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*Current and Critical Issues in Curriculum, Learning and Assessment*

## Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis



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<b>Partnership</b>	Asia-Pacific Centre of Education for International Understanding (APCEIU) and the International Bureau of Education (IBE-UNESCO) forge a partnership to work on issues relating to Global Citizenship Education (GCED) within the framework of Education 2030. In particular, they conducted a policy research on a few selected countries with regards to approaches on Global Citizenship Education (GCED) as reflected in their education policies and curricular frameworks and related documents. The research findings shall be used as reference material for better informing and further strengthening GCED in the policies, curricula, pedagogy and teacher education. This study marks the beginning of a long-term collaboration between APCEIU and IBE-UNESCO. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to APCEIU nor to IBE-UNESCO.

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## Abstract:

This paper reports on a study of concepts associated with the new construct of global citizenship education (GCED) in school curricula. We compared the national school curricula of ten countries with markedly different cultures and levels of development across different regions of the world (Africa, Asia, Europe, Latin America, and Southeast Asia) on the presence of concepts associated with GCED. The curricula of both primary and secondary education, in the areas of history and social sciences, and civics and moral education, were compared using a set of categories constructed for this study and derived from UNESCO's definitions of GCED as well as from the International Association for the Evaluation of Educational Achievement's (IEA) international assessment studies of civic and citizenship education. Patterns of presence/absence of GCED and related content were identified. The main finding is that only two of the ten countries' curricula consistently included global citizenship concepts. At the same time, all ten countries, to the extent that the analysis distinguished, included content related to knowledge, values and attitudes that have the world or humanity as referent.

## Keywords:

Comparative analysis – curriculum – global citizenship education (GCED) – monitoring

## Partnership:

Asia-Pacific Centre of Education for International Understanding (APCEIU) and the International Bureau of Education (IBE-UNESCO) forged a partnership to work on issues relating to Global Citizenship Education (GCED) within the framework of Education 2030. In particular, they conducted a policy research on a few selected countries with regards to approaches on GCED as reflected in their education policies and curricular frameworks and related documents. The research findings shall be used as reference material for better informing and further strengthening GCED in the policies, curricula, pedagogy and teacher education. This study marks the beginning of a long-term collaboration between APCEIU and IBE-UNESCO. The views and opinions expressed in this paper are those of the author(s) and should not be attributed to APCEIU nor to IBE-UNESCO.

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## 1. Introduction

A decade ago, an article in UNESCO's journal, *Prospects*, stated that 'globalization is one of the most important changes taking place in societies around the world today and yet it is unclear that schools have realigned their purposes to prepare their students to be competent citizens in an age of globalization' (Reimers, 2006, p. 277). Without a doubt, it is important to determine if this misalignment in citizenship education has changed in the last decade and, if so, how. The official school curriculum is a critical resource in this determination; the main question to be addressed is how its definitions take, or do not take, account of the realities of globalization and their implications when educating the new generations of citizens.

In this context, the current study examines the presence of this new concept, global citizenship education, and its associated meanings and competencies, in the contemporary school curricula of selected countries.

Global Citizenship Education (GCED) is a concept that lies at the heart of UNESCO's vision for education in the 21st Century (UNESCO, 2015a), and is a pillar for the Sustainable Development Goals and the 2030 Education Agenda (UN, 2015; UNESCO, 2015b). GCED supersedes earlier education initiatives, integrating prior definitions on 'education for international understanding, cooperation and peace, and education relating to human rights and fundamental freedoms' (UNESCO, 1974), 'education for peace, human rights and democracy' (UNESCO, 1995), and education for 'learning to live together, learning to be, learning to know and learning to do' (Delors et al., 1996). Furthermore, the new concept of GCED embraces all key dimensions of educational transmission: curriculum, pedagogy and evaluation, principles and practices, as well as teaching and learning.

The concept of GCED has appeal as a powerfully relevant encapsulation of the many dimensions of the present phase of globalization and its accompanying post-national state interpretive paradigms. Nevertheless, the concept is both contentious and new for national school curricula all over the world. It is therefore intrinsically interesting to discover how this overarching new framework affecting the key area of citizenship has, or has not, had an impact, on recent curriculum guidelines from a sample of highly contrasting countries.

Against this broad background, this study's goal is to discover the extent and the characteristics of GCED and associated concepts in the national school curriculum directives of ten countries from different regions of the world, and to discover commonalities and differences in the curricula's adoption, or not, of GCED by comparing the curricula's stated aims and concepts systematically.

## 2. Object of analysis

The research team analysed the national curricular prescriptions of Colombia, Costa Rica, England, France, Indonesia, Iraq, Kenya, Mongolia, South Korea, and Uganda in the area of citizenship education. More specifically, the team studied the currently binding official delineations of the intended curriculum that refer to or deal with learning goals and content related to *civic and citizenship education* (CCE), as well as to the much newer concept of *global citizenship education* (GCED).

In selecting curricular documents for study, we sought to satisfy two fundamental criteria. First, we wanted to include in the analysis the key subjects and the cross-subject classifications that contained the essential content on CCE so as to capture the content connected with GCED. The second criterion was to cover the entire school experience, from grade 1 to grade 12.

Of the ten countries in our sample, we determined that Mongolia and Uganda were special cases. Because the national curricular documents for these two countries were unavailable digitally and/or were insufficient for a valid comparison with the other national cases, we used other government documents related to education to examine these countries' incorporation of GCED concepts. In studying the official intended curriculum for the remaining eight of the countries, we selected at least two subject areas that seemed to concentrate the goals and contents of CCE in the curriculum as a whole: these two areas were typically *history and/or social sciences* and *civics and/or morals*. Using these criteria, the number of curriculum documents selected per country varied drastically, according to the country's curriculum structure and organization. We thus included thirteen documents from the South Korean curriculum<sup>1</sup>, six from the Indonesian, four from the national curriculum of England, and two from the national curricula for each of Costa Rica, Colombia, France, Iraq, and Kenya. These added up to a total of 33 official curricular documents, issued between 2002 (Kenya) and 2015 (South Korea and France).

Additionally, the introductory parts of the national curriculum documents, where the justification and rationale of the curriculum and its formative intentions are typically explained and justified, were also included when they explicitly referred to GCED or related Ideas.

Finally, all statements of learning goals in the curricula which have a transversal or cross-curricular nature, i.e. which are the responsibility of all teachers, every curricular area, and/or are framed as a 'whole school' approach to communicate, were also considered.

The list of official documents per country that satisfy our criteria appears in **Table 1**.

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<sup>1</sup> The original Korean Curriculum has been translated by Hyekyung Kang (Research assistant, IBE-UNESCO).



TABLE 1: Official curriculum documents analysed, per country<sup>2</sup>

	Documents	Grades	Year
<b>COLOMBIA</b>	Ministerio de Educación Nacional (MEN). -Estándares Básicos de Competencias en Lenguaje, Matemáticas, Ciencias y Ciudadanas. -Estándares Básicos de Competencias en Ciencias Sociales y Naturales.	1-3 4-5 6-7 8-9 10-11	2006
<b>COSTA RICA</b>	Ministerio de Educación Nacional. -Programa de Estudios Sociales y Educación Cívica -Primer y Segundo Ciclo de la Educación General Básica. -Programa de Estudio Educación Cívica. Tercer Ciclo de Educación General Básica y Educación Diversificada.	1-4 5-6 7-11	2013 2009
<b>ENGLAND</b>	Department for Education. National Curriculum in England: -History programmes of study: key stage 1 and 2. -Citizenship programmes of study: key stages 3 and 4. -History programmes of study: key stage 3. -Geography programmes of study: key stage 3.	1-2 3-6 7-9 10-11	2013
<b>FRANCE</b>	Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. -Projet de programmes pour les cycles 2 3 4. (Civic Education). -Socle commun de connaissances, de compétences et de culture. Bulletin officiel n°17 du 23 avril 2015. Décret n° 2015-372 du 31-3-2015 - J.O. du 2-4-2015. (General competencies). -Programme d'enseignement moral et civique. Classes de seconde générale et technologique, de première et terminale des séries générales.	1-3 4-6 7-9 10-11	2015
<b>INDONESIA</b>	-Civic and citizenship subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school). -Civic and citizenship subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school). -Civic and citizenship subject for vocational school (SMK)/Madrasah Aliyah Kejuruan (MAK) (Islamic vocational school). -Life skill subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school). -Social science subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school). -Social science subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school). * Grade is not specified in the document. We inferred considering education system: (6-3-2/3), and that Islamic vocational school is three years after lower secondary education.	7-9 1-6 10-12 (*) 7-9 7-9 1-6	2009
<b>IRAQ</b>	Ministry of Education in Baghdad and Erbil. Iraqi Curriculum Framework. ** Document defines competencies to be achieved by whole school experience. Education system is (6-3-3).	n/a (**)	2012

<sup>2</sup> The research team is aware that changes pertaining to the curricular documents used in the study might have occurred, upon completion of the study.

<b>KENYA</b>	Ministry of Education Science & Technology. -Primary Education Syllabus. Volume Two. -Secondary Education Syllabus. Volume Three. *** Grade is NOT specified in the documents. We inferred based on the Kenyan education structure (8-4-4).	1-7  8-11 (***)	2002 /6  2002 /5
<b>SOUTH KOREA</b>	Ministry of Education.  1) General Curriculum Framework for Primary and Secondary Education <sup>3</sup> Grade 1-12 (CF) [Kor] 2) Social Studies for Primary and Lower Secondary Grade <sup>3</sup> 3-9 (SSPLs) [Kor] 3) Integrated Social Studies Grade 10-12 (ISS) (core requisite) [Kor] 4) Korean History Grade 10-12 (KH) (core requisite) [Kor] 5) Korean Geography Grade 10-12 (KG) (general electives) [Kor] 6) World Geography Grade 10-12 (WG) (general electives) [Kor] 7) East Asian History Grade 10-12 (EAH) (general electives) [Kor] 8) World History Grade 10-12 (WH) (general electives) [Kor] 9) Economics Grade 10-12 (Econ) (general electives) [Kor] 10) Politics and Law Grade 10-12 (PL) [Kor] 11) Society and Culture Grade 10-12 (SC) (general electives) [Kor] 12) Travel Geography Grade 10-12 (TG) (career electives) [Kor] 13) Social Problem Inquiry Grade 10-12 (SPI) (career electives) [Kor] 14) Environment Grade 7-9 (ELs) (Liberal Arts Curriculum general electives) [Kor] 15) Environment Grade 10-12 (EUs) (general electives) [Kor] 16) Intelligent life/Disciplined Life/Pleasant Life Grade 1-2 (IDPL) [Kor] 17) Moral Education Grade 3-6 (MEP) [Kor] 18) Moral Education Grade 7-9 (MELs) [Kor] 19) Moral Education-Life and Ethics Grade 10-12 (MELE) [Kor] 20) Moral Education-Ethics and Ideology Grade 10-12 (MEEI) [Kor] 21) Moral Education-Classics and Ethics Grade 10-12 (MECE) [Kor]	1-12  1-2  3-9 3-6 7-9  10-12	2015

As **Table 1** shows, the countries differ widely in the way they organize and communicate the official definitions of learning opportunities about citizenship; the number, labels and grade-references of the relevant documents make this evident. The key difference is between countries that use ‘curriculum frameworks’ and those that use ‘programmes of studies’. This difference strongly influences the number of documents involved, which varies from one document (Iraq, using a national Curriculum Framework) to 21 (South Korea, which has both a framework and programmes of study). We return to these aspects in the section ‘Curriculum Organization’.

<sup>3</sup> Please note that the General Curriculum Framework indicates that cross-curricular themes should be integrated into the overall learning activities, across subjects, through creative hands-on activities etc., as well as taught in connection with the local community and family. The cross-curricular themes are: safety and health education; character education; career education; democratic citizenship education; human rights education; multicultural education; unification education; Dokdo education; economy and finance education; and environmental and sustainable development education.



### 3. Categories for comparing curriculum contents related to Global Citizenship Education

UNESCO defines Global Citizenship Education (GCED) as ‘...a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive and sustainable’ (UNESCO, 2015, p. 9). The concept includes ‘civic and citizenship education’ but expands it beyond its national ‘boundedness’, transforming its traditional content (which referred to living together in local and national contexts, and relationships with the national political system), through a new perspective and framing, which are defined by the GCED’s global reach. Thus, GCED

‘...represents a conceptual shift in that it recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation’ (UNESCO, 2015, p. 9).

In order to analyse the eight countries’ curricula, it was necessary to distinguish GCED from Civic and Citizenship (CCE) concepts, so as to be able to identify the global citizenship and related concepts in the curricula’s learning goals and content. Thus, a crucial methodological assumption underlying the study has been the need to distinguish GCED from aspects of CCE that have traditionally dealt with international and worldwide topics. Examples are curricular contents or history subjects that deal with historical-geographical ideas about the connections between Europe and the rest of the world; the history of colonialism and imperialism; and, comparisons between conceptions of citizenship across history, or of political ideologies across countries. In looking for evidence of GCED and its related contemporary ideas, this research is after something much more specific and new. This means consistently differentiating new content from traditional content in subjects ‘about the world’.

The following three examples of content referencing the world in the countries’ curricula help to make the issue visible.

#### BOX 1: Examples of content in CCE that do not qualify as GCED content in this study

‘Political regimes in contemporary world: democratic, dictatorial, authoritarian, populists, multiparty and mono-party.’

(Costa Rica, Civic Education Program, Secondary Education, p. 144)

‘Pupils should be taught about:

- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond;

- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.’

(England, National Curriculum, Key Stage 4, Citizenship Education, p. 83)

‘Standard five. Theme: living together in our country Kenya’.<sup>4</sup>

(Kenya, Social Sciences Curriculum, grades 1-9, p. 75)

<sup>4</sup> ‘Standard seven. Theme: living together in Africa’ (from the same Kenyan curriculum, p. 107), would however qualify as connected to meanings of global education. Despite the regional reference in the standard, it goes clearly beyond the nation as the focus of interest and basis for identification.

We argue that none of these curricular recommendations qualify as examples of global citizenship content, because while directly or implicitly evoking beyond-nation meanings, these do not embody a global context or vision as referents. While the curricula of history and social sciences have traditionally referred to international and worldwide dimensions of economics, politics, and ideology, they have neither captured nor referenced the concept of GCED. We therefore narrowed the focus of this study to identifying and locating the new vision of GCED. We note that looking at countries' curricula over time reveals a trend: the older the curriculum the less likely it is that it will contain evidence of global citizenship.

### **Analytical categories for comparing the curricula:**

Global citizenship curriculum definitions exist in a *curriculum implementation organization*, and consist of *curriculum contents*. The analysis of the national curriculum guidelines was organized by domains, which specified each one of these larger analytical distinctions.

In looking at the organizational features of the curricula, it was relevant to our analysis to distinguish the type of organizational architecture. This entailed distinguishing curriculum frameworks from programmes of study, the way in which the curricula organized the relevant goals and contents, as well as the school grades where most of the content related to GCED were concentrated, among other features.

Content was coded by distinguishing three domains. These domains are the basis of UNESCO's most recent and most developed definition of GCED (UNESCO, 2015), as well as the basis of the evaluative framework for civic and citizenship learning results developed by the IEA in its 1999 and 2009 international studies (Schulz et al., 2008; Schulz et al., 2011). The three domains are the cognitive, attitudinal (socio-affective) and behavioural realms of learning that the curricula address.<sup>5</sup> For each one of these domains, key categories of GCED topics were generated for examining and comparing the eight countries' curricula in terms of their orientation and their degree of specificity.

Thus, we came to see these aspects of the curricula as carrying GCED meaning:

- i) Definitions in the **cognitive domain** of the curriculum documents (in both the aims and/or content) which explicitly refer to global systems, structures and processes, and to global issues;
- ii) Definitions in the **attitudinal (or socio-emotional) domain** which explicitly refer to multiple identities, distinguishing their local, national and global levels, and that, in dealing with difference and diversity, refer to their intercultural and international level;
- iii) Definitions in the **behavioural domain** (that is, participation and actions that can be taken individually or collectively) which include or refer to global issues and contexts.

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<sup>5</sup> The final report of the ICCS study, explains that the student questionnaire was used to collect information on constructs, which encompassed citizenship concepts, value beliefs and attitudes, and current civic engagement. Cfr. Schulz, Ainley, Fraillon, Kerr and Losito (2011).

By contrast, we view the following as CCE material: statements of aims and content in the countries' curricula (cognitive, attitudinal and behavioural domains) which refer to *learning to live together* (civil dimension), and learning to relate to the political institutions, processes and issues (civic dimension) which refer to the nation or local contexts.

Within the **cognitive** domain ('global systems, structures and processes' and 'global issues'), we further distinguished these thematic dimensions and categories:

### Cognitive domain categories

#### a. Global systems, structures and processes

Content which refers to the following and similar topics:<sup>6</sup>

- Local, national and global governance system, structures and processes
- Humanitarian law, peace-building, human rights, rule of law
- Transnational corporations.

#### b. Global issues

Content which refers to the following and similar topics:

- Globalization, immigration, north-south relationships, interconnections, interdependence
- Global poverty, global inequality, genocide, intolerance, terrorism, war, diseases (Ebola, HIV & AIDS), refugees
- Climate change, biodiversity, natural disasters, sustainable development.

In the **attitudinal** (socio-affective) domain, we distinguished two dimensions: *multiple identities* and *difference and respect for diversity*, specifying that these should refer to multicultural or international contexts. Within each of these, we further specified these relevant categories:

### Attitudinal (socio-affective) domain categories

#### c. Multiple identities

Content which refers to the following and similar topics:

- Self and others, community, country, world
- Personal, collective, cultural, national, regional and global identities
- Nation and humanity as basis for privileging meanings of identity.

#### d. Difference and respect for diversity: multicultural and/or international contexts-levels

Content which refers to the following and similar topics:

- Empathy, intercultural dialogue, respect, solidarity, tolerance (referring to intercultural or international, regional or world-wide contexts)
- Discrimination, racism
- Values and dispositions for global citizenship.

<sup>6</sup> Selected key meanings for each category derived from UNESCO. 2015. *Global Citizenship Education. Topics and Learning Objectives*. Table C, p. 43. Paris: UNESCO.

Regarding the dimension ‘difference and respect for diversity’, we note that it was not enough for the associated meanings and merely values to appear in statements on learning goals and/or content. Rather, in order to qualify as statements related to global citizenship, we required them to have an explicit connection to transnational, regional or global contexts. Methodologically we consider this stipulation as crucial to prevent GCED from disappearing into the content and meaning of CCE, which occurs frequently.<sup>7</sup>

In the third domain, the **behavioural**, we distinguished only one dimension – *engagement, participation, actions* – and specified these three thematic categories:

### Behavioural domain categories

#### e. Engagement, participation, actions

Goals and content which refer to the following and similar topics:

- Current and future participation in civic protest on global issues
- Information and debates on socio-political issues of global reach
- Direct action on issues of global reach.

We added an additional content area referring to the *discourse of justification* of global citizenship in the curricula, which appears as the first domain in the matrix presented in **Table 2**.

The matrix of 22 categories in **Table 2** is the common parameter, which we used to compare the different countries’ curricula and differentiate them from each other. The matrix can be seen as a metric whose base corresponds to a maximalist version of GCED, and which provides the means for identifying the variation in the different national definitions of citizenship education.

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<sup>7</sup>For example, according to a recent analysis of ‘transversal competencies’ in the curricula of ten Asia-Pacific countries, (Asia Pacific Education Research Institutes Network (2015, Table 6), the following ‘examples of key skills and competencies’ are said to correspond to Global Citizenship: Awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, and sense of belonging. However, we argue that only intercultural understanding has a direct global citizenship meaning. Taking the last category, sense of belonging, as an example, our methodological definition requires a reference to a region of the world, or to humanity, in order to be considered content corresponding to GCED.

TABLE 2: Matrix for coding categories of curriculum contents on global citizenship and associated concepts

<p><b>I. Justification and general orientations about GCED.</b></p> <ol style="list-style-type: none"> <li>1. Justification of GCED (socio-economic, political, cultural, moral).</li> <li>2. Global Citizenship (affirmation; characterization).</li> </ol> <p><b>II. Cognitive domain categories.</b></p> <p><i>Global systems, structures and processes:</i></p> <ol style="list-style-type: none"> <li>3. Global governance systems, structures (institutions) and processes.</li> <li>4. Humanitarian law, human rights, peace building, rule of international laws.</li> <li>5. Trans-national corporations.</li> <li>6. Other (global systems).</li> </ol> <p><i>Global issues:</i></p> <ol style="list-style-type: none"> <li>7. Globalization (socio-economic, political, cultural).</li> <li>8. North-south relationships, developed-developing interconnections, interdependence.</li> <li>9. Climate change, biodiversity, sustainable development.</li> <li>10. Global poverty, global inequality.</li> <li>11. Genocide, terrorism, war, refugees.</li> <li>12. Diseases (Ebola, HIV &amp; AIDS).</li> <li>13. Other (global issues).</li> </ol>	<p><b>III. Attitudinal (socio-affective) domain categories.</b></p> <p><i>Multiple identities:</i></p> <ol style="list-style-type: none"> <li>14. Humanity as privileged referent of identity.</li> <li>15. Nation as privileged referent of identity.</li> <li>16. ‘Embedded identities’: local, national, regional (supra-national), and global.</li> </ol> <p><i>Difference and respect for diversity: multicultural and/or international contexts-levels:</i></p> <ol style="list-style-type: none"> <li>17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts).</li> <li>18. Discrimination, racism. (Referred to intercultural or international, regional or worldwide contexts).</li> <li>19. Values and attitudes for Global Citizenship.</li> </ol> <p><b>IV. Behavioural domain categories.</b></p> <p><i>Engagement, participation, actions:</i></p> <ol style="list-style-type: none"> <li>20. Current and future participation in civic protest on global issues.</li> <li>21. Information and debates on socio-political issues of global reach.</li> <li>22. Direct action on issues of global reach.</li> </ol>
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### Methodology for curricular comparisons

Coding each curricular document consisted in selecting statements from the document that correspond to each one of the categories of the matrix. Whole statements from the curricular documents, which defined a learning goal or content, were used. This means that, in some cases, a given quote was cited more than once, if it included more than one of the topics defined in our categories.

For example, the following quote, from South Korea’s curricular document from the *Integrated Social Studies Programme (grades 10-12)*, includes more than one topic:

'Identify the relationship between globalization and localization; determine the aspects of globalizations through the formation of the global cities and the spatial and economic change from the emergence of multinational corporations in the world; suggest a solution to the problems resulted from the globalizations such as cultural uniformity and destructions; the deepened gap between the poor and the rich; conflicts between the universal ethics and distinct ethics.'

The quote refers to globalization in general but also to other themes: global cities, the poor/rich divide, and multinational corporations. Thus, we included this particular quote three times in our analytical matrix: in category 7, *Globalization*; in category 5, *Multinational Corporations*; and in category 10, *Global poverty*<sup>8</sup> (See Annex 1, South Korea, categories 5, 7 and 10).

For category 3 in the matrix (*Global governance system, structures (institutions), and processes*), **Box 2** presents selected relevant definitions from the curricula of England, South Korea and Colombia.

BOX 2: Examples of curricular definitions for category 3, global governance systems, structures (institutions) and processes

II. Cognitive domain categories	
Global systems, structures and processes	
<b>3. Global governance systems, structures (institutions) and processes</b>	<p><b>ENGLAND</b>            'Pupils should be taught about: (...)            - local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world' (pp. 2–3).</p> <p><b>SOUTH KOREA</b>            - Understand international issues (security, economy, environment, etc.) and analyse the roles and activities carried by international organizations in order to solve those issues. (Politics and Law, grades 10–12, 2015)            - Explore various roles and activities that international organizations such as the United Nations, the international court of justice etc. perform with regards to international issues. (Politics and Law, grades 10–12, 2015)            - Through examining the various examples of global conflicts and cooperation around the world, locate the autonomous role of governments, international organizations and non-governmental organizations. To highlight the importance of the peace, distinguish the negative peace and positive peace. (Integrated Social Studies, grades 10–12. (2015)</p> <p><b>COLOMBIA</b>            - I identify the international organizations that emerged along the 20th Century (UN, OAS...) and assess the impact of their action in the national and international ambits. (Estándares Básicos de Competencias en Ciencias Sociales, grades 10–11, p.131) (2006)</p>

Source: Codified country curricular documents, in Annex 1.

All of the statements related to any of the 22 categories of the matrix came from each country's curriculum documents. Since the different curricula vary markedly in terms of their structure and approach to defining prescriptions, the degree of specificity in their goals and content regarding GCED-relevant meaning also varied accordingly. The total number of selected quotes that were compared for each country therefore varied considerably (see **Table 6**).

<sup>8</sup> We describe this in detail in order to portray the type of interpretive and decision criteria we invoked when coding the curricular prescriptions of the different national cases.



## 4. Findings

What patterns of differences and similarities emerge when the national curricular prescriptions about CCE are compared using analytic categories? In this section, we address this question. First, we discuss the organization of the curricula that were compared and then their content.

### Curriculum organization

We examine here four organizational aspects of the curricula under review. We look first at their general organizational architecture, distinguishing curriculum frameworks from programmes of study. Secondly, we consider whether the content related to GCED in the curricula is based in a subject or crosses subjects. Next, we will characterize the content related to GCED in terms of the learning dimensions it covers, distinguishing knowledge, skills and attitudes. Finally, we consider their relative emphases in terms of the school grades where most of the content related to GCED is focused.

