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# MONITORING & EVALUATION REPORT

**GCED** Curriculum  
Integration and Development  
in the Philippines Project



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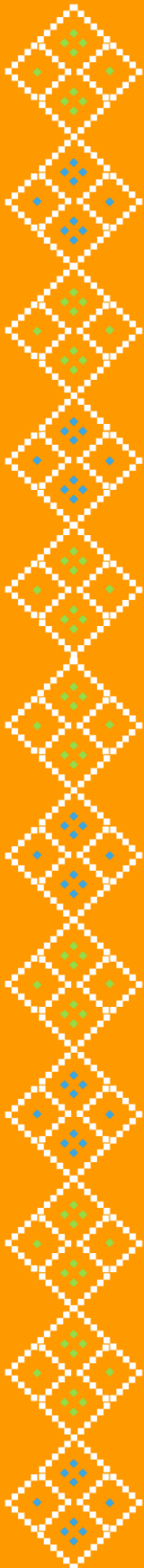
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# TABLE OF CONTENTS

Introduction	1
Objectives	2
Results Based Monitoring and Evaluation Framework	2
Methods	4
Project Progress	7
Outputs	8
Outcomes	11
Emerging Good Practices and Lessons Learned	16
Conclusion	18
Recommendations	19
Photo Credits	20
References	21



# INTRODUCTION

The promotion of interconnectedness and interdependence among people has received attention in the new wave of 21st century education. A global imperative is the incorporation of a sense of global mindedness that motivates people to become more aware of global connectivity and responsibility. Thus, today's education focuses more on producing global citizens who regard themselves as more than just local residents, but as citizens who are linked by shared issues and understanding.

Global Citizenship Education (GCED) strives to educate learners of all ages to play active roles in the development of more peaceful, tolerant, inclusive, and safe societies both in the local and international front. Three domains of learning make up GCED: cognitive, socio-emotional, and behavioural (UNESCO, 2021).

The global educational landscape has placed unprecedented expectations on the education sector to incorporate global context into the curriculum; hence, GCED is incorporated in the curriculum all over the world. However, one of the difficulties in expanding GCED is promoting universality without diminishing particularities. As a result, global education stakeholders regard contextualization of GCED as important to achieving the aims of Global Citizenship Education.

There were early attempts in the Philippines to incorporate GCED into the Philippine Basic Education Curriculum. In Mindanao, for example, appreciating diversity is a major focus of GCED in the region. Given the long history of conflict in Mindanao, establishing peace is a top concern (Arviola, 2017). In other regions of the Philippines, attempts have also been made to strengthen teacher capacity to teach GCED in various areas in the country.

In November 2020, the Philippine Normal University, as the implementing agency, and the Department of Education, as the partner agency, successfully completed the second phase of the GCED Curriculum creation and integration in the Philippines. The Phase 2 of this project aimed to: 1) develop the Philippine GCED indicators; 2) map Philippine GCED indicators in the basic education curriculum; 3) develop the Philippine GCED framework; and 4) elaborate the GCED framework in the Philippine K to 12 curriculum through the identification of Knowledge, Skills, and Attitudes of GCED. This phase of the project implementation resulted in the necessary documentation and outputs for Phase 3 implementation.

# OBJECTIVES

This phase of the project was designed to produce GCED Lesson Exemplars for the Basic Education Schools in the Philippines. Specifically, the project aimed to address the following objectives:

