

Master Teachers in Public Secondary Schools: Their Journey Towards Integration and Contextualization of Global Citizenship into *Araling Panlipunan* Curriculum and Instruction

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ABSTRACT

This comprehensive mixed-methods study investigated the integration and contextualization of Global Citizenship Education (GCED) using Understanding by Design (UBD) as a guiding principle within the *Araling Panlipunan* (AP) curriculum and instruction. Data collection involved a variety of approaches, including semi-structured interviews, focus group discussions, classroom observations, and document analysis. These methods allowed for a thorough exploration of educators' perceptions, instructional strategies, and challenges related to GCED integration. The findings of this study revealed a spectrum of GCED incorporation across different educational settings, influenced by a myriad of factors such as institutional support, teacher training initiatives, and the structure of the curriculum itself. Despite encountering challenges inherent to qualitative data collection, such as subjectivity and potential sample bias, rigorous efforts were made to mitigate these issues through triangulation of data sources and careful sampling strategies, thus enhancing the validity and reliability of the study. The integration of qualitative and quantitative methods facilitated a comprehensive understanding of GCED integration within the AP curriculum and instruction, enabling the formulation of evidence-based recommendations for curriculum development, teacher professional development, and policy implementation. These recommendations are aimed at fostering a more robust integration of GCED principles and practices, ultimately equipping students with the necessary competencies to become responsible global citizens. This research contributes valuable insights to the field of education research, informing decision-making processes and advocating for the promotion of global citizenship education within the Philippine education system.

Keywords: *GCED, ubd, Araling Panlipunan, curriculum, instruction*

INTRODUCTION

In 2012, the United Nations launched the 2012 Global Education First Initiative. This initiative paved the way for the global environment to construct a curriculum highlighting global competencies. UNESCO also included Global Citizenship in its Sustainable Development Goal (SGD) for 2014-2021. Unfortunately, while other countries are steadily adopting the competencies formally, the Philippines is still defining the framework and the curriculum for

GCED that will be utilized by education institutions in the country.

Though the country is still in the process of constructing its global citizenship curriculum, there are limited studies conducted to understand how global competencies are integrated into existing curricula (Hibanada et al., 2020), and Social Studies and Values Education are the subjects that have been identified to possess the dimensions of the global citizenship. Given that some global citizenship competencies are already articulated in the current curriculum, there is a need to examine the extent of the concept of global citizenship in the existing curriculum guide and teachers' experience in contextualizing the Social Studies curriculum emphasizing the dimensions of global citizenship.

Integrating global citizenship with educational institutions has a significant contribution to developing the core elements of active and responsible global

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Received 30 May 2024; Revised 10 June 2024; Accepted 26 June 2024



citizenship (Oxfam, 2006). One of the areas in which global citizenship education can effectively be implemented is schoolteachers. One of the primary responsibilities of teachers is to create awareness of the world so that future generations, do not break ties with a globalized world. For this purpose, instructors should provide environments that allow learners to participate in active discussions in class and thus develop their critical thinking skills (Garii, 2000).

Today's learners are graduating into an interconnected world as never before. Citizens in the 21st century must be aware and be able to develop a sense of responsibility and responsiveness to local and global problems and issues, whether in health, environment, peace, or economic security. This changing global context demands that learners today develop knowledge, skills, attributes, and commitment to global citizenship through the educational process.

Global Citizenship by UNICEF

The United Nations has defined a global citizen as one who understands the need for interconnectedness, can value and respect others' opinions and diversity, can raise a voice against injustice, and can take action personally (UNICEF, 2013). Therefore, students are equipped with the knowledge, and understanding of how to exercise their human rights to help and support one another in any part of the world.

Attributes of a Global Citizen

In their study, Affandi & Somantri (2020) defined a Global Citizen as an individual who possesses several key attributes. Firstly, they emphasized that a Global Citizen is someone who possesses knowledge about the broader world and recognizes their role as a citizen of the globe. Additionally, they highlighted the importance of valuing and respecting diversity, understanding the functioning of the world, and actively discouraging social injustice. Furthermore, a Global Citizen is characterized by their sense of belonging and involvement in various communities, spanning from local to global levels. They are committed to striving towards making the world a fairer and more sustainable place, and they willingly take responsibility for their actions. Overall, these characteristics collectively define the essence of a Global Citizen (Affandi & Somantri, 2020).

