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APCEIU

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

Global Citizenship Education (GCED)

GUIDELINE

THE DEVELOPMENT OF GLOBAL
CITIZENSHIP EDUCATION
CO-CURRICULAR TEACHING
MODULES RELATED TO
LITERACY AND NUMERACY

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THE GUIDELINE

**THE DEVELOPMENT OF GLOBAL CITIZENSHIP EDUCATION CO-CURRICULAR
TEACHING MODULES RELATED TO LITERACY, AND NUMERACY**

COLLABORATIONS PROGRAM

**ASIA-PACIFIC CENTRE OF EDUCATION FOR INTERNATIONAL
UNDERSTANDING (APCEIU)**

AND

**DIRECTORATE GENERAL OF TEACHER AND EDUCATION PERSONNEL,
MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY**

2024

Acknowledgment

Since 2016, the Asia-Pacific Centre of Education for International Understanding (APCEIU) 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 Indonesia as a partner country for the 3rd Round of the GCED CDI Project. Indonesia's adherence to the philosophical principles of Pancasila, which resonate strongly with the values of GCED, underscores its commitment to global diversity, collaboration, and critical thinking. We anticipated with confidence the successful implementation of the GCED CDI Project in Indonesia, and we are delighted to witness Indonesia's proactive and enthusiastic execution of the project. This effort has significantly bolstered educators' skills and fostered the development of educational resources for GCED.

We are particularly pleased with the development of four modules focused on enhancing STEM (Science, Technology, Engineering, Mathematics) literacy and numeracy competencies. This development is significant, as proficiency in these areas is increasingly vital for the future, where knowledge and skills in these fields are highly sought after.

APCEIU extends sincere appreciation to the Directorate General of Teacher and Education Personnel, Ministry of Education, Culture, Research, and Technology (MoECRT), with special recognition for Prof. Dr. Nunuk Suryani, M.Pd., and Dr. Rachmadi Widdiharto. We also wish to express gratitude to the editors of this report: Sofie Dewayani, Arif Widiyatmoko, Sani Aryanto, Meliyanti, Nita Isaeni, and Ratna Nurlaila.

We commend all contributors involved in the publication of these modules, particularly Yuni Ifayati, Agnita Handayani, Kultum Afifah, and Novita Fatmasari, the teachers who authored the four modules. As well as our colleagues at APCEIU, who supported the development of this project and final report.

We hope that these materials, tailored to the Indonesian context, will serve as an effective tool and pedagogical guideline for teachers to implement the GCED Program, thereby helping students improve their problem-solving skills, practical and creative thinking, and communication abilities as inclusive and open-minded global citizens. We look forward to Indonesia's continued leadership and pivotal role in advancing GCED globally.

LIM Hyun Mook

Director, APCEIU



Acknowledgment

Praise be to God Almighty, because by His grace, we have completed the project/lesson plan module from the series of Global Citizenship Education (GCED) activities - Integrated Teaching Modules of Literacy And Numeracy For Primary Teachers In Indonesia And The Asia-Pacific Region. This project for Indonesia has been carried out in collaboration between APCEIU and the Directorate General of Teacher and Education Personnel, Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (DGTEP) by Implementing an Arrangement (IA) between the Directorate General of Teachers and Education Personnel and the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, dated 22 March 2023, No. APCEIU/C23/035 concerning GCED-Integrated Teaching Modules of Literacy and Numeracy for Primary Teachers in Indonesia and The Asia-Pacific Region.

In the Merdeka Curriculum developed in Indonesia, developing literacy and numeracy competencies is very important for improving the quality of students, so that they have a comprehensive understanding and meaningful learning. The curriculum in Indonesia also focuses on character development by strengthening the Pancasila Student Profile in the learning process. Pancasila is the philosophy of the Indonesian nation, where the characters that are developed include faith and devotion to God Almighty, Global Diversity, Cooperation, Independence, Critical Reasoning, and Creativity.

Collaboration between the Directorate General of Teachers and Education Personnel and the APCEIU is something that strengthens the competence of teachers and strengthens the competence of students in understanding GCED especially in terms of climate change. GCED values are already present in the school curriculum in Indonesia so that the development of teaching modules and project modules is very integrated.