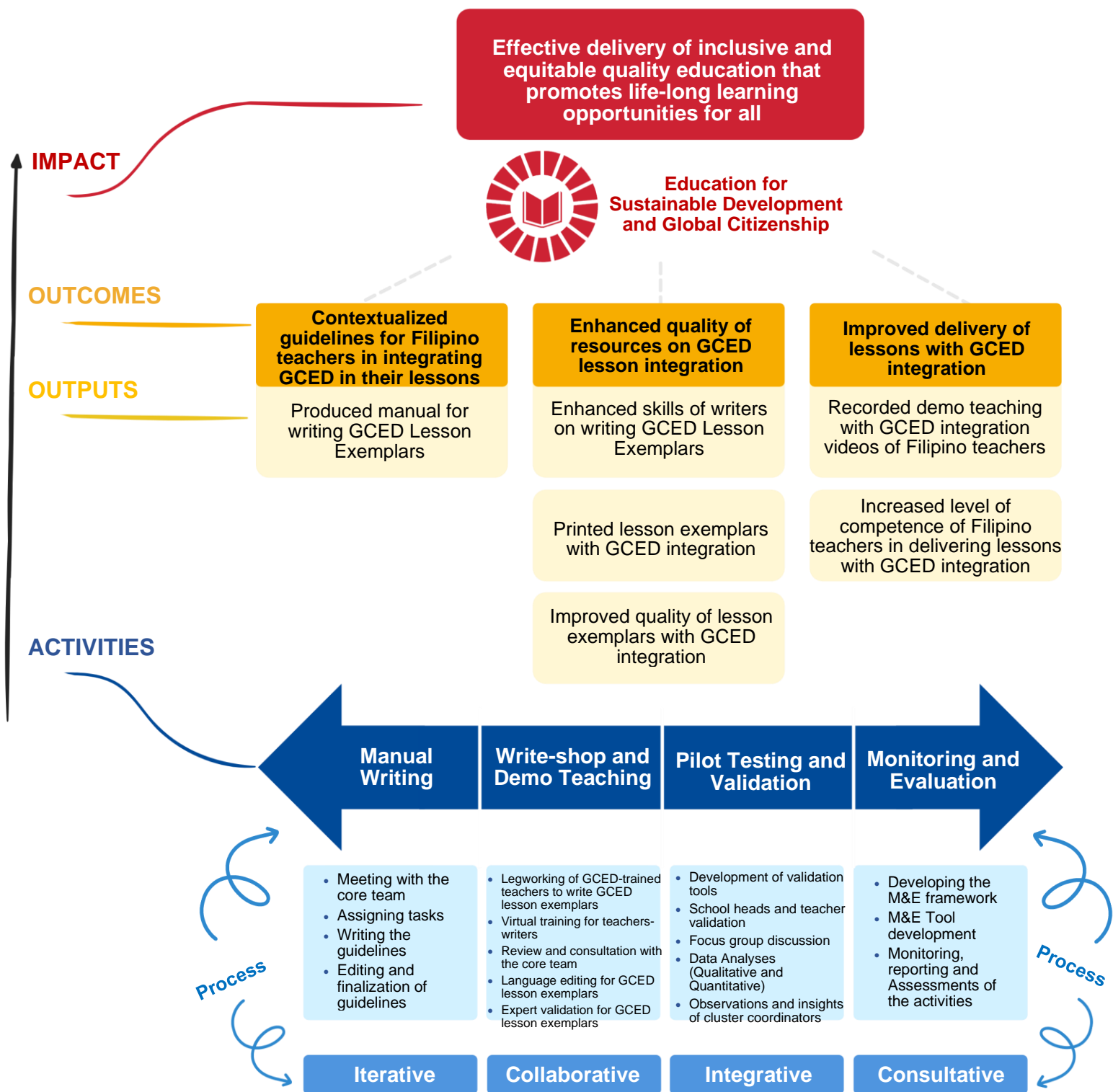
1. Develop GCED lesson exemplars together with a manual for using the lessons.
2. Pilot-test and validate the GCED lesson exemplars.
3. Establish a monitoring and evaluation (M&E) mechanism for the project.

## Results-Based Monitoring and Evaluation Framework

Using the strengths of the GCED curriculum integration and development in the Philippines, M&E was established to provide constant support in determining the most effective and efficient use of resources.

To track progress and illustrate the impact of the project, results-based M&E was employed. This project uses a carefully planned results-based M&E framework to help plan, design, and implement the project operations. Monitoring ensures that any adjustments to the plan are made as needed to adapt to the context of the project implementation. By assessing performance evidences, insights, and learnings for timely and strategic modifications in project implementation, the M&E ensures that the deliverables are implemented efficiently and effectively to meet the project outcomes.

An ongoing monitoring was done in this project. This mechanism provides for the tracking of progress toward specific outputs and outcomes. It also establishes if the theory of change defined during the design stage is still valid or needs to be adjusted as implementation progresses or as circumstances change. It also helps the project team and partners to determine whether the original design is still applicable. Monitoring systems keep track of performance using well-defined indicators to see if the project is on track to meet its objectives.



