



NATIONAL INSTITUTE OF EDUCATION (NIE)



United Nations
Educational, Scientific and
Cultural Organization

국제연합
교육과학문화기구

APCEIU

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO

유네스코 아시아태평양 국제이해교육원

Introduction of the GCC-Cambodia and Sharing of the Results of Key Activities

GCC in Cambodia

July 24-26, 2024

សិក្ខាសាលាស្តីពីការបំប៉នការអប់រំភាពជាពលរដ្ឋសកលសម្រាប់គណៈគ្រប់គ្រង និងគ្រូឧទ្ទេសនៃសាលាគរុកោសល្យ និងវិក្រឹតការខេត្តទាំង១៦
និងសាលាមធ្យមសិក្សាគរុកោសល្យមត្តេយ្យមជ្ឈិម

សណ្ឋាគារ មករា ខេត្តកំពង់ចាម ថ្ងៃទី២៤ - ២៦ ខែកក្កដា ឆ្នាំ២០២៤

តើអ្វីជាការអប់រំភាពជាពលរដ្ឋសកល ?

❖ What is GCED? តើអ្វីជាការអប់រំភាពជាពលរដ្ឋសកល ?

ការអប់រំភាពជាពលរដ្ឋសកល ជាវិធីសាស្ត្រមួយរបស់អង្គការ UNESCO ដើម្បីជម្នះឧបសគ្គ និងបញ្ហាប្រឈមនានា នៅលើផ្ទៃផ្ទៀងផ្ទាត់ទៅរកសន្តិភាព (Peace) និងនិរន្តរភាព (Sustainable) ពិភពលោក។

❖ បញ្ញត្តិគោលនៃការអប់រំភាពជាពលរដ្ឋសកល

កុទ្ទិ (Cognitive):

ដើម្បីទទួលបានចំណេះដឹង ការយល់ដឹង និងការត្រិះរិះពិចារណាអំពីបញ្ហាសកល តំបន់ ថ្នាក់ជាតិ និងថ្នាក់មូលដ្ឋាន និងការផ្សារភ្ជាប់គ្នាទៅវិញទៅមក និងភាពអាស្រ័យគ្នាទៅវិញទៅមកនៃប្រទេស និងប្រជាជនផ្សេងៗគ្នា។

ចិត្ត-សង្គម (Socio-emotional):

ដើម្បីឱ្យមានអារម្មណ៍នៃភាពជាកម្មសិទ្ធិរបស់មនុស្សទូទៅ តម្លៃរួម និងទំនួលខុសត្រូវ ការយល់ចិត្ត សាមគ្គីភាព និងការគោរពចំពោះភាពខុសគ្នា និងភាពចម្រុះ។

ឥរិយាបថ (Behavioural):

ដើម្បីធ្វើសកម្មភាពប្រកបដោយប្រសិទ្ធភាព និងទំនួលខុសត្រូវនៅថ្នាក់មូលដ្ឋាន ថ្នាក់ជាតិ និងពិភពលោក ដើម្បីពិភពលោកកាន់តែមានសន្តិភាព និងនិរន្តរភាព។

Source: Global Citizenship Education: Topics and Learning Objectives (UNESCO, 2015)

