of the country, accept and embrace other cultures for sharing, respect the laws of the country and international organizations' regulations
Arts	Be proud of national art (National pride), accept feedback from other and appreciate artworks of others
Music	Impress for national music, accept feedback from others and appreciate music of others
Handicraft	Responsibility in using natural resources
Physical education	Respect to the rule, social responsibility
English Language	Patriotism
Lower Secondary Education Curriculum	
Lao Language	Patriotism, love the motherland and love the people of all ethnic groups
Geography	Respect for others' culture, a senses of local community belonging, Patriotism, love the people of all ethnic groups
History	Patriotism, respect for people of all ethnic groups, the cultures of all ethnic groups in the region and the world, have a sincere international spirit and love peace and international friendship.
Civic education	self-esteem, impress for Lao culture, respect for others' right, culture and child right

Technology(ICT)	Respect oneself culture and impress other countries' culture
Arts	Respect for the creative music and art that is a wisdom and heritage of all ethnic groups.
Physical education	Respect for an individual's rights, the rule of sport games and have a passion for the sport.
Foreign Language	Patriotism and willing to use foreign language
Upper Secondary Education Curriculum	
Physic	Self-esteem and respect for others
History	Love and respect the revolutionary warriors, who sacrificed their lives for the nation, Love and respect people of all ethnic groups for their culture in the region and in the world.
Civic Studies	Equality between ethnic groups and religion civil liberties/fundamental freedoms of citizens, democratic right of citizen, basic right in the family, society and community
ICT	Respect and appreciate/praise the good culture of other nations
Physical education	Respect for discipline, respect for organization, respect for rules, athleticism, defeat, victory and forgiveness
- Business field	Respect the opinions of others
- Engine engineering	Respect to the rule and discipline, ethic of applying technology
- Construction field	Respect the opinions of others ethic of applying technology
- Metallurgical engineering	Responsibility,
Foreign Language	Self-esteem, appreciating motherland cultures and understanding other cultures, Realizing good morality of Lao people
Art studies	Proud of the creative Lao art that is a wisdom and heritage of all ethnic groups and accept others' art
Music studies	Proud of the creative music that is a wisdom and heritage of all ethnic groups and accept others' music

Appendix 2: Name lists of key informants

No	Name & Surname	Sex	Position/Responsibilities/ workplace
1	anonymous	Female	Research Institute for educational sciences(RIES)
2	Vathsana Khamvongsa, Mr	Male	Head division of primary secondary school, General Department, education ministry
3	Khamany Soulideth, Assoc. Prof.	Male	Former Dean of Faculty of Social Sciences, Geography textbook writer for Secondary education
4	Alison Pearson	A/N	Primary Curriculum Technical Adviser (Science), BEQUAL
5	Oloth SENE-ASA, Mr	Male	National Programme Analyst for SRH(UNFPA, Laos)
6	Vanasai Thammavong	Male	Child Right and Governance Program manager (ChildFund in Laos)
7	Visanou Phengphachanh	Male	Vice head of Thapabath District Education and Sport office
8	Banchay	Female	Gender, RIES
9	anonymous	Female	History textbook writer for Secondary education, RIES
10	anonymous	Male	Moral education textbook writer for lower secondary education, RIES
11	anonymous	Female	Sciences and environment (World around us) for secondary education, RIES
12	anonymous	Male	Moral education textbook writer for primary education, RIES
13	anonymous	Male	Civic education textbook writer for secondary education
14	4 anonymous	N/A	N/A

Appendix 3: An analytical framework and coding scheme UNESCO-IBE, 2017

COGNITIVE DOMAIN	
1. Human Rights and Peace	2. Global Issues
<ul style="list-style-type: none"> • Human rights, rights and responsibilities (children’s rights, cultural rights, indigenous rights, women’s rights, disability rights); • Freedom (of expression, of speech, of press, of association/organisation), civil liberties; • Social justice; • Gender equality, gender equity, gender parity, gender-sensitive/responsive; • Democracy/democratic rule, democratic values/principles; • Human rights education; Peace education • Peace, peace-building ; and • Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment) 	<ul style="list-style-type: none"> • Globalization; • Migration, immigration, mobility, movement of people; • North-south relationships, interconnectedness; • Global poverty, inequalities/disparities; • War, conflict, genocide, terrorism; • Migrant, Refugees, Displaced People; • Diseases (Ebola, HIV/AIDS); • Climate change (global warming, carbon emissions /footprint); • Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity); • Natural disasters; and • Sustainable, sustainability, sustainable development
Socio-emotional Domain	
3. Multiple identities, values and attitudes	
<ul style="list-style-type: none"> • Global/international citizen(ship), global culture/identity/community; • Global-local thinking, local-global, think global act local, glocal; • National/local citizenship/identity(ies)/culture(s)/heritage (include a note if the overall feeling is one of precedence of the national over the international, e.g. maybe find terms such as ‘nationalism,’ ‘patriotism,’ ‘motherland’); • Multicultural(ism)/intercultural(ism); • Critical thinking; • Problem solving; • Conflict resolution/management, negotiation; • Collaboration/Collaborating, working well with others; 	

- Respect/appreciation for diversity;
- Tolerant/values of tolerance;
- Attitudes of care, empathy and compassion;
- Solidarity, global solidarity, common humanity (cosmopolitanism); and
- Global citizenship education, global education, education for global citizenship

BEHAVIOURAL DOMAIN

4. Engagement, participation and actions

- Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering; and
- Socially/ethically responsible/ engaged

PEDAGOGY

5. Pedagogical approaches/methods

- Student-centered learning (learner centered, child-centered, active methods, project-based methods, democratic/open classroom);
- Peer learning/education (or peer to peer);
- Inclusive education;
- Whole-school approach, ‘friendly’ schools; and
- (integrated) use of ICTs/social media in learning

6. Assessment

- National/Standard(ized)/summative/traditional assessment;
- Self-assessment, peer-assessment/ review/ evaluation; and
- Alternative/customized/differentiated/creative/ authentic assessment, use of portfolios

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International Understanding
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