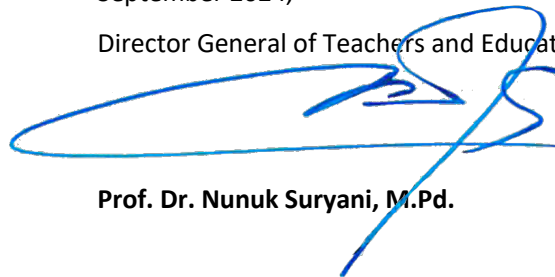
In this activity, there are four modules related to GCED that strengthen STEM (Science, Technology, Engineering, Mathematics) based literacy and numeracy competencies written by selected teachers, including Agnita Handayani, the module entitled "Zero Waste Hero In Action module: Dealing with Waste Through 4R (Refuse, Reduce, Reuse and Recycle) at SDN Cipinang Muara 14 Pagi, East Jakarta", Novita Fatmasari, the module entitled "Avoiding Food Waste, It's Time to Share" problematizes the issue of food waste in urban areas, Yuni Ifayati, implementing the project "Ecobrick: Beat the Plastic" at Fitrah Al Fikri Islamic Junior High School, and Kultum Afifah, the module entitled "Every Drop of Water Counts" which is aimed at raising students' awareness of the water crisis as a local and global problems.

In recognizing the achievement of the zero waste program at SDN Cipinang Muara 14 Pagi, we celebrate more than just a successful waste management initiative. We acknowledge a transformative movement towards sustainable living and environmental responsibility. In this way, the program's impact extends far beyond the school grounds, contributing to a broader movement towards a more sustainable and resilient future.

We would like to thank APCEIU for the collaboration that has been established. Furthermore, these modules can become a reference for teachers in Indonesia and Asia-Pacific, especially in the implementation of Global Citizenship Education which strengthens STEM-based literacy and numeracy competencies, and superior character as world citizens.

September 2024,

Director General of Teachers and Education Personnel,

A handwritten signature in blue ink, consisting of a large, sweeping loop followed by several smaller, more intricate strokes, positioned over the text of the signature.

Prof. Dr. Nunuk Suryani, M.Pd.

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Chapter 1. Introduction

A. Background

Indonesian education is currently developing a curriculum that adapts to global needs. This adjustment is made to enable students to participate as Indonesian citizens and global citizens at the same time. The Directorate General of Teachers and Education Personnel, Ministry of Education, Culture, Research, and Technology (DGTEP MoECRT) in collaboration with the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO is to develop Global Citizenship Education. This collaboration develops learning to connect students with global issues to raise awareness of problems in their environment. The learning uses effective tools and materials that are contextual to students' lives. Teaching tools are in the form of teaching modules developed by Indonesian teachers that can inspire and can be utilized by a wider range of teachers.

Students' awareness of global issues can be effectively conducted by involving students to identify problems, understand, and analyze phenomena that occur around them as such involvement helps students to think critically, creatively, and reflectively to find contextual and appropriate solutions. Therefore, the learning process to understand this global issue certainly also improves students' literacy and numeracy skills. These skills are currently considered educators as something that provide educators with opportunities to design learning with themes that are contextual to the situation in their area and according to the abilities of their students. Global issues, such as climate change, are effective teaching materials to improve students' literacy and numeracy skills through appropriate teaching materials and teaching strategies.

B. Objective

The objective of this programme is to improve teachers' ability to design learning that strengthens students' literacy and numeracy skills from the perspective of Global Citizenship Education (GCED).

C. Targeted Result

The expected result of this activity is an increase in the ability of teachers to develop teaching modules that enhance students' literacy and numeracy skills with the theme of Global Citizenship Education to create effective and meaningful learning.

D. Strategies

This cooperation program is carried out with several strategies, among others:

1. development of teaching modules scripted with activities to strengthen literacy and numeracy by teachers which will be used as a reference for the wider teacher community,
2. facilitation and capacity building of selected teachers to develop teaching modules through a series of training, discussion, and mentoring activities,
3. facilitating teachers to disseminate and socialize the developed teaching modules and their classroom implementations in order to inspire a wider circle of teachers, and
4. increasing teachers and students' awareness, knowledge, and skills to prevent the environmental destruction caused by climate change.

