GCED

NaCCA
NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT

GCED

A GUIDE FOR TRAINERS

on

Global Citizenship Education Integration into Instruction

Ministry of Education
REPUBLIC OF GHANA

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Centre Under the auspices of UNESCO

APCEIU
Asia-Pacific Centre of Education for International Understanding
유네스코 아시아태평양 국제이해교육원

A GUIDE FOR TRAINERS ON GCED INTEGRATION INTO INSTRUCTION

National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
P. O. Box CT PM 77
Cantonments
Accra, Ghana
Tel.: 0302909071, 0302909862
Email: info@nacca.gov.gh
Website: www.nacca.gov.gh

&
Asia-Pacific Centre of Education for International Understanding (APCEIU)
under the auspices of UNESCO
Address: 120, Saemal-ro, Guro-gu, Seoul, Republic of Korea, 08289
Tel: 82-2-774-3956
Fax: 82-2-774-3957
E-mail: info@unescoapceiu.org

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Foreword

The National Council for Curriculum and Assessment (NaCCA), mandated to develop curriculum and supplementary materials for pre-tertiary institutions, has incorporated global citizenship as one of the six core competencies to be cultivated in learners from kindergarten to senior high schools. This "GCED Training Guide", serves facilitators in the training of teachers in effectively implementing the curriculum. Its purpose is to guide facilitators to assist primary four to six teachers to integrate global citizenship skills and values into their daily teaching and learning activities.

This training guide is the result of a collaborative effort involving the Ministry of Education (MoE) in Ghana, the National Council for Curriculum and Assessment (NaCCA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO. This collaboration aims to promote Global Citizenship Education (GCED) in Ghanaian schools through the Global Citizenship Education Curriculum Development and Integration (CDI) Project (2022-2024).

The training guide is based on the Ghana "Teacher Resource Pack on GCED Integration into Instruction for Primary Four to Six Teachers" which draws inspiration from various international and national policy documents, including UNESCO's Agenda 2030 Framework for Action, Ghana's Education Sector Plan (2018-2030), the National Pre-Tertiary Education Curriculum Framework (NPECF, 2018), the National Pre-Tertiary Learning Assessment Framework (NPLAF, 2020), the Ghanaian national curriculum, UNESCO's GCED topics and learning objectives, and global best practices.

It is important to emphasize that significant effort has been made to adapt international best practices to suit the specific needs and social context of Ghana. The activities and strategies in the guide are therefore structured to be adaptable to various contexts and backgrounds.

The training guide provides comprehensive training sessions on the GCED concepts and values, the Ghana GCED conceptual framework and the integration of GCED concept into teaching and learning which have been outlined in the "Teacher Resource Pack on GCED Integration into Instruction for Primary Four to Six Teachers".

I hope that trainers will use it to achieve its intended objectives so that ultimately, we can nurture a generation of global citizens who are equipped to navigate complexity, embrace diversity and work collaboratively towards a more just and sustainable world.

Prof. Yayra Dzakadzie, PhD

Director-General, NaCCA

September 30, 2024

List of Abbreviations

APCEIU	Asia-Pacific Centre of Education for International Understanding
CDI	Curriculum Development and Integration
EIU	Education for International Understanding
GCED	Global Citizenship Education
MoE	Ministry of Education
NaCCA	National Council for Curriculum and Assessment
NPECF	National Pre-Tertiary Education Curriculum Framework
NPLAF	National Pre-Tertiary Learning Assessment Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization

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S/N	NAME	DESIGNATION	INSTITUTION
SUPERVISORS			
1.	Prof. Yayra Dzakadzie, PhD	Director - General	NaCCA
2	Prof. Edward Appiah	EX-Director - General	NaCCA
3.	Mr. Matthew Owusu	Deputy Director- General & Chair, GCED Core Team	NaCCA
MATERIAL DEVELOPMENT TEAM			
4.	Genevieve Mensah	Project Technical Lead & GCED Core Team Member	NaCCA
5.	Reginald Quartey	Director, Curriculum & GCED Core Team Member	NaCCA
6.	Bridget Anku	GCED Core Team Member	NaCCA
7.	Alice Abbew Donkor	National Service Person	NaCCA
8.	Ama Nyarko Marfo	Assistant Head, Administration	Awutu Winton SHS
9.	Alfred Quaittoo	Tutor	Kaneshie Senior High Tech School
10.	Freda Quao	Retired Tutor	Accra College of Education
11.	Mark Kwafo Addo	Teacher	Riis Presbyterian Basic School
12.	Narkie Afranie – Boachie Snr	Human Activist	CCN LTTA (Ghana)
13.	James Tetteh	Tutor	SDA College of Education
14.	Eugene Offei Tettey	Graphic Designer	Eugene Studios
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NaCCA is most grateful to all those who contributed their time, expertise, passion and resources to make this endeavour a reality. We would like to express our sincere appreciation to the Asia-Pacific Centre of Education for International Understanding (APCEIU) for their visionary partnership and financial support that paved the way for the GCED CDI project (2022-2024) in Ghana.

Special acknowledgement goes to the Honourable Minister for Education, Dr. Osei Yaw Adu-Twum, for embracing and endorsing this GCED promotion agenda in Ghanaian schools and to the Ministry of Education, the Ghana Commission for UNESCO and Institute for Educational Planning and Administration (IEPA), for their invaluable contributions to this document

We also extend our gratitude to the participants who actively engaged in the workshops, discussions, and activities that were integral to the creation of this document.

We specially recognise the technical input from the NaCCA GCED Technical Team: Genevieve Mensah, Reginald Quartey (Director, Curriculum) Bridget Anku and Stephen Acquah under the leadership of Mr. Matthew Owusu (Deputy Director-General, Technical Services) and supervision of Prof. Edward Appiah (Ex-Director-General) and Prof. Yayra Dzakadzie, the Director-General of NaCCA.

We extend our deep appreciation to Genevieve Mensah, the Project Technical Lead, whose insights have been invaluable in shaping the strategies and approaches outlined in this document.

Lastly, we acknowledge the policymakers, administrators, and teachers who will take the ideas and strategies presented in this document and bring them to life in classrooms across the nation.

Acknowledgement

Since 2016, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has been working on the ***Global Citizenship Education (GCED) Curriculum Development and Integration (CDI) Project*** with several countries in the Asia-Pacific region. This initiative aims to incorporate Global Citizenship Education (GCED) into national curricula and share it worldwide.

APCEIU expresses great pleasure in welcoming Ghana as a partner country for the 4th Round (2022-2024) of the GCED CDI Project. Ghana has been a proactive and passionate partner country in the GCED CDI Project, truly standing out as an excellent example in this initiative. Ghana's unique strengths and expertise have greatly contributed to the success of the project, fostering the development of educational resources for GCED.

We are especially pleased with the development of the ***Teacher Resource Pack on GCED Integration into Instruction*** and ***A Guide for Trainers on Global Citizenship Education Integration into Instruction***, which have been created with great care to empower the capacity of educators in Ghana. The five key GCED themes in Ghana—**Human Rights, Sustainability, Respect for Diversity, Conflict and Peacebuilding, and Globalization and Social Justice**—align with national values and culture. These are essential for nurturing a generation that respects human dignity, values sustainability, and works toward peace and equity in an interconnected world.

APCEIU extends its heartfelt appreciation to the **National Council for Curriculum and Assessment (NaCCA)**, with special recognition to Prof. Yayra Dzakadzie, the Director-General, and Mr. Matthew Owusu, the Deputy Director-General, for their outstanding leadership. We also recognize the invaluable supervision of Prof. Edward Appiah, the former Director-General. Our deepest gratitude goes to the members of the GCED Core Team, including Ms. Genevieve Mensah and Mr. Reginald Quartey, as well as the Material Development Team, whose dedication and expertise were vital in the creation of these two valuable resources.

We sincerely hope that the ***Teacher Resource Pack on GCED Integration into Instruction and A Guide for Trainers on Global Citizenship Education Integration into Instruction***, tailored to the Ghanaian context, will serve as effective tools and pedagogical guidelines for teachers and trainers to implement the GCED in their classrooms. We also hope that a broader range of stakeholders in Ghana, including government and education officials, will engage in the promotion and integration of GCED. Therefore, students will develop into inclusive and open-minded global citizens, equipped with practical and critical thinking skills, as well as a collaborative spirit. We look forward to Ghana's ongoing contributions to advancing GCED both nationally and globally.

LIM Hyun Mook
Director, APCEIU

Introduction

This training guide is intended for use by trainers who will conduct training for teachers on Global Citizenship Education (GCED). GCED aims to equip learners of all ages with those values, knowledge and skills that instill respect for human rights, social justice, diversity, gender equality and environmental sustainability, and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunities to realize their rights and obligations to promote a better world and future for all.

The training guide is designed to equip trainers with the skills and resources necessary to train teachers on GCED integration into instruction and to use the teacher Resource Pack. Teachers who go through the training sessions will not only become informed, empathetic and empowered to address pressing community, national and global challenges, but also empowered to train learners who are empathetic, confident and can act and respond proactively, consciously and responsibly to challenges at personal, local, national, regional and global levels.

Training Objectives

The objectives for the training are:

- To introduce GCED concepts to trainees.
- To equip participants with GCED pedagogical knowledge and skills
- To equip participants with the knowledge and skills to integrate GCED concepts into classroom activities.
- To promote networking among participants

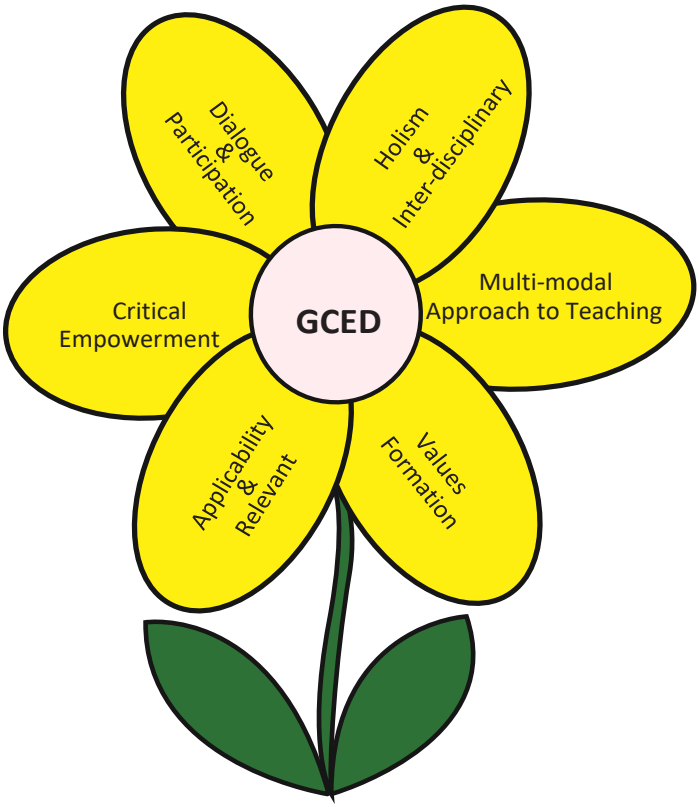
The Structure and Organisation of the Training Sessions

Each session includes an overview consisting of an overview of the content, session objectives, a three-part activity (made up of a starter, engagement and reflection) and suggested resources to support activities. The starter is an activity that prepares participants for the main engagement. The engagement session allows participants

to interact with the content of the session, and the reflection activity helps participants to reflect on the activities engaged in the session, their practice, skills and knowledge acquired and action(s) to be taken moving forward.