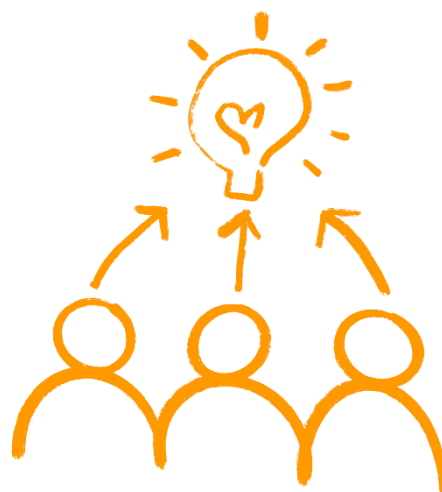
**Figure 1. Results Based Monitoring and Evaluation Framework**

# METHODS

This section describes the methods used to monitor and evaluate the progress of the project. It describes the processes involved in organizing the M&E team, designing the M&E tools, and collecting the results of the GCED project implementation. It also explains how to use analytical techniques to analyze data and evidence in relation to the M&E framework outcomes.

## Organizing the M&E Team

The project team considers the monitoring and evaluation process significant in the implementation of the change idea. A results monitoring and assessment team was constituted at the start of the project. Members of the GCED Curriculum Integration and Development in the Philippines project team, as well as external M&E specialists, make up this team. The team primarily assists in the development of quantifiable results, indicators, baselines, and targets, and places a high priority on determining the means of verification that will offer trustworthy information about the project outcomes in a timely manner. In addition, the team provides support in the conduct of M&E efforts such as data collection, data organization, data analysis, and management of evaluation activities. As needed, the team also provides technical inputs and assists the project implementation team in the development of the work plans aligned with the mapped out targets.



## Development of M&E Tools

The M&E process begins with the creation of a matrix that outlines what the project will seek to achieve with the resources available and how the expected outcomes of project activities will be tracked, measured, and reported. The tools were created with the SDG indicator, Goal 4.7, in mind. Goal 4.7 specifically focuses on education for sustainable development and global citizenship. Initially, the M&E team prepared both quantitative and qualitative tools and distributed them to the project team for

feedback. Tools such as surveys and guide questions were subjected to content validation by the identified specialists as necessary.







## Conduct of M&E Activities

The M&E activities were facilitated when the monitoring and evaluation plan was in place. The plan was a guide to ensure that the project delivery was monitored and evaluated. Below were the M&E activities conducted:

1. **Baseline and Endline survey.** Measuring progress toward the desired results necessitates a large amount of data and information. In this project, baseline data and an end-of-project survey were provided to assess teaching proficiency and teachers' capacity to compose and develop GCED learning exemplars. The baseline survey was completed before the orientation of the teachers and the end-of-project survey was completed after all of the implementation activities were completed.



2. **Online Monitoring System.** The progress in the achievement of project outcomes was tracked by reviewing the documents shared in the M&E Google drive. The online activities facilitated, as well as the teacher-participant reflections posted on the Facebook page, were examined. As needed, virtual meetings of the M&E team were held to discuss updates and strategies for achieving the outcomes using the indicators in the results framework.



3. **Progress Monitoring.** The status of the actions indicated in this project was tracked using the indicators developed while the project was being implemented. The project team was given a matrix to report the percentage of work completed, the significant implementation problems, and the measures taken to address the challenges.



4. **Cluster Coordinators Observation.** Data on the processes and activities of the project from GLE Development to Pilot Testing were also generated from the cluster coordinators. Cluster Coordinators were asked questions about the use of the manual, GLE development practices and development recorded demonstration teaching video of teacher-writers. Cluster coordinators were also asked to write their insights and recommendations.

5. **Analysis and Use of Evidence.** The M&E team revisited the change that this project targets as part of their monitoring of the processes and activities from GLE Development through Pilot Testing. The team examined the evidence and assessed how the outcomes were attained. The theory of change aided the monitoring since it allowed for a re-evaluation of the continuous significance and soundness of initial ideas about how outcome and output level results were accomplished. During implementation, adjustments were made to enhance the concept of continual learning and adaptability.