The countries of the study varied in the way they organized their curricula: as **Table 3** shows, some used *curriculum frameworks*, and others used *programmes of study*. Generally speaking, curriculum frameworks contain brief definitions of broad objectives and/or content regarding what children and young people should know or know how to do regarding citizenship, whereas programmes of study include more specific definitions of content and aims, typically referring to one or more specific grades. Taken together, the definition of content along with the reference to specific grades provides guidance or direction on how they should be accomplished pedagogically (that is, times, activities, work of the teacher, assessment). As the first two columns of **Table 3** show, with their comparison of frameworks vs programmes in the curricula, the curriculum framework was the predominant form used by the countries in the analysis: six out of the eight countries exhibited this kind of curricular organization. Costa Rica and Kenya had programmes of study, while France had both forms in its curriculum: programmes of study for its subject-based and grade-referenced content for its civic and morals courses, and a curricular framework for more general competencies, a common block of ‘knowledge, competencies and culture’ (see **Table 3**, the column for ‘other subjects or transversal’).

TABLE 3: Curriculum organization and key subjects of citizenship education content, by countries (primary and secondary levels)

Country	Curriculum Framework	Study Programme or Syllabus	Civic education / Moral education	History and/or Social Sciences	Other subjects or transversal
<b>Colombia</b>	√	--	√ Basic Standards of general competencies in citizenship Grades 1-11	√ Basic Standards of competencies in Social Sciences Grades 1-11	--
<b>Costa Rica</b>	-	√	√ Civics Study Program, Third Cycle. Grades 7-11	√ Social Studies and Civics Study Program, First and 2 <sup>nd</sup> Cycle. Grades 1-6	--
<b>England</b>	√	--	√ Citizenship programmes of study Grades 7-11	√ History programmes of Study Grades 7-9	√ Geography programmes of Study Grades 7-9
<b>France</b>	√	√	√ -Civic education. Grades 1-9 -Morals and Civics Grades 10-11	--	Common axis of knowledge, competencies and culture.
<b>Indonesia</b>	√	--	√ Civic and citizenship (Elementary & Junior High) Grades 1-9	√ Social Science (Elementary & Junior High) Grades 1-9	√ Life Skill (Junior High) Grades 7-9
<b>Iraq</b>	√	--	--	√ Social Studies –key competencies	--
<b>Kenya</b>	--	√	--	√ Social Studies, Primary Grades 1-7 -History and Government Secondary Grades 8-11	--
<b>South Korea</b>	√	√	√- Moral education Grades 3-6 / 7-9 -Moral education- Life and Ethics Grades 10-12 -Moral education- Ethics and Ideology Grades 10-12	√ Social Studies Grades 3-9 -Integrated social studies Grades 10-12 -Social problem inquiry Grades 10-12 -Korean History Grades 10-12 -World History Grades 10-12	√ -Intelligent life/Disciplined life/ Pleasant life Grades 1-2  -Environment (7-9) -Politics and law Grades 10-12

If we look at the subjects, the predominance of Civic/Moral Education (often under different headings), and History and/or Social Sciences is clear. Only France and Iraq present a variation here, in that they positioned their key content in only one of these two subject areas. England's curriculum presented some GCED-relevant contents in its Geography programme of study; the curricula of France, Indonesia and South Korea included various kinds of cross-subject or hybrid definitions (see column 6 in **Table 3**).

Regarding our third question about which dimensions of learning objectives define the curricula, we offer first some background. Traditionally the curriculum encompassing politics, the nation and the law was a subject called, 'civic education', frequently coming at the end of secondary education, whose focus of was knowledge of government and its institutions. Internationally, this vision has been superseded (Davies, 2012; Kerr, 2012; McLaughlin, 1992). The evolution of civic education to citizenship education <sup>9</sup> implies both a thematic expansion and a new conceptualization of learning in this area, centred on the concept of competence; that is, the prior focus on acquiring knowledge has changed to a focus, with a similar emphasis, on skills and attitudes. To this are added the *contexts* and *relations* whereby the school institution fulfils the corresponding learning opportunities (Osley and Starkey, 2006).

McLaughlin (1992), echoed by Kerr (1999), Akar (2012) and others, introduced a distinction between *minimalist* and *maximalist* approaches to citizenship education. According to this distinction, a minimalist approach to citizenship education leads to minimal participation (that is, voting and obeying the laws), while a maximalist approach leads to active participation (that is, showing higher public commitment and orientation). By this typology, the curricula of the eight countries come under the maximalist approach. <sup>10</sup> The schema, shown in **Table 4**, sorts out the dimensions of expanding and reorienting traditional citizenship education to the new, which is apparent in the official curricula of the countries in this study.

**TABLE 4.** Expansion of the focus, sequence and formative aims of CCE within which GCED is positioned

Traditional citizenship education	Citizenship education in existing post-2000 curricula
<p>Focus on political institutions</p> <p>Present in higher grades of secondary education</p> <p>Directed to acquisition of knowledge – focus on content</p>	<p>Focus on competencies for 'living together', intercultural relationships, and political institutions</p> <p>Present throughout the school sequence</p> <p>Directed to acquisition of knowledge, skills and attitudes in contexts of practice with predominance of participative and democratic relations</p>

Source: Adapted from Cox, Jaramillo and Reimers, 2005.

<sup>9</sup> Eloquently represented by the change of name of the IEA international studies and tests of 1999 and 2009, from 'civic education' to 'civic and citizenship study'.

The trio 'knowledge, skills, and attitudes' is evident in how the eight curricula conceive of learning objectives, and is in keeping with the general movement from content to competencies that is apparent in school education worldwide (Benavot and Braslavsky, 2008; Eurydice, 2005; Osley and Starkey, 2006; Richen and Salganik, 2001; Tedesco, Operti and Amadio, 2013).

**Table 5** shows a classification of all the key verbs denoting the competencies to be acquired in the trio of 'knowledge, skills, and attitudes' according to the three domains, cognitive, socio-affective and behavioural. The table leaves little doubt about the greater importance and richness of the cognitive domain when compared with the relative sparseness of the verbs used in the socio-affective and behavioural domains.

TABLE 5: Competency-based curricula: Key verbs denoting 'knowledge, skills, and attitudes' in three domains in the eight countries' curricular statements of aims and content

	<b>Cognitive</b>	<b>Socio-affective, attitudinal</b>	<b>Behavioural</b>
<b>Colombia</b>	Understand, know, recognize, identify, analyse, assess, argue.	Express, respect.	Participate.
<b>Costa Rica</b>	Assessment, recognition, critical analysis	Expression, respect, appreciation.	Development of actions.
<b>England</b>	To know, understand, research, interrogate, debate, evaluate, weigh-up, argue, substantiate, solve.	---	To apply, use, develop, experience.
<b>France</b>	To know, identify, apprehend, understand, recognize, reflect, develop.	Respect, take distance from.	--
<b>Indonesia</b>	Understand, describe, show, identify, mention.	Commitment (to have).	Implement.
<b>Iraq</b>	Understand, investigate, explore, learn, identify.	Appreciate.	Apply.
<b>Kenya</b>	Describe, identify, explain, state, define, demonstrate, discuss, analyse, list, recognize, understand,	Appreciate.	----
<b>South Korea</b>	Investigate, understand, explore, learn, locate, compare, study, research, find-out, acknowledge, analyse, explain, critically analyse, discuss, examine, write, prospect, think of, address.	Respect, be involved, empathize, raise attitude.	Utilize, experience, develop, nurture.

Source: Curricula's quotes, in Annex 1.

Lastly, **Table 6** sums up the information about the distribution by grade (and therefore, by age) of the aims and content referenced by or associated with global citizenship as measured by the percentage of quotations referencing GCED per grade grouping based on all quoted material on aims and content. The table shows interesting variation among countries. England, France and Kenya concentrate their prescriptions at the primary level, as the percentages in Column 2 indicate.<sup>11</sup> Costa Rica's and Indonesia's curricula concentrate their directives associated with global citizenship at the junior-high level (grades 6-9) (see their percentages in Column 3),<sup>12</sup> while both Colombia and South Korea focus their curricular directives on grades 10-12 (Column 4).

TABLE 6: Country distribution of contents per levels of the schooling sequence, and total number of quotes

	Primary (grades 1-5) (% of quotes)	Junior (grades 6-9) (% of quotes)	High (grades 10-12) (% of quotes)	All grades (% of quotes)	Total number of quotations (on aims- contents)
<b>Colombia</b>	29.5	11.4	38.6	20.4	<b>44</b>
<b>Costa Rica</b>	37.0	63.0	--	--	<b>27</b>
<b>England (*)</b>	61.5	38.4	--	--	<b>13</b>
<b>France (**)</b>	62.7	25.5	11.7	--	<b>51</b>
<b>Indonesia (***)</b>	19.3	48.4	--	32.2	<b>31</b>
<b>Iraq</b>	--	--	--	100.0	<b>17</b>
<b>Kenya</b>	35.2	28.1	25.3	11.3	<b>71</b>
<b>South Korea</b>	17.4	18.5	62.5	1.6	<b>184</b>

Source: Curricula's quotes in Annex 1.

**Table 6's** final column ('Total number of quoted aims-contents') also makes it possible to have a first appreciation of the stark differences in approach of each country's curricular documents in treating GCED and related meanings, as indicated by the number of relevant quotes found in their official documents. England's curriculum is the most sparse and general, with only 13 quotes, and is closely followed by the documents from Iraq (17 quotes) and Costa Rica (27 quotes). Colombia's and France's documents almost double these figures, with 44 and 51 quotes, respectively, while Indonesia's curriculum sits between these two, with 31 quotes. At the upper-end of this tally are the curricula of Kenya and South Korea, whose documents laid out the relevant content in greater specificity, the former with 71 quotes and the latter more than doubling this with 184 quotes. It is thus evident that the classic curricular dilemma between coverage and depth has been tackled very differently by our sample of national cases.

11 For the English curriculum: Primary includes curriculum goals and contents grades 1-7; and Junior, grades 8 and 9. For the French curriculum: Primary includes curriculum goals and contents for grades 1-3, 4-6 and 1-9; Junior, grades 7-9; High, grades 10 and 11. For the Kenyan curriculum: Primary includes grades 1-6; Junior level, grades 7-8; and High, grades 9-12. (See Annex 1).

12 Indonesia's curriculum goals and contents are organized in terms of the following: Primary grades 1-5; Junior grades 6-9; All grades, grades 1-9.

As a final point regarding the structure of the different national curricular prescriptions, we note that all eight national curricula were defined in the last 15 years: Kenya's longest ago in 2002, and those from South Korea and France most recently in 2015. All of the curricula bear the marks of the international curriculum categories of the present. Across the national differences observed in each curriculum regarding their unique points of views, two major commonalities are evident: the predominance of the curriculum framework form of organizing the relevant definitions, and the trio of 'knowledge, skills and attitudes' as the universal way of defining the competencies to be acquired. Both of these main features have been conceptualized as curricular isomorphism (Meyer and Ramírez, 2000; Schriewer, 2003).<sup>13</sup>

## Curricular contents

Curriculum content in the area of citizenship condenses the moral and intellectual aims that each nation defines for the school-based learning experiences that are deemed essential for establishing the cultural basis for living together and participating in the political sphere in peaceful and democratic ways. These moral and intellectual aims reflect both national history and identity, on one hand, and answers to the realities of globalization on the other. Because of our specific analytic perspective, the content selected for comparison brings together these two dimensions of the nation and the world; the value of the maps that we will be able to draw has to do with making visible how the different countries articulate or negotiate these two dimensions in their definitions.

**Table 7** presents a mapping of each country's curriculum against the metric of our 22 categories of GCED and related ideas, making it clear if the countries do or do not have definitions regarding each one. In the aggregate, this makes it possible to assess to what extent each curriculum privileges or sidelines the explicit or associated meanings (cognitive, affective and behavioural) of global citizenship.

The table consists of 176 cells generated by the intersection of the eight countries' curricula and the 22 thematic categories for identifying and evaluating their treatment of global citizenship and associated content. Of this total, 80 cells (44.8 %) are filled in, immediately signalling the extent to which this particular sample of contemporary curricula referred to GCED and related concepts. In the discussion that follows, we identify the topics or categories which were addressed most and least, and the resulting patterns of commonalities and differences among the countries' curricula.

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<sup>13</sup> Isomorphism, in this case, is the result of curriculum homogenizing influences at world level based on a world-society, which act over and above regional and national economic and socio-political factors (Benavot 2004a; Kamens, Meyer and Benavot 1996; Meyer, Ramírez and Soysal 1992).



TABLE 7: Global citizenship and associated concepts: Themes included (+) and ignored (--) in the primary and secondary school curricula of eight countries

CATEGORIES	COLOMBIA	COSTA RICA	ENGLAND	FRANCE	INDONESIA	IRAQ	KENYA	SOUTH KOREA
<b>Justification and affirmation of global citizenship concepts</b>								
1. JUSTIFICATION	+	+	--	--	--	+	--	+
2. GLOBAL CITIZEN	--	+	--	--	+	+	--	+
<b>Global Systems structures and processes</b>								
3.GLOBAL GOVERNANCE	+	--	+	--	+	--	+	+
4. INTERNAT. LAWS/ HH.RR.	+	+	+	+	+	+	+	+
5.INTERNAT. CORPORATIONS	--	--	--	--	--	--	--	+
6.OTHER (global systems)	--	--	+	--	--	--	+	--
<b>Global Issues</b>								
7.GLOBALIZATION	+	-	--	--	+	--	--	+
8.NORSOUTH	--	--	--	+	--	--	+	+
9.CLIMATE CHANGE	+	+	--	+	+	+	+	+
10.POVERTY	--	--	--	--	--	--	--	+
11.GENOCIDE	--	--	--	+	--	--	--	+
12.DISEASES	--	--	--	--	--	--	--	--
13.OTHER (Global issues)	--	--	+	--	--	--	+	+
<b>Multiple Identities</b>								
14.HUMAN	+	--	--	+	+	--	--	+
15.NATION	+	+	+	+	+	+	+	+
16.IDENTITIES	--	--	+	+	+	+	--	+
<b>Difference and respect for diversity</b>								
17.INTERCULT	+	+	+	+	+	+	+	+
18.DISCIM	+	+	--	+	--	+	--	+
19. GC VALUES & ATTITUDES	--	--	--	--	+	--	--	+
<b>Engagement, participation</b>								
20. PARTICIP	+	--	--	--	--	--	--	--
21. DEBATES	+	--	--	+	--	--	--	+
22. ACTION	--	--	--	--	--	--	--	+
<b>Total and percentage of 'full' cells per country</b>	<b>11 (50.0%)</b>	<b>7 (31.8 %)</b>	<b>7 (31.2%)</b>	<b>10 (45.4%)</b>	<b>10 (45.4%)</b>	<b>8 (36.4%)</b>	<b>8 (36.4%)</b>	<b>19 (86.4%)</b>

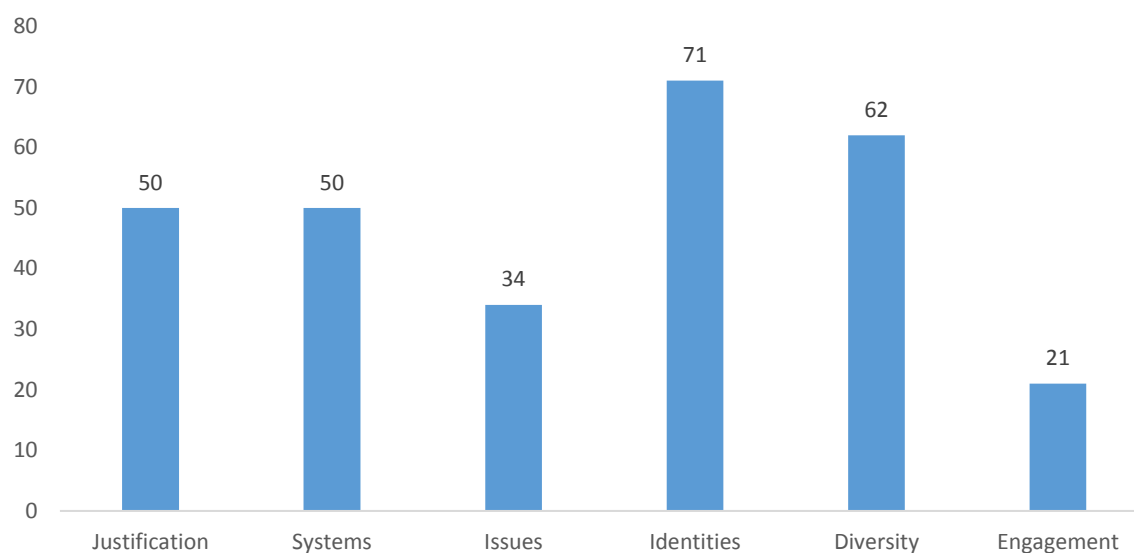
Source: Annex 1: Eight Countries Curricula's Contents.

## Theme comparisons

In the aggregate and based on the information in **Table 7**, which dimensions of GCED do the curricula address more? And less? In other words, what is the relative emphasis given to global dimensions in the curricula?

**Table 8** presents the aggregate percentages of filled ‘thematic cells’ within each of the major dimensions of the analytic matrix for the eight countries collectively; the comparative frequency with which the eight countries’ curricula dealt with the dimensions of global citizenship content become visible.

TABLE 8: Aggregate percentage coverage of thematic dimensions for the eight countries’ curricula



Source: Table 7.

It is important to remember that the frequencies exhibited in the table come from widely diverse societies and schooling systems, which tackle the worldwide or global dimension of what they define as requirements of citizenship life in very different terms, as is immediately evident. Taking this into account, the pattern under analysis may be interpreted as curricular trends which transcend national history and contingencies of how the different curricula were defined. More national cases would be needed to verify this general pattern, however. The dimension most addressed was *multiple identities*, with 71% of the relevant cells filled, indicating curricular definitions by the different countries. This dimension includes three categories: *humanity as privileged referent of identity* (category 14), *nation as privileged referent of identity* (category 15) and *embedded identities: local, national, regional (supra-national) and global* (category 16). It is therefore an ambivalent dimension from the viewpoint of global citizenship, in that it also references the nation and those related meanings, which all eight of the countries’ curricula addressed.<sup>14</sup>

<sup>14</sup> It is an open question if, in future comparisons and quests regarding global citizenship, it is necessary to include this category in the analysis. We thought of it as a key contrasting concept, at the basis of the ‘patriot/cosmopolitan’ divide, which is impossible not to address when global citizenship is discussed.

*Difference and respect for diversity* was second most frequently addressed dimension in the countries' curricula. This dimension is composed of three categories: *intercultural empathy, dialogue, respect* (category 17), *discrimination, racism* (category 18), and *values and attitudes for global citizenship* (category 19). In contrast with the previous dimension, these categories show no ambivalence. Regarding the first category, the curricula had a consensual common orientation towards a vision of 'the other' that was multicultural and approving of differences; with respect to the second, practically all of the countries' curricula condemned discrimination and racism. Regarding the third component, only two countries explicitly referred to values and attitudes for global citizenship, a point to which we will return.

In terms of relative emphasis, explicit justification for global citizenship and related ideas occupies a middle position. With 50% of the relevant cells filled for this dimension, this resembles the aggregate result for the whole analytic matrix (44.8% of cells full): global citizenship is evidently a new and contested concept, accepted by some countries and featured in their curricula and not by others. Further, this acceptance is more consistent with the character of some nations than with others, as the comparative evidence will show.

The two cognitive dimensions distinguished in the matrix, *global systems, structures and processes* (with four categories), and *global issues* (with seven categories), appeared differently in the curricula: 50% of the cells were filled in the first case and 34% in the second. We find the difference between the two dimensions interesting: the fact that the curricula gave more presence to *global systems, structures and processes* than to *global issues* perhaps bespeaks the sound curricular-design criteria of privileging the deeper and longer-standing than the contingent.

Finally, the *engagement, participation, actions* dimension, which includes three categories – *current and future participation in civic protest on global issues* (category 20), *information and debates on socio-political issues of global reach* (category 21) and *direct action on issues of global reach* (category 22) – had a much weaker presence in the curricula of the eight countries than the other dimensions; with only 21% of the relevant cells filled, it was the dimension least represented in the curricula analysed. Evidence suggests that actual participation by students in direct action on issues of global reach, or civic protest on global issues, continues to be beyond what schooling may do. The only category which some curricula included here refers, predictably enough, to information and debates.<sup>15</sup>

Looking again at **Table 7**, if we move the analysis from the dimensions to the categories, which emerge as most salient?

A first salient fact is that, out of the 22 thematic categories, there are only three for which all the national curricula had content: *human rights*, a topic within category 4; *nation* (category 15) and *intercultural empathy, dialogue* (category 17). The fundamental basis for identity continues to be the nation; at the same time, all the curricula referred to human rights as the shared moral core of humanity. Further, in spite of the huge socio-economic and cultural differences among the countries in this analysis, there was, as mentioned previously, a consensual appreciation evident in the curricula of intercultural empathy, dialogue, and respect in terms that transcend national boundaries. This speaks to a new common cultural orientation, which converges with and supports, global citizenship, but has much more to do with the socio-affective domain at a fundamental cultural level than the politics of worldwide citizenship.

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<sup>15</sup> We may add that school settings are structurally not about authentic action: the science that they work on is not that of real scientific research; their technology classes are not equivalent to actual 'action' in this domain. The same applies to civic and citizenship and sustainable development topics and problems. Schools re-contextualize primary meanings produced in society, selecting and filtering them, editing them, building specially protected contexts for the delicate and gradual 'preparation' for adult life, which is their main task to achieve, or produce. On schooling as 'recontextualizing', see Basil Bernstein (1977; 2000).

The topic of *climate change and sustainable development* (category 9), the one global issue that everyone is tackling, was addressed in seven out of the eight curricula.

The global issue *diseases* (category 12) is the only category in the matrix that was not addressed by any of the curricula. Relatedly, there are four categories which were addressed in only one national curriculum: *transnational corporations* (category 5), which was mentioned in South Korea's curriculum; *global poverty, global inequality* (category 10), also mentioned by South Korea; and two categories from the *engagement, participation* dimension, *current and future participation* (category 20), which the Colombian curriculum included, and *direct action on issues of global reach* (category 22), mentioned by South Korea (see **Table 7**).

## Country comparisons

When examining the country comparisons, it is important to remember the enormity of these countries' socio-economic, historical, cultural and educational differences. Curricular definitions by and for national schooling systems are context-dependent political and cultural constructions of high complexity. Awareness of the countries' differences is key, even while comparing their treatment of concepts like global citizenship and related meanings appears to 'equalize' them. Linking the curricular definitions of the different countries with key features of the countries' demographic and socio-political characteristics would certainly be an interesting avenue of analysis. While that was not possible in this study, we offer the following comparative table of key socio-demographic, economic and educational data of the different countries for perspective and contextualization.

TABLE 9: Countries' demographic, socio-economic and education data

Countries	Population (in millions) <sup>(1)</sup>	Human Development Index (value, position, category) <sup>(2)</sup>	GDP per capita <sup>(3)</sup>	% Net enrollment in secondary education <sup>(4)</sup>
	2014	2015	2014	Different years
Colombia	47.79	0.720 (97) High	7,903.9	77.2 (2009)
Costa Rica	4.75	0.766 (69) High	10,415.4	78.1 (2014)
England (U.K)(a)	64.51	0.907 (14) Very High	46,332.0	94.3 (2013)
France	66.21	0.888 (22) Very High	42,732.6	99.2 (2013)
Indonesia	254.5	0.684 (110) Medium	3,491.9	75.2 (2013)
Iraq	34.81	0.654 (121) Medium	6,420.4	44.7 (2007)
Kenya	44.86	0.548 (145) Low	1,358.3	56.5 (2012)
Mongolia	2.910	0.727 (90) High	4,129.4	98.38
South Korea	50.42	0.898 (17) Very High	27,970.5	96.1 (2014)
Uganda	37.78	0.483 (163) Low	714.6	73.86

(a) The data for England corresponds to the United Kingdom.

Source: 1. World Bank Data (<http://data.worldbank.org/indicator/SP.POP.TOTL>); 2. UNDP Data (<http://hdr.undp.org/en/countries>); 3. World Bank Data (<http://data.worldbank.org/indicator/NY.GDP.PCAP.CD>); 4. UNESCO (<http://data.uis.unesco.org/Index.aspx?queryid=166#>)

The table makes clear that we are comparing two European countries with a per capita GDP of more than \$40,000 and a democratic tradition that stretches for centuries with developing countries of middle-income, like Colombia, and of poverty, like Kenya and Uganda; countries from the West and the East; countries that are Protestant, Catholic and Muslim; and countries that are culturally traditional as well as post-modern.