Global Citizenship: A Concern for Educational Institutions

Due to the present reality of global needs and demands evolving now and then, younger generation needs to equip themselves beyond the national limit, as global citizens (Estellés & Fischman, 2020). To stay up to date with the fast pace of globalization, there must be

a concern that endeavors in education ought to focus on expanding their attention to worldwide improvement and asking them to accept their obligations as natives of their local or regional, national, and worldwide communities (Pasha, 2015). In this manner, how to actualize and strengthen the component of worldwide citizenship education in-school educational programs has turned into a vital educational issue.

Characteristics of Global Citizenship Education

In their study, Pais and Costa (2020) outlined the key features of Global citizenship education. They emphasized the importance of providing students with comprehensive knowledge about world political frameworks and world monetary systems. Additionally, they stressed the development of critical thinking skills that transcend boundaries, as well as the cultivation of cross-cultural communication skills. Furthermore, Global citizenship education aims to encourage active engagement and dynamic participation among students. Importantly, it also seeks to foster empathy by empowering students to personalize their understanding of the world and to forge connections with individuals living in distant corners of the globe (Pais & Costa, 2020). These features collectively underscore the multifaceted nature of Global citizenship education, highlighting its role in preparing students to navigate and contribute to an interconnected global society.

Goals and Objectives of Global Citizenship Education

In their research, Jamil et al. (2021) outlined the objectives of global citizenship education, emphasizing its multifaceted goals. Firstly, they emphasized the need to promote recognition and appreciation of the diverse nations and cultures that constitute the global community. This objective underscores the importance of fostering cultural awareness and sensitivity to facilitate mutual understanding and respect among individuals from varying backgrounds. Secondly, global citizenship education aims to raise awareness of critical global issues and challenges, as well as to develop an understanding of the role and objectives of the United Nations in addressing them. This includes fostering a sense of responsibility and active engagement in addressing issues such as poverty, climate change, and social inequality at a global level. Thirdly, the objectives include promoting awareness and comprehension of human rights issues, emphasizing the significance of advocating for and upholding the fundamental rights and freedoms of individuals worldwide. Lastly, global citizenship education seeks to foster an understanding of the interconnectedness between humans and their environment, emphasizing the acknowledgment of the complex relationships and interdependencies within the global ecosystem. Collectively, these objectives

highlight the holistic nature of global citizenship education, aiming to equip individuals with the requisite knowledge, skills, and attitudes to navigate and contribute positively to an increasingly interconnected world.

Study Objectives

This study aimed to gather information on the Master Teachers' journey along the integration and contextualization of Global Citizenship Education in the AP curriculum and instruction. Specifically, the study aimed to unravel the depth of GCED integration and contextualization in the AP curriculum and instruction, evaluate teacher feedback on these elements, identify the facilitators and barriers to GCED contextualization in AP, and gather teacher recommendations for enhancing GCED integration.

Theoretical Frameworks

Global Citizenship Education Framework. The Global Citizenship Education (GCED) Framework, as promoted by organizations like UNESCO, is an educational approach aimed at increasing awareness and understanding of global issues among learners. It seeks to equip them with the skills, values, and attitudes necessary to foster a sustainable world. The framework typically revolves around three core dimensions:

1. *Cognitive Dimension:* This dimension focuses on developing knowledge and understanding of global issues and interdependencies. It includes an awareness of the interconnectedness of local and global issues, an understanding of the process of globalization, and knowledge about global issues such as climate change, human rights, global economies, cultural diversity, and sustainable development.
2. *Socio-Emotional Dimension:* This aspect is centered on developing values, attitudes, and soft skills that are crucial for living in a globally interconnected world. It includes fostering a sense of belonging to a common humanity and promoting values like empathy, solidarity, and respect for diversity. The socio-emotional dimension also emphasizes the development of skills such as critical thinking, communication, and the ability to resolve conflicts in a non-violent manner.
3. *Behavioral Dimension:* This dimension involves empowering learners to act effectively and responsibly at both the local and global levels for a more peaceful and sustainable world. It includes the development of skills for active citizenship and involvement in society, encouraging learners to engage in activities that promote social justice,

environmental stewardship, and intercultural understanding.