# Project's Progress

The ratio between the number of outputs that meet deadlines and the number of total outputs is used to evaluate the project progress. This was done by the project team. The table below displays all the activities implemented in this project.

**Table 1. Progress of the Project Implementation**

Activity	Planned Deadline	Time Completed	Remarks
Core Team Meetings	April 17, 2021	Meetings were completed prior to April 17, 2021	Ahead of the deadline
Focus Group Discussions	July 25, 2021	July 27, 2021	Missed deadline
3-day GCED Training for Teacher-Writers	June 15-17, 2021	June 15-17, 2021	On time
GCED Lesson Exemplars Writing	June 18, 2021	June 17, 2021	Ahead of the deadline
Development of Validation Tools	July 27, 2021	July 9, 2021	Ahead of the deadline
Expert Validation	June 29, 2021	June 29, 2021	On time
Language Editing	July 4, 2021	July 8, 2021	Missed deadline
School Heads Validation	August 2, 2021	August 2, 2021	On time
Teacher-Validators' Validation	August 2, 2021	August 2, 2021	On time
Focus Group Discussions	August 13, 2021	August 7, 2021	On time
Report Writing	October 30, 2021	October 30, 2021	On time
Data Analysis	August 22, 2021	August 11, 2021	Ahead of the deadline
Technical Report Writeshop	September 24, 2021	September 24, 2021	On time

Of the 13 activities implemented, ten of them (equivalent to about 77%) met the deadlines while the remaining 3 activities (23%) were delayed. Focus Group Activity was delayed for 2 days for an objective reason that the participants of the activity had an intermittent connection. The deadline for language editing was missed because the teacher-writers had to prioritize other responsibilities in school resulting to delays in their submission of the revised GLEs. Objectively, language editing can only be done when the revised GLEs are already available.



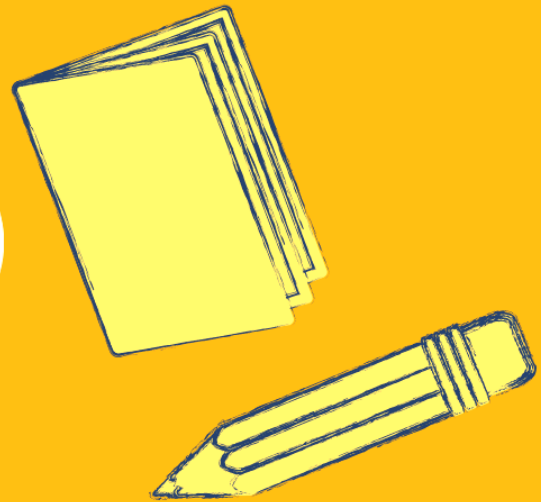
# OUTPUTS OF THE PROJECT

## Development of Guidelines for GCED-integrated Lessons

### Outputs

Guidelines for Writing GCED lesson exemplars  
M&E Framework

A1



A2

## Write-shop

### Outputs

Thirty one (31) GCED Lesson Exemplars  
Thirty one (31) Observations and Insights Report

## Focus Group Discussions

### Outputs

Validation Instruments  
FGD Questions  
Pilot Testing Reports per Learning Area

A3



A4

## Project Evaluation

### Outputs

Project Evaluation Tools  
Draft Project Evaluation Report  
Draft Technical Report