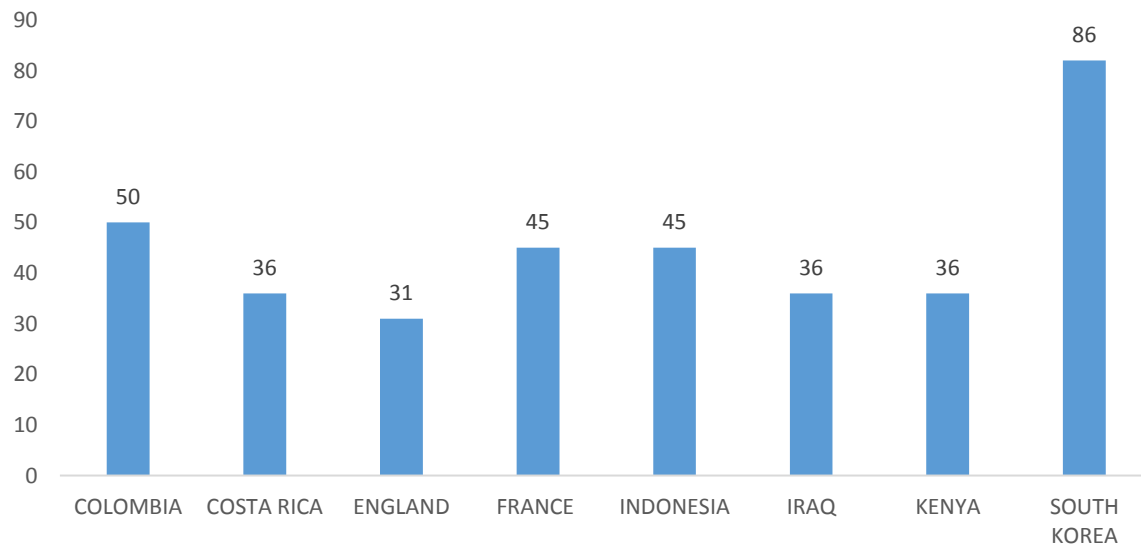
Yet, regarding our question of interest, their curricula show both their national imprint as well as an epochal imprint. In the previous thematic analysis, we have already examined the patterns of the epoch imprint in their curricula, foregrounding the forces that do and do not influence their definitions of what students should experience and what their teachers organize and offer as learning opportunities for global citizenship and related concepts and orientations.

We now turn to the national comparisons, to examine further the pattern of the countries' differences and commonalities, and to lay open the complex question of their relationships with their contexts of origin.

**Table 10** depicts a comparison of the countries on the degree of specificity in their curricular prescriptions regarding topics related to global citizenship. This is represented by the proportion of the themes from the analytic matrix they dealt with in defining their goals and/or content for primary and secondary education.

South Korea's curriculum covered 86% of the topics delineated in our analytic matrix; this highest percentage is followed by the Colombian curriculum, with 50%, while both France's and Indonesia's curricula covered 45% of the thematic categories. At the lower end of this scale, the definitions from Costa Rica, Iraq and Kenya covered just over a third (36%) of the categories, while England's curriculum covered only 31% of the topics related to GCED.

**TABLE 10:** Percentage coverage by the eight curricula of total number of thematic categories of analytical matrix



Source: Table 7.

Going beyond this broad initial representation of the countries' differing emphases on GCED and its associated meanings, we now go directly into the curricula of the different countries. We will describe the main features of each country's curriculum, sometimes grouping them by region, in order to get a more qualitative appreciation of their treatment of global citizenship and its related views.

### Colombia and Costa Rica

Of the two Latin American countries in our study, Colombia's 50% tally is notably greater than Costa Rica's with only 36% of topics covered. So ubiquitous was the presence of the topic of *human rights* in Colombia's curriculum that, with its richness and comprehensiveness, the topic appears to be Colombia's primary source for preparing its future citizens.

Both countries' curricula referred to and justified a global orientation, but only Costa Rica's curriculum explicitly mentioned the concept of global citizenship, with the following: '*national and global citizenship (technology, environment, communication and participation)*' (See Annex 1, Costa Rica, category 16).

Conversely, the Colombian curriculum referred to *globalization*, but not to global citizenship; it defined globalization as a competency to be achieved at the end of the secondary education cycle: '*I recognize the impact of globalization on the different economies and I recognize different reactions before this phenomenon*' (See Annex 1, Colombia, category 7). The Colombian curriculum also recognized the multicultural origins of the legacy that constitutes national identity, and had more references to human rights than to the nation.

In attempting to interpret the relationship of these Latin American curricula with global citizenship, we suggest that they recognize it but do not affirm nor develop the concept in their prescriptions.

### England and France

The curricula of these two European countries differ considerably from each other in their outward orientation to citizenship. France's definitions (2015) covered more topics and its curricula were considerably more specific, as it encompassed both programmes of study and a curricular framework. The England's curriculum (2013) was minimalist regarding 'outward' topics. The main substantive difference in these two countries' curricula concerns their reference to Europe: while England's documents did not refer to European citizenship, this was of evident importance in the French documents.

Thus, in dealing with the category of *global governance*, England's curriculum provided this as content: '*local, regional, and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world*' (See Annex 1, England, category 3). By contrast, the French curriculum referred consistently to the European Union and the 'European project'; it explicitly referenced '*citoyenneté française et citoyenneté européenne*', (See Annex 1, France, category 15), and 'the values of the European union'. In addition, it also had content referring to worldwide problems, international cooperation and the 'common destiny of humanity'.

Both countries' curricula referred abundantly to the nation; neither of them referred to globalization, nor to the global citizen or global citizenship. Rather, they referenced the world context in the more conventional curricular terms of 'world problems' or 'international history', as the following quotes demonstrate.

**France:** 'L'élève identifie ainsi les grandes questions et les principaux enjeux du développement humain, il est capable d'appréhender les causes et les conséquences des inégalités, les sources de conflits et les solidarités, ou encore les problématiques mondiales concernant l'environnement, les ressources, les échanges, l'énergie, la démographie et le climat.'

(Socle commun de connaissances, de compétences et de culture, Bulletin Officiel N° 17, 23.4.2015, p.7)

**England:** 'Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.'

(National Curriculum, History Programmes of Study: Key Stage 1 and 2. p. 2)



In sum, despite their well-established differences, the two European countries in the study had a common approach regarding both globalization and global citizenship: both concepts were left out.

### Indonesia

Indonesia's curriculum covered 45% of the topics in the analytic grid, and was 'outer-oriented' to the same degree as France. In contrast with the latter though, its prescriptions gave central importance to the concept of globalization, comparable only to the curriculum of South Korea, as we will see. In fact, the Indonesian documents mentioned the concept of globalization 11 times (joining Colombia and South Korea, the only other countries that mentioned the concept), and they also referred explicitly to global citizenship.

Regarding globalization, Indonesia's curriculum referred not only to goals of knowledge and understanding, but also to attitudinal goals, as the next quotes show:

'To comprehend the role of Indonesia in global era.'

'Globalization, involving: Globalization in its environment, State political system in globalization, Impact of Globalization, International Relations and International Organizations, and Evaluation of Globalization.'

'To show an attitude to the impact of globalization in their environment:

4.1 To give a simple example on the impact of globalization in their environment.

4.3 To show an attitude toward the impact of globalization in their environment.'

'To comprehend impact of globalization in the life of community, country and state:

3.1 To explain definition and importance of globalization for Indonesia.

3.2 To describe foreign policy in international relation in global era.

3.3 To describe impact of globalization to the life of community, country, and state.

3.4 To have attitude toward globalization impact' (p.13).<sup>16</sup>

(See Annex 1, Indonesia, category 7)

This highly explicit and specified development of learning goals regarding globalization goes hand in hand with an equally explicit and strong national orientation which defined loyalty to the state and a pride in being an Indonesian as official learning goals in the *Civic and citizenship*' area, both for the elementary and junior school levels.

Thus:

'Scope of Civic and Citizenship subject are as follows.

1. Unity and integrity of state, involving: harmonious living in diversity, Environmental care, Proud to be an Indonesian, Sumpah Pemuda (youth oath),<sup>17</sup> Integrity of Unitary State of the Republic of Indonesia, Participation in State Defense, Positive attitude toward Unitary State of the Republic of Indonesia, Justice accountability and warranty' (p. 4).

(See Annex 1, Indonesia, category 15)

We will return to this dual cosmopolitan/nationalist orientation when discussing South Korea's curriculum, the only other one comparable in this study. In sum, the Indonesian curriculum affirmed and developed goals and content that referred to globalization and global citizenship.

<sup>16</sup> The English is from the original Indonesian document.

<sup>17</sup> Sumpah Pemuda means Youth Pledge in Indonesian, and it refers to a declaration made on 28 October 1928 by young Indonesian nationalists. They proclaimed three ideals, one motherland, one nation and one language.

## Iraq

The curricular documents from Iraq that we studied were quite general in their definitions. These documents were the only ones in our study that did not reference grades; that were designed to be part of a consultation process, and were therefore not the definitive curriculum; and that were not developed in an exclusively national process, since UNESCO's Iraq office and IBE-UNESCO were also part of the process. Iraq's curriculum is also at the minimalist end of covering themes, with just over a third of the categories covered.

In its framing paragraphs, the Iraqi curriculum framework defined a double orientation regarding citizenship: to the world and to the nation. Thus:

'Participation and citizenship in the context of Iraq and the wider world. (Young people of Iraq should become proud and responsible citizens). In a rapidly changing world, it is all the more important that young people should be deeply rooted in their own country and culture. They should learn to play an active and responsible role as citizens and should value their heritage and culture. In an increasingly globalized world, they must also be able to look beyond their own country and be aware of their position as global citizens in an increasingly inter-connected and inter-dependent world. Therefore, young people need to become proud and responsible citizens of IRAQ and the wider world.'

(See Annex 1, Iraq, category 1)

The document reveals the same mixture as the Indonesian curriculum, exhibiting both a post-national orientation, with explicit references to global citizenship, and simultaneously deep-rooted definitions of national identity, with more than one connection to attitudes of pride ('proud citizen'). However, in contrast to Indonesia, these two strands were not consistently developed: they were pronounced necessary at the start, but not followed through the different thematic categories of the analytic grid. Thus, this curriculum falls within the same category as the Latin American documents: recognizing but not consistently developing global citizenship or related concepts.

## Kenya

Kenya's curriculum was issued in 2002-2005 and is the oldest of those analysed here. Addressing 36% of the topics from the analytic matrix, it is also more traditional in the ways it deals with the definitions of world-connected themes. As with Costa Rica, *human rights* has a very prominent presence, and this is the only one of the eight national documents that included international trade and *regional trade organizations* as relevant topics. It also has a distinctive description of *global governance structures*, since it refers in detail to United Nations and Commonwealth institutions, as illustrated here:

### **'STANDARD 8.**

#### **5.7 International Co-operation**

##### **5.7.1 Specific Objectives:**

a) describe formation of the U.N; b) identify the agencies and the functions of the U.N; c) highlight and appreciate the achievements of the U.N.; d) state the failures of the U.N; e) explain problems facing the U.N.; f) describe the formation of the Commonwealth; g) state the functions of the Commonwealth ; h) describe the achievements of the Commonwealth; i) identify the failures of the Commonwealth ; j) state problems facing the Commonwealth.

##### **5.7.2 Content**

5.7.2.1 The United Nations (UN)

5.7.2.2 The Commonwealth' (p.121).

(See Annex 1, Kenya, category 3)

The Kenyan curriculum mentioned neither global citizenship nor globalization; it referred instead to ‘international community’ and, stated this general goal of education in a more traditional frame:

‘Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.’

(See Annex 1, Kenya, category 8).

It is also the only one of the eight curricula that referred to patriotism as a value to instil through schooling, as the following delineation of a national goal for education makes explicit:

**‘National Goals of Education. Education for Kenya should:**

**1. Foster nationalism, patriotism and promote national unity**

Kenya’s people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation’ (p. vi).

(See Annex 1, Kenya, category 15).

Regarding the key question of our study, and resembling the two European curricula, Kenya’s curriculum ignored both global citizenship and globalization.

### *South Korea*

The 21 documents analysed from South Korea centre on articulating a strong national identity and an equally strong global orientation.

When comparing the global orientation of this curriculum to all the other national cases in this study, South Korea’s curriculum is unique in its high level of specificity and richness on this dimension. Out of the 31 instances when the terms ‘global citizenship’, ‘global citizen’ or ‘world citizen’ are mentioned in the 41 curricular documents analysed from the eight countries, 27 came from South Korean documents. Furthermore, out of the 49 times that the term ‘globalization’ appeared in the eight curricula, 35 were from the South Korea curricular documents (see **Table 12**).

The rationale for instilling in learners the capacities required of a global citizen is clearly stated in the justification for the *Integrated Social Studies Programme* (grades 10-12).

‘Today, globalization is one of the important factors affecting our lives. The intensified interdependence at the global level has integrated various cultures and different historical experiences of many nations and regions and dramatically expanded the life boundary of each person. However, this increase of interactions through globalization has provoked ethnic, racial, religious, and class conflicts between the regions. This paradox of globalization requires the ability to have the attitudes that understand and respect the diverse culture and values; the ability to identify and analyse the issues within the mutual relations between the groups.

The expansion of the exchange and communication through globalization requires the understanding of cultures of various regions that were developed independently. As globalization continues, this tendency will increase. Therefore, “World History” should be a subject that fosters the attributes of global citizens to the learners who will live in the global world.’

(See Annex 1, South Korea, category 1)

This world-orientation has to be based in a strong national identity, fostered by the knowledge and understanding of national history. The two dimensions unite *'to raise the students to become global citizens with the pride and identity of Koreans'*, as the following quote, from the Korean History Programme (2015), grades 10-12, explains:

'Korean history' is a subject to foster historical reasoning and ability to insightfully discern the modern society by understanding the formation and development of our history. Through the understanding of the competencies demonstrated in the history of our nation with an autonomous and critical perspective, cultivate the qualities to actively lead our history in the twenty first century.

Based on the full understanding of our history and culture, raise the students to become global citizens with the pride and identity of Koreans. Moreover, as an independent Korean, equip the qualities to actively participate in the development of human history in response to globalization.'

(See Annex 1, South Korea, category 15)

There is a further and important dimension which distinguishes the South Korean (and Indonesian) curriculum: uniquely in this sample, these dealt with global citizenship not only as a cognitive dimension of learning, but also explicitly in terms of values, ethical dilemmas and attitudes, as part of the socio-affective dimension of learning. The following quote from the Social Studies Programme of South Korea for primary and lower secondary makes this clear.

'Raise an interest in current global challenges and have an enthusiastic attitude to contribute to the development of the democratic nation and the world.

Acquire the global citizenship (in particular with morals/ethics) by understanding the ethical/moral values that are required to live as global citizens; recognizing various moral issues that are happening in the global world; having participatory attitudes to change these issues.

1. Am I global citizen?
2. What are the ethical/moral issues that global citizens face?
3. How can we solve these ethical/moral issues that global citizens face?'

(See Annex 1, South Korea, category 19)

The South Korean curriculum is thus the richest and most consistent in this sample of countries in affirming and developing goals and contents, both cognitive and socio-affective, referencing globalization and global citizenship.

### Separate country analyses

As mentioned in the Introduction, both Mongolia and Uganda constitute a special case in this study, and are therefore grouped separately in this section.

#### *Mongolia*

Mongolia is a landlocked country with a population of just below three million, who live a nomadic and/or semi-nomadic lifestyle. Mongolia's economy is based on agriculture and livestock. The country has achieved significant economic growth since its transition to a market-based open economy and democracy in 1990 and it is classified as a low middle-income economy in 2015 (Asian Development Outlook 2016, 2016).

Its educational system has progressed steadily, reaching nearly universal coverage in primary education and an 86% net enrolment rate in secondary education. The overall adult literacy rate exceeds 98.38% (UNESCO, 2015a). In addition, Mongolia has made significant progress in its effort to expand access to early learning programmes, particularly in rural and marginalized areas, through the launch of mobile *ger*-kindergartens (*ger* is a traditional Mongolian dwelling) as planned in the Education Sector Master plan (2006-2015)<sup>18</sup>(UNESCO, 2015a). Gross enrolment ratio (GER) in pre-primary education has been raised to 86% in 2012 from 27% in 1999. The Mongolian government still faces challenges: i) quality education in rural areas; and ii) preventing high a drop-out rate in secondary education, particularly boys of the poor herder families and of rural areas (UNESCO, 2015a).

As with Uganda, the limited access to curriculum documents, either in Mongolian or English, made it impossible to include Mongolia in the analysis, in comparable terms to the other eight countries. Instead, we attempted to identify the main orientations and features of the Mongolian curriculum definitions regarding living together and citizenship, garnered from a sample of documents, some official, some secondary sources,<sup>19</sup> which we assessed in terms of their national or global framing.

In general terms, the Education Law of 2002, which was amended in 2006 and 2008, defines the aim of education as educating every citizen with appropriate intellectual, moral and physical capacities and competencies, respecting humanistic principles, and with capabilities to learn, work and live independently. Basic principles of education further state that 'education in Mongolia shall be humane, democratic, continuous and accessible to all and shall be rooted in national and universal civilizational values, progressive traditions and science' (MECS, 2002; National Democracy Action Plan for Mongolia, 2015). In addition, the mission of the education sector, as stated in the Education Sector Master Plan 2006-2015, is described in this way:

'Provide accessible, quality, efficient and sustainable services aimed at developing each citizen of Mongolia to mobilize themselves to live wealthy lives in humanitarian, civic and democratic society, obtaining knowledge, capacity, technology and cultural values needed for resolving issues and working creatively, creating and constantly improving favourable environment and conditions to make equal choices' (MECS, 2006).

Moreover, the national action plan (2012-2016)<sup>20</sup> stipulates that an educated Mongolian shall develop its traditions, culture and heritage to eventually 'enable Mongolia to proudly rise on the world arena.' Within this framework, a government programme, 'Upright Mongolian child', was launched in 2013, focusing on fostering competencies such as 'creative thinking', 'self-confidence', 'informed decision-making', 'collaboration', 'life-long learning', and 'respect for national language, culture, customs and ethics' (MECS, 2012; UNESCO, 2015c).

With respect to the educational policy documents, the grand aim in terms of living-together and the citizenship-related goals and content of the school experience is to build a strong Mongolian patriotism, which combines traditional values and a culture with democratic values.

On the basis of the sparse evidence provided by one official curriculum document, a guideline for implementing a seventh grade citizenship curriculum,<sup>21</sup> and a brief overview of civic education curriculum present in a secondary source,<sup>22</sup> it is possible to put together the following broad and approximate curricular picture.

<sup>18</sup> The 'Education Sector Master Plan (2006-2015)' is considered the same document as 'Master Plan to Develop Education of Mongolia in 2006-2015'.

<sup>19</sup> Like the work by Damdim and Vickers (2015).

<sup>20</sup> Unofficial translation.

<sup>21</sup> 'Guideline to implement curriculum of 'citizenship' for seventh grade of transition in 12-year secondary education schools' (MECS, 2009).

<sup>22</sup> Obtained from Damdin and Vicker's research, 'Education, youth and civic attitudes in post-socialist Mongolia' (2015). The curriculum has been attained from a presentation at the Council for a Community of Democracies (CCD)' Meeting. Uncertain with the grade level.

During the six years of secondary education, the CCE syllabus is equivalent to 35 hours of school-work per year. One GCED concept, *human rights/human rights education*, is prominently and comprehensively visible throughout the guideline, in addition to a brief reference to the domains of *sustainable development*, and national provisions on *globalization*. All of these notions are specifically oriented to the nation and national contexts. Relatedly, **Table 11** shows that global citizenship and connected concepts do not figure in the Mongolian civic education curriculum, which is largely divided into two domains: Mongolian traditions and cultural heritage, and contemporary civic education. In general, fostering active participation through CCE remains strongly at the community, local and national level.

TABLE 11: Civic education curriculum of Mongolia: traditional and contemporary domains

<b>Civic Education content: Traditional domain</b>		
<b>Character/ moral education</b>	<b>Traditional lifestyle</b>	<b>Cultural heritage and national pride</b>
<ul style="list-style-type: none"> <li>- Learning about oneself</li> <li>- Love and care for parents</li> <li>- Traditional respectful ways of communicating with other people</li> <li>- Traditional respect for teachers, knowledge and books</li> <li>- Good and bad deeds: body, language and mind</li> <li>- Kinship and family, respect for home</li> <li>- Respect for nature, and sustainable living</li> </ul>	<ul style="list-style-type: none"> <li>- Traditions related to five kinds of domestic cattle and herding</li> <li>- Traditions related to home and <i>ger</i></li> <li>- Traditions related to appropriate consumption of food and drink</li> <li>- Traditions related to national clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional games</li> <li>- Traditional celebrations and festivals</li> <li>- National symbols</li> <li>- State symbols</li> <li>- National tangible and intangible heritage, cultural values</li> <li>- Traditional ways of thinking</li> </ul>
<b>Civic Education content: Contemporary domain</b>		
<b>Personal dispositions/ citizen's skills</b>	<b>Relationship between the state and citizen</b>	<b>Responsibilities of a citizen</b>
<ul style="list-style-type: none"> <li>- Norms and practices of behaving in a group and in social settings</li> <li>- Respect for others, collaboration</li> <li>- Avoiding smoking, drinking and drugs</li> <li>- Personal safety</li> <li>- Road safety</li> <li>- Reading food labels for personal safety</li> <li>- Protecting oneself and others during possible natural disasters and avoiding household accidents</li> </ul>	<ul style="list-style-type: none"> <li>- Obeying rules and regulations and participating in their formulation</li> <li>- Understanding rights, responsibilities and obligations</li> <li>- Understanding justice and avoiding corruption</li> <li>- Paying taxes</li> <li>- Participation in elections, practicing one's right to elect and be elected</li> </ul>	<ul style="list-style-type: none"> <li>- Accessing state services (police, legal defense, social protection)</li> <li>- Addressing administrative organizations with inquiries and complaints</li> <li>- Accessing banking and other financial services</li> <li>- Participating in real estate, property, share-holding, securities trading and market activities</li> <li>- Participating in the labour market</li> </ul>

Source: A. Gerelmaa, Civic Education in Mongolia, Presentation at the CCD Meeting Ulaanbaatar, 2012<sup>23</sup>

### Uganda

Uganda is a country that has agreed with the UN Sustainable Development Goals. However, as mentioned in the introduction, we could not include Uganda in this comparative analysis due to the lack of digitally accessible curricula. However, a broad characterization of Uganda's curriculum regarding citizenship education and an examination of its positioning with respect to global citizenship is possible.

<sup>23</sup> Damdin and Vickers (2015).



Classified among the UN's list of 48 least developed countries (UN, 2016), Uganda defined an education sector plan in 2004 that promoted an increase of men's and women's participation in the workforce in order to achieve its development goals by 2015 (MOEST, 2004). Having reached the 2015 deadline, the country is still struggling to provide universal access to education. For instance, in 2011, while 91% of children attended primary education, only 25% of those survived<sup>24</sup> until the final grade, grade seven (ANER, UNESCO, 2015). This is the lowest survival rate in school<sup>25</sup> among the countries with available data between 2010 and 2015 in sub-Saharan Africa.

In this context, the main thrust of Uganda's primary education curriculum is to build the cultural basis of national unity and patriotism, as the following quotes make clear:

- (i) To promote understanding and appreciation of the value of national unity, patriotism and cultural heritage, with due consideration of intimal relations and beneficial inter-dependence;
- (ii) To inculcate moral, ethical and spiritual values in the individual and to develop self-discipline, integrity, tolerance and human fellowship; and
- (iii) To inculcate a sense of service, duty and leadership for participation in civic, social and national affairs through group activities in educational institutions and the community; (...)

Source: (a) Ministry of Education and Sports (MoES). (n.d.) *Uganda Thematic Curriculum P1-P3*; (b) Ministry of Education and Sports (MoES). 2008. *History Teaching Syllabus. Senior 1 to 4*. National Curriculum Development Centre.

This focus on national unity is quite directly related to a socio-political context of prolonged ethnic crisis and war, both in the country and among its neighbours, all of whom (Rwanda, South Sudan and Congo) have been in crisis.

A review of the available curricular documents further reaffirm that a strong sense of patriotism is reinforced through the teaching of social studies and humanities. It is explicitly stated that social studies and humanities are aligned to the general aim of education as prescribed in the Government White Paper on the Education Policy Review Commission Report (1992) (MoES, 2009, p. vii).

More specifically, learning outcomes in the social studies syllabus for fourth grade encourage active civic participation, which remains at a national, local or community level. One learning outcome is worded similarly to GCED's vision 5: 'Understand the importance of interdependence of people and nations.' Yet nothing in the syllabus illustrates how this learning is taking place with reference to the global level. Another example is that the learning outcome of 'willingness to participate in democratic and civic process of one's country' is taught through the topic 'Our leaders in the district' (p. 19).

- '(...) Obeying laws; Participating in community work; Doing Productive activities; Caring for the sick, going to school.
  - Participating in making laws.
  - Maintaining proper sanitation.
  - Helping and caring for others.
- Suggested activity:** Making campaign against people who abuse peoples' rights in the school and neighbourhood' (p. 20).

Source: Ministry of Education and Sports (MoES). 2009. *Social Studies Syllabus. Primary Four*. National Curriculum Development Centre.

<sup>24</sup>Survival rate per grade: Percentage of a cohort of pupils (or students) enrolled in the first grade of a given level or cycle of education in a given school year, who are expected to reach successive grades. (UNESCO-UIS, 2009)

<http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf>

<sup>25</sup> IBIDEM

Far from a post-national perspective of global referencing with cognitive and/or socio-affective goals, Uganda's curricular prescriptions regarding day-to-day living and citizenship are unequivocally local and nation-referenced.

### Summing-up country comparisons

In bringing this report on findings from the comparative study to a close, we offer a conceptualization of the myriad differences, as well as similarities regarding global citizenship and its presence in the school experience, as regulated by official curricular prescriptions, in terms of three positions:

- Position one *affirms and develops* the concept of GCED and associated ideas or topics as a constituent component of citizenship education.
- Position two *recognizes* the concept of GCED and associated ideas or topics and their relevance in citizenship education, without consistently integrating it into the curriculum.
- Position three *ignores* the concept of GCED and associated ideas or topics, not mentioning it as part of the citizenship education area in the curriculum.