The GCED Framework aims to create a holistic educational experience that prepares learners not just academically, but also socially and ethically, to meet the challenges of a rapidly changing and increasingly interconnected world. It seeks to inspire a commitment to building a just, peaceful, tolerant, inclusive, secure, and sustainable world.

Understanding by Design (UbD) Framework.

The Understanding by Design (UbD) framework is an educational planning approach developed by Wiggins & McTighe (2005). It focuses on designing curriculum, assessment, and instruction with the end goal in mind — also called "backward design." The framework is structured into three stages:

1. *Stage 1: Identify Desired Results:* This stage involves determining what students should know, understand, and be able to do at the end of the learning process. Educators are encouraged to identify big ideas, essential questions, and key knowledge and skills that are central to the subject. This stage is about setting clear goals and learning objectives.
2. *Stage 2: Determine Acceptable Evidence (Assessment):* In this stage, educators decide how they will measure student learning. This involves designing assessments that will provide evidence of students' understanding and proficiency. The focus is on performance tasks, projects, quizzes, tests, observations, and other means to assess understanding, not just rote memorization.
3. *Stage 3: Plan Learning Experiences and Instruction:* The final stage is where the actual planning of instruction happens. Educators design learning activities, lessons, and instructional strategies that will help students achieve the desired results. This stage requires thoughtful planning to ensure that the learning experiences lead students toward a deeper understanding and mastery of the skills and knowledge identified in Stage 1.

The UbD framework emphasizes the importance of aligning curriculum, assessment, and instruction with the desired learning outcomes. It encourages educators to think critically about the purpose of education and to design learning experiences that foster genuine understanding and long-term retention of knowledge. The framework is widely used for its effectiveness in promoting student-centered learning and deep understanding of content.

METHODOLOGY

This research employs a mixed methods approach, specifically convergent parallel design, to scrutinize the multifaceted aspects of GCED integration and

Table 1. Extent of Integration of the Concept of Global Citizenship in Araling Panlipunan in terms of Curriculum

Dimensions	Mean	SD	DI
Dimension 1: Understanding Global Issues and Interconnectedness	3.43	0.47	MI
Dimension 2: Skills for Global Citizenship	3.31	0.48	MI
Dimension 3: Values and Attitudes towards Global Citizenship	3.56	0.47	HI
Dimension 4: Pedagogical Approaches for Global Citizenship Education	3.21	0.39	MI
Overall Mean	3.38		MI

Table 2. Extent of Integration of the Concept of Global Citizenship in Araling Panlipunan in terms of Instruction

Dimensions	Mean	SD	DI
Dimension 1: Cognitive (Knowledge and Understanding)	3.26	0.27	MI
Dimension 2: Socio-emotional (Skills and Competencies)	3.24	0.30	MI
Dimension 3: Behavioral (Values and Attitudes)	3.53	0.40	HI
Dimension 4: Pedagogical Approaches	3.53	0.30	HI
Overall Mean	3.39		MI

contextualization within the Social Studies curriculum and instruction, particularly in the context of AP.

The study was conducted within carefully selected secondary education institutions situated in Romblon. Nine schools were chosen based on their demonstrated commitment to integrating Global Citizenship Education (GCED) within the AP curriculum and instruction. The selection ensured that the study encompassed diverse educational contexts across varied socio-cultural backgrounds in the province.

A set of qualitative and quantitative instruments was meticulously developed to comprehensively study the integration of GCED within the AP curriculum and instruction. These instruments went through a rigorous content validation procedure to ensure that the indicators and questions were pertinent, understandable, and sufficiently addressed the essential concepts associated with integration and contextualization. Experts in the domains of curriculum development, as well as Master Teachers, were the content validators.