Pedagogical Strategies

The training guide adopts the pedagogical principles of GCED: including dialogue and participation, holism and inter-disciplinary, critical empowerment, applicability and relevance, values formation and multimodal approach to teaching.



Pedagogical Principles of GCED

Adapted, GCED onlinecampus (2019)

GCED training therefore requires participants' active involvement and participation during the whole learning process. Hence, each session consists of presentations, discussions, activities, as well as reflection and constant dialogue with facilitators and among participants. The pedagogical strategies in this guide include the following:

Strategies	
• Watching Videos • Group Work • Panel Discussions • Poster creation • Presentation • Experience Sharing • 100 Hundred Percent (100%) Me • Reflective Wheel • Buzz Group Discussion • Feel -O -Metre	• Quiz Game • Empty Outlines • Three Part Interview • Role-play • Scenario Challenge • Exit Ticket • Café Style • Snowballing • Making my own flower

Tips for the Trainer

It is recommended that the trainer plays the role of a facilitator. A facilitator is someone who guides a group to achieve its objectives. A facilitator encourages participants to share ideas, opinions, and actively engage in workshop activities. The facilitator is expected to use technology and work collaboratively with co-facilitators and participants to achieve training objectives.

The Role of the Facilitator

The facilitator's role includes the following.

A. **Before training sessions**

- Study the training guide and materials/resource to familiarise yourself with the training content. the workshop activities, time allocation, discussion and reflection questions that participants will engage in. Sufficient practice will help you handle unexpected situations that may occur during the training.
- Watch the videos and note the key points for discussions.

- Prepare or organise the necessary materials in advance.
- Read/study the reference materials introduced in this training guide for additional information.

B. **At the start of training sessions**

- Create a friendly learning environment through 'ice breaking' activities at the beginning of the workshop. You are encouraged to introduce each session with a simple warm up activity (1-2 minutes).
- Clearly communicate the objectives of the sessions to participants and post those expectations in an easily seen location to serve as a reminder.

C. **During training sessions**

- Encourage participants to share ideas, opinions and actively engage in workshop activities.
- Ensure the more verbose do not take over, and encourage contributions, particularly from those who may be less self-confident.
- Devise non-aggressive, friendly ways to deal with difficult participants. For example, those that are:
    - talkers
    - argumentative
    - refusing to engage with the workshop proceedings
    - passive due to a lack of motivation to learn
- Control conflict by stepping in if necessary to help participants learn how to deal with conflict positively or help them find areas of agreement; or by analysing what has caused the conflict so that participants can take a more objective, and therefore, less emotional view.
- From time to time, get the participants to summarise what has been discussed; perhaps pose a question or suggest to take the discussion forward.
- Display participants' creations (writing or drawing) in the workshop venue to enhance the learning atmosphere.

- Assist ‘weaker’ participants by rephrasing their arguments for them so that these do not get lost just because they are not forcefully put across.
- Ensure individuals receive positive feedback from the group – either by acknowledging contributions that the group ignores, or by seeking positive contributions from others if a negative evaluation is given.
- Provide feedback on the group’s performance.
- Provide the information and resources for the group to function effectively.
- Talk less and allow participants the space to contribute.
- Ensure that the discussion is brought to a close when the topic has achieved its intended learning outcomes or at the end of the allotted time.
- Ensure that the whole group attains common goals, and derives its greatest satisfaction from having done this together.
- Make provision for participants who are late arrivals, or who are absent from sessions due to sickness etc. Devise ways to update them on what they have missed.
- Frequently remind participants to appreciate one another’s opinions and thoughts while maintaining a respectful attitude.

D. **At the end of training sessions**

- At the end of the training sessions/workshop, share materials such as presentations (facilitators’ and participants’ presentations) with participants. This will help participants to remember what they have learned and to proceed with their follow-up activities.
- Encourage networking: It is important to build a network to encourage participants to continue to work together after the completion of the workshop. Many participants will be interested in using what they have learned after the workshop. Sharing information and their experiences with other participants will create a synergy effect.

Session 1

Global Citizenship Education

Session 1

Global Citizenship Education

Overview	In this session, participants will appreciate the concept of Global Citizenship Education (GCED) and its importance for humanity. GCED is a transformative education that helps to develop knowledge, skills, values and attitudes that learners need to make a more just, peaceful and sustainable world. The session will broaden participants' understanding of the UNESCO GCED domains of learning: cognitive, socio-emotional and behavioural, Ghana's GCED framework as well as the relationship that exist between GCED and the national curriculum.
Session Objectives	• Create a poster to demonstrate understanding of the concept of GCED and its importance to humanity. • Reflect on personal experiences and identify practical ways to promote GCED in the classroom.
Session Activities	1. Starter (15 minutes) **Activity:** Video [What is global citizenship education?] 2. Engagement (30 minutes) **Strategies:** Small Group, Panel Discussions, Poster Creation and Presentation **Topics:** • What is global citizenship education? • Why Global Citizenship Education? • What does it mean to be a global citizen? • What are the learning domains of GCED?

Session Procedure/ Activities	3. Reflection (10 minutes) **Activity:** Panel Discussions, Experience Sharing
Suggested Resources	Flipchart paper, markers, sticky notes, masking tape, GCED Resource Pack A4 sheets, poster colours, GCED Online Campus [What is global citizenship education?] https://www.youtube.com/watch?v=uLeREqPKR08 retrieved on March 13, 2024

Starter

Duration: 15 minutes

Objective: Equip participants with the basic knowledge about Global Citizenship Education.

Activity: Video [What is global citizenship education?]

Steps:

1. Provide a brief introduction to the video on GCED.
2. Ask participants to watch a video.
3. Ask participants to connect the video to their prior knowledge or experiences.
4. In groups, participants engage in a discussion and share their views on the GCED video with the whole group.

Engagement 1

Topic: What is Global Citizenship Education?

Duration: 30 minutes

Objectives:

- Create a poster to demonstrate understanding of the concept of GCED and its importance to humanity.
- Reflect on personal experiences and identify practical ways to promote GCED in the classroom.

Strategies: Small Group Discussion, Presentation and Gallery Walk

Steps:

1. Ask groups of participants to reflect briefly on the questions below before presenting the slides:
    - *What is global citizenship education?*
    - *Why Global Citizenship Education?*
    - *Who is a global citizen?*
    - *How is GCED beneficial to the learner, teacher, parent, community, nation and the world?*
2. Present the slides on 'What is global citizenship education'.
3. Ask groups to discuss the reflection questions and present the outcome of their discussions, using infographics/posters.

Engagement 2

Topics: The UNESCO GCED Learning Domains, Learner Attributes and the Ghana GCED Conceptual Framework

Duration: 30 minutes

Objectives:

- To appreciate the UNESCO GCED domains and learner attributes.
- To create an expanded form of the Ghana GCED Conceptual Framework.
- To reflect on teaching practice and the concept of GCED.

Strategies: Small Group Discussion, Presentation and Gallery Walk

Steps:

1. Ask groups of participants to study and discuss the following topics in the GCED resource pack
    - *The UNESCO GCED Domains and learner attributes*
    - *The Ghana GCED conceptual framework*
    - *Ghana's school curriculum and GCED*
2. Ask participants to display their observations in a pictorial form at designated areas.

    Note: Participants are to create an expanded form of the Ghana GCED conceptual framework
3. Ask groups to do a gallery walk to read/observe the displayed work. Have groups rotate to do this: observation time at each station should not exceed 2 minutes.

Reflection

Duration: 10 minutes

Strategy: Panel Discussions, Experience Sharing

1. Ask participants to share their reflections on the following in panel group discussions:
    a. Reflecting on your practice, share how you have been developing the socio-emotional and the behavioural skills in your learners (provide specific examples for each domain)
    b. What will you do differently to promote GCED in your classroom?
2. Invite groups to share 2 key experiences with the whole group.

Session Summary:

The session looked at the concept of GCED and its benefits to the learner, teacher, parent, community, nation and the world. We also learnt who a global citizen is, the three UNESCO domains, Ghana's GCED framework as well as the relationship that exist between GCED and the curriculum.

In conclusion, we have learnt that GCED promotes learning that nurtures greater consciousness of real-life issues. It offers learners relevant ideas and applicable ways to make a positive impact at the local level that can eventually influence the global level. For learners to become effective future agents of change, learning content should be based on real-life issues and hands-on experiences. Relevant knowledge and practical skills empower learners to apply what they have learned to their daily lives given the right opportunities. It is therefore important to be role models in the school, community, the nation and eventually the world.

Session 2

Overview of the Teacher Resource Pack on GCED Integration

Session 2

Overview of the Teacher Resource Pack on GCED Integration

Overview	In this session, participants will be introduced to the general structure and organisation of the *Teacher Resource Pack on GCED Integration into Instruction*.
Session Objectives	Create an infographic on the structure and organisation of the Teacher Resource Pack on GCED Integration.
Session Activities	1. Starter (15 minutes) **Activity:** Hundred Percent (100%) Me 2. Engagement (30 minutes) **Strategies:** Small Group, Scanning, Reflective Wheel **Topic:** Organisation and structure of the Teacher Resource Pack on GCED. 3. Reflection (10 minutes) **Activity:** Buzz Group Discussion
Suggested Resources	Teacher Resource Pack on GCED, sticky notes, markers, flipchart sheets, reflective wheel template

Starter

Activity: 100 Percent Me

Duration: 15 minutes

Objective: To appreciate that many parts of our lives are closely related to the world hence the need to take actions to address global challenges.

Steps:

1. Share the session objectives with participants.
2. Ask each participant to draw a picture of themselves on a piece of paper.
3. Ask participants to write down the origin of the things (write the country where the items are manufactured) they are wearing, e.g. the clothes and shoes.
4. Have them reflect on their drawing, what percentages (of countries) they are made of? Write them down
5. Invite participants to present their drawings.
6. Emphasise the need to recognise the interconnectedness, interdependence and common challenges of the world and the importance of showing empathy towards humanity, and taking personal and collective actions to solve local regional and global challenges.

100 Percent Me variation: *Participants could be asked to draw their favourite meal and list the ingredients that make up the meal and identify the sources: manufacturing company, region/ country, etc. They could also draw their house or apartment and identify the building materials, furnishing, etc.*

Engagement

Topic: Organisation and structure of the Teacher Resource Pack on GCED

Duration: 30 minutes

Objective: To describe the components of the resource pack

Strategy: The Reflective Wheel

Steps:

1. Put a large sheet of paper (or flipchart) with a multi-layered circle image. Put it on the wall so that everyone can see. (Prepare the wheel in advance)
2. Ask participants to scan through the Teacher Resource Pack on GCED for a few minutes and list the main components on sticky notes (particular colour) and post the sticky notes on the Reflective Wheel (Layer 1)
3. Have them list the thematic areas or topics in each section on sticky notes (different colour) and post them on the Reflective Wheel (Layer 2).
4. Invite selected participants to read out a few of the notes briefly.