The countries of the study distribute themselves more or less evenly among these three positions, as we suggested when presenting the qualitative comparison of the curricula. The South Korean and the Indonesian curricula fall clearly within the first position, affirming and consistently developing GCED notions in their prescriptions. The curricula of Costa Rica, Colombia and Iraq correspond to the second position: all three of them recognized the concept of GCED and included it in their definitions, but not consistently. Finally, the curricula of England, France and Kenya occupy the third position of ignoring the concept.

The evidence in **Table 12**, our final comparative table, supports this 'three positions' concept. **Table 12** presents a comparison of the number of times that nine key words and equivalent terms were mentioned in each country's national curriculum: *Global Citizenship, Globalization, International, Nation, Pride (in national identity), Patriotism, Human Rights, Diversity*. These terms point to crucially different contexts and levels for defining 'the other' about which each national schooling experience seeks to communicate its chosen meanings and to create particular capacities for living together and relating to the political sphere. The first three terms – *global citizenship, globalization, international* - reference meanings 'beyond nation': the first two, according to GCED concepts, and the third, in traditional terms. The next three terms – *nation, pride, patriotism* – refer to the nation, which is still the fundamental basis for identity and the construction of citizenship. Finally, *human rights* and *diversity* point first to the moral basis of contemporary citizenship, and to the new worldwide cultural principle of valuing difference and 'otherness' as richness and expansion, rather than risk or menace.

In **Table 12**, we have distinguished these global-political, national, and moral-cultural dimensions of meanings in the curricula, using different colours so as to make the patterns of the countries' choices and emphases more visible. The countries' choices and emphases are depicted by the number of times the different key words figure in their definitions.

TABLE 12: Comparative quantitative presence of key concepts in 8 countries' selected curricular documents

	Global citizen/ global citizenship/ world citizen	Globalization	International	Nation/ National Or unity of State	Pride (in national identity)	Patriotism	HHRR	Diversity
COLOMBIA	--	3	3	3	--	--	15	1
COSTA RICA	1	--	3	2	--	--	13	2
ENGLAND	--	-	7	6	--	--	1	1
FRANCE	--	--	5	4	--	--	5	9
INDONESIA	1	11	16	4	1	--	7	1
IRAQ	2	--	3	-	3	--	11	6
KENYA	--	--	14	25	--	3	24	1
SOUTH KOREA	27	35	59	13	1	--	24	22
<b>Total N° of mentions</b>	<b>31</b>	<b>49</b>	<b>110</b>	<b>57</b>	<b>5</b>	<b>3</b>	<b>100</b>	<b>43</b>

Source: Coded curriculum documents per country in Annex 1.

'Position one' countries, that is, South Korea and Indonesia, exhibit a distribution of key words (see circled cells in both) suggesting that their curricula are explicit about both *global citizenship* and *globalization*, although at different levels of intensity: Indonesia mentioned the term 'global citizen' (or citizenship) once, while South Korea mentioned it 27 times. This difference widens regarding the term *globalization*, which appeared 11 and 35 times, respectively. Both countries used the term *international* generously. The much-noted strong national orientation in both curricula is also visible in the relevant area in **Table 12**, with both nations referring to pride regarding national identity; equally, both countries avoided the term *patriotism*. Finally, the two curricula expressed value for *human rights*, although, again, with different intensity (24 references in South Korea's curriculum, and seven references for Indonesia). The similarity between the two curricula breaks down with the term *diversity* which was mentioned 22 times in the South Korean curriculum, and only once in Indonesia's.

'Position two' is evident in the inconsistency with which the curricular documents from Colombia, Costa Rica and Iraq deal with the concepts of *global citizenship* and *globalization*: the three countries referred to one or the other of the two concepts minimally, but none treated both of them. These countries' curricula are very similar regarding all the other key words, as the numbers for *international*, *nation*, *human rights* and *diversity* demonstrate. The only difference is the previously noted reference to 'pride' – concerning national identity – in the Iraqi documents, which was absent from the Latin American curricula.

Finally, our characterization of 'Position three' is immediately evident in the silence of the curricular documents from England, France and Kenya with respect to *global citizenship* and *globalization*, as the empty cells in the designated columns indicate. These three countries are comparable (in terms of presence in their curricula, not meaning) regarding the term *international*, but not other key terms compared in **Table 12**. Particularly, a stark difference results regarding the use of the terms *nation* and *patriotism*: the Kenyan documents mentioned *nation* 25 times (compared with six for England and four for France), and, as noted previously, join Mongolia and Uganda as the three countries in the sample that mentioned *patriotism*.

Indeed, both Uganda and Mongolia also belong to 'Position three': the sections of their official prescriptions that we could access and examine did not contain references to *global citizenship* or *global contexts of living together*, while, at the same time, both countries' education was explicitly directed towards forming a *national identity* and strengthening *patriotic values*.

## 5. Conceptual distinctions on global citizenship: strong and weak versions

We conclude this report on our study with some reflections on the concept of global citizenship so as to put our eight countries' curricula and their differing positions regarding the concept against a larger conceptual framework.

As stated at the outset, the concept of global citizenship is generally contested. In the fields of political philosophy and political science, it is a subject of dispute between 'cosmopolitans and patriots' (Nussbaum et al., 1995; Viroli, 1996), and it is also contested in education. UNESCO's current definitions on GCED take a clear position in this discussion; we use the conclusion of our comparative analysis to characterize that position.

Heater's (1997)<sup>26</sup> schematic helps us to draw the required distinctions.

TABLE 13: The meanings of world citizenship (Heater, 1997)

VAGUE.....		.....PRECISE	
Member of the human race	Responsible for the condition of the planet	Individual subject to moral law	Promotion of world government

The first category in Heater's schematic includes those people 'who feel linked to others and who often take it upon themselves to act in the interests of the world community'<sup>27</sup>; the second is more specific regarding the range and nature of the resulting attitudes and actions, and would include, for example, working for conservation. The third category refers to relevant laws of international reach, for example, natural law and international law from the Conventions on Human Rights. The fourth category includes those in favour of a world government (Held, 1995).

Regarding the fourth category, Wringe (1999), quoted in Davies et al, (2005), has argued that it is 'a prime misconception 'that a global polity is necessary before global citizenship can exist' (p. 6). Instead, it is more realistic to use a concept of *global governance* 'understood not as government but as a minimum framework of rules necessary to tackle global problems guaranteed by a diverse set of institutions including both international organizations and national governments' (Davies et al., 2005, p. 72

A recent (2015) work from University of California/Berkeley educational comparatist and policy analyst, Carlos Alberto Torres, defines global citizenship in terms which we find close to the definitions in the curricula we studied.

'I see global citizenship as being marked by an understanding of global ties and a commitment to the collective good. As a concept, global citizenship education should contribute directly to this.'

Torres (2015) proposes the concept of 'democratic multicultural citizenship':

'... in which education helps students to develop the abilities to work across social and cultural differences in a quest for solidarity. Such skills are essential to citizenship in a multicultural, global environment' (pp. 268–269).

<sup>26</sup> In Davies, Evans and Reid (2005).

<sup>27</sup> Davies, Evans and Reid (2005), p. 71.

These definitions are closer to the 'vague' pole in Heater's (1997) schematic of almost two decades ago, and we find them to be closer to what the curricula and the field of education worldwide define as cognitive and socio-affective meanings regarding citizenship, using terms that transcend the traditional national boundaries, and are relevant to the realities of globalization. As the comparative analysis has shown, none of the curricula endorsed strong versions of cosmopolitanism; rather, all of them had prescriptions which embody 'weak forms' (Peterson, 2012). Further, as we have seen, only two of the eight curricula consistently referred to global citizenship and globalization, even though all of them proposed either goals or content which referenced world-context meanings.

According to the preceding distinctions and facts about the curricula, our codification and analytical effort determined the extent of the presence of global citizenship content and related beyond-nation content in the different curricula. It is these latter that are predominant in the national documents examined. This fact leaves much to ponder about the utopian/non-utopian character of global citizenship and the consistent presence in practically all of the revised curricula of three axes of meaning. Those axes are: human rights; intercultural empathy of international, regional or worldwide contexts (these two occurring in all the curricula); and, climate change and sustainable development (this also in all the curricula except that from England). These axes all point to a moral basis for living together and relating, along with how we produce the material foundation of modern society, issues that are rooted in values that are larger than the state, whether they are international, global, or regional.

Based on this study's sample of countries, which are examples of different regions and different levels of development in the world as well as primary historic and cultural differences, we can answer the question posed at the beginning: Has contemporary schooling realigned its purposes towards helping students 'to be competent citizens in an age of globalization', or not? We offer a qualified answer that points to two realities evident in the set of curricula that we examined. First, consistent treatment of the concept of global citizenship is the exception, found only in the national curricula of two countries from Southeast Asia. At the same time, all of the curricula have visibly moved the boundaries defining the 'others', both those of concern and of solidarity, beyond the nation. Nevertheless, the nation continues to be, everywhere, the fundamental basis of identity.

In closing, this study of the comparisons of national curricula on citizenship education and globalization raises more questions than answers. It appears clear that striking a balance between aligning with universal commitments and responsibilities and enduring centrality of the nation state as the primary citizen agency for belonging and identity is a major challenge (Kymlicka, 2000; Pashby, K. 2008; Reid, A., Gill J. and Sears, A. 2010) and that only some national curricula are starting to address this challenge.



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## ANNEX 1

### EIGHT CURRICULA'S CONTENTS ASSOCIATED WITH THE CONCEPT OF GCED: Colombia, Costa Rica, England, France, Indonesia, Iraq, Kenya, South Korea

#### Methodology for quantifying curriculum goals and contents

The Annex that follows contains the curriculum definitions of goals and contents associated with GCED, of each of the eight countries whose curricula could be compared. This includes Colombia, Costa Rica, England, France, Indonesia, Irak, Kenya and South Korea, and leaves out Mongolia and Uganda.

The official curriculum texts typically may contain some or all of the following four types of definitions: framing texts, or argumentation that justifies and/or explains the approach of the civic and citizenship curriculum; texts defining learning goals; texts defining learning contents; and, finally, texts that refer to activities which are offered as possibilities for teachers and students.

Throughout what follows, we have considered a unit to be counted as a 'curriculum quote':

- i) the argument or main meaning included in a paragraph in a framing text;
- ii) a curriculum goal or purpose;
- iii) a curriculum content; and
- iv) a curriculum activity.

In the counting of goals and contents, as it will be observed, there are repetitions: a given content may figure in more than one category of the analytical matrix as in the following example from the French Curriculum:

'Citoyenneté française et citoyenneté européenne: principes, valeurs, symboles.'

This content corresponds to *Category 15: Nation as privileged referent of identity*.

At the same time, it also corresponds to *Category 16: 'Embedded identities': local, national, regional (supra-national) and global*.

Further, when a list of goals or contents corresponds to the specification of the same concept or topic, all its items are counted as one, like in the case of the following example of goals from the curriculum of Kenya:

#### [4] 25.00 INTERNATIONAL RELATIONS

##### Specific objectives

- a) analyse the reasons for the formation of major international organizations
- b) describe the structure of major international organizations
- c) discuss the functions of major international organizations
- d) analyse the performance of major international organizations.'

In contrast, when in a list, every item corresponds to a distinct concept or learning purpose, each item is counted as a distinct one, like in the following example, from the curriculum of South Korea.

[34] Topics to Explore and Activity Examples

- Compare the 'Declaration of human and citizens' right' during French Revolution (1789) and the 'Universal Declaration of human rights (1948)' and examine the definition of human rights based on the historical backgrounds and contexts.

[35]

- Explore a newly required or appeared content (culture) of human rights due to the social change, which was not covered in the past.

[36]

- Study/explore the realization of human dignity and ensuring human rights through our Constitution and discuss the concrete ways to fulfil.

[37]

- Research the historical cases of civil disobedience (Gandhi, Martin Luther King Jr., etc.) and present the conditions where civil disobedience can be justified

[38]

- Collate a variety of human rights index, released by reliable international organizations; indicate the country index on the world map; and identify the regional characteristics.

## COLOMBIA

### Curriculum documents:

Ministerio de Educación Nacional (MEN). 2006. *Estándares Básicos de Competencias en Lenguaje, Matemáticas, Ciencias y Ciudadanas*. Guía sobre lo que los estudiantes deben saber y saber hacer con lo que aprenden.

Ministerio de Educación Nacional (MEN). 2006. *Estándares Básicos de Competencias en Ciencias Sociales y Naturales*.

### Subjects and grades covered:

	grades 1 to 3	grades 4 & 5	grades 6 and 7	grades 8 and 9	grades 10 and 11
<i>Estándares Básicos de Competencias Ciudadanas Generales y Específicas</i> <b>Citizenship General and Specific Competencies Standards - CCS</b>	X	X	X	X	X
<i>Estándares Básicos de Competencias en Ciencias Sociales</i> <b>Social Sciences Competencies Standards - SSS</b>	X	X	X	X	X

### Glossary:

<i>Estándares Básicos de Competencias Ciudadanas Generales y Específicas</i> <b>Citizenship General and Specific Competencies Standards</b>	<b>CCS</b>
<i>Estándares Básicos de Competencias en Ciencias Sociales</i> <b>Social Sciences Competencies Standards</b>	<b>SSS</b>

I. Justification and general orientations about GCED <sup>28</sup>			
	Subject code	Grade	Quote
1. Justification of GCED (socio-economic, political, cultural, moral)	CCS	General introduction of document.	<p><b>Justificación.</b></p> <p>[1] “La ciudadanía es un mínimo de humanidad compartida.”</p> <p>[2] “En efecto, pensar en todos los seres humanos supone tener presentes los intereses de aquellas personas que consideramos muy distintas a nosotros (...) también de aquellos que por estas u otras razones nos producen sentimientos de rechazo y de odio y claro está, de todos aquellos a los que no conocemos y que quizás nunca conoceremos –como es el caso de quienes habitan en otra región o incluso en otro país–.”</p> <p>[3] “El más significativo de estos acuerdos es la <i>Declaración Universal de los Derechos Humanos</i>, en cuyo preámbulo se enuncia: “...la libertad, la justicia y la paz en el mundo tienen por base el reconocimiento de la dignidad intrínseca y de los derechos iguales e inalienables de todos los miembros de la familia humana...”.</p> <p>[4] “El texto de dicha Declaración, (...), se constituye en un “ideal común por el que todos los pueblos y naciones deben esforzarse” que debe ser “distribuido, expuesto, leído y comentado en las escuelas y otros establecimientos de enseñanza, sin distinción fundada en la condición política de los países o de los territorios.”</p> <p>[5] “Al ser los Derechos Humanos el marco de los Estándares Básicos de Competencias Ciudadanas, formar en competencias ciudadanas significa formar en y para los Derechos Humanos.”</p>
2. Global Citizenship (affirmation, characterization)			

<sup>28</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the ‘justification’ or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.



II. Cognitive domain categories			
Global systems, structures and processes			
3. Global governance system, structures (institutions) and processes	SSS	10-11	[6] “Identifico las organizaciones internacionales que surgieron a lo largo del siglo XX (ONU, OEA...) y evalúo el impacto de su gestión en el ámbito nacional e internacional” (p.131).
4. Humanitarian law, human rights, peace-building, rule of international laws		Introd. General.	[7] Derechos Humanos: “Al ser los Derechos Humanos el marco de los Estándares Básicos de Competencias Ciudadanas, formar en competencias ciudadanas significa formar en y para los Derechos Humanos. Esta Declaración y su aplicación mundial son de vital importancia para prevenir calamidades en el futuro de la humanidad. Como se manifiesta en el preámbulo de la misma, “el desconocimiento y el menosprecio de los derechos humanos han originado actos de barbarie ultrajantes para la conciencia de la humanidad” (por ejemplo, el Holocausto el Siglo XX). Así, entonces, esta Declaración protege los Derechos Humanos para que “el hombre no se vea compelido al supremo recurso de la rebelión contra la tiranía y la opresión” (p. 9).  [8] “Los Derechos Humanos son el conjunto de derechos civiles, políticos, económicos, sociales, ambientales y culturales de todas las personas del mundo, en todas las circunstancias” (p. 10).
	CCS	4-5	[9] “Conozco los derechos fundamentales de los niños y las niñas. ( <i>A tener nombre, nacionalidad, familia, cuidado, amor, salud, educación, recreación, alimentación y libre expresión...</i> )” (Conocimientos) (p. 172).  [10] Los derechos de la infancia son hoy particularmente relevantes en Colombia y en el mundo. La Constitución de 1991 acoge los Derechos Humanos de todos los niños y niñas que están reunidos en la Convención sobre los Derechos del Niño aprobada unánimemente en 1989 por la Asamblea General de las Naciones Unidas <sup>12</sup> y, desde entonces, ratificada por 192 países, entre ellos Colombia. Esta Convención promueve una nueva concepción de la niñez en la que los menores de edad no se entienden como sujetos pasivos bajo el poder de decisión de sus padres, sino como agentes activos, sujetos de sus propios derechos, partícipes de las decisiones sociales. Introd. p.152).

	CCS	6-7-	<p>[11] “Conozco la Declaración Universal de los Derechos Humanos y su relación con los derechos fundamentales enunciados en la Constitución. (Conocimientos)” (p.174).</p> <p>[12] “Comprendo que, según la Declaración Universal de los Derechos Humanos y la Constitución Nacional, las personas tenemos derecho a no ser discriminadas” (Conocimientos).</p> <p>[13] “Reconozco que los derechos se basan en la igualdad de los seres humanos, aunque cada uno sea, se exprese y viva de manera diferente.” (Conocimientos)” (p. 174).</p>
	CCS	10-11	<p>[14] “Utilizo distintas formas de expresión para promover y defender los derechos humanos en mi contexto escolar y comunitario. (Competencias comunicativas)” (p. 178).</p> <p>[15] “Conozco los principios básicos del Derecho Internacional Humanitario (por ejemplo, la protección a la sociedad civil en un conflicto armado)” (Conocimientos). (p. 178).</p>
	SSS	4-5	<p>[16] “Conozco los Derechos de los Niños e identifico algunas instituciones locales, nacionales e internacionales que velan por su cumplimiento (personería estudiantil, comisaría de familia, Unicef...)” (p. 125).</p>
5. Trans-national corporations			
6. Other (global systems)			
<b>Global Issues</b>			
7. Globalization (socio-economic, political, cultural)	SSS	10-11	<p>[17] “Identifico y analizo las diferentes formas del orden mundial en el siglo XX (Guerra Fría, globalización, enfrentamiento Oriente- Occidente...)” (p. 131).</p> <p>[18] “Identifico algunos factores que han dado origen a las nuevas formas de organización de la economía mundial (bloques económicos, tratados de libre comercio, áreas de libre comercio...)” (p. 131).</p> <p>[19] “Analizo las tensiones que los hechos históricos mundiales del siglo XX han generado en las relaciones internacionales (Guerra Fría, globalización, bloques económicos...)” (p. 131).</p> <p>[20] “Reconozco el impacto de la globalización sobre las distintas economías y reconozco diferentes reacciones ante este fenómeno” (p. 131).</p>
8. North-south relationships, developed-developing interconnections, interdependence			
9. Climate change, biodiversity, sustainable development	SSS	1-3	<p>[21] “Reconozco que los recursos naturales son finitos y exigen un uso responsable” (p.123).</p>
	SSS	8-9	<p>[22] “Asumo una posición crítica frente al deterioro del medio ambiente y participo en su conservación” (p. 129).</p>

	SSS	10-11	[23] “Explico y evalúo el impacto del desarrollo industrial y tecnológico sobre el medio ambiente y el ser humano” (p. 131).  [24] “Analizo críticamente los factores que ponen en riesgo el derecho del ser humano a una alimentación sana y suficiente (uso de la tierra, desertización, transgénicos...)” (p. 131).
10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees			
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)			
<b>III. Attitudinal (socio-affective) domain categories</b>			
<b>Multiple identities</b>			
14. Humanity as privileged referent of identity	Social Sciences Standards (SSS)	Introduction to document	[25] “una adecuada formación en ciencias fomenta el respeto por la condición humana y la naturaleza, que se traduce en una capacidad para tomar decisiones en todos los ámbitos de la vida, teniendo presente sus implicaciones en cada uno de los seres que habitamos el planeta (...), en ese gran conjunto que hemos llamado la Tierra y que los seres humanos hemos ayudado a configurar.”  [26] “De igual manera, comprender quiénes somos, cómo nos hemos constituido en seres humanos, qué caminos hemos recorrido, qué nos caracteriza, qué sentido le damos a nuestra presencia en la Tierra” (p. 107).
15. Nation as privileged referent of identity	SSS	1-3	[27] “Me reconozco como ser social e histórico, miembro de un país con diversas etnias y culturas, con un legado que genera identidad nacional” (p. 122).  [28] “Identifico y describo algunos elementos que permiten reconocermme como miembro de un grupo regional y de una nación (territorio, lenguas, costumbres, símbolos patrios...)” (p. 122).
16. ‘Embedded identities’: local, national, regional (supra-national) and global.			
<b>Difference and respect for diversity: multicultural and/or international contexts-levels<sup>29</sup></b>			

<sup>29</sup> As the effort is to distinguish the presence of GCED in the curriculum, it is not enough that the referred meanings-values (empathy, dialogue, respect, solidarity, or equivalent) appear in observed statements on learning goals and/or contents, but they need to have an explicit connection to transnational, regional or global contexts.

17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts)	CCS	4-5	[29] “Reconozco lo distintas que somos las personas y comprendo que esas diferencias son oportunidades para construir nuevos conocimientos y relaciones y hacer que la vida sea más interesante y divertida” (Competencias cognitivas y conocimientos) (p. 173).
		8-9	[30] “Comprendo el significado y la importancia de vivir en una nación multiétnica y pluricultural” (Conocimientos).  [31] “Comprendo los conceptos de prejuicio y estereotipo y su relación con la exclusión, la discriminación y la intolerancia a la diferencia” (Conocimientos).  [32] “Comprendo que la discriminación y la exclusión pueden tener consecuencias sociales negativas como la desintegración de las relaciones entre personas o grupos, la pobreza o la violencia” (Competencias cognitivas).  [33] “Respeto propuestas éticas y políticas de diferentes culturas, grupos sociales y políticos, y comprendo que es legítimo disentir” (Competencias integradoras) (p. 177).
	CCS	10-11	[34] “Identifico y analizo dilemas de la vida en los que los valores de distintas culturas o grupos sociales entran en conflicto y exploro distintas opciones de solución, considerando sus aspectos positivos y negativos” (Competencias cognitivas y comunicativas).  [35] “Argumento y debato dilemas de la vida en los que los valores de distintas culturas o grupos sociales entran en conflicto; reconozco los mejores argumentos, así no coincidan con los míos.” (Competencias cognitivas y comunicativas). (p.179)
	SSS	1-3	[36] “Reconozco características básicas de la diversidad étnica y cultural en Colombia” (p. 122).
	SSS	6-7	[37] “Identifico los aportes culturales que mi comunidad y otras diferentes a la mía han hecho a lo que somos hoy” (p. 122).  [38] “Reconozco y valoro la presencia de diversos legados culturales –de diferentes épocas y regiones– para el desarrollo de la humanidad” (Competencia general) (p.126).
18. Discrimination, racism (referred to intercultural or international, regional or worldwide contexts)	CCS	10-11	[39] “Construyo una posición crítica frente a las situaciones de discriminación y exclusión social que resultan de las relaciones desiguales entre personas, culturas y naciones” (Competencias cognitivas) (p. 179).  [40] “Reconozco las situaciones de discriminación y exclusión más agudas que se presentan ahora, o se presentaron en el pasado, tanto en el orden nacional como en el internacional; las relaciono con las discriminaciones que observo en mi vida cotidiana” (Conocimientos y competencias cognitivas) (p.179).