E. Targeted Outcomes

The expected output of this activity is teaching modules that help teachers to develop and apply project-based learning in the co-curricular domain (co-curricular project module). This teaching module guides co-curricular projects: it deepens students' understanding about the topics learned in various subjects, and not directly related to the specific Learning Outcomes (*Capaian Pembelajaran*) of certain subjects.

F. The Integration of Literacy and Numeracy Strategies

Literacy is students' abilities to understand, use, evaluate, and reflect on various types of texts to solve problems and develop individual capacities as not only Indonesian citizens but also as world citizens so that they can contribute productively to society. Meanwhile, numeracy is the ability to think about using concepts, procedures, facts, and mathematical tools to solve everyday problems in various types of contexts that are relevant to individuals. The literacy and numeracy skills of Indonesian students are evaluated through a national assessment which records the student achievement of literacy and numeracy abilities. These education reports form the basis for quality improvement efforts by schools and local governments provide information on how literacy and numeracy skills can be improved through learning, co-curricular and extra-curricular activities.

The teaching modules are expected to inspire teachers to carry out co-curricular projects involving literacy and numeracy strategies, to provide an overview of the learning process using data and observations of the surrounding environment based on scientific principles to improve students' critical and creative thinking skills, and to contribute to the world as forms of responsibilities from teachers as global citizens.

These modules integrate literacy and numeracy strategy into co-curricular project implementation and include the following implementation steps:

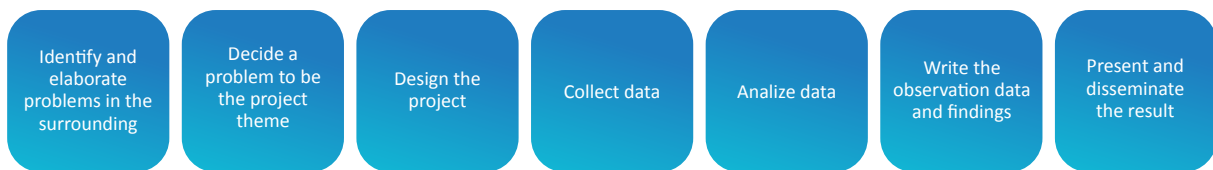


Figure 1. Example of Literacy and Numeracy Integration in Project Implementation

The steps for implementing a co-curricular project will improve students' literacy and numeracy skills if the teacher actively involves them in making observations, designing project implementation techniques, conducting research with guidance or independently, and making decisions in presenting ideas, works, or products through the project.

G. Learning Methods in Teaching Modules

Students carry out the steps in co-curricular project activities with teacher guidance through several learning methods. The definition of co-curricular project in the teaching module refers to the project of strengthening the Pancasila Student Profile, namely cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen competencies in the Pancasila Student Profile. In project-based learning, students hone their ability to collaborate, communicate, manage themselves and divide tasks in groups in considering several alternative solutions to an agreed problem focus. With authentic learning where students contribute to solving problems in the surrounding environment, students also think about their role as world citizens. In project-based learning, teachers raise students' awareness of several problems using open questions. To answer these questions, teachers can invite students to carry out one or more project activities using the following methods.

1. Problem-based learning

Problem-based learning usually starts with efforts to raise students' awareness of a focused problem. Students analyze the problem and develop a hypothesis to help them develop a solution. Students then develop several follow-up questions, then look for data to answer these questions.

2. Guided inquiry learning

Inquiry learning is related to problem-based learning. In inquiry learning, students answer several questions related to problems posed by the teacher through a series of experiments, simple research, or the study of various texts. In guided inquiry learning, all processes are carried out under the guidance of the teacher.

3. Experience-based learning

In experience-based learning, students develop knowledge and improve their skills through direct experience. The teacher's role in this learning is as a facilitator who accompanies the students' process of conducting experiments, summarizing experiences through discussion, and answering students' questions. In inquiry learning in projects, students can determine or choose project activities to be carried out based on their findings or study of a phenomenon.