Quantitative data in this study were analyzed using descriptive statistics, and for the qualitative portion of the study, thematic analysis was utilized. The study carefully observed several ethical considerations to ensure that the research was conducted with integrity and respect for all participants. Prioritizing informed consent was fundamental and participants were provided comprehensive information regarding the purpose of the study, methods, potential hazards, and advantages. Participation was purely voluntary, and participants had the opportunity to quit at any point without confronting any negative consequences. Ensuring confidentiality and anonymity were of utmost importance, and rigorous steps were implemented to safeguard the identity and personal information of the

Master Teachers and the teachers as well. This involved securely storing the data and restricting access.

RESULTS AND DISCUSSION

Integration of the Concept of Global Citizenship in Araling Panlipunan

Curriculum. In terms of curriculum, the study identifies four dimensions (Table 1). Understanding global issues and interconnectedness ($M=3.43$) indicated a moderate level of integration. For skills for global citizenship ($M=3.31$), the level of integration was also moderate. However, values and attitudes towards global citizenship ($M=3.56$) indicated a high level of integration. Finally, pedagogical approaches to global citizenship education ($M=3.21$), showed a moderate level of integration. The four dimensions under the curriculum ($M=3.38$) collectively indicated a moderate integration of global citizenship concepts in the Araling Panlipunan curriculum.

Instruction. The cognitive aspect of instruction ($M=3.26$), as well as the socio-emotional ($M=3.24$) indicated a moderate level of integration. However, for behavioral and pedagogical approaches ($M=3.53$), the level of integration was high. Overall, GCED's integration in AP instruction was moderate ($M=3.39$).

Master Teachers' Feedback

Curriculum. The study also explored the integration of GCED and UbD frameworks within the AP curriculum (Table 3). The research focused on how these frameworks can enhance teaching and learning, particularly in developing knowledge and thinking skills related to global citizenship. Master Teachers' feedback highlighted the curriculum's strong points in promoting

Table 3. Master Teacher’s Feedback on Curriculum

Dimensions	Themes
A.1 Cognitive Dimension (Knowledge and Thinking Skills)	<ul style="list-style-type: none"> • Reflective and Empathetic Learning • Integration and Application of Global Citizenship • Critical Thinking and Analytical Skills • Curriculum and Instructional Adaptation • Assessment and Evaluation • Social Responsibility and Global Engagement
A.2. Socio-Emotional Dimension (Values, Attitudes, and Social Skills)	<ul style="list-style-type: none"> • Emotional Intelligence and Empathy Development • Collaborative Learning for Socio-Emotional Growth • Experiential Learning and Personal Growth • Values Integration and Social Responsibility • Cultural Appreciation and Global Awareness
A.3. Behavioral Dimension (Active Participation and Engagement)	<ul style="list-style-type: none"> • Engagement Through Active Learning and Community Involvement • Challenges and Solutions in Engagement • Impact Measurement and Feedback • Promoting Global Citizenship and Responsibility

Table 4. Master Teacher’s Feedback on Instruction

Stages	Themes
Stage 1: Desired Results (Focus on Global Citizenship in Araling Panlipunan)	<ul style="list-style-type: none"> • Integration of Global Citizenship and Local Contexts • Curriculum Design and Learning Objectives • Inclusivity and Diversity in Learning • Engagement Strategies for Global Citizenship • Curriculum Development Challenges and Adjustments
Stage 2: Assessment Evidence (Evaluating Understanding of Global Citizenship)	<ul style="list-style-type: none"> • Assessment Strategies and Tools • Utilization of Student-Created Content • Challenges in Global Citizenship Assessment • Assessment Adaptation and Feedback
Stage 3: Learning Plan (Instructional Strategies for Global Citizenship)	<ul style="list-style-type: none"> • Instructional Design and Engagement • Challenges and Implementation • Instructional Strategies and Methods

reflective and empathetic learning, critical thinking, and analytical skills through various pedagogical strategies such as debates, case studies, and collaborative learning. These methods helped students connect learning with real-world contexts, fostering an understanding of global issues.