19. Values and dispositions for Global Citizenship (GC)			
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
	<b>Subject code</b>	<b>Grade</b>	<b>Quote</b>
20. Current and future participation in civic protest on global issues	CCS	10-11	[41] “Participo constructivamente en iniciativas o proyectos a favor de la no-violencia en el nivel local o global. (Competencia General – Dimensión Convivencia y Paz)” (p.178).
21. Information and debates on socio-political issues of global reach	CCS	10-11	[42] “Analizo críticamente las decisiones, acciones u omisiones que se toman en el ámbito nacional o internacional y que pueden generar conflictos o afectar los derechos humanos” (Competencias cognitivas).  [43] “Analizo críticamente la situación de los derechos humanos en Colombia y en el mundo y propongo alternativas para su promoción y defensa” (Competencias cognitivas e integradoras) (p. 178).  [44] “Analizo críticamente y debato con argumentos y evidencias sobre hechos ocurridos a nivel local, nacional y mundial, y comprendo las consecuencias que estos pueden tener sobre mi propia vida” (Competencias cognitivas y comunicativas) (p. 179).
22. Direct action on issues of global reach			

## COSTA RICA

### Curriculum documents:

Ministerio de Educación Nacional. 2013. *Programa de Estudios Sociales y Educación Cívica. Primer y Segundo Ciclo de la Educación General Básica.*

Ministerio de Educación Nacional. Septiembre. 2009. *Programa de Estudio Educación Cívica. Tercer Ciclo de Educación General Básica y Educación Diversificada.*

### Subjects and grades covered:

	<b>Subject covered</b>	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-11
Ministerio de Educación Nacional -2013 Programa de Estudios Sociales y Educación Cívica, Ciclos I y II	Social Studies and Citizenship	x	x		
Ministerio de Educación Nacional -2009 Programa de Educación Cívica, Ciclos III y Educación Diferenciada	Citizenship			x	x

### Glossary:

Programa de Estudios Sociales y Educación Cívica, Ciclos I y II	<b>SSCE I &amp; II</b>
Programa de Educación Cívica, Tercer Ciclo de Educación General Básica (grados 7-9) y Educación Diversificada (grados 10-11).	<b>CE III &amp; IV</b>



I. Justification and general orientations about GCED <sup>30</sup>			
	Subject code	Grade	Quote
1. Justification of, or reference to GCED (socio-economic, political, cultural, moral)	SSCE I & II	4-6	[1] “Somos parte de la sociedad humana y la Tierra es el lugar donde vivimos: Costa Rica como parte de una ciudadanía global” (p. 129).
2. Global citizenship (affirmation, characterization)	CE III & IV	8	[2] “La ciudadanía nacional y la global (la tecnología, el ambiente, comunicación y participación)” (p. 76).
II. Cognitive domain categories			
Global systems, structures and processes			
3. Global governance system, structures (institutions) and processes			
4. Humanitarian law, human rights, peace-building, rule of international laws	SSCE I & II	1-3	<b>Derechos Humanos:</b> [3] “La protección de los derechos humanos de acuerdo con la normativa” (p. 42).
	CE III & IV	8	[4] “Las acciones que promuevan el diálogo en la resolución de conflictos, para la búsqueda del bienestar comunal, nacional y mundial” (p. 77).
	CE III & IV	9	[5] “Convención sobre la eliminación de todas las formas de discriminación contra la mujer (CEDAW), (preámbulo y artículo N° 5)” (p. 87). [6] “Convención Internacional sobre la Eliminación de Todas las Formas de Discriminación Racial: Artículos 1 al 7” (p.98). [7] <b>“Objetivos sobre Derechos Humanos”:</b> Valoración de los Derechos Humanos como el conjunto de principios y normas, socialmente exigibles, obligatorios y de general respeto, cuya aceptación y puesta en práctica garantizan una relación armónica entre las personas. [8] Reconocimiento de los Derechos Humanos de primera, segunda y tercera generación, como los principios supremos a los que debe aspirar toda nación y sociedad democrática. [9] Expresión de pensamientos, sentimientos e ideas acerca de los aportes de los Derechos Humanos para el logro de una convivencia justa, inclusiva e igualitaria. [10] Comprensión de los mecanismos para la protección de los Derechos Humanos, como medios para disminuir la injusticia, la inequidad y los conflictos en Costa Rica. [11] Desarrollo de acciones ciudadanas y éticas para el cumplimiento de los Derechos Humanos,

<sup>30</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the ‘justification’ or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.

		<p>dentro de un marco de respeto a la legislación e institucionalidad democráticas establecidas.</p> <p>[12] Valoración de los desafíos y aspiraciones de la sociedad costarricense para la vivencia de los Derechos Humanos en la actualidad. (Objetivos segunda Unidad del 9° grado. enteramente dedicada a DDHH)” (p. 119).</p> <p><b>[13] Contenidos sobre Derechos Humanos:</b>  <b>Derechos Humanos:</b> concepto y principios (universalidad, temporalidad, progresividad, irreversibilidad, transnacionalidad, integridad e intransferibilidad).</p> <p><b>[14] Declaración Universal de los Derechos Humanos y su clasificación :</b></p> <ul style="list-style-type: none"> <li>• <b>Primera Generación:</b> Derechos Civiles y Políticos individuales.</li> <li>• <b>Segunda Generación:</b> Derechos de tipo colectivo.</li> <li>• <b>Tercera Generación:</b> Derechos de Solidaridad, Cooperación y de los Pueblos.</li> </ul> <p><b>[15] Legislación que protege los Derechos Humanos:</b></p> <ul style="list-style-type: none"> <li>• Declaración de los Derechos Humanos.</li> <li>• Declaración de los Derechos del Hombre y del Ciudadano (1789).</li> <li>• Convención sobre la Eliminación de Todas las Formas de Discriminación Contra la Mujer (CEDAW, 1979).</li> <li>• Ley General de la Persona Joven: capítulo I, artículo 2, capítulo II, artículo 4 y capítulo III, artículos 5 al 9.</li> </ul> <p><b>[16] Mecanismos para la protección de los Derechos Humanos:</b>  Organizaciones internacionales, nacionales, instrumentos internacionales, tratados y declaraciones.</p> <p><b>[17] Derechos Humanos en la Constitución Política de Costa Rica, según la Primera, Segunda y Tercera Generación:</b></p> <ul style="list-style-type: none"> <li>• <b>Primera generación:</b> Constitución Política, título IV.</li> <li>• <b>Segunda generación:</b> Constitución Política, títulos V y VII.</li> <li>• <b>Tercera generación.</b></li> </ul> <p><b>[18] Aspiraciones de los y las habitantes del país:</b>  Los Derechos Humanos de Tercera Generación:</p> <ul style="list-style-type: none"> <li>• Derecho a la paz.</li> <li>• Derecho al desarrollo.</li> <li>• Derecho a la información.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Derecho a un ambiente sano, sostenible y libre de drogas.</li> <li>• Derecho a la no discriminación”</li> </ul> (pp. 120 -121).
5. Trans-national corporations			
6. Other (global systems)			
<b>Global Issues</b>			
7. Globalization (socio-economic, political, cultural)			
8. North-south relationships, developed-developing interconnections, interdependence			
9. Climate change, biodiversity, sustainable development	SSCE I & II	4-6	<p>[19] Relación del clima y la biodiversidad de mi región. (p. 148).</p> <p>[20] “Análisis crítico de la relación del clima con la biodiversidad de la región donde se ubica el centro educativo para sensibilizar sobre esta temática” (p. 148).</p>
10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees			
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)			
<b>III. Attitudinal (socio-affective) domain categories</b>			
<b>Multiple identities</b>			
14. Humanity as privileged referent of identity			
15. Nation as privileged referent of identity	SSCE I & II	1-3  4-6	<p>[21] “Respeto hacia las celebraciones de la Patria.”</p> <p>[22] “Aprecio por las raíces de la identidad provincial y nacional” (p. 101).</p> <p>[23] “Aprecio por los acontecimientos históricos que permiten la vinculación del pasado con el presente, como un proceso de reconocimiento de la identidad nacional” (p. 166).</p> <p>[24] “Comprensión del papel de los símbolos nacionales (Escudo, Bandera e Himno Nacional) dentro de la consolidación del Estado Nación costarricense” (p. 176).</p> <p>[25] “<b>Consolidando la independencia de Costa Rica: la Campaña Nacional:</b> Importancia de la Campaña Nacional en la construcción de la identidad nacional” (p. 184).</p>
16. ‘Embedded identities’: local, national, regional (supra-national) and global			

<b>Difference and respect for diversity: multicultural and/or international contexts-levels<sup>31</sup></b>			
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts)	<b>CE III &amp; IV</b>	8	[26] “Expresión de pensamientos, sentimientos e ideas acerca de los aportes humanos de las distintas culturas y nacionalidades que conviven en el territorio costarricense” (p. 97).
18. Discrimination, racism. (referred to intercultural or international, regional or worldwide contexts)	<b>CE III &amp; IV</b>	7	[27] “El no a los estereotipos por nacionalidad, para el desarrollo de una sociedad inclusiva y pacífica” (p .45).
19. Values and dispositions for GC			
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach			
22. Direct action on issues of global reach			

<sup>31</sup> As the effort is to distinguish the presence of GCED in the curriculum, it is not enough that the referred meanings-values (empathy, dialogue, respect, solidarity, or equivalent) appear in observed statements on learning goals and/or contents, but they need to have an explicit connection to transnational, regional or global contexts.

## ENGLAND

### Curriculum documents:

1. Department for Education. 2013. *History programmes of study: key stage 1 and 2. National Curriculum in England.*
2. Department for Education. 2013. *Citizenship programmes of study: key stages 3 and 4. National curriculum in England.*
3. Department for Education. 2013. *History programmes of study: key stage 3. National Curriculum in England.*

### Subjects and grades covered:

	<b>Subject covered</b>	Grades 1-2	Grades 3-6	Grades 7-9	Grades 10-11
Department for Education. 2013. <i>History programmes of study: key stage 1 and 2. National Curriculum in England.</i>	History	x			
Department for Education. 2013. <i>Citizenship programmes of study: key stages 3 and 4. National curriculum in England</i>	Citizenship	x	x	x	
Department for Education. 2013. <i>History programmes of study: key stage 3. National Curriculum in England.</i>	History		x	x	

### Glossary:

Department for Education. 2013. History programmes of study: key stage 1 and 2. National Curriculum in England	<b>NCh</b>
Department for Education. 2013. Citizenship programmes of study: key stages 3 and 4. National curriculum in England	<b>NCc</b>
Department for Education. 2013. History programmes of study: key stage 3. National Curriculum in England.	<b>NCh</b>

<b>I. Justification and general orientations about GCED<sup>32</sup></b>			
	<b>Subject code</b>	<b>Grade</b>	<b>Quote</b>
1. Justification of GCED (socio-economic, political, cultural, moral)			
2. Global citizen (affirmation, characterization)			
<b>II. Cognitive domain categories</b>			
<b>Global systems, structures and processes</b>			
3. Global governance system, structures (institutions) and processes	NCc	7-9	[1] "Pupils should be taught about: (...) local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world" (pp. 2-3).
4. Humanitarian law, human rights, peace-building, rule of international laws			[2] "Pupils should be taught about: (...) human rights and international law."
5. Trans-national corporations			
6. Other (global systems)	NCh	3-6	[3] (...) know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world." (p. 1).
<b>Global Issues</b>			
7. Globalization (socio-economic, political, cultural)	NCh	1-2	[4] "(...) gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales." (p. 2).
		3-6	[5] (...) gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales." (p. 2).
8. North-south relationships, developed-developing interconnections, interdependence			
9. Climate change, biodiversity, sustainable development			

<sup>32</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the 'justification' or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.



10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees			
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)			
<b>III. Attitudinal (socio-affective) domain categories</b>			
<b>Multiple identities</b>			
14. Humanity as privileged referent of identity			
15. Nation as privileged referent of identity	NCc	3-6	[6] "Pupils should be taught about: the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch  [7] the operation of Parliament, including voting and elections, and the role of political parties  [8] the precious liberties enjoyed by the citizens of the United Kingdom  [9] the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals  [10] the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities." (p. 3).
		7-9	[11] Pupils should be taught about: (...) parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account." (p. 3).
16. 'Embedded identities': local, national, regional (supra-national) and global	NCc	7-9	[12] "Pupils should be taught about: (...) diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding." (p. 3).
<b>Difference and respect for diversity: multicultural and/or international contexts-levels<sup>33</sup></b>			
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts)	NCc	7-9	[13] "Pupils should be taught about: (...) diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding." (p. 3).

<sup>33</sup> As the effort is to distinguish the presence of GCED in the curriculum, it is not enough that the referred meanings-values (empathy, dialogue, respect, solidarity, or equivalent) appear in observed statements on learning goals and/or contents, but they need to have an explicit connection to transnational, regional or global contexts.

18. Discrimination, racism. (referred to intercultural or international, regional or worldwide contexts)			
19. Values and dispositions for GC			
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach			
22. Direct action on issues of global reach			

## FRANCE

### Curriculum documents:

1. Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. Socle commun de connaissances, de compétences et de culture. 2015. Bulletin officiel n°17 du 23 avril 2015. Décret n° 2015-372 du 31-3-2015 - J.O. du 2-4-2015.
2. Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. Le conseil supérieur des programmes. 2015. Projet de programmes pour les cycles 2 3 4.
3. Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. 2015. Programme d'enseignement moral et civique. Classes de seconde générale et technologique, de première et terminale des séries générales. Arrêté du 12-6-2015 - J.O. du 21-6-2015.

### Subjects and grades covered:

	<b>Subject covered</b>	Grades 1-3	Grades 4 - 6	Grades 7-9	Grades 10-12
Le conseil supérieur des programmes. 2015. Projet de programmes pour les cycles 2 3 4.	Civic Education	x	x	x	
Socle commun de connaissances, de compétences et de culture. Bulletin officiel n°17 du 23 avril 2015. Décret n° 2015-372 du 31-3-2015 - J.O. du 2-4-2015.	General competencies	x	x	x	
Programme d'enseignement moral et civique. Classes de seconde générale et technologique, de première et terminale des séries générales.	Civic and Moral education			x	x

### Glossary:

Socle commun de connaissances, de compétences et de culture. Bulletin officiel n°17 du 23 avril 2015. Décret n° 2015-372 du 31-3-2015 - J.O. du 2-4-2015.	SCCC
Le conseil supérieur des programmes. 2015. Projet de programmes pour les cycles 2 3 4. Compétences spécifique.	PPBs
Programme d'enseignement moral et civique. Classes de seconde générale et technologique, de première et terminale des séries générales.	MC

I. Justification and general orientations about GCED <sup>34</sup>			
	Subject code	Grade	Quote
1. Justification of GCED (socio-economic, political, cultural, moral)			
2. Global citizen (affirmation, characterization)			
II. Cognitive domain categories			
Global systems, structures and processes			
3. Global governance system, structures (institutions) and processes	SSCC	1-9	[1] "(...) Il connaît les principales règles du fonctionnement institutionnel de l'Union européenne et les grands objectifs du projet européen" (p. 5).
4. Humanitarian law, human rights, peace-building, rule of international laws	SSCC	1-9	[2] "Il connaît les grandes déclarations des droits de l'homme (notamment la Déclaration des droits de l'homme et du citoyen de 1789, la Déclaration universelle des droits de l'homme de 1948), la Convention européenne de sauvegarde des droits de l'homme, la Convention internationale des droits de l'enfant de 1989 et les principes fondateurs de la République française."
	PPBs	7-9	[3] " <b>Objectifs de formation :</b> <b>2. Comprendre les principes et les valeurs de la République française et des sociétés démocratiques.</b> Connaissances, capacités et attitudes visées : 2/a - Définir les principaux éléments des grandes déclarations des Droits de l'homme" (p. 17).
5. Trans-national corporations			
6. Other (global systems)			

<sup>34</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the 'justification' or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.

Global Issues			
7. Globalization (socio-economic, political, cultural)	SCCC	1-9	[4] "L'élève identifie ainsi les grandes questions et les principaux enjeux du développement humain, il est capable d'appréhender les causes et les conséquences des inégalités, les sources de conflits et les solidarités, ou encore les problématiques mondiales concernant l'environnement, les ressources, les échanges, l'énergie, la démographie et le climat" (p. 7).
8. North-south relationships, developed-developing interconnections, interdependence	PPBs	7-9	[5] <b>Objectifs de formation : Prendre en charge des aspects de la vie collective et de l'environnement et développer une conscience citoyenne, sociale et écologique.</b> Connaissances, capacités et attitudes visées: [6] L'engagement solidaire et coopératif de la France : les coopérations internationales et l'aide au développement."
9. Climate change, biodiversity, sustainable development	SCCC	1-9	[7] "L'élève identifie ainsi les grandes questions et les principaux enjeux du développement humain, il est capable d'appréhender les causes et les conséquences des inégalités, les sources de conflits et les solidarités, ou encore les problématiques mondiales concernant l'environnement, les ressources, les échanges, l'énergie, la démographie et le climat" (p. 7).
10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees	PEBmc	7-9	[8] <b>Objectifs de formation Différencier son intérêt particulier de l'intérêt général.</b> Connaissances, capacités et attitudes visées : 2/b - Comprendre que deux valeurs de la République, la liberté et l'égalité, peuvent entrer en tension. - Problèmes de la paix et de la guerre dans le monde et causes des conflits" (p. 18).
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)	PELmc	11	[9] "Défense nationale; l'engagement dans des conflits armés, la sécurité internationale."
III. Attitudinal (socio-affective) domain categories			
Multiple identities			
14. Humanity as privileged referent of identity	PPBs	7-9	[10] <b>Objectifs de formation Se sentir membre d'une collectivité.</b> Connaissances, capacités et attitudes visées : 3/a - Comprendre la diversité des sentiments d'appartenance civiques, sociaux, culturels, religieux. - Sentiment d'appartenance au destin commun de l'humanité" (p. 17).
15. Nation as privileged referent of identity	PPBs	1-3	[11] <b>Objectifs de formation</b> Connaissances, capacités et attitudes visées : 3/a - Identifier les symboles de la République présents dans l'école. Connaître les valeurs et reconnaître les symboles de la République française: le drapeau, l'hymne national, les monuments, la fête nationale" (pp. 7-8).

		7-9	<p>[12] <b>“Objectifs de formation Se sentir membre d'une collectivité.</b> Connaissances, capacités et attitudes visées : 3/b - Connaître les principes, valeurs et symboles de la citoyenneté française et de la citoyenneté européenne.</p> <p>[13] Citoyenneté française et citoyenneté européenne : principes, valeurs, symboles” (p. 17).</p>
16. ‘Embedded identities’: local, national, regional (supra-national) and global	PPBs	4-6	<p>[14] <b>“Objectifs de formation Se sentir membre d'une collectivité.</b> Connaissances, capacités et attitudes visées : 3/a - Comprendre le sens des symboles de la République.</p> <p>[15] Valeurs et symboles de la République française et de l'Union européenne” (p. 12).</p> <p>[16] <b>“Objectifs de formation Comprendre les principes et les valeurs de la République française et des sociétés démocratiques.</b> Connaissances, capacités et attitudes visées : 2/b - Reconnaître les traits constitutifs de la République française.</p> <p>[17] Le vocabulaire des institutions.</p> <p>[18] Le fondement de la loi et les grandes déclarations des droits.</p> <p>[19] La notion de citoyenneté nationale et européenne (l'identité juridique d'une personne).” (p. 13)</p> <p>[20] <b>“Objectifs de formation Différencier son intérêt particulier de l'intérêt général.</b> Connaissances, capacités et attitudes visées : 2/- Distinguer son intérêt personnel de l'intérêt collectif. - La notion de bien commun dans la classe, l'école et la société. Les valeurs personnelles et collectives.</p> <p>[21] Valeurs et institutions: la devise de la République (Liberté, Égalité, Fraternité). - Le sens républicain de la nation. - Les libertés fondamentales. - La laïcité.</p> <p>[22] Les valeurs de l'Union européenne” (pp.14-15).</p>
		7-9	<p>[23] <b>“Objectifs de formation. Se sentir membre d'une collectivité.</b> Connaissances, capacités et attitudes visées : 3/a - Comprendre la diversité des sentiments d'appartenance civiques, sociaux, culturels, religieux.</p> <p>[24] La francophonie.</p> <p>[25] 3/b - Connaître les principes, valeurs et symboles de la citoyenneté française et de la citoyenneté européenne. - Citoyenneté française et citoyenneté européenne : principes, valeurs, symboles” (p. 17).</p>

16	PELmc	CAP, 11	[26]. "Connaissances : L'idée de citoyenneté européenne.  [27] Citoyenneté et nationalité (...); éléments de comparaison entre différents régimes démocratiques" (pp. 5-8).
<b>Difference and respect for diversity: multicultural and/or international contexts<sup>35</sup></b>			
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts)	SCCC	1-9	[28] "Il respecte les opinions et la liberté d'autrui, identifie et rejette toute forme d'intimidation ou d'emprise. Apprenant à mettre à distance préjugés et stéréotypes, il est capable d'apprécier les personnes qui sont différentes de lui et de vivre avec elles. Il est capable aussi de faire preuve d'empathie et de bienveillance" (p. 5).  [29] "Pour mieux connaître le monde qui l'entoure comme pour se préparer à l'exercice futur de sa citoyenneté démocratique, l'élève pose des questions et cherche des réponses en mobilisant des connaissances sur : (...)- la diversité des modes de vie et des cultures, en lien avec l'apprentissage des langues" (p. 8).
	PPBs	1-3	[30] " <b>Objectifs de formation. 2. S'estimer et être capable d'écoute et d'empathie.</b> Connaissances, capacités et attitudes visées : 2/b - Accepter les différences.  [31] Le respect des pairs et des adultes. Les atteintes à la personne d'autrui (racisme, antisémitisme, sexisme, xénophobie, homophobie, harcèlement...).  [32] Le respect des différences, interconnaissance, tolérance.  [33] La conscience de la diversité des croyances et des convictions" (p. 7).
		4-6	[34] " <b>Objectifs de formation. 2. S'estimer et être capable d'écoute et d'empathie.</b> Connaissances, capacités et attitudes visées : 2/a - Respecter autrui et accepter les différences.  [35] Respect des autres dans leur diversité : les atteintes à la personne d'autrui (racisme, antisémitisme, sexisme, xénophobie, homophobie, harcèlement...). [36] Respect des différences, tolérance. [37] Respect de la diversité des croyances et des convictions. [38] Le secours à autrui" (p. 11).  [39] "Objectifs de formation 2. S'estimer et être capable d'écoute et d'empathie. Connaissances, capacités et attitudes visées, 2/b - Manifester le respect des autres dans son langage et son attitude" (p. 12).

<sup>35</sup> As the effort is to distinguish the presence of GCED in the curriculum, it is not enough that the referred meanings-values (empathy, dialogue, respect, solidarity, or equivalent) appear in observed statements on learning goals and/or contents, but they need to have an explicit connection to transnational, regional or global contexts.



		7-9	[40] <b>“Objectifs de formation 1. Développer les aptitudes à la réflexion critique : en recherchant les critères de validité des jugements moraux ; en confrontant ses jugements à ceux d'autrui dans une discussion ou un débat argumenté.</b> Connaissances, capacités et attitudes visées : 1/a - Expliquer les différentes dimensions de l'égalité, distinguer une inégalité d'une discrimination” (p. 18).
	PELmc	CAP, 10	[41] Connaissances : « Les principes et les différentes formes de solidarité. La question de la responsabilité individuelle” (pp. 4-7).
18. Discrimination, racism. (referred to intercultural or international, regional or worldwide contexts)	PPBs	1-3	[42] <b>“Objectifs de formation 2. S'estimer et être capable d'écoute et d'empathie.</b> connaissances, capacités et attitudes visées : 2/b- Accepter les différences : - Les atteintes à la personne d'autrui (racisme, antisémitisme, sexisme, xénophobie, homophobie, harcèlement...). ”
		4-6	[43] <b>“Objectifs de formation 1. Comprendre les raisons de l'obéissance aux règles et à la loi dans une société démocratique.</b> Connaissances, capacités et attitudes visées : 1/b - Respecter tous les autres et notamment appliquer les principes de l'égalité des femmes et des hommes.  [44] L'égalité des droits et la notion de discrimination” (p. 13).  [45] <b>“Objectifs de formation 1. Développer les aptitudes à la réflexion critique : en recherchant les critères de validité des jugements moraux ; en confrontant ses jugements à ceux d'autrui dans une discussion ou un débat argumenté.</b> Connaissances, capacités et attitudes visées : 1/b- Nuancer son point de vue en tenant compte du point de vue des autres.  [46] Les préjugés et les stéréotypes (racisme, antisémitisme, sexisme, homophobie)” (p. 14).
		7-9	[47] <b>“Objectifs de formation 1. Développer les aptitudes à la réflexion critique : en recherchant les critères de validité des jugements moraux ; en confrontant ses jugements à ceux d'autrui dans une discussion ou un débat argumenté.</b> Connaissances, capacités et attitudes visées : 1/a - Expliquer les différentes dimensions de l'égalité, distinguer une inégalité d'une discrimination. (...)  [48] Les différentes formes de discrimination (raciales, antisémites, religieuses, xénophobes, sexistes, homophobes...)” (p. 18).