## Finalization of Technical Report

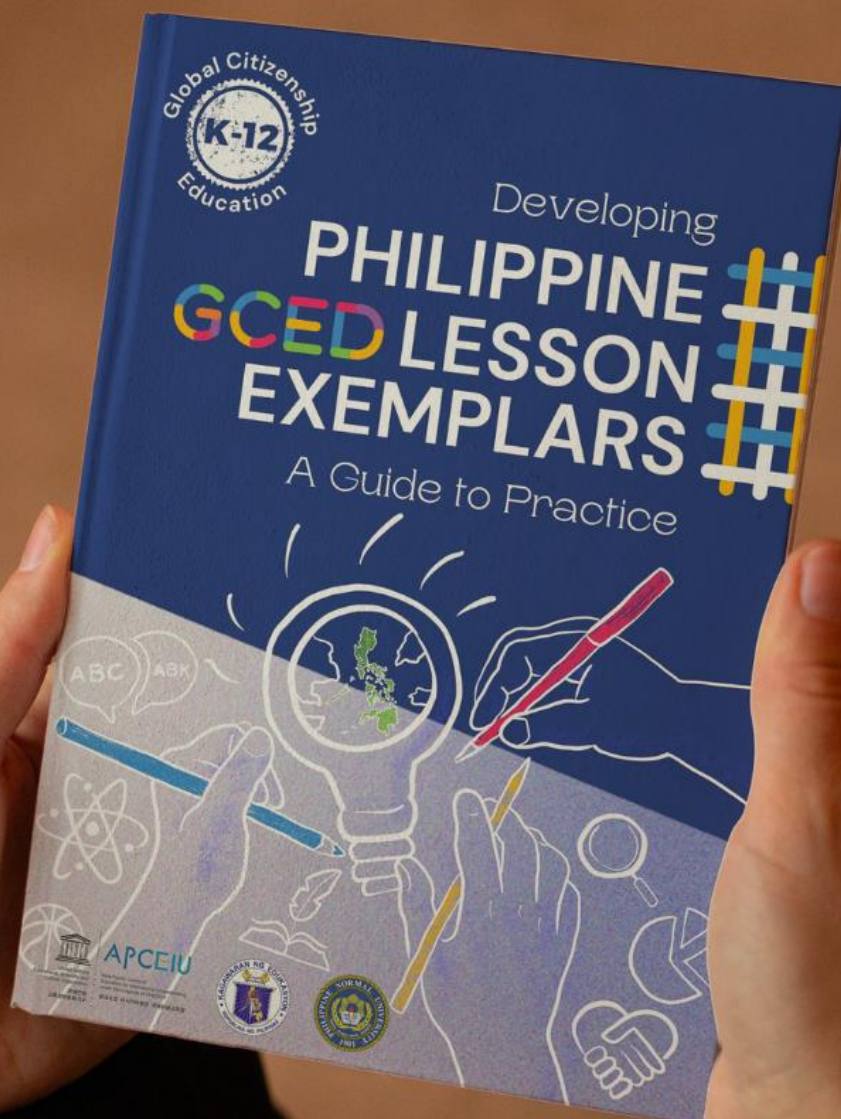
### Outputs

Thirty one (31) Video Presentation  
Technical Report  
M&E Project Report  
Public Presentation and Compliance Documents

A5



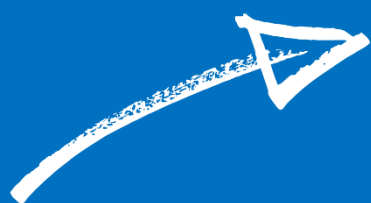
The outputs in this project include Manual for Writing GCED Lesson Exemplars (Developing Philippine GCED Lesson Exemplars: A Guide to Practice), thirty one (31) printed lesson exemplars with GCED Integration (English, Math, Science, Filipino, Social Studies, Values Education, Music, Arts, Physical Education, Health Education, Mother Tongue-Based Multilingual Education), thirty one (31) revised lesson exemplars with GCED Integration (1<sup>st</sup> Revision, 2<sup>nd</sup> Revision for Pilot Testing, 3<sup>rd</sup> Revision after Pilot Testing, Final Revisions), enhanced skills of of thirty one (31) teacher- writers on writing GCED Lesson Exemplars, thirty one (31) recorded demo-teaching with GCED integration videos of Filipino teachers and increased level of teaching competence of thirty one (31) teachers in delivering lessons with GCED Integration.





# OUTCOMES

## OUTCOME 1



# Contextualized guidelines for Filipino teachers in integrating GCED in their lessons

The manual for integrating GCED into Filipino classes was written with a focus on the contextualization principle to guarantee that the guidelines are useful to teachers as they develop GLEs. As shared by teachers, the manual functioned as a beneficial tool for teachers in organizing their lessons and systematically and fully incorporating GCED both in the lesson and in their actual instruction. It has carefully spelled out all the necessary step required to write the lesson plans. It also guided the teachers on how to go about the writing of their respective GLEs.