Activity Prompts:

a. *Scan through the resource pack and identify the main components (sections).*
    1. *Write them on Sticky notes and*
    2. *Post the sticky notes on the Reflective Wheel (Layer 1)*

b. *List the thematic areas or topics in each section on sticky notes (different colour) and post them on the Reflective Wheel (Layer 2).*

Reflection

Duration: 10 minutes

Strategy: Buzz Group Discussion

1. Ask small groups of participants to share their reflections on the activities they have just engaged in.
2. Invite 2-3 participants to share their reflections with the whole group.

   Reflection Questions:

   a. *What have you learnt in this session?*
   b. *How do you feel about the activity you have done?*
   c. *What question(s) do you have?*

Session Summary:

This session covers the structure and organisation (the components) of the resource pack:

- Table of contents
- Foreword
- List of abbreviations
- Acknowledgements
- Section One: Background.
- Section Two: Global Citizenship Education
- Section Three: GCED Learning Domains
- Section Four: GCED Pedagogy and Assessing GCED Skills
- Section Five: Curriculum Mapping and GCED Exemplars
- References
- Appendices

Session 3

Overview of the Ghana GCED Themes

Session 3

Overview of the Ghana GCED Themes

Overview	This session introduces participants to the Ghana GCED themes, namely Human Rights, Respect for Diversity, Sustainability, Conflict and Peacebuilding and Globalisation and Social Justice. It also explains the scope of the themes and their sub- themes.
Session Objectives	• Describe the scope of Ghana GCED themes and their sub-themes. • Share feelings about the Ghana GCED themes and sub-themes and what they will do to promote these themes.
Session Activities	1. Starter (15 minutes) **Activity:** Quiz Game 2. Engagement (30 minutes) **Strategies:** Empty Outlines **Topic:** Brief Background to the Ghana GCED Themes: • Human Rights • Respect for Diversity • Sustainability • Conflict and Peacebuilding • Globalisation and Social Justice 3. Reflection (10 minutes) **Activity:** Three Part Interview, Role-play
Suggested Resources	Whiteboard, markers, smartphones, post- it note, pencils, pen, phablet, ball, template

Starter

Duration: 15 minutes

Objective: Reflect on the GCED concept and domains

Activity: Quiz Game

Steps:

1. Ask participants questions to review participants' understanding the values of Ghana GCED.
2. Ask a question and throw a ball to a participant to catch the ball and answer the question.
3. Ask the next question and let the participant with the ball throw the ball to any participant to catch and answer the question.
4. Continue the process until all the questions are asked and answered.

Questions:

- *What is global citizenship education?*
- *Why is global citizenship education important?*
- *Who is a global citizen?*
- *How does GCED relate the national curriculum?*
- *Why does GCED involve educating the head, the heart and the hand?*
- *Explain with specific examples*
- *What will you do to promote GCED in your classroom?*

Engagement

Topic: Brief Background to the Ghana GCED Themes

Duration: 1 hour

Objective: Describe the scope of Ghana GCED themes and their sub-themes

Strategy: Empty Outlines

Steps:

1. Ask participants to form a discussion circle group.
2. Ask participants to read and discuss the Overview of the Ghana GCED themes (pages 14-15 of the Teacher Resource Pack on GCED Integration and share their understanding of each theme with their partners.
3. Distribute an uncompleted outline of the Ghana GCED themes and their sub-themes to participants.
4. Ask participants to discuss and complete the template.

Themes	Sub- themes	Our Understanding
Human Rights		
Respect for Diversity		
Sustainability		
Conflict and Peacebuilding		
Globalisation and Social Justice		

5. Ask groups to present their work to the general group.
6. Ask participants to display their work at a designated place for a gallery walk during break time.

Reflection

Duration: 10 minutes

Strategies: Three Part Interview, Role-play

1. Ask pairs of participants to role-play interview sessions to share their reflections on the session activities.

   NB: The interview sessions should run at the same time (concurrently).

2. Wrap-up the session by inviting 1-2 pairs to role-play the interview sessions to the whole group.

   Reflection/Interview Questions:

   a. *What is the new thing you have learnt from this session? Why do you think it is important?*
   b. *Which theme will you prioritise in your teaching and why?*
   c. *How do you feel about the activities you have just engaged in?*

Session Summary:

The session looked at the themes and the sub- themes of Ghana GCED and how the sub- themes relate to the themes. We also did explanation of GCED themes and sub- themes. Personal experiences were shared on understanding of these themes and their sub- themes. It also explains the scope of the themes and their sub- themes. The themes covered in Ghana GCED Teacher Resource Pack are: Human Rights which are fundamental rights and freedoms to which all individuals are entitled regardless of their nationality, race, gender, religion or other characteristics. We also looked at Respect for Diversity to understand and

appreciate the richness of human differences. Then also Sustainability was discussed as meeting the needs of the present generation without compromising the ability of future generations to meet their own needs. Moreso Conflict and Peacebuilding aims at equipping individuals with knowledge, skills and values needed to understand, prevent and resolve conflicts while promoting a culture of peace and cooperation on a global scale. Finally, Globalisation and Social Justice emphasises increasing interconnectedness and interdependence of societies and economies across the globe and the equitable distribution of opportunities and rights within societies.

Session 4

Ghana GCED Themes, Sub-Themes, Learning Outcomes and Indicators

Session 4

Ghana GCED Themes, Sub-Themes, Learning Outcomes and Indicators

Overview	This session exposes participants to the breakdown of the Ghana GCED themes and the sub- themes into learning outcomes and indicators.
Session Objectives	Establish the relationship between the Ghana GCED themes, the sub- themes learning outcomes and learning indicators.
Session Activities	1. Starter (10 minutes) **Activity:** Ghana GCED Theme Scenario Challenge 2. Engagement (30 minutes) **Strategies:** Small Group Discussions and Group Presentations **Topic:** Ghana GCED themes, sub- themes, learning outcomes and learning indicators 3. Reflection (10 minutes) **Activity:** Panel Discussion
Suggested Resources	Flip chart, marker, sticky notes, resource pack, https://gcedcurriculum.org https://gcedcurriculum.org/resources/teaching-and-learning-transformative-engagement?language=en https://www.gcedclearinghouse.org UNESCO, 2019, Teaching and Learning Transformative Engagement. https://www.gcedclearinghouse.org/resources/teaching-and-learning-transformative-engagement?language=en

Starter

Duration: 10 minutes

Objective: Reflect on the lessons learnt on the Ghana GCED themes and sub- themes

Activity: Ghana GCED Theme Scenario Challenge

Steps:

1. Put participants into 2 or 3 groups depending on the number.
2. Read out a scenario related to the Ghana GCED themes and ask the groups to identify theme concerned, the issue and how to resolve it within a given time limit. E.g. In a region torn by ethnic tensions and historical grievances, a series of violent clashes erupt between different ethnic groups, resulting in insecurity, loss of lives and widespread displacement. (Theme: Conflict and Peacebuilding) Refer to the appendix for the scenarios.
3. Participants shout 'Bingo!' to get the chance to answer.
4. Award 3 points for correct answer (1 point for identification of theme, 1 point identification of the issue and 1 point for relevant solution).
5. Invite 2-3 participants to share how they feel about the activity.

Engagement

Topic: Ghana GCED themes, sub- themes, learning outcomes and learning indicators in the Resource Pack

Duration: 30 minutes

Objective: Establish the relationship between the Ghana GCED themes, the sub- themes learning outcomes and learning indicators.

Strategy: Small Group Discussion and Radio Presentation

Steps:

1. Ask participants to put themselves into small groups bearing in mind gender inclusiveness.
2. Ask them to study and discuss the relationship between Ghana GCED themes, sub- themes, learning outcomes and their Indicators in the Teacher Resource Pack.
3. Ask them to transfer their findings unto the flip- chart sheet.
4. Ask them to use a radio presentation strategy to present their findings to the larger group.

Reflection

Duration: 10 minutes

Strategy: Panel Discussion

1. Ask participants to select moderators in their small groups.
2. Have moderators lead participants in their various groups to reflect on the following questions.

   Reflection Questions:

   - *Mention any learning outcome and its indicator that you have made personal.*
   - *Have you been practising these themes in your lessons? How do you do it?*
   - *Ask individuals to use the google jam board to share their take aways of the Ghana GCED Learning outcomes and indicators with the larger group.*

Session Summary:

There are five GCED themes and twenty- seven sub- themes. The sub-themes have been broken down into learning outcomes and indicators which have learning outcomes and indicators to guide teaching and learning.

Session 5

GCED Pedagogy

Session 5

GCED Pedagogy

Overview	In this session, participants will explore the pedagogical principles of GCED and transformative pedagogy.
Session Objectives	• Explore the pedagogical principles of GCED • Discuss the key principles and practices of transformative pedagogy. • Reflect on the features of transformative pedagogy. • Reflect on teaching philosophies.
Session Activities	1. Starter (25 minutes) **Activity:** Video [GCED Pedagogy: Teach to Transform] and Experiences Sharing 2. Engagement (30 minutes) **Strategy:** Small group discussion **Topics:** • Pedagogical Principles of GCED • Key Principles and Practices of Transformative Pedagogy • Features of Transformative Pedagogy 3. Reflection (10 minutes) **Activity:** Exit Ticket
Suggested Resources	Sticky notes, A4 sheets, markers, flip chart, projector, computer.

Suggested Resources	OnlineCampus (2019). GCED Pedagogy: Teach to Transform: https://www.gcedonlinecampus.org/mod/ubboard/article.php?id=203&caid=285&bwid=472 OnlineCampus (2019) Pedagogical Principles of GCED: https://www.gcedonlinecampus.org/mod/ubboard/article.php?id=204&bwid=2314

Starter

Duration: 25 minutes

Objective: Explore the pedagogical principles of GCED

Activity: Video [GCED Pedagogy: Teach to Transform] and Sharing of Experiences

Steps:

1. Introduce the title of the video to participants.
2. Play the video for participants to watch.
3. Ask participants to write their observations (guided by the discussion questions).

   Discussion Questions:

   a. *How do you feel about the video?*
   b. *What are the main ideas in the video?*
   c. *Describe the six GCED pedagogical principles as seen in the video?*
   d. *Create a conceptual framework to illustrate how you will apply the six GCED pedagogical principles in your classroom.*

4. Ask participants to share their observations about the video and how they will apply the six GCED pedagogical principles.
5. Ask participants to display their posters for a gallery walk during health breaks.

Engagement

Topic: Key Principles and Practices of Transformative Pedagogy

Duration: 30 minutes

Objective:

- Discuss the key principles and practices of transformative pedagogy.
- Reflect on the features of Transformative Pedagogy.

Strategy: Discussion Circle, Poster

Steps:

1. Have participants sit in circles to encourage face-to-face communication. Each circle should have a lead.
2. Ask groups of participants to read and discuss the key principles and practices and the features of Transformative Pedagogy and the features in the Teacher Resource Pack on GCED.
3. Ask groups, in their discussion circles, to share their thoughts on the key principles and practices of transformative pedagogy. Guide the discussions with prompts.

   e.g. Can you share your thoughts on the key principles and practices of transformative pedagogy?
4. Ask the circle leads to form a panel to share what happened in their circles in a panel discussion.
5. Ask participants to create posters to advocate for the use of transformative pedagogy.
6. Ask participants to present and display their work.
7. Summarise the key principles of transformative pedagogy.