	PELmc	CAP, 10	[49] “Connaissances: Les inégalités et les discriminations de la vie quotidienne, leur gravité respective au regard des droits des personnes.  [50] Les textes juridiques fondamentaux de lutte contre les discriminations (particulièrement la loi du 1er juillet 1972) : raciales, antisémites, religieuses, xénophobes, sexistes, homophobes, etc” (pp .4-7).
19. Values and dispositions for GC			
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach	SCCC	1-9	[51] “Il [domaine représentation du monde et l’activité humaine] implique enfin une réflexion sur soi et sur les autres, une ouverture à l’altérité, et contribue à la construction de la citoyenneté, en permettant à l’élève d’aborder de façon éclairée de grands débats du monde contemporain” (p. 7).
22. Direct action on issues of global reach			

## INDONESIA

### Curriculum documents:

1. UNESCO-IBE. 2009. *Civic and citizenship subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)*. Retrieved from: [http://www.ibe.unesco.org/curricula/indonesia/io\\_ls\\_ct\\_2009\\_eng.pdf](http://www.ibe.unesco.org/curricula/indonesia/io_ls_ct_2009_eng.pdf)
2. *Civic and citizenship subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school)*. Retrieved from: [http://www.ibe.unesco.org/curricula/indonesia/io\\_pr\\_ct\\_2009\\_eng.pdf](http://www.ibe.unesco.org/curricula/indonesia/io_pr_ct_2009_eng.pdf)
3. *Life skill subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)*. Retrieved from: [http://www.ibe.unesco.org/curricula/indonesia/io\\_ls\\_lf\\_2009\\_eng.pdf](http://www.ibe.unesco.org/curricula/indonesia/io_ls_lf_2009_eng.pdf)
4. *Social science subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)*. Retrieved from: [http://www.ibe.unesco.org/curricula/indonesia/io\\_ls\\_ss\\_2009\\_eng.pdf](http://www.ibe.unesco.org/curricula/indonesia/io_ls_ss_2009_eng.pdf)
5. *Social science subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school)*. Retrieved from: [http://www.ibe.unesco.org/curricula/indonesia/io\\_pr\\_ss\\_2009\\_eng.pdf](http://www.ibe.unesco.org/curricula/indonesia/io_pr_ss_2009_eng.pdf)

### Subjects and grades covered:

	<b>Subject covered</b>	Grades 1-2	Grades 3-6	Grades 7-9	Grades 10-11
Civic and citizenship subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school)	Civic and citizenship subject	x	x		
Civic and citizenship subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)	Civic and citizenship subject			x	
Social science subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school)	Social science subject	x	x		
Social science subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)	Social science subject			x	
Life skill subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school).	Life Skill			x	

### Glossary:

Civic and citizenship subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school)	CCSp
Civic and citizenship subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)	CCSj
Social science subject for elementary school (SD)/Madrasah Ibtidaiyah (MI) (Islamic elementary school)	SSSp
Social science subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)	SSSj
Life skill subject for junior high school (SMP)/Madrasah Tsanawiyah (MTs) (Islamic junior high school)	LSSj

<b>I. Justification and general orientations about GCED<sup>36</sup></b>			
	<b>Subject code</b>	<b>Grade</b>	<b>Quote</b>
1. Justification of GCED (socio-economic, political, cultural, moral).			
2. Global citizenship (affirmation, characterization)	SSSp/j	1-9	[1] "Through Social Science subject, the students are directed to become Indonesia citizen who have values of democratic responsibility as well as world citizen who love peace" (p. 1).
<b>II. Cognitive domain categories</b>			
<b>Global systems, structures and processes</b>			
3. Global governance system, structures (institutions) and processes	SSSj	7-9	[2] <b>7. To comprehend change of governmental system and international cooperation.</b> [3] 7.2 To describe development of international institutions and role of Indonesia in international cooperation.
4. Humanitarian law, human rights, peace-building, rule of international laws	CCSp/j	1-9	[4]. "2. Norm, law and regulation, involving: (...), International Law and Justice System. [5]. 3. Human right, involving: Children's Rights and Obligations, Community member's rights and obligations, National and International instruments on Human Rights, improvement, respect and protection of Human Rights" (p. 4).
	CCSj	7	[6]. "3. To show positive attitude toward Human Rights protection and enforcement.  [7] 3.1 To describe principle of Human Rights' law and institution.  [8] 3.2 To describe Human Rights Violation cases and its enforcement efforts.  [9] 3.3 To appreciate Human Rights protection efforts 3.4 To appreciate Human Rights enforcement efforts" (p. 8).
5. Trans-national corporations.			
6. Other (global systems)			
<b>Global Issues</b>			
7. Globalization (socio-economic, political, cultural)	SSPj	6	[10] "2.3 To comprehend the role of Indonesia in global era" (p. 11).
	CCSp/j	1-9	[11] "8. Globalization, involving: Globalization in its environment, State political system in globalization, Impact of Globalization, International Relations and International Organizations, and Evaluation of Globalization."

<sup>36</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the 'justification' or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.

	CCSp	4	[12] “To show an attitude to the impact of globalization in their environment. [13] 4.1 To give a simple example on the impact of globalization in their environment. [14] 4.3 To show an attitude toward the impact of globalization in their environment” ( p. 10).  [15] <b>4. To comprehend the role of Indonesia state political system in globalization era</b>  [16] 4.2 To mention examples of Indonesia state political system in international level” (p. 14).
	CCSj	9	[17] “3. To comprehend impact of globalization in the life of community, country and state [18] 3.1 To explain definition and importance of globalization for Indonesia [19] 3.2 To describe foreign policy in international relation in global era [20] 3.3 To describe impact of globalization to the life of community, country, and state [21] 3.4 To have attitude toward globalization impact” (p. 13).
	SSSj	9	[22] <b>7. To comprehend change of governmental system and international cooperation</b> [23] 7.2 To describe development of international institutions and role of Indonesia in international cooperation [24] <b>7.3 To describe people behaviour toward sociocultural change in the global era</b>
8. North-south relationships, developed-developing interconnections, interdependence			
9. Climate change, biodiversity, sustainable development	CCSp	2	[25] “To implement the conservation of environmental” (p.7) (sic).
10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees			
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)			
<b>III. Attitudinal (socio-affective) domain categories</b>			
<b>Multiple identities</b>			
14. Humanity as privileged referent of identity	SSSp/j	1-9	[26] “3. To have commitment and awareness to social and humanity values” (p. 2).

15. Nation as privileged referent of identity	CCSp/j	1-9	[27] "Scope of Civic and Citizenship subject are as follows. 1. Unity and integrity of state, involving: harmonious living in diversity, Environmental care, Proud to be an Indonesian, Sumpah Pemuda (youth oath), Integrity of Unitary State of the Republic of Indonesia, Participation in State Defense, Positive attitude toward Unitary State of the Republic of Indonesia, Justice accountability and warranty" (p. 4).
16. 'Embedded identities': local, national, regional (supra-national) and global	CCSp/j	1-9	[28] "To have positive and democratic attitude in order to develop their selves based on Indonesia people characteristics so that they can live together with other countries" (p. 4).
	SSSp/j	1-9	[29] "Through Social Science subject, the students are directed to become Indonesia citizen who have values of democratic, responsibility as well as world citizen who love peace" (p. 1).
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts)	CCSp/j	1-9	[30] "To directly or indirectly interact with other countries in the world community by using information and communication technology" (p. 4).
18. Discrimination, racism. (referred to intercultural or international, regional or worldwide contexts)			
19. Values and dispositions for GC	SSSp/j	1 to 9	[31]. "To have skills of communication, cooperation and competition in complex society at local, national and international levels" (p. 2).
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach			
22. Direct action on issues of global reach			

## IRAQ

### Curriculum document:

Ministry of Education in Baghdad and Erbil, UNESCO IRAQ office, IBE-UNESCO. 2012. *IRAQI Curriculum Framework*.

### Subjects and grades covered:

	<b>Subject covered</b>	Grades 1-2	Grades 3-6	Grades 7-9	Grades 10-11
IRAQI Curriculum Framework	Learner Key Competencies	x	x	x	x
IRAQI Curriculum Framework	Social studies (Civic and Social Education, History, Geography, Sociology, Economics, and Philosophy)	x	x	x	x

**NOTE:** The following sections of the Framework apply to both the Baghdad and Kurdistan Regions: 1) Aims, 2) Values, 3) Principles, 4) Competencies, 5) the broad definition of Learning Areas and the cross cutting issues, 6) the sections on Teaching and Learning, Assessment and Textbooks. This leaves the two regions with the autonomy to decide on syllabus details and emphasis on subjects within the broad Learning Areas. The framework will ensure a consistency of approach and quality within the regional differences. The standards will be consistent across the regions, and the same student competencies will be developed within the syllabi that may vary in detail and extent between the two regions. (p.21)

Citizenship and work competencies are cross-curricular. Even though the 'example(s) of competencies to be developed' would cover the categories below, they were not included for the analysis.

### Glossary:

IRAQI Curriculum Framework: Learner Key Competencies	ICFkc
IRAQI Curriculum Framework Social studies (Civic and Social Education, History, Geography, Sociology, Economics, and Philosophy)	ICFss
IRAQI Curriculum Framework: Cross-cutting theme ( Citizenship and Human Rights, Learning to live together, Sustainable Development, Gender equality, Preparation for life and work in today's world)	ICFcc



I. Justification and general orientations about GCED <sup>37</sup>			
	Subject code	Grade	Quote
1. Justification of GCED (socio-economic, political, cultural, moral)	ICFkc	1-9	[1]. <b>“Participation and citizenship in the context of IRAQ and the wider world (Young people of IRAQ should become proud and responsible citizens)</b> In a rapidly changing world, it is all the more important that young people should be deeply rooted in their own country and culture. They should learn to play an active and responsible role as citizens and should value their heritage and culture. In an increasingly globalized world, they must also be able to look beyond their own country and be aware of their position as global citizens in an increasingly inter-connected and inter-dependent world. Therefore, young people need to become proud and responsible citizens of IRAQ and the wider world” (p. 24).
2. Global citizenship (affirmation, characterization)	ICFkc	1-9	[2] <b>“Key competencies: Citizenship and Work Competencies: Proud and Responsible citizens.</b> Young people also need to develop the skills of citizenship that enable them to participate actively and responsibly in society, and to take an active responsibility for the environment. To operate effectively in the global knowledge economy, young people need not only to be deeply rooted in their own country and culture but also have an understanding and appreciation of the wider world so they can become global citizens” (p. 26).
II. Cognitive domain categories			
Global systems, structures and processes			
3. Global governance system, structures (institutions) and processes			
4. Humanitarian law, human rights, peace-building, rule of international laws	ICFss	1-9	[3] “(...) Through exploring cultures, beliefs, values, human rights and responsibilities, students develop a deeper understanding of themselves and others and a sense of belonging.  [4.] <i>Main knowledge axes/strands (among 8 other strands it is mentioned)</i> - Human Rights and Gender Equality” (p. 38).  [5] <i>“Citizenship and Human Rights.</i> Learners should be equipped with appropriate knowledge of their fundamental rights as human beings and citizens of a democratic IRAQ, as well as their responsibilities and obligations within their family, school and community” (p. 33).
5. Trans-national corporations			
6. Other (global systems)			
Global Issues			

<sup>37</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the ‘justification’ or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.

7. Globalization (socio-economic, political, cultural)			
8. North-south relationships, developed-developing interconnections, interdependence			
9. Climate change, biodiversity, sustainable development	<b>ICFcc</b>	1-9	<p>[6] “<i>Sustainable development</i>. Since individuals and communities aspire to live better lives based on social and economical development, but are faced with limited resources and environmental treats, learners should be equipped with competencies to understand and apply the concept, values, principles and practices of sustainable development. Respecting the environment, not wasting resources, promoting healthy lifestyles, contributing to the promotion of renewable energies, being prepared to prevent and cope with disasters are important parts of competency development in relation to sustainable development. Catering for the present well-being of individuals and communities while having in mind future generations and the well-being of the Planet Earth are key elements of a healthy attitude promoting sustainable development” (p. 33).</p> <p>[7] “<b>Technology and ICT (...)</b> <b>Main knowledge axes/strands</b> (...) - Environmental issues and sustainable development” (p. 41).</p>
	<b>ICFss</b>		<p>[8] “<b>Social studies (Civic and Social Education, History, Geography, Sociology, Economics, and Philosophy)</b>. Students are encouraged to investigate the world around them from the local level to the global level. They learn about the impact of their actions on the planet and understand the importance of developing a sustainable future.”</p> <p>[9] “<b>Main knowledge axes/strands</b> Among eight other strands, it is mentioned: - Sustainable development” (p. 38).</p>
	<b>ICFkc</b>		<p>[10] “To be effective, curriculum values must permeate teaching and learning strategies. So these strategies must be based on and promote: The IRAQi Identity, Tolerance and respect for all, Social justice, Democracy and <b>Sustainable development</b>” (p. 43).</p>
10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees			
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)			

III. Attitudinal (socio-affective) domain categories			
Multiple identities			
14. Humanity as privileged referent of identity			
15. Nation as privileged referent of identity	ICFcc	1-9	[11]. <i>“Citizenship and Human Rights</i> . Learners should be equipped with appropriate knowledge of their fundamental rights as human beings and citizens of a democratic IRAQ, as well as their responsibilities and obligations within their family, school and community” (p. 33).
	ICFkc	1-9	[12]. “To be effective, curriculum values must permeate teaching and learning strategies. So these strategies must be based on and promote: The IRAQi Identity.” (p. 43).
16. ‘Embedded identities’: local, national, regional (supra-national) and global.	ICFss	1-9	[13]. <b>“Social studies (Civic and Social Education, History, Geography, Sociology, Economics, and Philosophy)</b> <b>Students are encouraged to investigate the world around them from the local level to the global level. (...). Through exploring cultures, beliefs, values, human rights and responsibilities, students develop a deeper understanding of themselves and others and a sense of belonging.</b>  [14]. <i>Main knowledge axes/strands</i> (Among 8 other strands, it is mentioned): - History of IRAQ, the region and the world.” (p. 38).
Difference and respect for diversity: multicultural and/or international contexts-levels <sup>38</sup>			
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts).	ICFcc	1-9	[15] <i>“Learning to Live Together: Peace and Intercultural understanding</i> . Given IRAQ’s ethnic and religious diversity, as well as its war and conflict-affected context, learners should be equipped with knowledge, skills and attitudes of Learning to Live Together, <b>based on tolerance and respect of one’s self and the others</b> . Students should be aware of different potential roots of conflicts and be equipped with constructive conflict management skills. They should also be able to identify biases and fight them and fight all emerging forms of discrimination and violence biases. <b>Learners will be fostered in considering diversity as a richness and opportunity of growth, instead of perceiving it as a threat and/or limitation</b> ” (p. 33).

<sup>38</sup> As the effort is to distinguish the presence of GCED in the curriculum, it is not enough that the referred meanings-values (empathy, dialogue, respect, solidarity, or equivalent) appear in observed statements on learning goals and/or contents, but they need to have an explicit connection to transnational, regional or global contexts.

	<b>ICFss</b>		[16]. <b>“Social studies (Civic and Social Education, History, Geography, Sociology, Economics, and Philosophy)</b> (...) <b>Through exploring cultures, beliefs, values, human rights and responsibilities</b> , students develop a deeper understanding of themselves and others and a sense of belonging. They see how societies are organized and shaped by people’s actions and values, and how communities are empowered to live and work together. <b>They learn about diversity and interdependence</b> , fairness, justice and democracy. (...)”
18. Discrimination, racism. (referred to intercultural or international, regional or worldwide contexts)	<b>ICFcc</b>	1-9	[17] <i>“Learning to Live Together: Peace and Intercultural understanding.</i> Given IRAQ’s ethnic and religious diversity, as well as its war and conflict-affected context, learners should be equipped with knowledge, skills and attitudes of Learning to Live Together, based on tolerance and respect of one’s self and the others.” (p. 33).
19. Values and dispositions for GC			
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach			
22. Direct action on issues of global reach			

## KENYA

### Curriculum documents analysed:

Ministry of Education. 2002/5. *Primary Education Syllabus*. Volume Two.

Ministry of Education Science and Technology. 2002/5. *Secondary Education Syllabus*. Volume Three.

### Subjects and grades covered:

	Subject covered	Grades 1-2	Grades 3-6	Grades 7-8	Grades 9-12
Ministry of Education. 2002. Primary Education Syllabus. Volume Two	Social Studies	x	x	x	
Ministry of Education Science & Technology. 2002/5. Secondary Education Syllabus. Volume Three.	History and Government				x

### Glossary:

Ministry of Education. 2002. Primary Education Syllabus. Volume Two: Social sciences	PESss
Ministry of Education Science & Technology. 2002/5. Secondary Education Syllabus. Volume Three. History General	SESh SESg

**NOTE:** This syllabus addresses key themes in history such as the social, economic and political organizations of African societies during the colonial period, European colonization, the rise of African nationalism, developments in trade, transport and communication, industry, agriculture and urbanization. It also covers the issues of morality, responsible citizenship, good governance, national integration, conflict resolution and international cooperation.

I. Justification and general orientations about GCED <sup>39</sup>			
	Subject code	Grade	Quote
1. Justification of GCED (socio-economic, political, cultural, moral)			
2. Global citizenship (affirmation, characterization)			
II. Cognitive domain categories			
Global systems, structures and processes			
3. Global governance system, structures (institutions) and processes	PESss	8	<p>[1] <b>“STANDARD 8. 5.7 International Co-operation 5.7.1 Specific Objectives:</b>  a) describe formation of the U.N.  b) identify the agencies and the functions of the U.N.  c) highlight and appreciate the achievements of the U.N.  d) state the failures of the U.N  e) explain problems facing the U.N.</p> <p>[2]  f) describe the formation of the Commonwealth  g) state the functions of the Commonwealth  h) describe the achievements of the Commonwealth  i) identify the failures of the Commonwealth  j) state problems facing the Commonwealth.</p> <p>[3] <b>5.7.2 Content</b>  5.7.2.1 The United Nations (UN)  5.7.2.2 The Commonwealth” (p. 121).</p>
	SESh	12	<p>[4] <b>“25.00 INTERNATIONAL RELATIONS 25.10 Specific objectives</b>  a) analyse the reasons for the formation of major international organizations  b) describe the structure of major international organizations  c) discuss the functions of major international organizations  d) analyse the performance of major international organizations</p> <p>[5] <b>25.20 Content</b>  International organizations  25.21 The United Nations  a) Formation  b) Organization  c) Performance and challenges</p> <p>[6] 25.22 The Commonwealth  a) Formation  b) Membership  c) Functions  d) Challenges</p>

<sup>39</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the ‘justification’ or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.

			[7] b) discuss the performance and challenges of the respective organizations” (p. 16).
4. Humanitarian law, human rights, peace-building, rule of international laws	PESss	1-12	[8] “Social Sciences. General Objectives (...) - 8. understand and appreciate the rights of the individual and responsibility to the attainment of social justice” (p. 75).
		2	[9] <b>“STANDARD TWO. THEME: LIVING TOGETHER IN OUR SCHOOL AND OUR NEIGHBOURHOOD. UNIT 7.0: CHILD PROTECTION</b> a) identify Rights of a child Content: 7.2.1 Child Rights.”
		4	[10] <b>“STANDARD FOUR. THEME: LIVING TOGETHER IN OUR PROVINCE. UNIT 6.0: DEMOCRACY AND HUMAN RIGHTS</b> <b>6.1 Specific Objectives:</b> d) identify types of human rights e) demonstrate respect for human rights.
		6	[11] <b>6.2 Content</b> 6.2.3 Human Rights” (p. 89).
		6	[12] <b>“STANDARD SIX. THEME: LIVING TOGETHER IN EASTERN AFRICA. UNIT 7.0: DEMOCRACY AND HUMAN RIGHTS</b> <b>7.1 Specific Objectives:</b> a) identify types of Human Rights b) explain the importance of Human Rights c) appreciate and demonstrate respect for Human Rights.
		7	[13] <b>7.2 Content</b> 7.2.1 Classification of Human Rights 7.2.2 Importance of respecting Human Rights 7.2.3 Abuse of Human Rights
		7	[14] <b>“STANDARD SEVEN. THEME: LIVING TOGETHER IN AFRICA. UNIT 7.0. DEMOCRACY AND HUMAN RIGHTS</b> <b>7.1 Specific Objectives:</b> d) state the importance of respecting Human Rights e) demonstrate a sense of responsibility in respect for Human Rights.
		8	[15] <b>7.2 Content</b> 7.2.3 Importance of Human Rights” (p. 113).
		8	[16] <b>“STANDARD EIGHT. THEME: LIVING TOGETHER IN KENYA AND THE WORLD UNIT 7.0: DEMOCRACY AND HUMAN RIGHTS</b> <b>7.1 Specific Objectives:</b> e) state Human Rights f) appreciate the Bill of Rights” (p. 121).
	SESh	10	[17] <b>“15.00 DEMOCRACY AND HUMAN RIGHTS 15.10 Specific Objectives</b>



		12	<p>a) define the terms ‘Democracy’ and ‘Human Rights’  d) classify and discuss Human Rights  e) identify the rights of a child</p> <p>[18] <b>15.20 Content</b> 15.22 Human Rights  a) Definition of Human Rights  b) The Bill of Rights  c) U.N. Charter on Human Rights  d) The rights of the child  e) Classification of Human Rights” (pp. 10-11).</p> <p>[19] <b>“25.00 INTERNATIONAL RELATIONS  25.10 Specific objectives</b>  a) analyse the reasons for the formation of major international organizations  b) describe the structure of major international organizations  c) discuss the functions of major international organizations  d) analyse the performance of major international organizations</p> <p>[20] <b>25.20 Content</b>  International organizations  25.21 The United Nations  a) Formation  b) Organization  c) Performance and challenges</p> <p>[21] 25.22 The Commonwealth  a) Formation  b) Membership  c) Functions  d) Challenges</p> <p>[22] b) discuss the performance and challenges of the respective organizations” (p. 16).</p>
5. Trans-national corporations			
6. Other (global systems)	PESss	7	<p>[23] <b>“STANDARD SEVEN. THEME: LIVING TOGETHER IN AFRICA.  4.8 Trade</b>  [24] <b>4.8.1 Specific Objectives:</b>  a) list items of trade in the regions  b) identify the forms of exchange in regional trade  c) state the problems being experienced in regional trade  d) identify the benefits of regional trade  e) list the exports from the region to the rest of the world  f) identify the imports from the rest of the world.</p> <p>[25] <b>4.8.2 Content</b>  4.8.2.1 Regional trade and economic co-operation: COMESA, SADC, ECOWAS.  4.8.2.2 Items of trade  4.8.2.3 Forms of exchange  4.8.2.4 Exports to and Imports from the rest of the world” (p. 110).</p>

Global Issues			
7. Globalization (socio-economic, political, cultural)			
	PESss	1-12	[26] “Social Sciences. “General Objectives (...) 10. recognize and understand the need for and importance of interdependence of people and nations” (p. 75).
		5	[27] <b>“STANDARD FIVE. THEME: LIVING TOGETHER IN OUR COUNTRY KENYA. UNIT 5.0: POLITICAL DEVELOPMENTS AND SYSTEMS 5.1 Specific Objectives:</b> By the end of this topic, the learner should be able to: (among 8 other specific objectives) d) explain the establishment of colonial rule  [28] e) describe colonial administration in Kenya f) state effects of colonial rule in Kenya  [29] g) describe the response of the Africans to colonial rule [30] h) appreciate Africans’ response to colonial rule” (p. 96).
		6	[31] <b>“STANDARD SIX. THEME: LIVING TOGETHER IN EASTERN AFRICA. UNIT 5.0: POLITICAL DEVELOPMENT AND SYSTEMS 5.3 Establishment of colonial rule 5.3.1 Specific Objectives:</b> a) describe the scramble and partition of Eastern Africa b) explain the reasons for the scramble  [32]c) describe the establishment of colonial rule in Eastern Africa.  [33] <b>5.3.2 Content</b> 5.3.2.1 Scramble for and partition of Eastern Africa 5.3.2.2 Reasons for the scramble 5.3.2.3 Partition of Eastern Africa 5.3.2.4 Establishment of colonial rule” (p. 103).
	SEsg	1-12	[34] <b>“NATIONAL GOALS OF EDUCATION Education in Kenya should: 7. Promote international consciousness and foster positive attitudes towards other Nations.</b> Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails” (p. vi).