The GCED manual was able to respond to the demands of the learners throughout the numerous domains of their development, such as mental, social, emotional, and environmental, because the guidelines were contextualized.

The manual is contemporary, relevant, and simple to use, and it considers and responds to the overall developmental needs of diverse learners. Teachers who utilized the guidebook said it was a timely, relevant, and easy-to-follow resource. They also see this manual being beneficial in emergency situations like the COVID-19 pandemic.

In addition, the teachers appreciate the manual since it contains a unique element that promotes diversity and inclusivity. Teachers can encourage student empowerment and a collaborative culture by following the manual's instructions. In addition, the guidebook emphasizes the role of many community stakeholders in the learners' learning process.





## OUTCOME 2

# Enhanced quality of resources on GCED lesson integration

Writing skills are required for the production of high-quality resources such as GCED lesson exemplars. The writing abilities of thirty-one (31) teacher-writers were surveyed before the start of the project and at the end of the project to see if the project helped to improve the teachers' writing skills, which is predicted to result in higher-quality resources. Table 2 compares the GLE writing skills of teachers before and after the project implementation.

**Table 2: Comparison of Teachers GLE Writing Skills before and after the project implementation**

Pretest	Posttest	t	df	p	Mean difference	SE difference	Effect size
GLE Writing Skills	GLE Writing Skills	-8.75	30	< .001	-0.698	0.0798	-1.571

Table 2 shows that after participating in GLE development training, which included writeshop, series of consultative meetings, feedback from the content editor, expert validators, developmental editor, associate editors, teacher-validators, and school head validators, teacher-validators' writing skills significantly improved. Furthermore, it can be deduced that the teacher-writers' training accomplished its goal of preparing selected teacher-writers to build their GLEs.

The survey results are complemented by feedback from school heads and cluster coordinators on the quality of learning exemplars. GLEs become highly commendable learning resources when they have been validated by professionals and reviewed by editors. All of the thirty-one (31) GLEs include GCED integration.

The school heads discovered that the teacher writers demonstrated resourcefulness and innovation in developing the learning materials for incorporating GCED during the writing process. It was observed that the teacher-writers made excellent use of their creativity and resourcefulness in writing the GLEs.





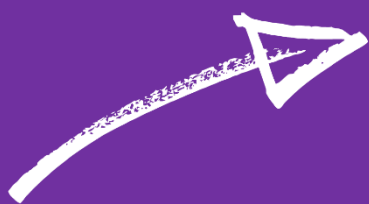


Validators noticed that the GCED is clearly integrated into the learning objectives and overall contents during the validation process. GLEs have activities in lesson delivery that are matched with learning objectives specified in three domains: behavioral, cognitive, and socio-emotional. The findings of the validation also show that the validators agree on the clarity and conciseness of the lesson presentation. The learning material's alignment is praised for being extremely detailed and helpful in intergrating GCED concepts and themes.

Moreover, the teachers described the enhanced learning exemplars as materials that are responsive to the needs of both teachers and learners. The suitable lessons with GCED integration also reflect the Department of Education's goal and vision statements. Learning materials, on the other hand, were observed to stimulate higher-order thinking (HOT) skills, with the contents assisting every learner in connecting and relating to lessons.

In addition, the improved learning materials were created in the context of experiential and learner-centered learning. The GLEs are engaging, relatable, developmentally appropriate, and rational, according to several teacher-validators.





### OUTCOME 3

## Improved delivery of lessons with GCED integration

Delivery of lessons with GCED integration was demonstrated by the teachers in a recorded demonstration teaching video. The teachers reported improved teaching proficiency when adopting the recommended instructional design to integrate GCED in an online survey completed before and after the GCED project deployment.

Table 3 shows that teachers who participated in GCED trainings improved their teaching abilities significantly. Teachers' recorded demonstration teaching video clearly demonstrate that they enabled engaging activities that are appropriate for the grade level and target skills. GCED concepts had been successfully integrated, according to several cluster coordinators' narratives. Teachers and students are expected to gain from the GCED integration because it has revolutionized the way they teach.