Chapter 2. Global and Climate Change Issues

The term 'global' has been frequently used since we are in the era of globalization. The English Dictionary, Longman Dictionary of Contemporary English, defines global as "concerning the whole earth". Something related to the world, internationally, or the entire universe. Yet, the term 'glocal' issue is still rarely heard, especially in Indonesia.

Glocal is understood as something related to 'local' within a place or certain country. Something that is referred to here is 'problems', 'events', 'activities', or 'attitudes' that are close to our environment.

The concept of 'glocal' - 'think locally and act globally' highlights the idea that one's life is a part of the world's life as a result, any act taken locally affects the world globally. This concept shows the dependence of a person or a community on the outer world. Therefore, students must develop a responsive attitude towards the environment as early as possible through simple things around them.

Glocal issue is something that does exist, which occurs due to human life development in each country. Each country has its own glocal problem related to climate change. Therefore, we must pay attention that what we do will affect the world globally. This must be instilled in students that our life is part of the life of the world. We cannot develop without relationships and communication with the outside world, we live because of interdependence.

A global issue is any event or discourse that can seize the attention of the global community. The level of attention gathered is determined by the power of influence aroused from the issue. Global issues are something that does exist and occur as a result of the development of human, national, and state life. Global issues are not only to be known but must be dealt with and solved to eliminate or prevent a wider negative impact on people's lives.

Directly or indirectly, people come into contact with global issues, and their responses vary widely. A positive response to global issues illustrates concern as a citizen, the embodiment of quality individuals or good citizens that are needed by the state in the framework of the development process. There are many global issues related to health, social, economic, legal, and human rights, poverty, and the environment.

The environmental problems and causes faced nowadays include pollution, depletion of natural resources, waste disposal, extinction of biodiversity, deforestation, the phenomenon of ocean acidification, ozone layer depletion, acid rain, and climate change.

Climate change has become a global and important issue to discuss because it has various negative impacts. Climate change affects life on earth shown in the forms of climate instability, sea level rise, ecological disturbances, and others. Therefore, to prevent worse impacts from global warming, the awareness to protect the environment needs to be demonstrated by all human beings.

Another global issue that is very close to us is food waste. Often, we are not aware of leaving food due to eating too many portions, buying food we do not like, or eating in a hurry which in the end causes some of our food to end up being wasted. Based on the 2021 *Bappenas* Report, Indonesia occupies the 3rd largest food loss and food waste in the world after Saudi Arabia and the United States. Indonesia's food loss and food waste during 2000-2019 reached 150-184 kg per capita per year which should be able to feed 30% - 40% of our population.

Food waste turns out to play a role in exacerbating climate change. When food is discarded, all inputs used to produce, process, transport, prepare, and store the food that is discarded is also wasted. Food loss and wastage also exacerbates the climate change crisis with a significant greenhouse gas footprint. The production, transportation, and handling of food results in significant Carbon dioxide (CO₂) emissions and when food ends up in landfills, it produces methane, an even more potent greenhouse gas.

The link between food waste and climate change is increasingly being recognized as important. Therefore, there is a need for socialization to "eat enough" so that no more food is wasted. In addition, food that is already wasted can be used as a student project in the form of making plant fertilizer/compost. This will be very useful in maintaining plants in the home and school environment while reducing the negative impact on the rate of climate change.

Other local issues related to accelerating climate change can be minimized by planting trees in the home/school environment, implementing reduce, reuse, and recycle policy, reducing the use of private vehicles, shopping at local markets, saving energy, controlling waste, and reducing the use of plastic.

The environmental problems in Indonesia and the world are increasing and the issues have increasingly become public awareness evidenced by the increasing number of public discussions about them. Finding solutions for the environment are important as without them, the sustainability of human life on earth will be worrisome.

To raise environmental awareness and active actions as solutions over global environment problems, we can start from early education, especially in the school environment. Students' awareness builds their active responsibilities to protect nature and to minimize the negative impacts of climate change itself. This causal-effect relation applies to Indonesian students as well. Indonesian students have an important role in preserving the environment. An understanding of critical environmental issues can be an effort to change student behavior so that it will form students who have an attitude of caring for the environment to improve environmental conditions in the future.