The curriculum's dynamic adaptation to global trends and the integration of engaging activities demonstrated its responsiveness and effectiveness in embedding global citizenship concepts deeply into students' learning experiences. Moreover, diversified assessment methods and the emphasis on real-world application underscored the curriculum’s commitment to comprehensive evaluation and practical education. Respondents also noted the curriculum's role in fostering social responsibility and global engagement, emphasizing the importance of practical applications in enhancing students' commitment to addressing global issues. The feedback collectively underscored a curriculum that is both reflective of global education standards and effective in preparing students to engage with global challenges actively.

Instruction. Master teachers skillfully balanced global and local contexts, ensuring that students appreciate their cultural identities while engaging with global citizenship concepts (Table 4). The design and learning objectives of the curriculum were crafted to be inclusive and responsive to the diverse needs and interests of students, fostering personal connections to the material and promoting active participation.

The instruction phase emphasized inclusivity and diversity, utilizing various engagement strategies to deepen students' understanding of global citizenship. Essential questions and activities that promote critical thinking and volunteerism were instrumental in this process. However, the curriculum faced challenges such as resource limitations and the integration of global perspectives, necessitating continuous adaptation and innovation in instructional practices.

Assessment strategies were varied, incorporating reflective activities, written essays, and performance tasks to gauge students' grasp of global issues and their analytical skills. Despite challenges in assessing complex global citizenship topics due to material or tool

Table 5. Facilitators and Constraints in the Contextualization of Global Citizenship in *Araling Panlipunan*

Area	Themes
Curriculum	<ul style="list-style-type: none"> • Curricular and Pedagogical Constraints • External Influences on Curriculum Integration • Professional Development and Collaborative Efforts • Teacher and Learner Dynamics • Conceptual and Philosophical Foundations
Instruction	<ul style="list-style-type: none"> • Instructional Strategies and Practices • Resources and Technological Integration • Policy, Standards, and Institutional Support • Community and Collaboration • Diverse Perspectives and Social Engagement

inadequacies, master teachers adapted assessments to align with learning goals, ensuring they reflect the educational objectives of GCED effectively.

The instruction phase was characterized by a dynamic and reflective approach to teaching, with a strong emphasis on technology integration, real-world application, and continuous adaptation to maintain relevance and engagement in a rapidly changing global landscape. This comprehensive approach ensured that students are not only well-informed about global issues but are also prepared to act as responsible global citizens.

Facilitators and Constraints in Contextualizing Global Citizenship

The study highlighted several key areas of concern and interest: First, it identified significant curricular and pedagogical constraints that inhibit the seamless incorporation of GCED, including curricular limitations, pacing issues, and structural constraints (Table 5). These challenges were compounded by disparities in resource availability, especially technological resources, and gaps in teacher training.

External factors such as community beliefs, political climates, and student engagement levels also played a crucial role in the contextualization process. The research noted that while rural challenges and broader community impacts present difficulties, positive community engagement can substantially enhance global awareness.

Professional development and collaborative efforts were emphasized as critical tools for teachers. The research pointed out a notable lack of focused training opportunities, which adversely affected the effective integration of GCED. The dynamics between teachers and learners were also crucial, with the preparedness of teachers and the engagement of learners playing pivotal roles in the educational process.

The research further delved into the conceptual and philosophical foundations of GCED, discussing how these underpinnings influenced curriculum design and

pedagogical approaches. Additionally, it examined instructional strategies and practices, noting a dichotomy where some strategies are well-adapted while others fail to effectively engage students. The role of resources and technology was discussed as both a facilitator and a barrier, dependent on availability and connectivity.

The study addressed policy, standards, and institutional support, noting variability in their impact on educational practices. Community collaboration and the inclusion of diverse perspectives were highlighted as essential for enriching the curriculum and enhancing social engagement in the classroom.