The teaching demonstrations in the videos were excellent. As exhibited in the recorded demonstration teaching video, many teachers were able to facilitate activities that enabled learners to access prior knowledge and establish connections between their experiences and the topic at hand. Many teachers were successful in leading their students to generate questions for inquiry, use critical thinking, evaluate responses, and optimize spaces for divergent thinking, as evidenced by some recorded demonstration teaching video.

**Table 3: Comparison of Teaching Proficiency of teachers before and after the project implementation**

Pretest	Posttest	T	df	P	Mean difference	SE difference	Effect size
Pag-uugnay [Relating]	Pag-uugnay [Relating]	-7.08	30	< .001	-0.575	0.0813	-1.272
Pagtatanong [Questioning]	Pagtatanong [Questioning]	-5.70	30	< .001	-0.66	0.1158	-1.025
Pagpapakahulugan [Meaning Making]	Pagpapakahulugan [Meaning Making]	-5.52	30	< .001	-0.597	0.1081	-0.991
Pagsasapuso [Reflecting]	Pagsasapuso [Reflecting]	-6.59	30	< .001	-0.704	0.1068	-1.184
Pagbabahagi [Advocating/Sharing]	Pagbabahagi [Advocating/Sharing]	-6.01	30	< .001	-0.597	0.0993	-1.08
Pagtatasa [Assessment]	Pagtatasa [Assessment]	-4.85	30	< .001	-0.511	0.1054	-0.87

p<.01, significant





3

The teachers also demonstrated their creativity and resourcefulness by using a variety of teaching activities; however, it is expected that if this is offered via distance learning, issues in implementing some group performances may arise if close coordination with the teacher and the learners is not facilitated. Cluster coordinators saw a need to modify teaching pedagogy in order for it to be compatible with the online platform. As a result, tactics and activities in online learning can be tailored to meet the needs of the students.

Even in a virtual classroom, the methods and materials used by teachers appeared to foster active student participation and engagement. The engagement of all types of learners was enabled in the carefully planned pedagogical repertoires demonstrated by the teachers. As a result of teachers' sensitivity in presenting the topic's meaning, students felt more accepted and involved in the learning process.



# Emerging Good Practices and Lessons Learned

This section outlines the emerging good practices established and lessons learned as a result of the GCED curriculum integration and development effort in the Philippines. These best practices are strategies that have been demonstrated to work and provide positive results, as observed during the project implementation. These are documented experiences that have been tested and proven, and are worthy of sharing to schools and teachers who can greatly benefit from these.

## **Inherently participatory development of the manual for developing GLEs.**

Participation of stakeholders of the project is critical because it fosters a shared sense of responsibility for decisions and actions. All members of the Core Team participated in meetings to collectively draft, outline, and create the guidelines for the Manual for Writing GCED Lesson Exemplars. The Core Team's product, a manual, was presented to the cluster coordinators and teacher-writers in order for them to provide input on what they think would be best for the manual, which they will use as a reference in producing the GLEs. End users of this handbook were able to participate in the development of the manual through Focus Group Discussions.

## **Utilization of the technically feasible guidance on GLE development.**

The teacher-writers found it easy to learn and integrate GCED in the writing of GLE assigned to them as the manual contains the knowledge, skills and attitudes to be integrated. The teacher-writers also followed the manual's guidance for when and how to combine GCED topics and themes. Consequently, the GLEs produced may be used as a model or at least a guide for other teachers in integrating GCED in their lessons.

## **Tapping experts to validate the outputs guided the teachers in the development of the GLEs and teaching demonstrations.**

It was strategically significant to have experts validate the outputs of the teacher-writers in order to meet the project's specific goal of improving written GLEs. During the project implementation, it was noticed that the experts were effective in aiding teachers in improving their GLEs and recorded demonstration teaching video. The in-depth inputs were very informative and essential in writing the GLEs.



### **Equipping the teacher-writers for the writing of the GCED lesson exemplars through the conduct of virtual trainings and orientation.**

Teachers have gained the requisite skills in developing GCED learning exemplars as a result of the orientation and capacity building activities. The orientation was quite helpful in the development of the GLE, especially in terms of laying out the project's goals for the teacher-writers. This method can be used to achieve comparable goals in a variety of settings specifically in situations when teachers are asked to develop lesson exemplars.