ការបញ្ចូលខ្លឹមសារនៃការអប់រំតាមជំពូកសិក្សាទូទៅក្នុងកម្មវិធីសិក្សា

The MoEYS has embedded the contents of GCED in all levels of school's curriculum

Primary Schools

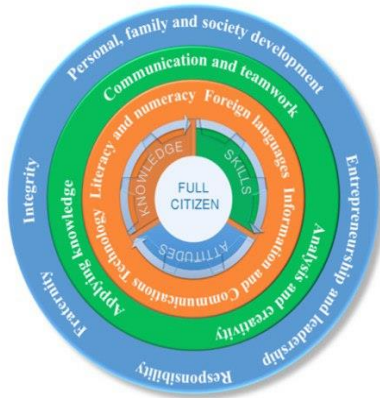
Grades	Khmer Studies	Social Studies
1	<ul style="list-style-type: none"> Good habits of my family 	<ul style="list-style-type: none"> Good habits of my family
2	<ul style="list-style-type: none"> Good habits at school 	<ul style="list-style-type: none"> Good habits at school
3	<ul style="list-style-type: none"> Good habits in community 	<ul style="list-style-type: none"> Recognition of good deeds
4	<ul style="list-style-type: none"> Advanced society Politeness 	<ul style="list-style-type: none"> Good attitudes Self safeguard/safety
5	<ul style="list-style-type: none"> Ways of communication 	<ul style="list-style-type: none"> Responsibility
6	<ul style="list-style-type: none"> Religions and Beliefs Traditional customs Dignity 	<ul style="list-style-type: none"> Good manners Public places, Stairs, Theatres, Pagodas, in Bus, Letter Writing, Sneezing and Saliva



Ministry of Education, Youth and Sport

KINGDOM OF CAMBODIA
NATION RELIGION KING


CURRICULUM FRAMEWORK
OF GENERAL EDUCATION AND TECHNICAL EDUCATION



January 2016

Lower Secondary Schools

Grades	Khmer Studies	Social Studies
7	<ul style="list-style-type: none"> Love and Compassion Helping each others Good citizens 	<ul style="list-style-type: none"> Gender and Human Rights Religious Beliefs Community and Social Spirits
8	<ul style="list-style-type: none"> Solidarity and Understandability Forgiveness, Kindness, Honesty, Relationship National Pride: Being proud with culture, Personal Excellence 	<ul style="list-style-type: none"> Knowing Who You Are Inter Personal Relationship Being With Community National Conscience International Community Spirits
9	<ul style="list-style-type: none"> Relationship with others Living with community 	<ul style="list-style-type: none"> Solidarity Good Citizens



KINGDOM OF CAMBODIA
Nation Religion King


Ministry of Education, Youth and Sport

SYLLABUS

Subject **Moral Civics**

For **Lower Secondary Education**

2018



KINGDOM OF CAMBODIA
Nation Religion King

Ministry of Education, Youth and Sport

SYLLABUS

Subject **Moral Civics**

For **Upper Secondary Education**

2018

Upper Secondary Schools

Grades	Khmer Studies	Civic Education
10	<ul style="list-style-type: none"> Being good citizens of the country 	<ul style="list-style-type: none"> Determination with responsibility
11	<ul style="list-style-type: none"> Courage, Devotion, and Optimism 	
12	<ul style="list-style-type: none"> Human's values: Values and Morality, Virtues, Justice, Rights and Law 	<ul style="list-style-type: none"> Culture of Peace: Universal Ethics Contribution to Social Development

Teacher Education Institutions (TEIs) in Cambodia

PSTTC	PTTCs	RTTCs	TECs	NIE
01	16	04	02	01
produces teachers for kindergartens	produce teachers for primary schools (PSs)	produce teachers For lower secondary schools (LSSs)	produce teachers for PSs & LSSs	produces teachers for upper secondary schools
Trainees must go through the training for 2 years.				Trainees must go through the training for 1 year (BA+1) and 2 years (BA+2)

**តើខ្លឹមសារការអប់រំភាពជាពលរដ្ឋសកលបានបញ្ចូល
ក្នុងកម្មវិធីបណ្តុះបណ្តាលគ្រូបង្រៀន ហើយឬទេ?**

Have the concepts of GCED integrated in Teacher Training Curriculum in Cambodia?



APCEIU

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교육과학문화기구

Asia-Pacific Centre of
Education for International Understanding
under the auspices of UNESCO
유네스코 아시아태평양 국제이해교육원



ការបង្កើត

មជ្ឈមណ្ឌលសហប្រតិបត្តិការនៃការអប់រំភាពជាពលរដ្ឋសកលនៅកម្ពុជា

**The Establishment
of GCED Cooperation Centre in Cambodia**

MoU between APCEIU and NIE



MEMORANDUM OF UNDERSTANDING

BETWEEN

THE ASIA-PACIFIC CENTRE OF EDUCATION
FOR INTERNATIONAL UNDERSTANDING
UNDER THE AUSPICES OF UNESCO

AND

THE NATIONAL INSTITUTE OF EDUCATION OF CAMBODIA

The Asia-Pacific Centre of Education for International Understanding under the Auspices of UNESCO (hereinafter "APCEIU") and the National Institute of Education of Cambodia (hereafter "NIE"), jointly referred as the "Parties," have expressed their commitment and interest in joining efforts to promote cooperation and have reached the following understanding:

Purpose

This Memorandum of Understanding (hereinafter referred to as the "MOU") aims to promote and develop cooperation in Global Citizenship Education (GCED) between the Parties.

Scope of Cooperation

1. The Parties will actively collaborate to enhance the capacities of teacher education institutions to promote GCED through the implementation of the "GCED Cooperation Centre Project," in the following areas:
 - A. Teacher Training on GCED,
 - B. GCED Curriculum/Course Development,
 - C. GCED Research and Policy Development, and
 - D. Dissemination of Information on GCED.
2. The Parties will promote other collaborative activities in academic and educational fields to enhance institutional capacities of GCED in Southeast Asia.

Implementation and Financial Arrangement

1. Specific terms of cooperation and details of activities will be developed under the framework of this MOU and shall be mutually discussed and agreed upon in writing by the Parties.
2. To facilitate the implementation of activities to achieve the objectives of this MOU, a Cooperation Agreement will be signed annually between the Parties. The execution of financial arrangement under this MOU will be settled by the Cooperation Agreement.

3. Any activity carried out within the framework of this MOU shall be subject to the mutual consent of both Parties, taking into account any constraints of time, funding and other relevant resources.
4. This MOU is not intended to create binding or legal obligations on either party nor should it be interpreted as such.

Entry into Effect, Duration and Termination, and Amendment

1. This MOU will become effective when both Parties have signed it.
2. This MOU shall remain in force for a period of five (5) years, with the understanding that it may be terminated by either party with six months' written notice to the counterparty unless an earlier termination date is mutually agreed.
3. The MOU may be amended or extended by mutual written consent of the Parties.

The Parties hereby establish this MOU by duly signing it below.

In English in (2) original copies

For APCEIU:

Dr. LIM Hyun Mook
Director
Asia-Pacific Centre of Education for
International Understanding

Date: 22 February 2022

For NIE:

Dr. Sieng Sovanna
Director
National Institute of Education,
Cambodia

Date: 22 February 2022

- ❖ The MOU was signed in **22nd February 2022**.
- ❖ Aims to enhance the capacities of teacher education institutions to promote GCED through the implementation of the "GCED Cooperation Centre Project" in **the NIE campus**.
- ❖ The MOU shall remain in force for a period of **five (5) years**.

Terms of Collaboration

❖ Areas of collaboration:

- Teacher Training on GCED,
- GCED Curriculum/Course Development,
- GCED Research and Policy Development, and
- Dissemination of Information on GCED

❖ Expected Outcomes:

- The trained teachers are able to provide capacity to the student-teachers at NIE and the fresh or novice teachers throughout the country,
- The Curriculum of GCED courses are developed to fill in the needs and fit with the existing capacity of the participating teachers,
- The results of GCED research have been used to inform the policy development to support GCED in academic and educational field, and
- The information and knowledge on GCED will be disseminated and promoted locally and regionally.

Activities and Outcomes in 2022 (1st year)



Activities and Outcomes in 2022 (1st year)

❖ GCED trainers' capacity development

- 15 GCED Core trainers received training from APCEIU-Korea
- 9 MoEYS leaders from relevant departments involved in the GCED activities
- 40 NIE trainers received pilot training on GCED

❖ GCED partnership development

- NIE developed international and national partners concerning the GCED training activities

Activities and Outcomes in 2022 (1st year)