Description of Master Teachers Journey on the Contextualization of GCED Curriculum

The findings uncovered how Master Teachers enhance curriculum and instructional practices to foster a profound understanding of global citizenship among students. Master teachers employed a suite of pedagogical strategies—such as debates, case studies, and collaborative learning—that not only aim to enhance critical thinking and analytical skills but also closely tie these skills to real-world contexts. This approach helped students develop an understanding of global issues and their responsibilities as global citizens. The curriculum has been continuously adapted to incorporate global trends and engaging activities, making the learning experience relevant and effective. This dynamic curriculum has been supported by diversified assessment methods that emphasize practical applications, preparing students to actively and responsibly engage with global challenges.

In the instruction phase, the curriculum thoughtfully balanced global and local contexts, ensuring students value their own cultural identities while engaging with broader global citizenship concepts. Instruction was designed to be inclusive, resonating with the diverse needs and interests of students, which fosters a personal connection to the material and promotes active participation. However,

the implementation of such a curriculum faced challenges, including resource limitations and the need to integrate a global perspective, which requires ongoing adaptation and innovative instructional practices.

The journey of Master Teachers in contextualizing GCED within the Araling Panlipunan curriculum has been marked by a strategic and reflective approach to teaching that not only aligns with global educational standards but also effectively prepares students to navigate and influence the global community as informed and responsible citizens.

CONCLUSION

For the curriculum, global citizenship concepts were moderately integrated into Araling Panlipunan, and this was also evident within instruction. The study demonstrated how the integration GCED and UbD frameworks enhanced the Araling Panlipunan curriculum. The findings imply that the curriculum successfully cultivates critical thinking, analytical skills, and a deep understanding of global issues through reflective and empathetic learning approaches.

The instructional methods utilized were active engagement, critical thinking, and reflective learning, which are vital for students to develop an understanding of global issues. These methods were supported by a range of assessment strategies that ensure a comprehensive understanding of global citizenship principles. However, the execution of these strategies faced challenges like resource limitations and the need for continuous curriculum adaptation, reflecting the dynamic nature of global education.

Among the primary hurdles were curricular and pedagogical constraints, such as limited space in the curriculum, structural barriers, pacing issues, and technological disparities. These were further compounded by inadequate teacher training, highlighting a pressing need for enhanced professional development programs. External factors, including community beliefs, political climates, and student engagement levels, influenced the success of GCED integration. Conceptual and philosophical foundations also played a significant role; a deep understanding of these aspects is crucial for designing effective instructional strategies and curricula. Resource and technological integration were highlighted as both a facilitator and a barrier. Moreover, policy and institutional support varied, with some policies enhanced instructional methods while others have minimal impact.

Master teachers used an array of pedagogical techniques, including debates, case studies, and collaborative learning, which are specifically designed to enhance students' critical thinking and analytical

skills while connecting these skills to real-world contexts. In terms of instructional design, the curriculum maintained a thoughtful balance between global and local contexts, which helps students appreciate their own cultural identities while engaging with broader global citizenship concepts. The instruction was crafted to be inclusive, catering to the diverse needs and interests of students, which not only fosters a personal connection to the material but also promotes active participation. The journey of master teachers in contextualizing GCED within the Araling Panlipunan curriculum was characterized by strategic and reflective teaching approaches. These approaches not only comply with global educational standards but also effectively prepare students to navigate and contribute to the global community as informed and responsible citizens.

To further strengthen the integration and contextualization endeavors, this study suggests the enhancement of digital literacy and leadership skills in global citizenship education. These include developing modules focused on digital literacy, incorporating leadership training through project-based learning, using interactive teaching methods, investing in technological infrastructure, providing teachers with access to resources, organizing comprehensive professional development, establishing partnerships with NGOs and international organizations, and promoting community and global engagement. The curriculum should also be continuously evaluated and adapted to ensure it remains relevant and effective. Further studies are recommended such as the exploring the balance between globalization and localization, integration of Global Citizenship into lesson plans from Grade 7 to Grade 10, and analysis of the extent of GCED's integration into the MATATAG Curriculum. These recommendations aim to foster well-rounded, globally aware citizens.

AUTHOR'S CONTRIBUTIONS

The author confirms sole authorship of this study.

CONFLICT OF INTEREST

The author declares no conflict of interest.

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