Reflection

Duration: 10 minutes

Strategies: Sharing of thoughts and ideas, Exit Ticket

1. Ask participants to reflect on the guiding teaching philosophy questions in the video and on their personal teaching philosophies and share what they will do differently.

   Write your Teaching Statement using these questions as a guide:

   a. *How do my learners learn?*
   b. *How do I facilitate GECD learning?*
   c. *What goals do I have for my learners?*
   d. *Why do I teach the way I do?*
   e. *What do I do to implement these ideas about GCED teaching and learning in the classroom?*
   f. *How do I know my learners are meeting GCED goals?*
   g. *What are my future goals for growth as a GCED teacher?*

2. Ask participants to display their teaching statements

Session Summary:

This session explored the pedagogical principles of GCED: dialogue and participation, Holistic development, critical empowerment, applicability and relevance, values formation, multimodal approach to teaching and key principles and practices of transformative pedagogy.

Session 6

GCED Exemplars: Suggested Transformative Learning Activities

Session 6

GCED Exemplars: Suggested Transformative Learning Activities.

Overview	This session presents exemplar transformative activities to guide the integration of GCED into teaching and learning. The session will equip participants with the skills and strategies to design engaging learning experiences that will develop learners' cognitive, socio-emotional and behavioural skills.
Session Objectives	Engage with the suggested transformative activities and share their thoughts. Design and present engaging and transformative learning experiences. Reflect on the suggested transformative activities and their practice and share their experiences.
Session Activities	1. Starter (10 minutes) **Activity:** Scenarios, Balloting 2. Engagement (30 minutes) **Strategies:** Small Group Discussions and Café Style Presentations **Topic:** GCED Exemplars (Suggested transformative learning experiences/activities) 3. Reflection (10 minutes) **Activity:** Exit Ticket
Suggested Resources	Flip chart paper or whiteboard, markers, sticky notes, GCED Resource Pack.

Starter

Duration: 10 minutes

Objective: Equip participants with experiences that would help develop learners' cognitive, socio-emotional and behavioural skills.

Activity: Scenarios

Steps:

1. Assign the scenarios to participants.
2. Ask participants to analyse the case study and classify the issues raised as cognitive, socio-emotional or behavioural. Ask small groups to share their initial thoughts, feelings, or reactions to the case study.
3. Encourage participants to think about how they can apply the lessons learnt from the case study to their own lives and the teaching and learning process.

Engagement 1

Topic: GCED Exemplars (Suggested transformative learning experiences)

Duration: 30 minutes

Objectives:

- Engage with the suggested transformative activities and share their thoughts.
- Design and present engaging and transformative learning experiences.
- Reflect on the suggested transformative activities and their practice and share their experiences.

Strategy: Small Group Discussions and Presentations/Ballot

Steps:

1. Put participants into small groups and have them ballot for the suggested transformative activities in the GCED Resource Pack for their study.
2. Ask the groups to discuss the transformative activities and determine whether they develop cognitive, socio-emotional and behavioural skills and justify their decisions.
3. Have groups present their activities to the whole group for feedback.
4. Ask participants to reflect on the potential impact of these activities on learners.

Engagement 2

Topic: Transformative Activities Practice

Duration: 30 minutes

Objectives:

- Engage with the suggested transformative activities and share their thoughts.
- Design and present engaging and transformative learning experiences.
- Reflect on the suggested transformative activities and their practice and share their experiences.

Strategy: Café Style

Steps:

1. Ask each group to select a theme, sub-theme, learning outcome and indicator and their corresponding learning experiences.
2. Ask each group to adapt the learning experiences to suit their classroom context (learners, learning environment, resources, etc.)
3. Display the group work at designated places/stations.
4. Ask groups to do a Café Style Presentation: Groups rotate to visit the stations (a member of the group stays at the station to explain the presentation to the visiting groups)
5. Have participants share their experiences and general impressions about the activities.

Reflection

Duration: 10 minutes

Strategy: Exit Ticket

1. Distribute sticky notes/A4 sheets to participants to reflect on the session activities and share how they are going to implement the transformative activities.
2. Invite 2-3 participants to share their reflections with the whole group.
3. Ask participants to display their reflections at a designated location.

Session Summary:

This session looked at suggested transformative activities that develop the cognitive, socio-emotional and behavioural skills and how these activities could be adapted to suit specific contexts. Participants engaged in hands-on activities to adapt the activities to suit their individual classroom context.

To conclude, it is important to note that integrating the cognitive, socio-emotional, and behavioural skills into teaching and learning helps to create holistic learning environments that support learners' academic, social, and emotional development. Embracing these pedagogical strategies will help teachers to create transformative learning experiences that empower learners as global citizens. GCED pedagogy goes beyond mere transmission of knowledge and aims to develop critical thinkers, responsible decision-makers, and active contributors to a more peaceful and sustainable world and promote lifelong learning.

Session 7

Assessing GCED Skills

Session 7

Assessing GCED Skills

Overview	In this session participants will identify the strategies to assess GCED skills. The session will focus on teacher observation, learner self-report and peer rating strategies.
Session Objectives	• Assess personal socio-emotional (SEL) competencies. • Reflect on individual practice and design sample techniques for assessing socio-emotional and behavioural skills that reflect their specific classroom contexts.
Session Activities	1. Starter (15 minutes) **Activity:** Let's Assess Our SEL Competencies. 2. Engagement (30 minutes) **Strategy:** Discussion Circles **Topic:** Assessing GCED Skills: How to assess. • Teacher observation • Learner self-report • Peer rating 3. Reflection (10 minutes) **Activity:** Sharing of thoughts and ideas
Suggested Resources	Marker, A4 sheet, Resource pack, 'Let's Assess Our SEL Competencies'. Assessing SEL; https://www.youtube.com/watch?v=iTXVTcj4k3

Suggested Resources	Using SEL Assessments for Improvement and Evaluation: https://www.youtube.com/watch?v=slZhYWAqac8 How to Measure SEL in our Students: https://www.youtube.com/watch?v=8n45iQC7hm0

Starter

Duration: 15 minutes

Objective: Assess personal socio-emotional (SEL) competencies.

Activity: Let's Assess Our SEL competencies,
Teacher Self-SEL Assessment Checklist

Steps:

1. Distribute the Teacher Self SEL Checklist for participants to complete it.
2. Ask participants to reflect on their SEL competencies (strengths and areas for improvement and share their thoughts with their partners).
3. Invite 2-3 participants to share their thoughts with the whole group.
4. Ask participants to reflect on the importance of assessing their SEL competencies.

Engagement

Topic: Assessing GCED skills (Socio emotional and behavioural domains)

Duration: 30 minutes

Objective: Reflect on individual practice and design sample techniques for assessing socio-emotional and behavioural skills that reflect their specific classroom context.

Strategy: Discussion Circles

Steps:

1. Introduce the topic, Assessing GCED Skills, to participants (refer to the Teacher Resource Pack).
2. Task groups of participants (according to grade levels) to study and discuss the assessment techniques in the resource pack.
3. Ask the groups to share their views on the assessment techniques with the whole group.
4. Ask groups to identify a socio-emotional issue in their classroom and design assessment technique to assess it. (Assign specific technique to specific groups)
5. Invite the groups to present their work for feedback.

Reflection

Duration: 10 minutes

Strategy: Exit ticket

1. Ask participants to write their reflections/experiences on A4 sheets and share with the whole group.

   Reflection Questions:

   a. *What new things have you learned?*
   b. *Apart from the techniques in the resource pack, which ones do you use or see your colleagues use? How do they work?*
   c. *How will you support your colleagues who are not here to assess the socio-emotional skills of their learners?*

2. Ask participants to display their reflections at a designated location.

Session Summary:

In this session, participants discussed different techniques for assessing socio-emotional and behavioural skills with a focus on Teacher Observation, Student Self-Report and Peer Ratings. They also reflected on their practice and designed sample techniques for assessing socio-emotional and behavioural skills that reflected their specific classroom contexts.

Session 8

Integrating GCED into Instruction

Session 8

Integrating GCED into Instruction

Overview	This session presents a practical demonstration of GCED integration into instruction. Participants will interact with GCED focused lesson plans, design and demonstrate teaching GCED integrated lessons.
Session Objectives	• Design lesson plans that integrate GCED concept (the cognitive, socio-emotional and behavioural skills) • Demonstrate teaching GCED integrated lessons
Session Activities	1. Starter (10 minutes) **Activity:** Think about your own experiences. 2. Engagement (210 minutes) **Strategy:** Discussion and Group Work **Topics:** • GCED Lesson Exemplars • Integrating GCED into instruction • Lesson Demonstration 3. Reflection (10 minutes) **Activity:** Snowballing
Suggested Resources	Markers, flipchart sheet, A4 sheets, manila card Teacher Resource Pack on GCED Integration Think about your own experience template CASEL 2022 - https://leadingschoolwidesel.casel.org The subject curricula for primary schools

Starter

Duration: 10 minutes

Objective: To develop socio-emotional and behavioural skills

Activity: Think about your own experiences

Steps:

1. Ask participants to reflect and write a memory about someone who has impacted positively on their lives. Guiding questions:
    a. *What do you remember about that person?*
    b. *How did you feel when you were with them?*
    c. *What common traits do you have now?*
    d. *How do you want your learners to feel?*
    e. *What will you do to make them feel that way?*
2. *Have participants share their experiences in small groups.*
3. *Invite one person from each group to share their members' experiences in a panel discussion.*

Engagement 1

Topic: GCED Lesson Exemplars

Duration: 40 minutes

Objectives: To reflect on teaching practice and share experience on GCED integration into lesson plans

Strategy: Discussion

Steps:

1. Ask participants to reflect on their practice and share how they have been integrating global citizenship (the core competence in the primary school curriculum) into teaching and learning.

   E.g. Global citizenship is one of the core competencies in the primary school curriculum. How have you been teaching it? Why have you been teaching it the way you do?

2. Assign groups to study and discuss the lesson exemplars for History, English language, OWOP, etc.

3. Ask the groups to study and discuss the lesson exemplars and share their observations.

   How has GCED concept been integrated into the lesson? Identify GCED concept and find its corresponding theme/ sub-theme, learning outcome and learning indicators in the resource pack (refer to the suggested GCED transformative activities, page 30)

4. Invite groups to share their observations and reflections.

Engagement 2

Topic: Integrating GCED Concept into Lesson Plans

Duration: 80 minutes

Objectives: Design lesson plans that integrate GCED concept (the cognitive, socio-emotional and behavioural skills)

Strategy: Group Work

Steps:

1. Assign specific subjects to groups (according to class/levels)
2. Ask participants work in groups to select:
    - *Content standard and learning indicators from the curriculum.*
    - *A GCED theme, subtheme, learning outcome and learning indicators in the resource pack (refer to the suggested GCED transformative activities, page 30)*
    - *A learning activity from the class assigned*
3. Ask the groups to design lesson plans. (Visit the groups to provide support).
4. Have groups identify the GCED skill(s) integrated into the lesson and design appropriate assessment technique to assess it.
5. Invite groups to present their lesson plans for feedback from the whole group.

   NB: The feedback should cover what went well and areas for improvement.
6. Ask groups to revise their lessons.