So by studying global issues and climate change using the modules developed, it is expected that students in Indonesia will have the knowledge, skills, and awareness of environmental values and issues of environmental problems that can ultimately move students to play an active role in efforts to preserve and protect the environment.

Chapter 3. The Sequence of Module Development

The development of co-curricular project teaching modules is carried out through several online and offline activities. These activities include several stages as follows.

A. Teacher Capacity Building Workshop to Develop Teaching Modules

- Objective** : 1. To seek for the common perceptions of participating teachers regarding the conceptual framework, scope, and depth of the teaching modules to be developed.
2. To disseminate technical guidelines for the development of co-curricular project teaching modules.
3. To increase teacher capacity to develop co-curricular project modules.
4. To assist teachers in the process of developing teaching module frameworks.

Description : The four participating teachers discuss and work offline with the guidance of the steering team to understand the conceptual framework, scope, and depth of the teaching modules being developed, as well as the sequence of their development.

Time : May 4-6, 2023.

Output : Co-curricular project teaching module framework.

B. Development of Co-Curricular Project Teaching Module Manuscripts

Objective : To develop a teaching module text from the agreed framework with the steering team.

Description : Four teachers develop their teaching module scripts online.

Time : May 2023 (online meeting to check progress held on 12 May 2023).

Output : Four co-curricular project teaching module texts.

C. Teaching Module Study Workshop

- Objective** : 1. To increase the capacity of teachers to develop their teaching module scripts based on input from the steering team.
2. To provide guidance for teachers to improve teaching modules that involve literacy and numeracy strategies.

Description : Four teachers work offline under the guidance of a steering team.

Time : May 25-27, 2023.

Output : Teaching modules that have been refined based on the results of the study.

D. Workshop on Developing Learning Activities as Part of Teaching Modules

Objective : To increase the capacity of teachers to develop more detailed learning steps in the co-curricular project teaching modules they have made.

Description : Four teachers develop learning activities with the guidance of the steering team.

Time : June 2, 2023.

Output : Manuscripts of teaching modules with detailed learning activities.

E. Capacity Building Workshop for Teacher Professional Development (TPD) in Seoul, South Korea

Objective : To provide opportunities for teachers to learn from scholars and educators in Korea to enhance the quality of the teaching modules they develop.

Description : The Ministry of Education, Culture, Research, and Technology team, including four teachers, participates in a workshop in Korea to enhance GCED knowledge and practice concerning literacy and numeracy. The four teaching modules developed by teachers will also receive input from scholars and practitioners in Korea.

Time : 24 - 28 July 2023.

Output : Increased teachers' capacity and understanding of GCED related to literacy and numeracy.

F. Revision and Finalization of Teaching Modules and Learning Steps

Objective : To provide an opportunity for the teacher to revise and finalize the teaching modules along with the learning steps they have developed after these teaching modules are implemented in the classroom.

Description : Four teachers revise and finalize the teaching module based on implementation experience in the classroom with the guidance of the steering committee team members.

Time : August 29 - September 1, 2023.

Output : Teaching modules that are ready to be uploaded and distributed to the public.

G. Reflection Workshop on Teaching Module Implementation in Class

Objective : To provide opportunities for teachers to write down their reflections on the implementation of teaching modules in class.

Description : Four teachers develop successful practices and things that will be changed in reflective writing with the guidance of the steering team.

Time : September 26 - 28, 2023.

Output : Reflective good practice writing.

H. Dissemination Activities

Objective : To provide opportunities for teachers to disseminate their practices and experiences to colleagues and the teacher community.

Description : Teachers share their practices, experiences, and reflections in the webinar.

Time : 30 October 2023 (Elementary School Webinar) & 31 October 2023 (Junior High School Webinar).

Output : Material/dissemination presentation.

I. Making Program Reports

Objective : To prepare a written report as a program accountability document.

Description : DGTEP MoECRT completed a program implementation report to document and reflect on program implementation.

Time : November 3, 2023.

Output : Program Report.

Chapter 4. Teaching Module Systematics

The teaching module systematics consists of three main components: Introductory Session, Discussion Section, and Closing Section.