❖ GCED content development **ការអភិវឌ្ឍខ្លឹមសារការអប់រំភាពជាពលរដ្ឋសកល**



BASILINE SURVEY REPORT

GLOBAL CITIZENSHIP EDUCATION IN
TEACHER EDUCATION INSTITUTIONS
IN CAMBODIA



OCTOBER 1, 2022
NATIONAL INSTITUTE OF EDUCATION
CAMBODIA

របាយការណ៍ស្ទង់មតិជាមូលដ្ឋាន
ការអប់រំភាពជាពលរដ្ឋសកល
សម្រាប់គ្រឹះស្ថានបណ្តុះបណ្តាលគ្រូនៅកម្ពុជា

វិទ្យាស្ថានជាតិអប់រំ

ការអប់រំភាពជាពលរដ្ឋសកល



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

សៀវភៅសិក្សា

ការអប់រំភាពជាពលរដ្ឋសកល

GLOBAL CITIZENSHIP EDUCATION (GCED)

មជ្ឈមណ្ឌលសហប្រតិបត្តិការអប់រំភាពជាពលរដ្ឋសកល

GCC-CAMBODIA 2023

ការបោះពុម្ពលើកទី១

9 GCED lessons were finalized for the
training of the teacher trainers in TELs

GCED Course Design

No	GCED contents/Lessons	Number of Teaching Hours
1	Local, national and global systems and structures	2.5 hours
2	Issue affecting interaction and connectedness of communities at local, national and global levels	2.5 hours
3	Understanding assumptions and power dynamics	2.0 hours
4	Different levels of identity	1.5 hours
5	Different communities people belong to and how these are connected	1.5 hours
6	Differences and respects for diversity	1.5 hours
7	Actions that can be taken individually and collectively	1.5 hours
8	Ethically responsible behavior	1.5 hours
9	Getting engaged and taking actions	1.5 hours

Activities and Outcomes in 2023

1. GCC-Cambodia Members' Study Visits in the Republic of Korea



The outcomes of the activities were the 7 members from GCC-Cambodia gained their knowledge and skills of GCED in both concepts and practices in the capacity training and the visit to GCED implemented elementary school and teacher education institution in Seoul. The 7 members were able to conduct the training on GCED with references from the experiences from the Republic of Korea.

Activities and Outcomes in 2023

2. Training of GCED trainers (ToT) and management teams of 3 TEIs



The outcomes of the activity were: (1) the Cambodian participants learned from the experiences of key results of the 7 members of GCC-Cambodia from the Capacity-Building Training in Seoul, understanding GCED and UNESCO's guidance, a case of a Korean Elementary School implemented GCED, the GCED available teaching/learning resources, GCED 9 topics in Khmer and (2) new contents of GCED were accumulated and compiled for the training of the TEIs trainers.

Activities and Outcomes in 2023

3. Training of 3 TEIs trainers on the 9 GCED lessons and new contents from the ToT in 2023



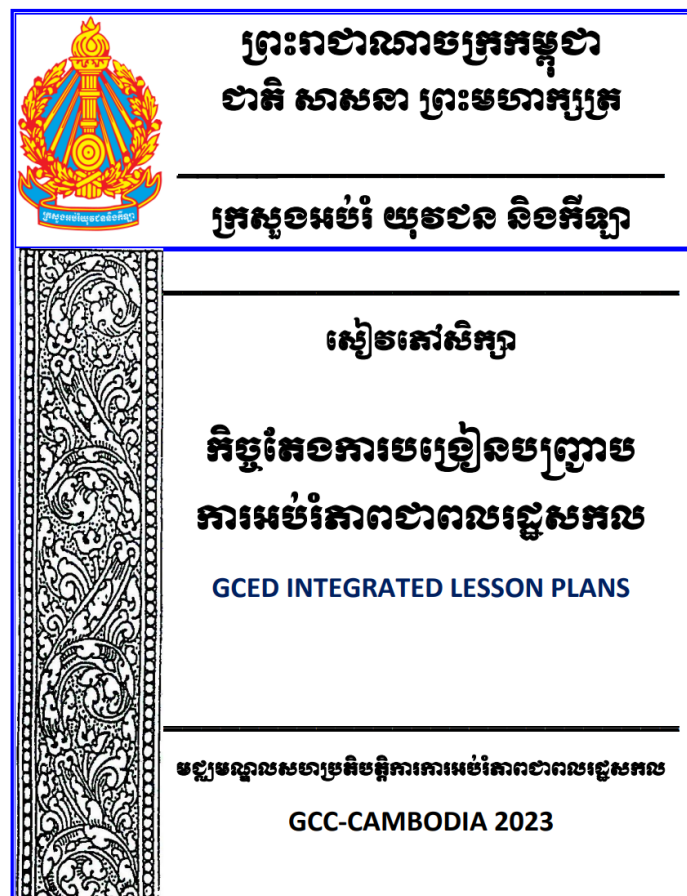
The outcomes of the activities were **28 trainers** from NIE, **10 trainers** from PTEC, and **10 trainers** from BTEC enhanced their knowledge of GCED contents and teaching methodology through the training.