Engagement 3

Topic: Lesson Demonstration

Duration: 90 minutes

Objectives: Demonstrate teaching GCED integrated lessons

Strategy: Discussion

Steps:

1. Invite groups to take turns to demonstrate their lessons.
2. Have participants provide feedback to improve the lessons: what went well and areas for improvement.
3. Ask groups to display their lesson plans.
4. Ask participants to do a gallery walk to interact with the lesson plans.

Reflection

Duration: 10 minutes

Strategy: Snowballing

1. Share your experience about the lesson planning and demonstration before and after this session.
2. How will you promote GCED in your classroom/school/community, moving forward?

References

1. APCEIU (2018) Global Citizenship Education: A Guide for Trainers
2. Assessing SEL:
   https://www.youtube.com/watch?v=iTXVTcj4k3
3. CASEL 2022 - https://leadingschoolwidesel.casel.org
   The subject curricula for primary schools
4. How to Measure SEL in our Students:
   https://www.youtube.com/watch?v=8n45iQC7hm
5. https://www.youtube.com/watch?v=uLeREqPKR08 retrieved on March 13, 2024
6. https://gcedcurriculum.org
7. https://gcedcurriculum.org/resources/teaching-and-learning-transformative-engagement?language=en
8. https://www.gcedclearinghouse.org UNESCO, 2019, Teaching and Learning Transformative Engagement. https://www.gcedclearinghouse.org/resources/teaching-and-learning-transformative-engagement?language=en
9. Mo Hamza (2012). Facilitator Guide: Swedish Civil Contingencies Agency (MSB)
10. OnlineCampus (2019). GCED Pedagogy: Teach to Transform: https://www.gcedonlinecampus.org/mod/ubboard/article.php?id=203&caid=285&bwid=472
11. OnlineCampus (2019) Pedagogical Principles of GCED: https://www.gcedonlinecampus.org/mod/ubboard/article.php?id=204&bwid=2314
12. Using SEL Assessments for Improvement and Evaluation:
    https://www.youtube.com/watch?v=slZhYWAqac8

Proposed Programme Schedule

GCED CURRICULUM DEVELOPMENT (CDI) INTEGRATION PROJECT 2022-2024 (GHANA)

TRAINING OF TEACHERS AND SCHOOL MANAGERS ON GCED INTEGRATION INTO INSTRUCTION

Day One			
Time	**Duration**	**Activity**	**Responsibility**
08:30 – 09:00	30 mins	Registration	
09:00 – 09:30	30 mins	Preliminary Activities • Opening prayer • Welcome & Opening Remarks **Group Photo**	Directors
09:30 – 10:15	30 mins 15 mins	• Self-Introduction [Making my Own Flower] • Objectives of the Workshop • Participants' Expectation & Norms • Introduction to GCED Online Campus	Project Team
10:15 – 11:00	30mins 15 mins	• Pre-Training Self-Assessment • Overview of the GCED Curriculum Development (CDI) Integration Project	Facilitators
11:00 – 11:15	15 mins	**Health Break**	All
11:15– 12:40	85 mins	**Session 1:** Global Citizenship Education	Facilitators
12:40 – 13:30	50 mins	**Session 2:** Overview of the Teacher Resource Pack on GCED Integration.	Facilitators
13:30 – 14: 15	45 mins	**Lunch Break**	All

14: 15 - 14: 20	5 mins	**Icebreaker**	Facilitators
14:20 – 15:20	60 mins	**Session 3**: Overview of the Ghana GCED Themes	Facilitators
15:20 - 16:20	60 mins	**Session 4**: Ghana GCED Themes, Sub-Themes, Learning Outcomes and Learning	Facilitators
16:20 - 16:30	10 mins	End of Day Reflection	Facilitators
16:30		Closing & Networking	All

Thank you for your active participation!

Day Two			
Time	**Duration**	**Activity**	**Responsibility**
08:00 – 08:30	30 mins	Registration	
08:30 – 09:05	35 mins	• Opening prayer • Warm-up Activity • **Recap of Day 1 [Panel Discussion]** **Group Photo**	Facilitators
09:05 – 10:10	65 mins	**Session 5**: GCED Pedagogy	Facilitators
10:10 – 10:20	10 mins	**Health Break**	
10:20 – 12:40	80 mins	**Video [What & Why SEL?]** **Session 6:** GCED Exemplars: Suggested Transformative Learning Activities	Facilitators
12:40– 13:35	55 mins	**Session 7:** Assessing GCED Skills.	Facilitators
13:35– 14:15	40 mins	**Lunch**	All
14:15 – 14: 20	5 mins	**Icebreaker**	Facilitators
14:20 – 15:40	70mins	**Session 8**: Integrating GCED into Instruction **GCED Lesson Exemplars**	Facilitators
15:40 – 16:40	60 mins	**Session 8**: Integrating GCED into Lesson Plans: Lesson Plan Preparation	Facilitators
16:30– 16:45	15 mins	End of Day Reflection	Facilitators
16:45		Closing & Networking Session	All

Thank you for your active participation!

Day Three			
Time	**Duration**	**Activity**	**Responsibility**
08:00 – 08:30	30 mins	Registration	
08:30 – 08:55	25 mins	• Opening prayer • Warm-up Activity • **Recap of Day 2 [Ball Game]** **Group Photo**	Facilitators
08:55 – 10:55	120 mins	Session 8: Integrating GCED into Instruction Group Presentation and Revision of Lesson Plans	Facilitators
10:55– 12:25	90 mins	Lesson Demonstration	Participants
12:25– 13:25	60 mins	Final Reflections	Project Team
13:25 – 13:35	10 mins	Closing Remarks	Project Team & Directors
13:35 – 14:00		**Closing & Networking**	All
14:00		**Lunch and Departure**	All

Thank you for your active participation!

Appendices

Appendix 1: SESSION 3: GCED Themes-Sub-theme Outline

GCED Themes	Sub- themes	Our Understanding
Human Rights		
Respect for Diversity		
Sustainability		
Conflict and Peacebuilding		
Globalisation and Social Justice		

Appendix 2: Session 4 Scenarios

Session 4 Scenarios

Scenario 1: In a small town, a group of refugees has recently arrived seeking asylum from a neighbouring country where they faced persecution based on their ethnicity and political beliefs. However, upon their arrival, they are met with hostility and discrimination from some members of the local community who fear they will bring trouble.

Scenario 2: In a rapidly urbanising city, multinational corporations have set up factories that employ many migrant workers from impoverished rural areas. While these factories contribute to economic growth and job opportunities, they also exploit labour, paying low wages and providing poor working conditions.

Scenario 3: In a region torn by ethnic tensions and historical grievances, a series of violent clashes erupt between different ethnic groups, resulting in insecurity, loss of lives and widespread displacement.

Scenario 4: In a coastal town in the Central Region, residents depend heavily on fishing for their livelihoods. However, in recent years, overfishing and pollution have severely depleted marine resources, threatening the survival of the local fishing industry and the ecosystem. The fishermen resist adopting modern practices, fearing it will reduce their catch and income.

Scenario 5: Kofi, a new class 4 learner from a different country, joins Ms. Fati's Class. Kofi struggles to fit in due to differences in language, clothing, and customs. Some classmates tease and exclude him, while others show genuine curiosity and interest in learning about him.

Appendix 3: **Session 6 Scenarios**

Scenario 1: Building Empathy

Situation: A new learner, Joojo, joins the class mid-year. Joojo is quiet and tends to keep to himself. Some learners show curiosity and reach out to befriend Joojo, while others ignore him or even make fun of him.

(To the facilitator**) SEL Focus: Empathy and Respect**

Scenario: In this scenario, participants will be guided to develop empathy and respect for Joojo, fostering a welcoming and inclusive environment.

Discussion Questions:

1. What is the problem identified?
2. What would you do differently to make Joojo feel welcome and included?
3. How would you respond if you witnessed someone making fun of Joojo? What could you do to promote respect?
4. Why is it important to consider how Joojo might feel in this situation?
5. How can we create an inclusive classroom environment where everyone feels valued and respected?

Scenario 2: Conflict Resolution

Situation: Two friends, Sarah and Ama, have a disagreement during a group project. Their conflicting ideas lead to tension, and they are unable to find a compromise. The situation escalates, and they argue during class.

(To the facilitator**) SEL Focus: Conflict Resolution and Communication**

Scenario: In this scenario, participants will explore conflict resolution strategies and effective communication to help Sarah and Ama resolve their disagreement.

Discussion Questions:

1. What is the problem identified?
2. What are some possible reasons for the disagreement between Sarah and Ama?
3. How might Sarah and Ama effectively communicate their viewpoints and listen to each other's perspectives?
4. What strategies can they use to find a compromise and work together on their project?
5. How can we create a classroom environment that encourages open communication and respectful conflict resolution?

Scenario 3: Emotional Regulation

Situation: It's exam week and learners feel stressed and overwhelmed. Some learners are visibly anxious, while others express frustration. The high-stakes nature of the exams is affecting their ability to focus and perform well.

(To the facilitator**) SEL Focus: Emotional Regulation and Stress Management**

Scenario: In this scenario, participants will explore strategies for emotional regulation and stress management to help them cope with exam-related stress.

Discussion Questions:

1. What is the problem identified?
2. How do you think the learners' emotions are affecting their ability to concentrate and perform well in the exams?
3. What are some healthy ways to cope with stress and manage emotions during exam week?
4. How might learners support each other and create a supportive environment during this stressful time?
5. What role can teachers and parents play in helping learners manage stress and regulate their emotions effectively?

Scenario 4: Cognitive Development

Situation: Abiba is a 9-year-old learner in class 3. She comes from a supportive family and has shown a keen interest in learning. However, Abiba tends to struggle with attention and concentration in the classroom. She often gets easily distracted and has difficulty staying focused on tasks.

(To the facilitator**) SEL Focus: Attention and Concentration Skills**

Scenario: In this scenario, participants will explore strategies to support Abiba's cognitive development and improve her attention and concentration skills.

Discussion Questions:

1. What is the problem identified?
2. How can teachers support, monitor and measure Abiba's progress?
3. What support can her peers give to her?
4. How can collaboration between teachers and Abiba's parents contribute to supporting her cognitive development at home and school?
5. Have you experienced such a challenge? How did you overcome it?

Appendix 4: **Session 8**

Developing Socio-Emotional Skills

Think about your own experiences

Write a memory about someone who has impacted positively on your life.

- What do you remember about that person?
- How did you feel when you were with them?