A. Introductory Section

In the introduction, each module needs to have the following sections

1. Cover

The cover has a module title, which is written briefly, concisely, clearly, interestingly, and relevant to the topic that has been determined.

a. Module theme

The module theme must be related to Global Climate Change which is focused on STEM (Science, Technology, Engineering, and Math) learning to improve literacy and numeracy skills in the Indonesian context.

b. Module target

The objectives of the module are explained briefly for elementary and junior high school students.

2. Introduction

In the introductory section, each writer must present an overview of the identification of problems, solutions, or actions that have been taken, and the implications of the modules that have been developed.

3. Objective, Sequence, and Targets

Each author must explain the description of the purpose of developing modules that are tailored to topics that represent issues related to Global Climate Change. In addition, the author must also describe the sequence of the module development and explain specifically the target users of the module.

4. How to use the module

In this section, each writer must discuss the specific technical description of using the module.

5. Literacy and Numerical Pedagogy

This section describes the literacy and numeracy strategies that the author has integrated into the project activity steps. In particular, the writer needs to explain how the steps of the project activity improve students' thinking skills, skills in conducting simple research, skills in reading numerical symbols, and skills in presenting research findings systematically using written language and effective data presentation.

6. Project Sequence

The sequence of the module is presented through a matrix that includes the components contained in the core, including (1) Introduction; (2) Contextualization; (3) Action; (4) Assessment; and (5) Presentation.

B. Discussion Section

In the core/discussion section, the modules compiled must fulfill several components, including (1) Introduction; (2) Contextualization; (3) Action; (4) Assessment; and (5) Presentation.

Each component must contain several sub-components including the Meeting title, objectives, time, media, tools, learning resources, teacher's role, preparation, and implementation. Each module author can also add several supporting subcomponents such as assignments, learning tips, and enrichment.

1. Introduction

The introduction is a component that describes a comprehensive problem identification tailored to a predetermined topic. In this section, each writer can describe the conceptual basis, juridical, and factual descriptions that occur in the field supported by in-depth analysis results.

2. Contextualization

Contextualization is a component that describes the results of problem analysis related to various Global Climate Change problems contextually. Each writer is expected to be able to synthesize the problems that have been identified and determine the focus of the module development problem. In this component, each writer is expected to be able to present Global Climate Change problems that are developed in STEM-based learning to improve literacy and numeracy skills adapted to the Indonesian context

3. Action

An action is a form of manifestation of ideas, and good practice actions that have been carried out in dealing with the selected problem focus. Action can be in the form of developing various forms of learning interventions such as developing approaches, models, strategies, and learning techniques. Besides that, action can also be presented through the results of developing programs, products, games, or STEM-based learning systems as an effort to improve literacy and numeracy skills in the Indonesian context.

4. Assessment/reflection

Assessment is an important component to determine the success of the actions that have been carried out, each writer must be able to provide an overview of the assessment presented interestingly. The assessment can be presented in two forms, namely: tests and non-tests, or with other forms of alternative assessments that are presented reflectively.

5. Presentation

A presentation is a form of dissemination and/or impact of the success of the actions that have been taken.

Each component must contain various sub-components according to the description in Table 1.

Table 1. Module Subcomponents

NO	SUBCOMPONENTS	DESCRIPTION
1	Meeting Title	Contains the stages of activity components named according to the focus of the selected problem.
2	Objective	Learning objectives or program implementation to be achieved.
3	Media	The media used can be in the form of visual, auditive, and/or audiovisual media.
4	Tools and materials	Tools and materials that support learning activities.
5	Learning Resources	Teaching materials, eBooks, videos, and others that can be used as a reference in carrying out learning activities or program implementation.
6	Teacher Role	The role and duties of the teacher as a facilitator, observer, and others.
7	Preparation	Teacher preparation steps in starting learning activities or program implementation.
8	Implementation	Technical procedures that describe the stages of technical implementation of learning or program implementation.

Authors can also include supporting subcomponents to complete the contents of the module according to their needs. The following are three supporting subcomponents that can be embedded.