	<b>SESg</b>	1-12	[35] <b>“GENERAL OBJECTIVES</b> By the end of the course the learner should be able to: 8. promote an understanding and appreciation of intra-national and international consciousness and relationships” (p. 4).
9. Climate change, biodiversity, sustainable development.	<b>PESss</b>	5	[36] <b>“STANDARD FIVE. THEME: LIVING TOGETHER IN OUR COUNTRY KENYA</b> <b>1.3 Climate</b> <b>1.3.1 Specific Objectives:</b> (...) e) explain the influence of climate on human activities  [37] f) identify factors influencing climate change  [38] g) explain the impact of climate change on human activities.  [39] <b>1.3.2 Content (...)</b> 1.3.2.5 Influence of climate on human activities 1.3.2.6 Factors influencing climate change 1.3.2.7 Impact of climate change on human activities” (p. 91).
		6	[40] <b>“STANDARD SIX. THEME: LIVING TOGETHER IN EASTERN AFRICA</b> <b>1.3 Climate</b> <b>1.3.1 Specific Objectives:</b> (...) b) explain factors influencing climate (...)  [41] e) explain how climate influences human activities [42] f) identify and describe the factors influencing climate change [43] g) explain how climate change may affect human activities.  [44] <b>1.3.2 Content</b> 1.3.2.1 Climatic regions of Eastern Africa 1.3.2.2 Factors influencing climate (...) 1.3.2.5 Influence of climate on human activities 1.3.2.6 Factors influencing climate change 1.3.2.7 Impact of climate change on human activities” (p. 98).
		6	
		7	[45] <b>“UNIT 4.0: RESOURCES AND ECONOMIC ACTIVITIES</b> “4.2.2.6 Effects of mining on the Environment” (p. 100).
		7	
			[46] <b>“STANDARD SEVEN. THEME: LIVING TOGETHER IN AFRICA</b> <b>1.3 Climate</b> a) identify and explain the factors that influence climate of region (...)  [47] e) explain how climate influences human activities [48] f) state the factors influencing climate change [49] g) state the impact of climate change on human activities.  [50] <b>1.3.2 Content</b> 1.3.2.1 Factors influencing climate 1.3.2.2 Climatic regions 1.3.2.3 Seasons

			1.3.2.4 Influence of climate on human activities 1.3.2.5 Factors influencing climate change 1.3.2.6 Impact of climate change on human activities” (p. 106).
10. Global poverty, global inequality			
11. Genocide, terrorism, war, refugees			
12. Diseases (Ebola, HIV & AIDS).			
13. Other (global issues)	SESh	9	[51] <b>“3.00 DEVELOPMENT OF AGRICULTURE 3.10 Specific Objectives</b> (...) d) identify the causes of food shortages in Africa and the rest of the Third World  [52] e) discuss the effects and remedies of food shortages in Africa and the rest of the Third World.  [53] <b>3.20 Content</b> (...) 3.24 The food situation in Africa and the rest of the Third World. 3.25 Remedies of food shortages” (p. 5).
<b>III. Attitudinal (socio-affective) domain categories</b>			
<b>Multiple identities</b>			
14. Humanity as privileged referent of identity			
15. Nation as privileged referent of identity	PESss	1-12  5  8	[54] “Social Sciences. “General Objectives (...) 12. understand and show appreciation for the love for and loyalty to the nation” (p.75)  [55] <b>“STANDARD FIVE. THEME: LIVING TOGETHER IN OUR COUNTRY KENYA. UNIT 6.0: CITIZENSHIP 6.1 Specific Objectives:</b> a) identify rights and responsibilities of Kenyan citizens  [56] b) explain the importance of good citizenship  [57] c) identify and recognize symbols of the Kenya nation.  [58] <b>6.2 Content</b> 6.2.1 Rights and responsibilities of citizens 6.2.2 Importance of good citizenship 6.2.3 Symbols of the Kenya Nation” (p. 96).  [59] <b>“UNIT 8.0: LAW, PEACE AND RECONCILIATION 8.1 Specific Objectives:</b> a) identify symbols of national unity  [60] b) state factors that promote national unity [61] c) explain the importance of national unity [62] d) identify factors undermining national unity.  [63]

			<p><b>8.2 Content</b>  8.2.1 Symbols of National Unity  8.2.2 Factors promoting National Unity  8.2.3 Importance of National Unity  8.2.4 Factors undermining National Unity” (p. 121).</p>
	SE Sg	1-12	<p>[64] <b>“National Goals of Education. Education for Kenya should: 1. foster nationalism, patriotism and promote national unity</b>  Kenya’s people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation” (p. vi).</p>
		9-12	<p>[65] <b>“OBJECTIVES OF SECONDARY EDUCATION</b>  Secondary Education should provide the learner with opportunities to:  1. acquire necessary knowledge, skills and attitudes for the development of the self and the nation  [66] 2. promote love for and loyalty to the nation” (p. vii).</p>
	SE Sh	1-12	<p>[67] <b>“GENERAL OBJECTIVES</b>  By the end of the course the learner should be able to:  4. promote a sense of nationalism, patriotism and national unity” (p. 4).</p>
		9	<p>[68] <b>“8.00 NATIONAL INTEGRATION</b>  <b>8.10 Specific Objectives</b>  a) explain the meaning and importance of national integration  [69] b) Describe factors promoting and limiting national unity (...)</p> <p>[70] <b>8.20 Content</b>  8.21 National Integration  a) Meaning  b) Importance  8.22 National Unity  a) Factors promoting national unity  b) Factors limiting national unity” (p. 7).</p>
16. ‘Embedded identities’: local, national, regional (supra-national) and global.			
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts)	PESs	1-8	<p>[71]  Social Sciences. “General Objectives (...)  9. identify, understand and respect own and other people’s culture” (p. 75).</p>
18. Discrimination, racism (referred to intercultural or			

international, regional or worldwide contexts)			
19. Values and dispositions for GC			
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach			
22. Direct action on issues of global reach			

## SOUTH KOREA

### Curriculum documents analysed:

1. 초·중등학교 교육과정 총론 General Curriculum Framework for Primary and Secondary Education<sup>40</sup> Grade 1-12 (CF), 2015 (Kor).
2. 사회 Social Studies for Primary and Lower Secondary Grade3-9 (SSPLs), 2015 (Kor) (공통과목: core requisite).
3. 통합사회 Integrated Social Studies Grade 10-12 (ISS), 2015 (Kor) (공통과목: core requisite).
4. 한국사 Korean History Grade 10-12 (KH), 2015 (Kor) (공통과목:core requisite).
5. 한국 지리 Korean Geography Grade 10-12 (KG), 2015 (Kor) (일반 선택 general electives).
6. 세계 지리 World Geography Grade 10-12 (WG), 2015 (Kor) (일반 선택 general electives).
7. 동아시아사 East Asian History Grade 10-12 (EAH), 2015 (Kor) (일반 선택 general electives).
8. 세계사 World History Grade 10-12 (WH), 2015 (Kor) (일반 선택 general electives).
9. 경제 Economics Grade 10-12 (Econ), 2015 (Kor) (일반 선택 general electives).
10. 정치와 법 Politics and Law Grade 10-12 (PL), 2015 (Kor) (일반 선택 general electives).
11. 사회·문화 Society and Culture Grade 10-12 (SC), 2015 (Kor) (일반 선택 general electives).
12. 여행지리 Travel Geography Grade 10-12 (TG) 2015 (KOR) (진로선택 career electives).
13. 사회문제 탐구 Social Problem Inquiry Grade 10-12 (SPI), 2015 (Kor) (진로 선택 career electives).
14. 환경 Environment Grade 7-9 (ELs), 2015 (Kor) (교양교과 선택과목 Liberal Arts Curriculum general electives).
15. 환경 Environment Grade 10-12 (EUs), 2015 (Kor)(교양교과 일반 선택 Liberal Arts general electives).
16. 슬기로운 생활/바른 생활/즐거운 생활 Intelligent life/Disciplined Life/Pleasant Life Grade 1-2 (IDPL), 2015 (Kor) (공통과목: core requisite).
17. 도덕 Moral Education Grade 3-6 (MEP), 2015 (Kor) (공통과목: core requisite).
18. 도덕 Moral Education Grade 7-9 (MELs), 2015 (Kor) (공통과목: core requisite).
19. 생활과 윤리 Moral Education-Life and Ethics Grade 10-12 (MELE), 2015 (Kor) (일반선택 general electives).
20. 윤리와 사상 Moral Education-Ethics and Ideology Grade 10-12 (MEEI), 2015 (Kor) (일반선택 general electives).
21. 고전과 윤리 Moral Education-Classics and Ethics Grade 10-12 (MECE), 2015 (Kor) (일반선택 general electives).

<sup>40</sup> Please note that General Curriculum Framework indicates that cross-curricular themes should be integrated into the overall learning activities, across subjects, creative hands on activities and etc. as well as instructed in connection with the local community and family. The cross curricular themes are: Safety & health education; character education; career education; democratic citizenship education; human rights education; multicultural education; unification education; Dokdo education; economy & finance education; and environmental & sustainable development education.



### Subjects and grades covered:

	Grades 1-2	Grades 3-6	Grades 7-9	Grades 10-12
General Curriculum Framework	x	x	x	x
Social Studies (for primary and lower secondary)		x	x	
Integrated Social Studies				x
Korean History				x
Korean Geography				x
World Geography				x
East Asian History				x
World History				x
Economics				x
Politics and law				x
Society and Culture				x
Travel Geography				x
Social Problem Inquiry (Social Studies)				x
Environment (grades 7-9)			x	
Environment (grades 10-12)				x
Intelligent life/Disciplined Life/Pleasant Life	x			
Moral Education (grades 3-6)		x		
Moral Education (grades 7-9)			x	
Life and Ethics (moral education)				x
Ethics and Ideology (moral education)				x
Classics and Ethics (moral education)				x

### Glossary:

General Curriculum Framework	CF
Social Studies (for primary and lower secondary),2015	SSPLs
Integrated Social Studies	ISS
Korean History	KH
Korean Geography	KG
World Geography	WG
East Asian History	EAH
World History	WH
Economics	Econ
Politics and law	PL
Society and Culture	SC
Travel Geography	TG
Social Problem Inquiry (Social Studies)	SPI
Environment 7-9	ELs
Environment 10-12	EUs
Intelligent life/Disciplined Life/Pleasant Life	IDPL
Moral Education (grades 3-6)	MEP
Moral Education (grades 7-9)	MELs
Life and Ethics (moral education)	MELE
Ethics and Ideology (moral education)	MEEI
Classics and Ethics (moral education)	MECE

I. Justification and general orientations about GCED <sup>41</sup>			
	Subject code	Grade	Quote
1. Justification of GCED (socio-economic, political, cultural, moral)	ISS	10-12	<p>[1]  <u>Globalization and Peace</u>            This chapter is guided by the following questions: “How does globalization affect our lives? And what would be the peaceful solution to address the various conflicts and disputes around the world?”</p> <p>This chapter identifies the needs of global citizenship which pursues cooperation and peace of international community in order to resolve the conflicts and disputes caused by globalization.</p>
	WG	10-12	<p>[2]            World Geography, therefore, is a necessary subject to foster a broad understanding to identify the essence of the spatial mutual interdependency and conflicts that are seen among numerous countries and regions of the world; to cultivate knowledge on spatial diversity of environment and culture; and to seek ways for the coexistence and prosperity of the world. This characteristic of World Geography contributes to foster open, democratic values and attitudes as global citizens who are able to cope with the globalization era and multicultural society, through empathizing the diverse lifestyles of many countries and regions of the world as well as comprehending the challenges that need to be addressed for the future of the world.</p>

<sup>41</sup> The contents for this category should be researched particularly in the introductory sections of the curriculum in general; (or of the subject being coded). The goal here is to grasp the ‘justification’ or rationale for the inclusion of GCED contents in the curriculum, as made explicit in the official documents.

	WH	10-12	<p>[3] Today, globalization is one of the important factors affecting our lives. The intensified interdependence at the global level has integrated various cultures and different historical experiences of many nations and regions and dramatically expanded the life boundary of each person. However, this increase of interactions through globalization has provoked ethnic, racial, religious, and class conflicts between the regions. This paradox of globalization requires the ability to have the attitudes that understand and respect the diverse culture and values; the ability to identify and analyse the issues within the mutual relations between the groups.</p> <p>[4] The expansion of the exchange and communication through globalization requires the understanding of cultures of various regions that were developed independently. As globalization continues, this tendency will increase. <b>Therefore, 'World History' should be a subject that fosters the attributes of global citizens to the learners who will live in the global world.</b></p> <p>[5] we live in the global world where the world is becoming one, the cultures that we experience becomes more diversified. In order to understand this contradictory situation, learning about the "World History" is a must. By learning about the history of various regions become one global history, we can assume the reasons for this situation.</p> <p>[6] Build global citizenship by exploring how cultural exchanges between various regions foster the development of human civilization.</p>
2. Global Citizenship (affirmation, characterization)	WH	10-12	[7] Build global citizenship by exploring how cultural exchanges between various regions foster the development of human civilization."
	WG	10-12	[8] “(…) World Geography contributes to foster open, democratic values and attitudes as global citizens who are able to cope with the globalization era and multicultural society, through empathizing the diverse lifestyles of many countries and regions of the world as well as comprehending the challenges that need to be addressed for the future of the world.”
	SC	10-12	[9] Examine issues around environment, resources and war and terrorism and understand the importance of the sense and practice of global citizenship in responding to the matters.

	MELS	7-9	<p>[10] Acquire the global citizenship (in particular with morals/ethics) by understanding the ethical/moral values that are required to live as global citizens; recognizing various moral issues that are happening in the global world; having participatory attitudes to change these issues.</p> <ol style="list-style-type: none"> <li>1. Am I global citizen?</li> <li>2. What are the ethical/moral issues that global citizens face?</li> <li>3. How can we solve these ethical/moral issues that global citizens face?</li> </ol>
<b>II. Cognitive domain categories</b>			
<b>Global systems, structures and processes</b>			
3. Global governance system, structures (institutions) and processes	SSPLs	5-9	<p>[11] <u>International Politics</u> Various international organizations are actively working due to the globalization today and the international order of the Korean Peninsula is becoming increasingly complex.</p>
		5-6	[12] Global peace, international cooperation, international organizations, the reunification of South and North Korea.
		7-9	[13] International community, diplomacy, the conflict between states.
		5-6	[14] <u>Global peace and development</u> Investigate cases of activities on a variety of actors (individual, state, non-governmental organizations, international organizations, etc.) striving for global peace and development.
	PL	10-12	<p>[15] Learn to understand the characteristics and operating principles of communities, state, and global community. Also, respect democratic legal system and process and are encouraged to participate in democratic society as an active citizen.</p> <p>[16] <u>International relations with the Korean Peninsula</u> [17] Changes in international relations, International law [18] International affairs and the international organizations [19] Our country's international relations, International order of the Korean Peninsula.</p> <p>[20] Understand the changes in current international relations centered around globalization and analyse the meaning and limits of international law as significant means to solve international conflicts.</p>

			<p>[21] Understand international issues (security, economy, environment, etc) and analyse the roles and activities carried by international organizations in order to solve those issues.</p> <p>[22] Explore various roles and activities that international organizations such as the United Nations, the international court of justice etc. perform with regards to international issues.</p> <p>[23] “Understand the country’s international relation and analyse the international orders on the Korean Peninsula from the diplomatic point of view.</p>
	SPI	10-12	[24] Explore the social system and organization (National Human Rights commission; NGOs, etc.) for the rights of social minorities and research on the related jobs.”
	WH	10-12	<p>[25] <u>Imperialism and the two World Wars</u> Learn about the cause and the result of the first and second world wars and discuss about the ways to realize the world peace.</p> <p>[26] - The United Nations</p>
	ISS	10-12	[27] Through examining the various examples of global conflicts and cooperation around the world, locate the autonomous role of governments, international organizations and non-governmental organizations. To highlight the importance of the peace, distinguish the negative peace and positive peace.
	WG	10-12	[28] Development of regional trading blocs; international efforts and conventions in regards with the global environmental issues such as global warming and diffusion of pollutants across borders (duplicate with the globalization)
4. Humanitarian law, human rights, peace-building, rule of international laws	MELE	10-12	<p>[29] International justice in this global world can only be achieved when International conflicts; the crimes against humanity; inequality between countries; and poverty are unraveled, and the contribution and ethical responsibility to assure the humane life of all the members of global world through the balanced system and foreign aid is essential.</p> <p>[30] Ethics of global peace: what are the ways to contribute to the global peace?</p> <ol style="list-style-type: none"> <li>1) International conflict resolutions and peace</li> <li>2) Responsibility and contribution of the international society</li> </ol>
	MEP	3-6	<p>[31] Understand the meaning of human rights and the importance of life that respects human rights; and learn the ways to respect human rights.</p> <ol style="list-style-type: none"> <li>1) What are human rights and why is it necessary to understand and assure the perspectives of others to respect human rights?</li> <li>2) What are the ways to respect and protect human rights, and how can we come up with a right decision on the human rights issues?</li> </ol>

	ISS	10-12	<p>[32] <u>Human rights</u> Understand the meaning of human rights, the establishment of recent revolutions of citizens, and its change over time; research the examples of the expansion of human rights to a variety of areas such as housings, safety and environment in modern days.</p> <p>[33] For the world human rights issues, utilize the human rights index, presented by international organizations and/or non-governmental organizations, to learn about the patterns and aspects of human rights related issues in each region of the world and to further find solutions.</p> <p>[34] <u>Topics to Explore and Activity Examples</u></p> <ul style="list-style-type: none"> <li>- Compare the ‘Declaration of human and citizens’ right’ during French Revolution (1789) and the ‘Universal Declaration of human rights (1948)’ and examine the definition of human rights based on the historical backgrounds and contexts.</li> </ul> <p>[35]</p> <ul style="list-style-type: none"> <li>- Explore a newly required or appeared content (culture) of human rights due to the social change, which was not covered in the past.</li> </ul> <p>[36]</p> <ul style="list-style-type: none"> <li>- Study/explore the realization of human dignity and ensuring human rights through our Constitution and discuss the concrete ways to fulfil.</li> </ul> <p>[37]</p> <ul style="list-style-type: none"> <li>- Research the historical cases of civil disobedience (Gandhi, Martin Luther King Jr., etc.) and present the conditions where civil disobedience can be justified</li> </ul> <p>[38]</p> <ul style="list-style-type: none"> <li>- Collate a variety of human rights index, released by reliable international organizations; indicate the country index on the world map; and identify the regional characteristics.</li> </ul>
5. Trans-national corporations	ISS	10-12	[39] Identify the relationship between globalization and localization; determine the aspects of globalizations through the formation of the global cities and the spatial and economic change from the emergence of multinational corporations in the world; suggest a solution to the problems resulted from the globalizations such as cultural uniformity and destructions; the deepened gap between the poor and the rich; conflicts between the universal ethics and distinct ethics.
6. Other (global systems)			
<b>Global Issues</b>			

7. Globalization (socio-economic, political, cultural)	MEP	3-6	[40] Discuss the problems that human beings face and their causes in globalization era, have a willingness to solve these issues and live up for it. 1) What are the various global issues that we experience, and how can we raise moral sensitivity towards global issues? 2) What are the ways to solve the global issues and how can we make a right decision to solve them?
	WH	10-12	[41] <u>The change of the modern world</u> Understand the various characteristics of the change of the modern world due to globalization and revolution of science and technology, foster the insights to foresee the future world and raise the attitude to solve the global conflicts and disputes.
	SSPLs	5-9	[42] <u>World economy</u> International trading and specialization are governed by the principle of comparative advantage and the exchange rate is determined in the foreign exchange market.
		5-6	[43] Competition among nations; interdependence
		7-9	[44] International transaction (trade), exchange rate
Econ	10-12	[45] <u>Global market and trade</u> Within the open international society, understand the relations among countries and identify the needs of trade and trade policy.  [46] Understand the process of determining the exchange rate fluctuations in the foreign exchange market and the impact on the economic life at the nation level as well as the individual level.	

(Globalization (socio-economic, political, cultural))	KG	10-12	<p>[47] Ultimately, Korean Geography is to raise essential geographic perspectives for globalization and localization based on proper recognition and understanding on our territory and provide the opportunity to feel the meaning and importance of territory of the country.</p> <p>a. Understand comprehensively of various geographical phenomena of the territory and identify the meaning of the space where our lives evolve around within the flux of globalization.</p> <p>[48] Grasp the location of our country and the characteristics of our territory in the world and understand the meaning and importance of sovereignty of Dokdo (island) and the use of “East Sea” instead of “Sea of Japan”.</p> <p>[49] Explore the influence of foreign migrant workers and multicultural families to the society as well as the space and seek practical ways to create a sustainable multicultural space, where diversity is accepted. (Teacher’s guide) In order to better understand the cause of the multicultural space, it is necessary to present the learning contents in consideration of the socio-cultural characteristics of the immigrants as well as the globalization of the economic spaces.</p>
	WG	10-12	<p>[50] World Geography- based on a broad understanding of the flow of globalization and localization, which are the main features of the modern world - aims to identify how several countries and regions carry a variety of differences in the aspects of natural environment, culture, economy and politics; and allows to understand how the cooperation for coexistence on the one hand and conflicts from the difference on the other hand occur due to the spatial diversity and regional difference. Based on this, this subject ultimately raises awareness that empathic understanding of diverse lives of people living in different parts of the world contributes to the cultivation of our global leadership as well as being a foundation of the positive change and development of our lives.</p> <p><u>[51] Objectives:</u> World Geography pursues systematic and comprehensive study on the relationship between human and nature; the mutual relationship between one region and the others of the world; and the natural and human environment of every country and zone of the world with inter-linked perspectives among several phenomena such as cultural, political and economic of a region. Through this, it aims to raise a human being, who seeks for a world with mutual coexistence, bearing the spatial diversity of natural environment and human environment in mind; actively reacts to a rapidly changing modern world; and carries the global leadership founded on the value of cultural diversity.</p>



<p><i>(Globalization (socio-economic, political, cultural))</i></p>		<p>[52] To achieve the objective, the main contents of World Geography encompass: explore the spatial diversity and variability of the modern world, brought by the two flows of globalization and localization; identify the characteristics of the natural environment and human environment, observed in many countries and zones of the world; and understand that in the process of adaptation to the natural environment and human environment, various lifestyles which have been created by people of each country and zone; cultural landscapes; economic activities; settlement systems; relations with neighboring countries and other regions; and regional and global issues for the sustainable development in the future..</p> <p>[53] (1) Understanding of globalization and regions Understand that globalization and localization are key factors that change the relations between regions and between regions and the world, and the geographical awareness of understanding the modern world as well as each region has been gradually considered crucial.</p> <p>[54] (3) Human environment and landscapes in the world Understand the difference of the World's every major religion with regard to the spatial diffusion process and symbolism of religious landscape. Analyse that the world's population growth and population distribution have evolved differently according to regions, and globalization has facilitated international migration of the population and the world's urban system. Understand that interregional mobility of resources active due to uneven regional distribution of food and energy resources.</p> <p>[55] (8) The world of coexistence and peace - Identify the impacts that the Economic Globalization causes; and compare and analyse the developmental background and characteristics of the major trading blocs, developed by many countries for the coexistence in response to the Economic globalization. Learning Elements: Economic Globalization; Trading Blocs; Climate Change; international dispersion and diffusion of pollutants, World Heritage Natural Site, World Heritage: Cultural Site; International Refugees; and regional conflicts</p> <p>[56] While each region of the world experiences mutual tensions and conflicts due to territorial sovereignty, ethnic (racial) and religious differences and unequal distribution of resources, it co-exists as a community living in the same environment, the Earth, as globalization continues to proceed. People around each region and country of the world make diverse efforts for the coexistence and global peace. With this in mind, learn the efforts for the world peace and justice such as: economic globalization; development of regional trading blocs; international efforts and conventions in regards</p>
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<i>(Globalization (socio-economic, political, cultural))</i>			with the global environmental issues such as global warming and diffusion of pollutants across borders; designation and management of World Heritage; status of international refugees and humanitarian assistance; adjustments to the various regional conflicts, and cultivate the knowledge and attitudes as global citizens who can participate in such efforts.
	ISS	10-12	<p>[57] Identify the relationship between globalization and localization; determine the aspects of globalizations through the formation of the global cities and the spatial and economic change from the emergence of multinational corporations in the world; suggest a solution to the problems resulted from the globalizations such as cultural uniformity and destructions; the deepened gap between the poor and the rich; conflicts between the universal ethics and distinct ethics.</p> <p>[58] Study the background of the division of the North and South Korea, and necessity of unification, the historical conflict of East Asia and find a solution. In addition, in consideration of Korea's global positioning, historical circumstances, geographical position, find out what our country can offer to contribute to the world peace.</p> <p><u>[59] Topics to Explore and Activity Examples</u></p> <ul style="list-style-type: none"> <li>- Find the prototypes of regional disputes and conflicts in the world and mark it on the world map. Explore examples where these disputes and conflicts were resolved peacefully, and find a way for the peaceful reconciliation.</li> <li>- From the negative and positive peace perspective, analyse the conflicted situation of North and South Korea and suggest a way to achieve a positive peace.</li> </ul>
	MEEI	10-12	<p>[60] In order to achieve global peace, worldwide efforts based on the global values and norms, and citizen ethics are required.</p> <p><u>[61]</u> <u>Peace: are global citizens and global peace feasible?</u></p> <ol style="list-style-type: none"> <li>1) Various peace philosophies/ideologies in Eastern and Western society</li> <li>2) Embodiment of global citizenship and global citizen ethics</li> </ol>
	SC	10-12	<p>[62]</p> <ul style="list-style-type: none"> <li>- Globalizations and informatization</li> </ul> <p>[63]</p> <ul style="list-style-type: none"> <li>- Global citizens, sustainable society</li> </ul>

8. North-south relationships, developed-developing interconnections, interdependence	ISS	10-12	<p>[64]  <u>Topics to Explore and Activity Examples</u>  Due to globalization, the exchange of capital, labor, goods, and culture has become more active. Compare the impact of this change on the political, economic, social and cultural situation of developing and developed countries.</p>
9. Climate change, biodiversity, sustainable development	SSPLs	5-9	<p>[65]  <u>Sustainable development: Sustainable environment</u>  The beliefs and activities of mankind in pursuing to interface with the environment ensure environmental sustainability.</p>
		5-6	<p>[66]</p> <ul style="list-style-type: none"> <li>- Global environmental issues</li> <li>- Sustainable development</li> <li>- Balance between environment and development</li> </ul>
		7-9	<p>[67]</p> <ul style="list-style-type: none"> <li>- Global environmental issues</li> </ul> <p>[68]</p> <ul style="list-style-type: none"> <li>- Regional/local environmental issues</li> </ul> <p>[69]</p> <ul style="list-style-type: none"> <li>- Environmental awareness</li> </ul>
		5-6	<p>[70]  <u>Sustainable world</u>  Explore solutions to the global environmental issues and educate the attitudes of global citizens who cooperatively engage in solving the environmental issues.</p> <p>[71]  Find ways to address the global environmental challenges and promote the sustainable development and encourage to practice in daily life.</p>
	ELs	7-9	<p>[72]  Understand the meaning of environment and its relation to the human activity, and acknowledge that their life evolves around environment.  Understand the impact of their daily life to the environment and explore a way to establish a relationship with environment based on caring and responsibility.</p>
	ELs	7-9	<p>[73]The aim of “environment” in lower secondary education is to understand the relationship between human and nature through exploring the surroundings and local environment; to be fully equipped with a willingness and capacity to live harmonious life with others within a global ecosystem and; to be involved in creating a sustainable community.</p>
			<p>[74] <u>Sustainable society</u></p>