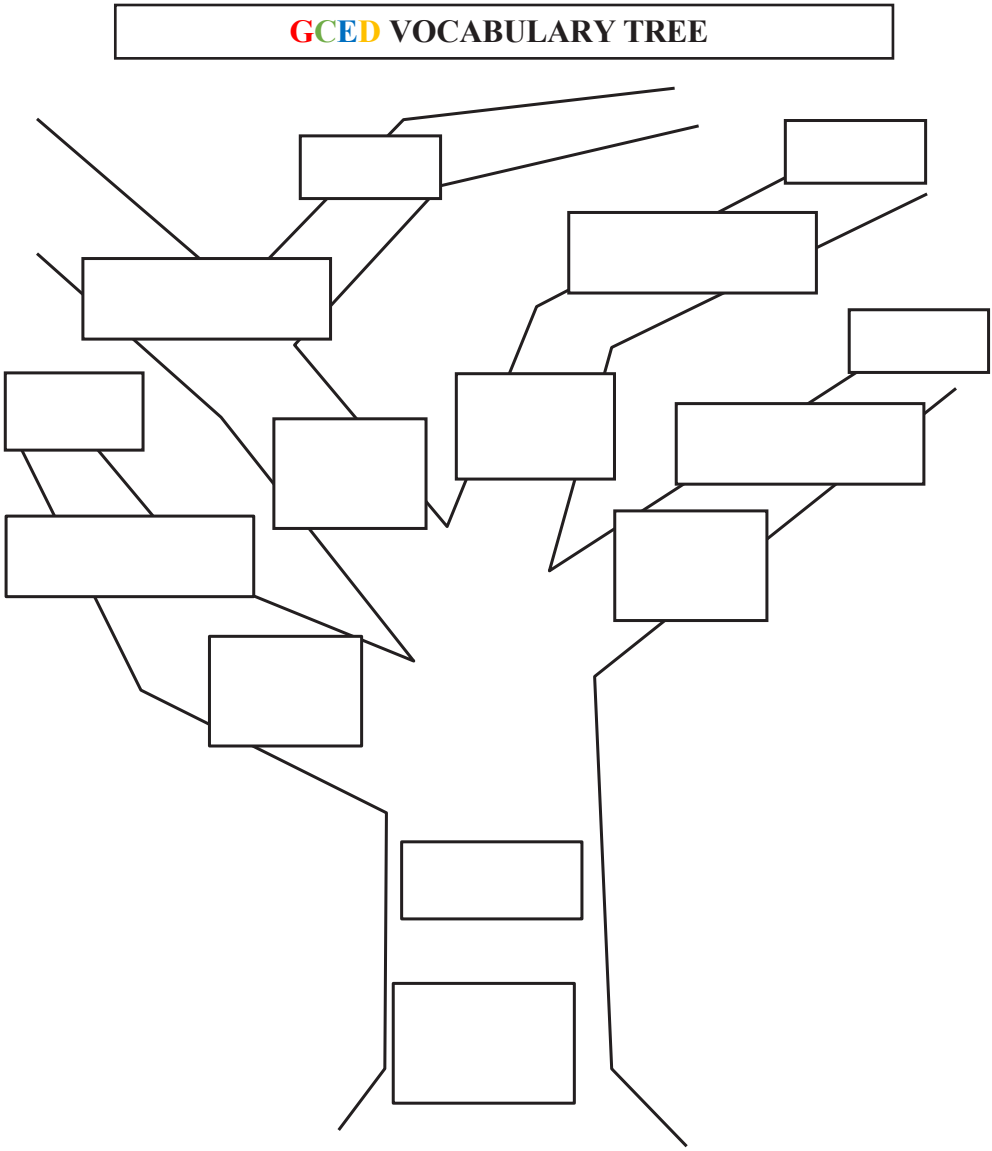
What common traits do you have with that person?

How do you want your learners to feel?

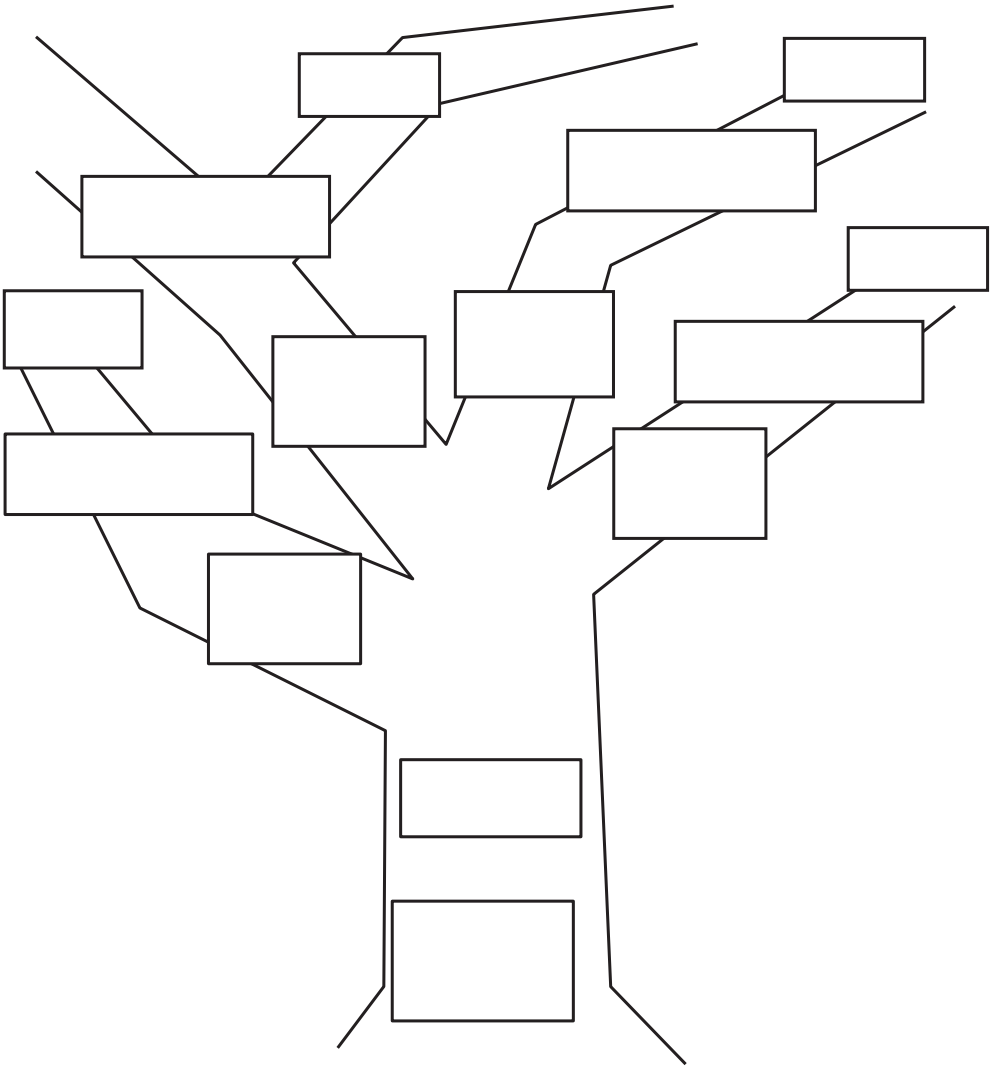
What will you do to make them feel that way?