Table 2. Subcomponents of the Module Supporting Section

NO	SUBCOMPONENTS	DESCRIPTION
1	Task	Make an assignment description an important component in following up on the activities that have been carried out.
2	Tip	Suggestions, advice, or practical and helpful instructions in supporting the implemented program.
3	Enrichment	Follow up on the actions taken.

C. Closing Section

The closing section contains a bibliography or references, an index, and a glossary.

Table 3. Subcomponents of The Closing Section

NO	SUBCOMPONENTS	DESCRIPTION
1	Index	List of important words or terms found at the end of the module, arranged alphabetically which provides information about the page where the word or term is found.
2	Glossary	List of words with explanations in specific fields. Usually also found at the end of the module.
3	Bibliography	Written reference at the end that includes the authors' name, title, publisher, the identity of the publisher, and year of publication.

Chapter 5. General Guidance

The general guidance for preparing modules program include several technical rules and writing restrictions which are expected to produce modules that truly represent topics related to Global Climate Change focusing on STEM learning (Science, Technology, Engineering, and Math) to improve literacy and numeracy skills in the Indonesian context.

Some general guidelines for writing must be considered, including:

1. The topics written are related to ideas, brief studies, experiences, and reflections on good learning practices related to Global Climate Change which are focused on STEM (Science, Technology, Engineering, and Math) learning to improve literacy and numeracy skills in the Indonesian context.
2. The preparation uses Indonesian and/or English and is easy for readers to understand.
3. Citation techniques or writing citations use the APA (American Psychological Association) style.
4. Does not contain elements of SARA (the insult of ethnic groups, race, and religion), violence, hate speech, hoaxes, pornography, and elements of plagiarism.
5. Using data and reference sources that can be accounted for.
6. The typeface used is Time New Romans with a font size of 12 and a spacing of 1.5.
7. Use A-4 size paper with a left border of 3 cm, right 2 cm, top 3 cm, and bottom 2 cm.

The limitations of writing on each component of the module can be seen in the table 4.

Table 4. Writing Restrictions

COMPONENT	SUBCOMPONENT	WORD LIMITS	INFORMATION
Introductory Section	Cover 1. Title 2. Module Theme 3. Module Objectives	Title: 16 words	The title must represent the contents of the module. Themes and objectives must also be by the contents of the module.
	Introduction	250 words	The introduction can be in the form of appreciation or thanks from the author.
	Objective, Sequence, and Targets	500 words	Objective, Sequence, and targets can be text, tables, or charts.
	How to use the module	500 words	How to use the module can be in the form of text, images, or charts.
	Project Sequence	500 words	The Project Sequence is explained through charts.
Discussion Section	Introduction	1500 words	<p>Each component must contain various subcomponents.</p> <ol style="list-style-type: none"> 1. Meeting Title 2. Purpose 3. Media 4. Teaching Tools & Materials 5. Learning Resources 6. The Role of the Teacher 7. Preparation 8. Execution <p>Authors may include supporting sub-components: (1) Assignments; (2) Tips; and (3) Enrichment.</p>
	Contextualization	3000 words	
	Action	3000 words	
	Assessment/ Reflection	3000 words	
	Presentation	3000 words	
Closing Section	Index	1000 words	The index contains a list of important words in the module.
	Glossary	1000 words	The glossary contains a collection of important terms in alphabetical order.
	Bibliography/ Reference	Minimum of 30 reference sources from national and international articles.	Using APA style.

Chapter 6. Closing

The technical guidelines for the development of the co-curricular project based teaching modules functioning as guidelines for the implementation are the outputs from a collaborative program between the DGTEP MoECRT and APCEIU. The collaborative program is designed to increase teacher capacity and knowledge about Global Citizenship Education and specifically carried out to improve the literacy and numeracy competencies of teachers with the hope that they can develop their students' literacy and numeracy skills effectively. The guidelines guide the program implementation and to ensure that the objectives and outputs can be achieved within the expected time. Thus, the impact on students can be obtained optimally. These technical guidelines can be modified and adapted in subsequent implementations based on the evaluation and reflection of the program implementation in 2023.

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Global Citizenship Education (GCED)



Ministry of Education,
Culture, Research, and Technology
Republic of Indonesia



APCEIU

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