### **Creating a space for online collaboration among teacher-writers.**

The creation of group chat was extremely beneficial to the teacher-writers and cluster coordinators. Through this, they were able to collaborate more successfully. In fact, they were able to discuss some ideas with their co-teacher-writers using this platform. At the very least, the frequent contact between and among the teacher-writers and coordinators kept everyone on track and helped them do their responsibilities more efficiently.

### **Use of responsive integration strategies in GCED Lesson exemplars.**

A constructivist educational design is used in developing GLEs. The teacher-writers framed their lessons integrated with GCED on the principles of constructivism. Making connections (pag-uugnay), asking questions (pagtatanong), exploring perspectives (pagpapakahulugan), reflecting (pagsasapuso), and taking action (pakikibahagi) were all successfully reflected in the GLEs enabling a smooth incorporation of GCED in the lessons. These strategies have been successfully implemented, and have made a beneficial contribution to rethinking ideas for integrating GCED into a more responsive system to the needs of students. This method is appropriate for the construction of GLEs in a variety of disciplines and grade levels.



# Conclusions

The use of GCED manual gained both positive and negative feedback from both the experts, public school heads and teachers. The manual is a resource that is comprehensive, systematic, user-friendly, relevant and very useful in integrating GCED concepts and themes in writing lesson exemplars. Although there are some granularities that need to be factored in to improve the format, pedagogies, content and performance standards of the manual.

The experience of teacher-writers in developing GCED Lesson Exemplars has enhanced their writing skills in general, particularly when it comes to integrating GCED topics and themes into lesson exemplars. They created GLEs that value diversity and foster inclusivity. As a result of the GLEs' review, feedback, and validation, the teacher-writers were able to improve their GCED learning exemplars. However, several GLE writing ideas must be reconciled with traditional techniques of writing lesson exemplars in PE, AP, Science, Health, and Music. Mechanisms for contextualizing GCED messages in local settings, with a focus on MTB-MLE, Music, PE, Filipino, English, Mathematics, and Science. In order to effectively transcend the GCED messages to the learners, teacher-writers must understand how to seamlessly weave the integration activities.

As evidenced in the recorded demonstration teaching video, the teachers participated in this project were able to demonstrate GCED integration strategies. Although, because teachers are still accustomed to the use of technology in delivering the lessons, the delivery of teaching indicated in the GLEs has been a challenge. Teachers' technology issues hampered their ability to showcase what they can actually do to achieve the aims of GCED integration in the curriculum.

In general, the project's outcomes demonstrate good design and planning of the strategies and actions pursued in this project. Nonetheless, the emergent excellent practices identified during project implementation present GCED integration solutions that are worth modeling and replicating. Given that the outcomes of the project achieved at the outset, it is safe to say that if the efforts in this project are continued and sustained, they will contribute to the realization of effective delivery of inclusive and equitable quality education that promotes lifelong learning opportunities for all.



# Recommendations

Based on the harvested outcomes of this project, the following recommendations are presented to leverage the efforts on GCED curriculum integration in the Philippines. These highlights improving the instructional resource development and capacity building interventions for teachers for them to advance further their knowledge and skills in GCED curriculum integration.

1. Develop enhanced partnership with the Department of Education and stakeholders to tackle a coordinated approach in responding to the gaps in the development of the manual and to suggest policy alternative to institutionalize the manual's use in developing GCED lesson exemplars in Philippine Basic Education schools.
2. Assess teachers' training needs for incorporating GCED into learning materials and delivering instruction in various modalities in order to produce inputs for the establishment of standardized capability-building activities for teachers that can be used in both regular and emergency situations.
3. Create a manual for GCED curriculum integration monitoring and evaluation that may be used by supervisors, public school heads, and master teachers to assist teachers in developing a GCED community of practice.
4. Organize Professional Learning Communities (PLCs) as an avenue for teachers to share and discuss GCED outputs and best practices on curriculum integration.
5. Benchmarking of activities per grade level is necessary to improve GCED integration in schools.

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