Adapted: CASEL 2022 - https://leadingschoolwidesel.casel.org

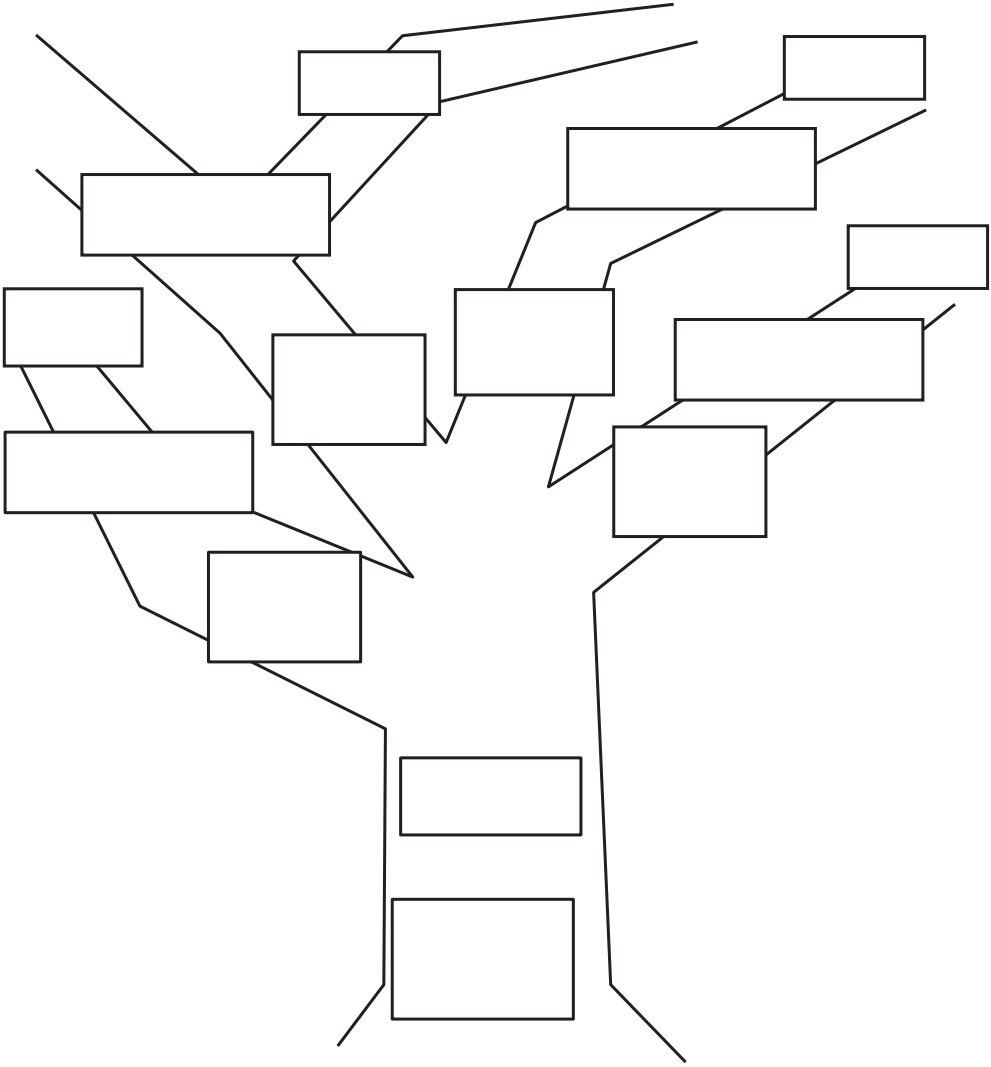
Appendix 5: **Vocabulary Tree**



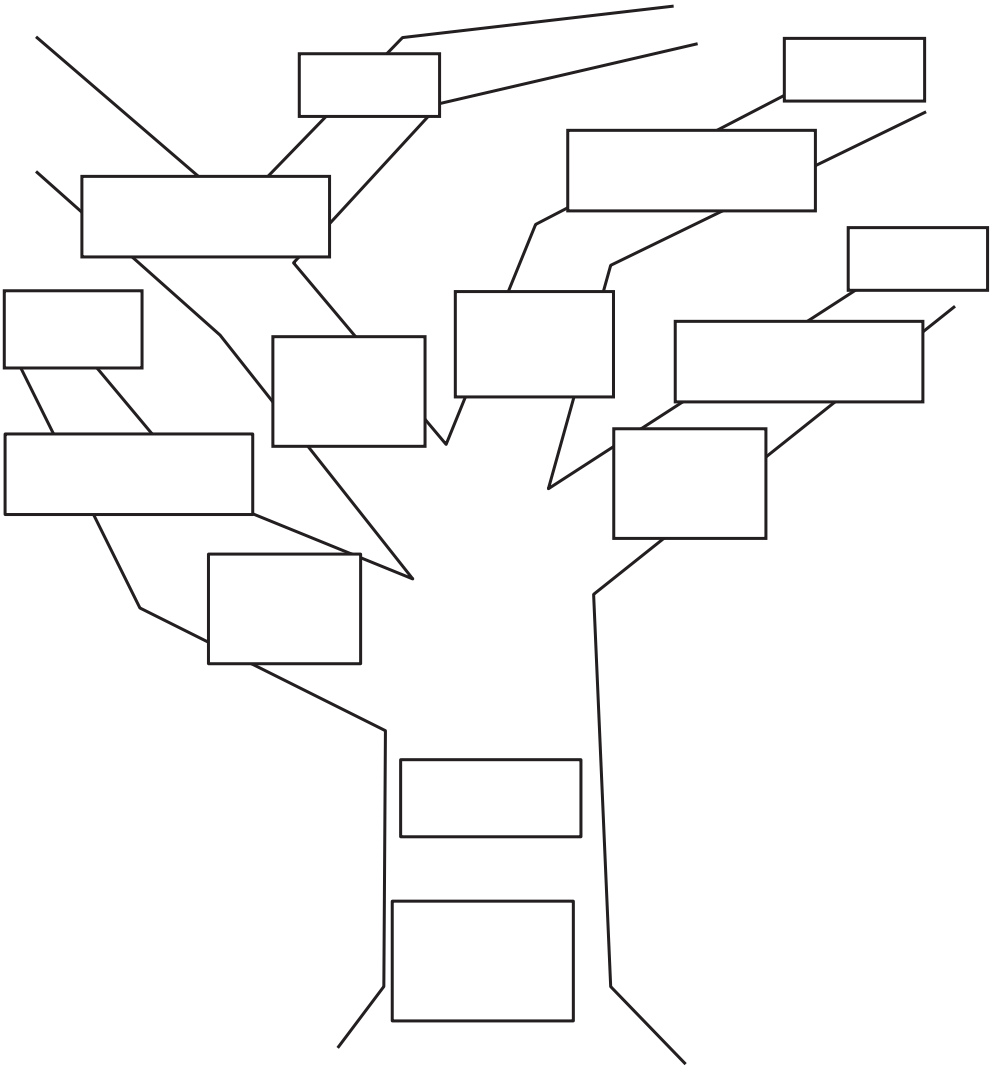
VOCABULARY TREE
Overview of GCED Resource Pack



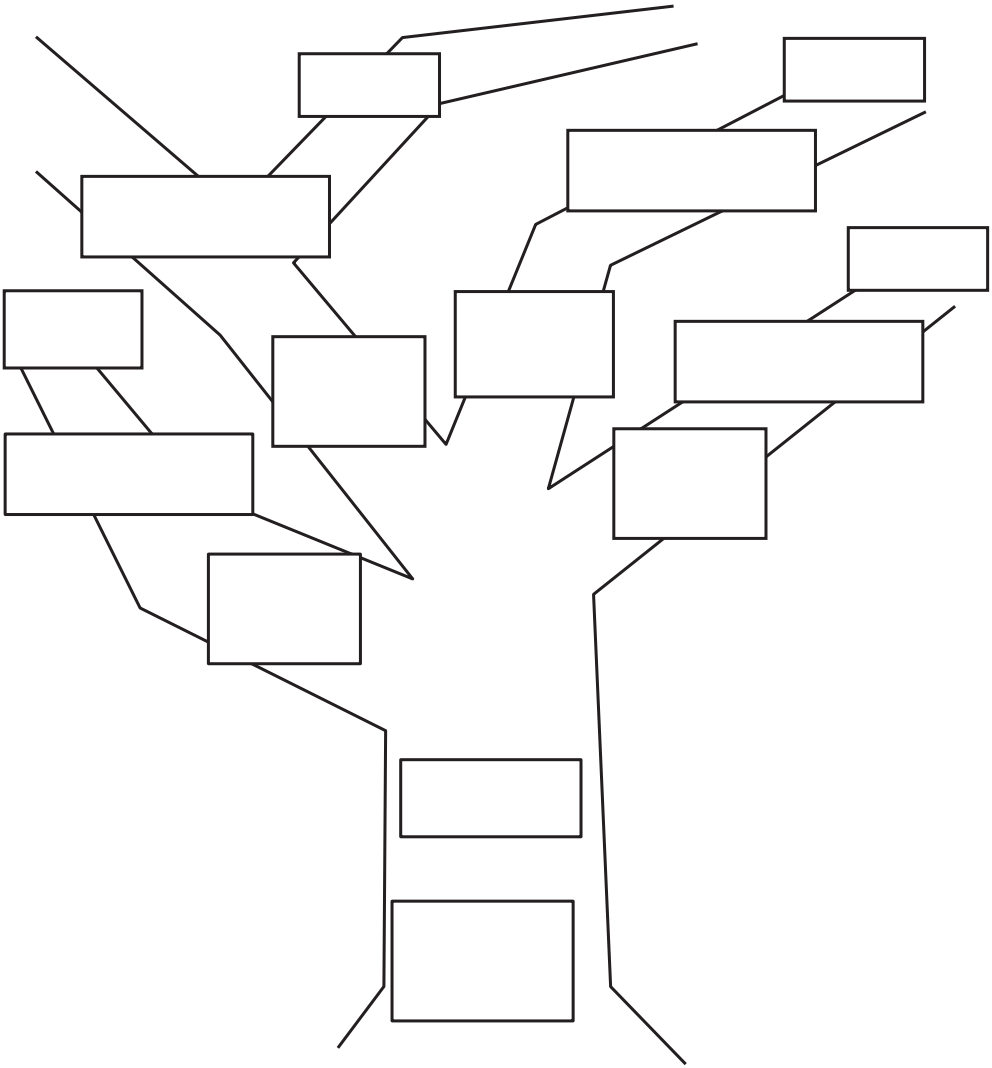
VOCABULARY TREE
Ghana GCED Themes, Sub-Themes,
Learning Outcomes and Learning Indicators



VOCABULARY TREE
GCED Pedagogy



VOCABULARY TREE
Assessing GCED Skills.



Appendix 6: SEL Competencies

SEL Competencies Self-Assessment and Reflection Tool for School Leaders, Teachers and Adults

This tool has been designed for self-reflection to guide your personal social-emotional growth process. It should not be used to evaluate performance. Use it to assess your personal strengths and think about how you can model those strengths when interacting with others. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence.

How to use this tool:

1. Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (*rarely, sometimes, often*). If a statement does not apply to you, write N/A in the rating boxes.
2. When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as "good" or "not as good."

   A. After completing the reflection, reflect upon the results to draw conclusions about your progress:

   - The statements you marked as "often" could be indicators of personal strengths:
     i. How do these strengths affect your interactions with your colleagues?
     ii. Which of your strengths do you believe will help you live in harmony with your colleagues?
   - The statements you marked as "rarely" could be considered as current challenges:
     i. How might enhancing this area benefit your interactions with students and/or peers?

   B. Look at your responses, were there things that surprised you? Were there things that confirmed what you already knew about yourself?

      i. List ways you can model your strengths for others and embed them throughout the school day.
      ii. List ways you can improve on any challenges you currently face.

Full Name **Name of Institution** **Position** **Date:**

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SELF-AWARENESS		Rarely	Sometimes	Often
EMOTIONAL SELF-AWARE-NESS	I can identify, recognise and name my emotions in the moment.			
	I recognize the relationship between my feelings and my reactions to people and situations.			
ACCURATE SELF-PERCEPTION	I know and I am realistic about my strengths and limitations.			
	I encourage others to tell me how my actions have affected them.			
	I know how my own needs, biases and values affect the decisions I make.			
SELF-CONFI-DENCE	I believe I have what it takes to influence my own destiny and lead others effectively.			
	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
OPTIMISM	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			
TOTAL SCORE				
Total Descriptors = 9 Notes:				

SELF- MANAGEMENT		Rarely	Sometimes	Often
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed and composed under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			
TOTAL SCORE				

Total Descriptors = 8

Notes:

SOCIAL-AWARENESS		Rarely	Sometimes	Often
EMPATHY	I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues.			
RESPECT FOR OTHERS	I believe that in general, people are doing their best, and I expect the best of them.			
APPRECIATION OF DIVERSITY	I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilise inclusionary practices to ensure all voices are represented.			
ORGANIZATIONAL AWARENESS	I am astute in organisational situations and can identify crucial social networks.			
	I understand the organisational forces at work, guiding values and unspoken rules that operate among people.			
TOTAL SCORE				
Total Descriptors = 5 **Notes:**				

RELATIONSHIP SKILLS		Rarely	Sometimes	Often
COMMUNICATION	I foster an emotionally nurturing and safe environment for my colleagues at work, family and the members of my community.			
	I am open and authentic with others about my values and beliefs, goals and guiding principles.			
	I communicate with and encourage interaction with my colleagues, family and community members.			
	I can articulate ideas that are important to me in ways that motivate others to become involved.			
BUILDING RELATIONSHIPS	I have a genuine interest in cultivating people's growth and developing their SEL skills			
	I can openly admit my mistakes and shortcomings to myself and others.			
	I try to understand the perspective and experiences of others before I offer suggestions.			
	I give timely and constructive feedback as a coach and mentor.			
CONFLICT MANAGEMENT	I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives.			
	I can guide conflicting parties to find a common solution.			

TEAMWORK AND COLLABORATION	I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all.			
	I build relationships with members of diverse groups.			
	I involve key stakeholders in important decision-making tasks to ensure we are making wise choices.			
	I embody teamwork in my leadership style and personal behaviors as a role model to my colleague staff, family and the school community.			
TOTAL SCORE				

Total Descriptors = 14

Notes:

RESPONSIBLE DECISION-MAKING		Rarely	Sometimes	Often
PROBLEM IDENTIFICATION AND SITUATION ANALYSIS	I can define the core of the problem and differentiate it from solution options.			
	I recognise the need for change, to challenge the status quo and to encourage new thinking in my institution.			
	I conduct a needs analysis and involve the staff to identify problems before starting a new initiative.			
PROBLEM-SOLVING	I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems.			
	I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular.			
EVALUATION & REFLECTION	I use more than one measure to assess progress towards social, emotional, and professional goals.			
	I provide opportunities for self-reflection and group reflection on progress towards goals and the process used.			
PERSONAL, MORAL, & ETHICAL RESPONSIBILITY	I treat other people in the way I would want to be treated.			
TOTAL SCORE				

Total Descriptors =8

Notes:

Appendix 7: **Asking questions chart**

Asking Questions

GROUP NAME Day One	Date:
Our Questions	
1.	
2.	
3.	
4.	
Our Comments	

Appendix 7: **Asking questions chart**

Asking Questions

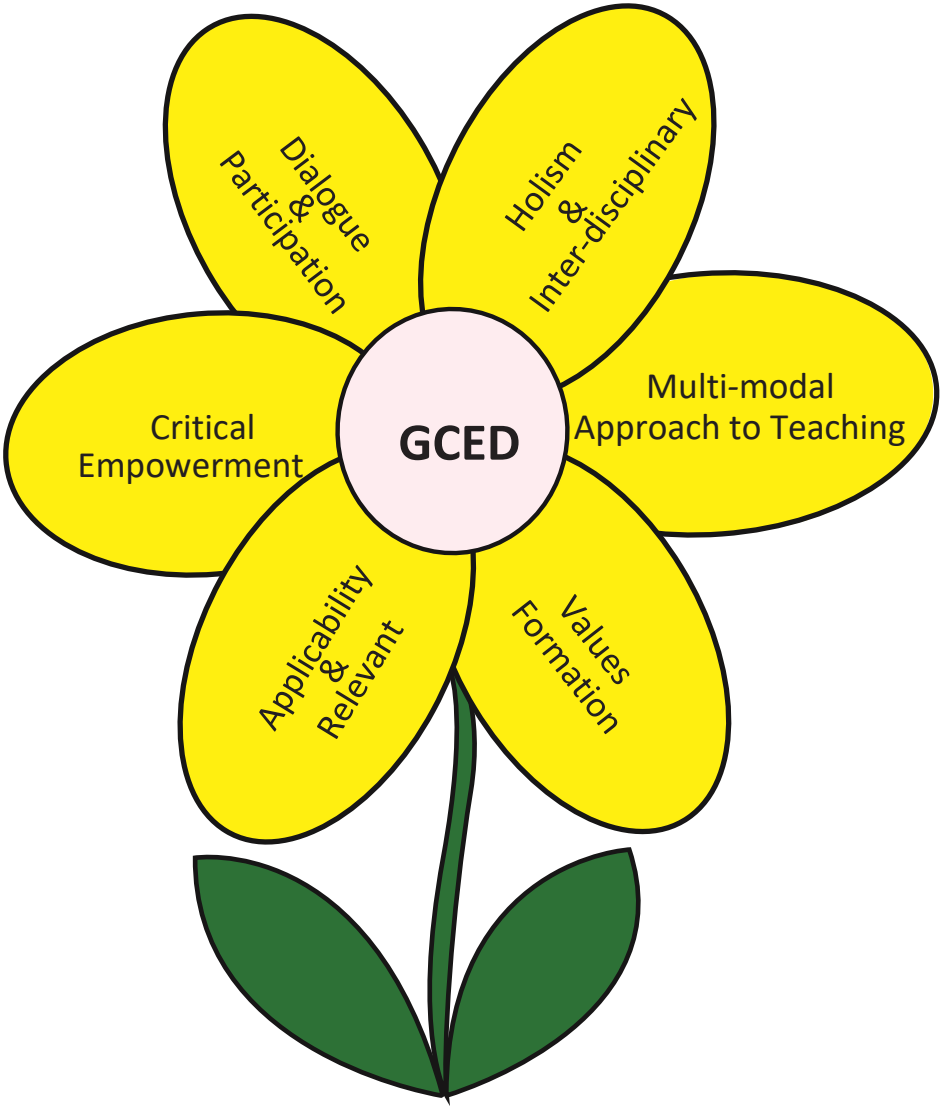
GROUP NAME Day One	Date:
Our Questions	
1.	
2.	
3.	
4.	
Our Comments	

Appendix 7: **Asking questions chart**

Asking Questions

GROUP NAME Day One	Date:
Our Questions	
1.	
2.	
3.	
4.	
Our Comments	

Appendix 8: **The Pedagogical Principles of GCED**



The Pedagogical Principles of GCED

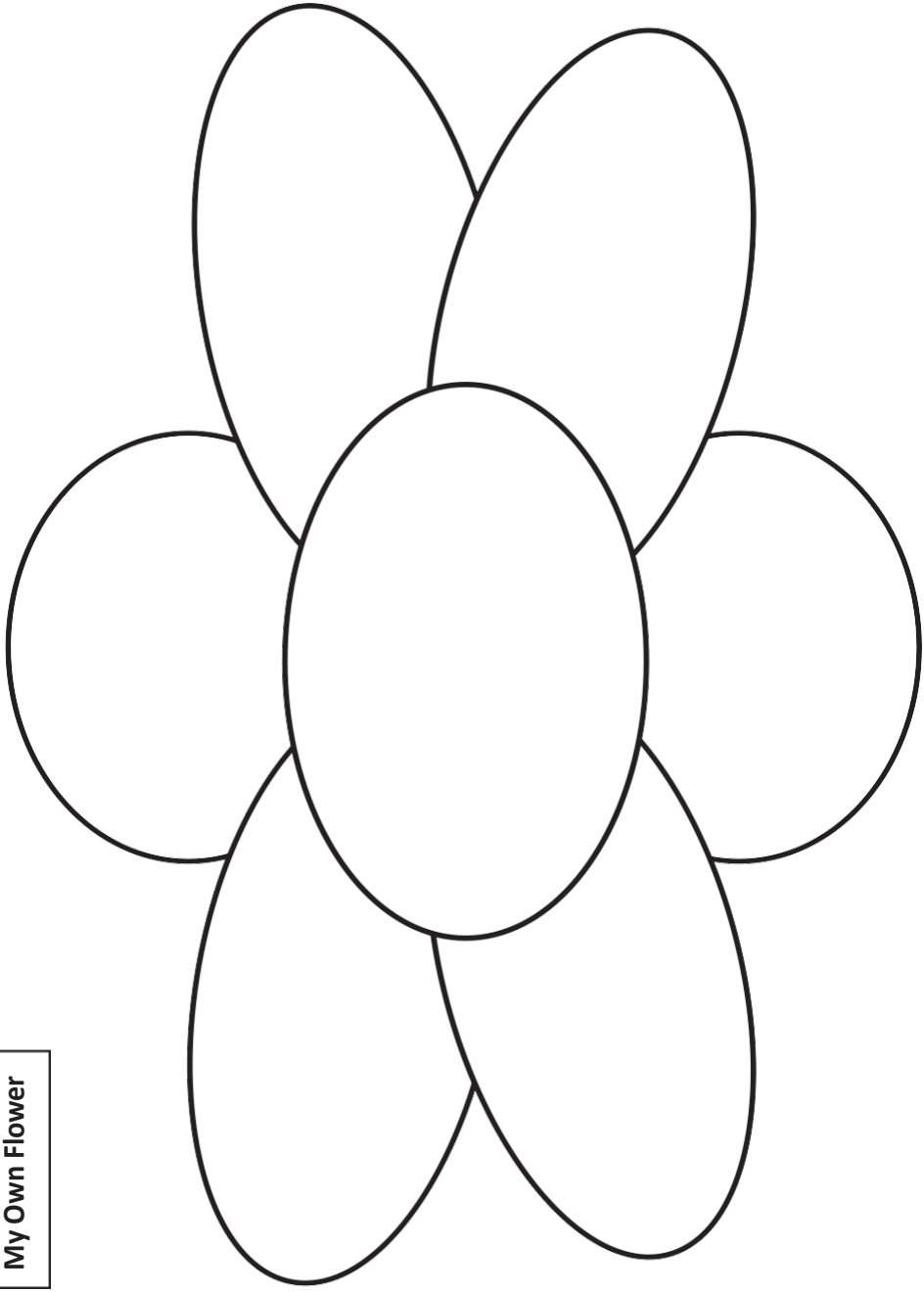
GLOBAL CITIZENSHIP EDUCATION (GCED)

GCED empowers learners to

THINK, **FEEL** and **ACT**

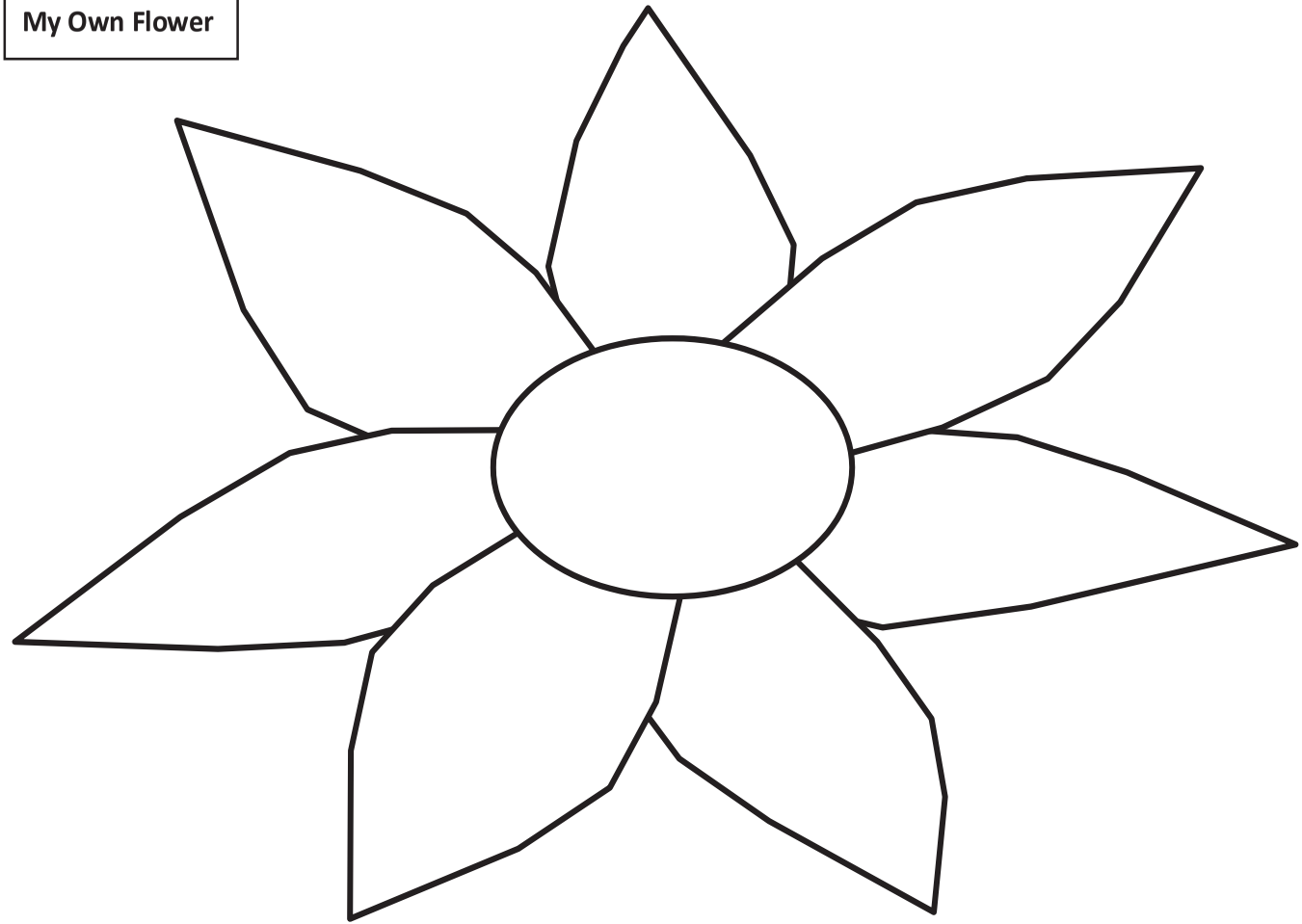
for a more just, peaceful,
inclusive and sustainable world.

Appendix 10: **Making my own flower**



My Own Flower

My Own Flower



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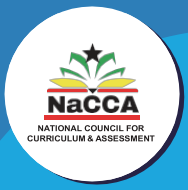

P. O. Box CT PM 77
Cantonments
Accra, Ghana
Telephone: 0302909071, 0302909862
Email: info@nacca.gov.gh
Website: www.nacca.gov.gh