<p><i>(Climate change, biodiversity, sustainable development)</i></p>			<p>Sustainable development provides directions to our society with environmental, economic and social aspects.</p> <ul style="list-style-type: none"> <li>- The meaning of sustainable development</li> <li>- The interpretation and application of the Sustainable development.</li> </ul> <p>[75] Understand the case studies of sustainable development from our nation and other countries through the integrated perspectives of environmental, economic, and social aspects and find a feasible way to apply sustainable development in their lives and communities.</p> <p>[76] Through the analysis of specific cases, environmental problems occur from the midst of complex relationships within the ecosystem; recognize the needs to take into consideration of the complex interactions between the ecosystems components in order to solve the environmental issues.</p> <p>[77] When proposing the feasible strategies to practice in daily lives in order to solve environmental problems, have students to critically inquire on the matter in relation with the social, cultural, and economic aspects in addition to the scientific principles.</p> <p>[78] Through the analysis of cases about the shift of the global environment, classify the characteristics of the global environment and the global environmental problems.</p> <p>[79] Find out about the global environmental changes including rainforests and polar glaciers and determine the causal factors of the change; then, propose solutions to preserve the environment at the personal and social levels.</p> <p>[80] Distinguish the causes of the climate change, and discuss the solution to the conflicts that occur due to the climate change from the points of views as the members of global community.</p> <p>[81] Examine the specific cases of the cross-border environmental issues, the global environmental issues such as acid rain and desertification, and the international conflicts due to water and natural resources;</p> <p>[82] Classify the characteristics of the significant range of the impact of the global environment and the global environment issues (wide area); complex causality (complexity); unequal damage/destruction (inequity); urgency and time delay (time difference); difficulties in coming up with agreement for the resolution; interdependence, and etc.</p> <p>[83] Understand that climate change is caused by the man-made factors including reckless and excessive use</p>
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<i>(Climate change, biodiversity, sustainable development)</i>			<p>of fossil fuels and excessive development, and natural factors such as natural climate patterns from the past;</p> <p>[84] Since climate change is an important challenge that must be addressed by the global community, try to find a solution to the conflicts between those who caused the climate change and those who receives the discriminatory/unequal damage from the global community perspectives.</p>
	MEP	3-6	<p>[85] Understand the value of life; concern on human life and environmental issues; develop an attitude to protect human life and nature.</p> <ul style="list-style-type: none"> <li>- What are the reasons and ways to protect nature and how can we develop ties/bonding with nature?</li> </ul>
	MELs	7-9	<p>[86] Understand the importance of the life through the harmony of man and nature and the need for the protection of environment in various angles; evaluate the values for the consumption life and environment from the ecological sustainability point of view; and acquire practical environmentally friendly life skills.</p> <ol style="list-style-type: none"> <li>1. Are human beings the master of nature?</li> <li>2. Are there any relations between the environmental values and consumption patterns?</li> <li>3. What are the concrete action plans for eco-friendly life?</li> </ol>
	ISS	10-12	<p>[87] Investigate and analyse the past and current examples, which present the impact of natural environment on the human life; identify the civil rights to live in a safe and comfortable environment.</p> <p>[88] Explain a variety of human perspectives about nature through examples and propose the desirable/proper relationship between human and nature.</p>

<i>(Climate change, biodiversity, sustainable development)</i>			<p>[89] <u>Topics to Explore and Activity Examples</u></p> <ul style="list-style-type: none"> <li>- Explore natural disasters of the world (Hurricanes in the United States, earthquakes and tsunami in Japan, tsunami in Indonesia) and compare the measures/coping skills of the government and civil society.</li> </ul> <p>[90]</p> <ul style="list-style-type: none"> <li>- When certain regions are developed, there exist two positions: one is to focus on the economic benefits and the other is to emphasize the environmental protection. Try to understand both views and present your opinion.</li> </ul> <p>[91]</p> <ul style="list-style-type: none"> <li>- Examine how the relationship between human and natural environment changes overtime, and find out what would be the proper relationship between the two based on studying a variety of human perspectives towards natural environment.</li> </ul> <p>[92]</p> <ul style="list-style-type: none"> <li>- Study the best examples of the ecological city in the world and explore how to apply it to our country</li> </ul>
	TG	10-12	<p>[93]</p> <p>2)</p> <ul style="list-style-type: none"> <li>- Travel to seek for attractive nature</li> <li>- Explore the value of the protected area for the diversity and sustainability of global environment, and understand and enjoy Korea's attractive national environment based on it.</li> </ul> <p>[94]</p> <ul style="list-style-type: none"> <li>- Understand the value of the restricted areas for travel such as National Monuments, National Parks and South Pole for the diversity and sustainability of the global environment, and explore the changes within the conflict in between conservation and development.</li> </ul>
	WG	10-12	<p>[95]</p> <p>(2) Natural environment and human life in the world Learning elements: Climate elements; climate factors; climate zones; climate change; natural disasters; terrain formation; terrains of the world; and sustainable environment</p> <ul style="list-style-type: none"> <li>- Foster attitudes for the sustainable environment where human and environment can coexist.</li> </ul> <p>[96]</p> <p>(8) The world of coexistence and peace</p> <ul style="list-style-type: none"> <li>- Examine international efforts reacting to the global environmental issues and indicators such as Ecological Footprint and Drought indices; and propose daily action plans that we can practice.</li> </ul>

<i>(Climate change, biodiversity, sustainable development)</i>	SSPLs	7-9	<p>[97] <u>Sustainable development: Global coexistence</u>          Humanity mutually cooperates and depends for common prosperity on a variety of spatial scales from the local level to global level.</p> <ul style="list-style-type: none"> <li>- Commitment to coexistence of mankind</li> </ul>
	EUs	10-12	<p>[98] Upper Secondary school “Environment” helps students understand and practice the system of sustainable society and lifestyle with a critical mind on the expansion of unsustainability as well as the environmental crisis.</p> <p>The objective of “Environment” in Upper Secondary level is to equip learners with the willingness and capacity to pursue living a sustainable way of life in consideration of environment and the others as individuals pursuing happiness and self-realization while understanding the sustainable social systems environmentally, economically and socially as a responsible citizen.</p> <p>[99]          (2) Environmental System          Find out that environment is a system that is shaped and transformed as a result of the complex and dynamic interaction between ecosystem and society; propose the prevention and resolution of the environmental issues based on the nature of this system and the process of the changes; and, in addition, propose essential environmental conditions for the sustainable development of the region and global community.</p> <p>[100]          (3) Environmental quest          Find out the meaning and implications of the integrated analysis on typical climate change- and energy-related environmental events and practices of the national and international cases from the environmental, economic, and social aspects.</p> <p>[101]          4) Sustainable Society          Identify multiple meanings of sustainable development; based on this, present the sustainable society and lifestyles to understand how the two elements are closely related with one another; seek the alternative ways through communication and collaboration with others; and practice the ways in order to realize the sustainable society.</p>
10. Global poverty, global inequality	SSPLs	5-9	<p>[102] <u>Sustainable development: conflict and inequality</u>          The unequal distribution of wealth and resource cause severe interregional conflicts.</p>
		5-6	[103] - Regional conflict causes and solutions
		7-9	[104] - Regional imbalance

		5-6	[105] <u>Sustainable World</u> Explore challenges in building sustainable future- such as expansion of the environment friendly production, fighting poverty and hunger and malnutrition, and elimination of cultural prejudice and discrimination- and actively participate in seeking solutions to these issues as global citizens.
	ISS	10-12	[106] <u>Topics to Explore and Activity Examples</u> Study the examples of aid (overseas) to solve the hunger issues in the Third world and reduce the global inequality.  [107] Discuss how the difference of the regional distribution of resources, labors, capitals, and etc. and in accordance with the difference of production costs cause the international division of labor and trade; and discuss the positive and negative aspects of the expansion of international trade in the lives of individuals and national economy through examining specific/pertinent examples.  [108] <u>Topics to Explore and Activity Examples</u> - Study the influence of the recent international financial crisis to the economy of each country, society, and individual and find ways to overcome.  [109] - Based on the statistics, mark the distribution of resources, labors, and capitals (funds) on the world map, and find examples of the impact of these indicated differences on the international division of labor, and trade.  [110] - Identify the relationship between globalization and localization; determine the aspects of globalizations through the formation of the global cities and the spatial and economic change from the emergence of multinational corporations in the world; suggest a solution to the problems resulted from the globalizations such as cultural uniformity and destructions; the deepened gap between the poor and the rich; conflicts between the universal ethics and distinct ethics.
	SPI	10-12	[111] <u>Social discriminations against minorities</u> - Definition of minorities - Social prejudice against minorities and the cause of discriminations and solutions.
	MELE	10-12	[112] Critically analyse a variety of international disputes and inequality between countries (poverty, gap between the wealthy and the poor, unequal distribution of resources) from the moral/ethical perspectives; justify the global responsibility and contribution to these issues; propose concrete examples to practice.



11. Genocide, terrorism, war, refugees	ISS	10-12	[113] <u>Topics to Explore and Activity Examples</u> Discuss what would be the desired decision for the leaders and citizens of European countries in regards with the acceptance of the refugees from North Africa and Southwest Asia.
	SC	10-12	[114] Examine issues around environment, resources and war and terrorism and understand the importance of the sense and practice of global citizenship in responding to the matters.
	WG	10-12	[115] <u>(8) The world of coexistence and peace</u> Understand that the World searches for a variety of effort for the regional cooperation and global peace and coexistence. Research and discuss that economic cooperation and a formation of trading blocs among many countries have been accelerated due to the economic globalization; international cooperation and actions have been taken to handle the global environmental issues; and there exists various efforts for global peace and coexistence such as a cultural heritage designation and protection, a survey on the status of <b>international refugees and humanitarian assistance</b> , mediation in various regional conflicts.
12. Diseases (Ebola, HIV & AIDS)			
13. Other (global issues)	SSPLs	3-9	[116] Through a better understanding of the natural environment and human environment, students are expected to learn regional/national/international geographical issues and recognize the diversity of human life.
	MELE	10-12	[117] In “ethic of coexistence and peace”, “ethic of conflict resolution and communication”, “ethic of unification of the people”, and “ethic of global peace” are discussed.
	ISS	10-12	[118] Identify the current and future population problems through data analysis of the distribution and structure of the world’s population and suggest solutions. [119] Keep in mind that sustainable development is not just limited to the discourse of economy and environment, but it also focuses on the comprehensive, balanced, and holistic growth of the society, and further discuss about the individual efforts and institutional plans. [120] In a global dimension, the distribution of available resources and consumption practices mainly deals with oil, coal and natural gas. [121] <u>Topics to explore and Activity examples</u> Examine the cases of global conflicts due to the distribution of resources and the mismatch of consumption and present the solutions to the issues.
<b>III. Attitudinal (socio-affective) domain categories</b>			
<b>Multiple identities</b>			

14. Humanity as privileged referent of identity	CF	1-12	<p>[122] Under the ideal of hongik-ingan (contributing to the overall benefit of humankind- the founding spirit of the first kingdom in Korean history), the objectives of Korea's education are to: assist all people in perfecting their individual character, develop the ability to achieve an independent life and acquire the qualifications of democratic citizens, and be able to participate in the building of a democratic state and promoting the prosperity of all humankind. Based on these ideals, the curriculum aims to foster the following model of a well-educated person.</p> <p>[123] d. One who lives together by practicing solicitudes and sharing as a democratic citizen, interacting with the world with a sense of community.</p>
	SSPLs	5-6	[124] This chapter is designed to educate an ability to understand and prospect the world, and to raise an attitude that respects diverse life styles and further practices the love for humanity through a full understanding of the geographical characteristics of the various continents and countries.
	MEP	3-6	[125] To create a fair society, keep the law and respect human rights, carry desirable perspectives on unification and have humanity.
15. Nation as privileged referent of identity	CF	10-12	<p>[126] The aim of high school education (Upper-secondary ed.) d. Cultivate attitudes and qualifications of democratic citizens to practice solicitudes and sharing, and communicate with the world on the basis of the responsibility for the national community</p>
	SSPLs	3-9	[127] Based on our understanding on the regions/society that our lives are built on, Social Studies aims to foster the identity as Koreans and characteristics of global citizens through examining Korean history; territory and environment of Korea; the reality of Korean society and system, and social change; and the characteristics of the global world and change.
	KH	10-12	<p>[128] 'Korean history' is a subject to foster historical reasoning and ability to insightfully discern the modern society by understanding the formation and development of our history. Through the understanding of the competencies demonstrated in the history of our nation with an autonomous and critical perspective, cultivate the qualities to actively lead our history in the 21st century.</p> <p>[129] Based on the full understanding of our history and culture, raise the students to become global citizens with the pride and identity of Koreans. Moreover, as an independent Korean, equip the qualities to actively participate in the development of human history in response to globalization.</p>
	WH	10-12	[130] Develop the identity as a Korean within the world through understanding the existing cultures and values of other regions in the world.

16. 'Embedded identities': local, national, regional (supra-national) and global	EAH	10-12	<p>[131] "East Asian History" is a subject which connects the Korean history and world history. Through learning of this subject, the learners will understand the historical development of the East Asia considering the universality and uniqueness, and configured to allow an in-depth understanding of Korean History and World History.</p> <p>[132] Identity and mutual respect, based on the understanding of our history and world history, foster historical awareness which is required nowadays and ability to carry the attitude to understand and respect others from our perspectives</p>
<b>Difference and respect for diversity: multicultural and/or international contexts-levels<sup>42</sup></b>			
17. Intercultural empathy, dialogue, respect, solidarity (referred to intercultural or international, regional or worldwide contexts).	CF	1-12	[133] c. Educated one who enjoys and develops the culture of humanity based on the understanding of culture and the value of diversity
	CF	7-9	[134] The aim of middle school education (Lower-secondary ed.) c. Nurture attitudes to understand and empathize with a diverse culture of the world and Korea based on personal experiences obtained from their own surroundings.
	WG	10-12	[135] - Guide students to go beyond understanding various culture of each region of the world including the major religion and empathize and to raise knowledge on cultural diversity.
	MECE	10-12	[136] The true meaning of religion encompasses ethical connotations and the co-existence among different religions is promising through a dialogue among them and practice of tolerance. - What meaning does religion carry in our lives?  - What are the required attitudes for the co-existence of various religions?
	SSPLs	3-9	[137] Culture To better understand and enjoy the lifestyle, it is important to possess the correct recognition and attitude to cultural diversity and variation.
3-4		[138] Culture; Prejudice and discrimination; Respect for other cultures	
7-9		[139] Culture; Cultural understanding attitude; Mass media; Popular culture.	

<sup>42</sup> As the effort is to distinguish the presence of GCED in the curriculum, it is not enough that the referred meanings-values (empathy, dialogue, respect, solidarity, or equivalent) appear in observed statements on learning goals and/or contents, but they need to have an explicit connection to *transnational, regional or global contexts*.

<i>(Intercultural empathy, dialogue, respect, solidarity, referred to intercultural or international, regional or worldwide contexts)</i>		5-6	<p>[140] Nurture attitudes that respect different values and culture through understanding the human life and its relation to environment by exploring the regional/local diversity; cultural aspects-clothing, food, housing of diverse livelihood; natural factors such as climate, terrains; humanities such as religions and traditions</p> <p>[141] Using world map as well as globe, aiming to minimize any prevalent/pre-existing distortion on perceptions towards the world.</p>
	MELE	10-12	[142] Have the students understand the characteristics of multicultural society, carry an attitude of tolerance based on the sense of matured citizenship, and produce desirable, appropriate cultural identity.
	IDPL	1-2	<p>[143] <u>Empathizing with other cultures: Disciplined life</u> The aim is to shape healthy awareness and attitudes towards other countries and culture. Understand our culture properly and know that we share the same ethnicity with North Korea and ensure the willingness for the unification. Recognize that there are other countries in the worlds and respect other countries with different culture and languages.</p> <p>[144] Same ethnicity, same nation; willingness for unification; anti-prejudice; respect for other culture; empathy</p> <p>[145]</p> <ol style="list-style-type: none"> <li>1) Understand the situation of North and South Korea, the one and only divided country in the world, and emphasize the pain of separated families and educate to have willingness for unification.</li> <li>2) Invite relevant personalities to learn about North Korea or other countries and interact/contact with them. Educate the students in prior not to have prejudicial/biased notions towards the personnel.</li> </ol> <p>[146]</p> <ol style="list-style-type: none"> <li>3) Direct the students to respect the differences between cultures and to be able to emphasize. In other words, ensure that the identity as Koreans will not result in exclusive attitudes against others.</li> <li>4) Through experiencing other countries' table manners, greetings manners, holidays and customs, nurture an attitude to understand and respect the country's culture.</li> </ol>
		1-2	<p>[147] <u>Culture of other countries: Intelligent Life</u></p> <ul style="list-style-type: none"> <li>- The major features and culture of our country, the life in North and South Korea, Culture of other countries.</li> </ul> <ol style="list-style-type: none"> <li>1) Foster interests in Korean traditions and culture by researching and presenting about our traditions and culture.</li> </ol>

<i>(Intercultural empathy, dialogue, respect, solidarity, referred to intercultural or international, regional or worldwide contexts)</i>			<ol style="list-style-type: none"> <li>2) Foster interests in the recovery of homogeneity through studying the similarities and differences of the North and South Korea.</li> <li>3) Using various resources, find out about other countries of interest.</li> </ol>
			<p>[148] Enjoy music, dance and play of other countries: Pleasant Life</p> <ol style="list-style-type: none"> <li>1) Through books, photos, videos or sharing experiences, explore the lives of various countries and do a variety of activities.</li> <li>2) In the process of expressing other countries' culture, develop respects towards other culture.</li> <li>3) Have the students choose the country of their interests and understand the culture.</li> </ol>
	MEP	3-6	<p>[149] Examine the reasons to accommodate the diversity within the multicultural society and carry an attitude that equally treats the others and the culture through an upright decision making process.</p> <ol style="list-style-type: none"> <li>1. What are the reasons to embrace diversity in the multicultural society, and how is my attitude toward the other cultures and the others?</li> <li>2. What are factors needed to fairly treat the multicultural families and other cultures, and what are the ways to grow the willingness to perform this?</li> </ol> <p>[150] Understand the relationship between universal norms and cultural diversity, and carry positive attitudes towards diversity by respecting the cultural differences and differences in general.</p> <ol style="list-style-type: none"> <li>1. What are the appearances of multiculturalism in us?</li> <li>2. How can we view our culture and the culture of others?</li> <li>3. How can we resolve the conflicts of multicultural society?</li> </ol>
ISS	10-12	<p>[151] Culture and diversity</p> <p>This chapter aims to find the answer to the key question, "what are the characteristics of a variety of cultures and how can we keep the cultural diversity?" In order to understand a variety of cultures and a multicultural society through the formation and exchange of culture, the desired attitude with cultural awareness is required.</p> <p>[152] Explore the characteristics of life styles of various cultures, formed by natural and human environment.</p> <p>[153] Understand the need for the relative attitudes towards the cultural differences, and with a stance of universal ethics, reflect our culture and the others.</p> <p>[154] Find a way to solve the conflicts in a multicultural society, and have an attitude that respects cultural diversity. (When dealing with conflict resolution in</p>	

<p><i>(Intercultural empathy, dialogue, respect, solidarity, referred to intercultural or international, regional or worldwide contexts)</i></p>			<p>multicultural societies, highlight the positive aspects of a multicultural society rather than focusing only on the conflicts). Conflict resolution should be discussed with relation to the respect for cultural diversity.</p> <p><u>[155] Topics to Explore and Activity Examples</u></p> <ul style="list-style-type: none"> <li>- Explore the characteristics of politics, economy, and religion based on the cultural areas, and locate them on the world map.</li> </ul> <p>[156]</p> <ul style="list-style-type: none"> <li>- Research the past cases (West Asia, South Asia, and etc.) from the diverse cultures, in which coexistence of different ethnicity and religions was oriented and present the diverse culture that is found in the region nowadays.</li> </ul> <p>[157]</p> <ul style="list-style-type: none"> <li>- After an analysis of the articles which reveal various perspectives to resolve the conflicts in a multicultural society, write an essay to discuss which perspective will be the most desirable for the future integration of Korea.</li> </ul> <p>[158]</p> <ul style="list-style-type: none"> <li>- Examine the change of our country due to becoming multicultural society (foreign restaurants, Multicultural Support Policy, advertisement, etc) and compare the positive and negative aspects that this change has brought.</li> </ul>
<p>18. Discrimination, racism. (referred to intercultural or international, regional or worldwide contexts)</p>	<p>MELs</p>	<p>7-9</p>	<p>[159] Understand the human dignity, human rights, and the gender equality as a universal value from the moral context. Eliminate all forms of social prejudices against others and sympathize and care all people as beings who have human rights.</p> <ol style="list-style-type: none"> <li>1. Why are human dignity and human rights important?</li> <li>2. How do we treat social minorities?</li> <li>3. How do we promote gender equality?</li> </ol>
	<p>ISS</p>	<p>10-12</p>	<p>[160] Investigate cases of unequal social and spatial phenomenon and explore a variety of institutions and practices for creating a just society.</p>
	<p>WH</p>	<p>10-12</p>	<p><u>[161] The History of East Asia</u> (evaluation and notes) ensure to build desirable values and perspectives by having students to write a report on the current situation of the minorities in China</p>
	<p>WH</p>	<p>10-12</p>	<p><u>[162] The History of West Asia and India</u> (Evaluation and notes) ensure that students don't develop any religious prejudice while understanding the Islamic custom and culture in the West Asia.</p>
<p>19. Values and dispositions for GC</p>	<p>CF</p>	<p>1-12</p>	<p><u>[164] Core competencies</u> f. Community Capacity, actively getting involved in the community development with the required values and attitudes as the members of the local, national and global community.</p>

	SSPLs	3-9	[165] Raise an interest in current global challenges and have an enthusiastic attitude to contribute to the development of the democratic nation and the world.
	MELS	7-9	[166] Acquire the global citizenship (in particular with morals/ethics) by understanding the ethical/moral values that are required to live as global citizens; recognizing various moral issues that are happening in the global world; having participatory attitudes to change these issues. 4. Am I global citizen? 5. What are the ethical/moral issues that global citizens face? 6. How can we solve these ethical/moral issues that global citizens face?
	WG	10-12	[167] Examine the main efforts of global community towards global peace and justice and discuss the desirable values and attitudes of global citizens for participation.  The chief learning focus of this chapter is to cultivate knowledge in order to embrace the diversity in values, attitudes and culture as global citizens. Therefore, the core of the evaluation is to assess the acquirement of coexistence among human and nature, ecological perspectives pursuing sustainability and cultural knowledge as global citizens.
	SC	10-12	[168] As global citizens, acquire an attitude to openly and actively respond to the various dimensions of socio-cultural changes.  [169] Explore the global-level challenges and solutions and acquire an attitude trying to realize the sustainable society as global citizens.
	TG	10-12	[170] Therefore, Geography selects "Travel" as a theme and mode as a link to bond easily with the lives of students, to be useful for the present and future life and to foster essential knowledge and skills to live as a member of local, national and global community as well as values and attitudes of a sense of community and responsibility.
<b>III. Behavioural domain categories</b>			
<b>Engagement, participation, actions</b>			
20. Current and future participation in civic protest on global issues			
21. Information and debates on socio-political issues of global reach	SSPLs	5-6	[171] Examine various conflict cases taking place in many countries around the world and explore their causes and solution. Also, research the main actors who are actively working to solve the conflicts. In doing so, we can discuss ways to contribute to global peace.



			[172] Think of what we can do to fight against the global conflict in our everyday lives and have commitment for global peace and development.
			[173] Address the threatening factors that prevent the peaceful world and sustainable development across the world, and explore solutions to these obstacles in order to build a sustainable world.
	SPI	10-12	[174] Understand the meaning of social minorities and discrimination. Furthermore, explore various aspects of discrimination against to social minorities through mass media (TV, movie, advertisement, etc.)
	ELs	7-9	[175] Communication and the process of consensus on desirable image of current and future society are important for the sustainable society. <ul style="list-style-type: none"> <li>- Sustainable lifestyles and social system</li> <li>- Drawing the images of sustainable society together</li> </ul> <p>[176] It is necessary to pursue the environmental justice and active participation of citizen for making changes in personal lifestyle and social systems to achieve a sustainable society.</p> <ul style="list-style-type: none"> <li>- Environmental justice and form of participation</li> <li>- Our participation for social change (compare different viewpoints and opinion; make agreement through communication).</li> </ul> <p>[177] Suggest the various measures to respond to climate changes for the individuals, the community, the state and the international community and present the personal role and responsibility in regards to the suggestion.</p>
	ISS	10-12	[178] Discuss about reverse discrimination that occurs in the process of working to eliminate inequality and how can it be justified.
			[179] Select one topic from the following and examine the causes of the problem from various aspects: Remote or deprived areas (e.g., Urban slums); regions with poor sanitation/ environmentally harsh regions (a waste disposal site, etc.); discrimination against socially disadvantaged (women's entry into society and their promotion in workplace, etc.).
22. Direct action on issues of global reach	SSPLs	5-6	[180] Plan the personal/team project: Select one of international organizations to write a proposal.
	ISS	10-12	[181] Explore various real-world practices such as the government's institutional efforts to solve the environmental problems at the national and international levels; the civil organization's efforts such as civil campaigns; and the business/enterprises' efforts in the facility maintenance and technology developments, and find a realistic way to practice at personal level such as recycling and energy saving plans.



	ELs	7-9	[182] Explore the unnoticeable aspects of environmental issues in achieving sustainable society through a variety of cases; find a diverse way to participate in the school, local community, region, and country.
	TG	10-12	<p>[183]  (4) Travel for the reflection for humanity and coexistence.  Reflect on the material and spiritual development that humans have fulfilled through visiting various monuments such as industrial heritage and war museums; seek for ways where humans can co-exist peacefully with mutual cooperation through volunteer trips to the areas that suffer from conflicts, disasters, poverty and environment; and imagine and find ways for the future of common prosperity of mankind through traveling to the future-oriented regions with ecology, technology, the creation of culture.</p> <p>[184] - Inspire citizenship through planning trips to reflect on humans' material and spiritual development from various monuments such as industrial heritage and war museums.</p>