Activities and Outcomes in 2023

4. Translation of GCED books to Khmer language and publication

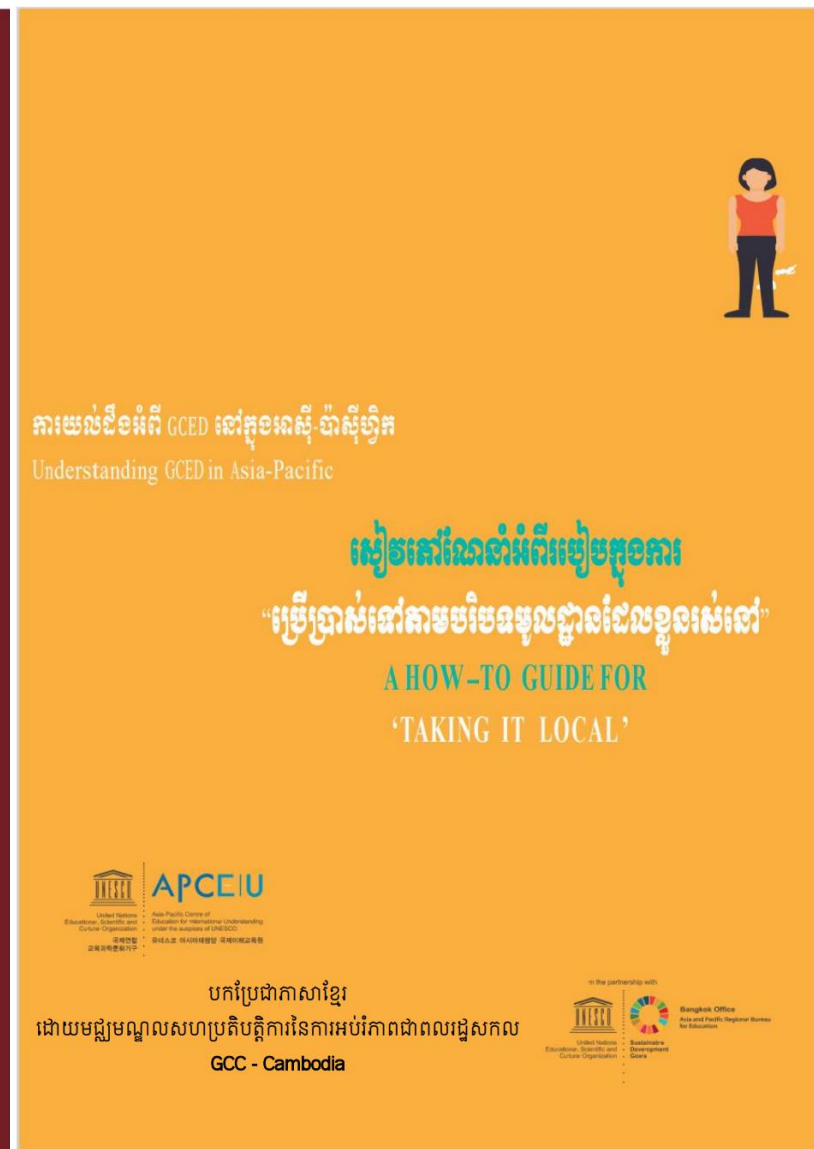
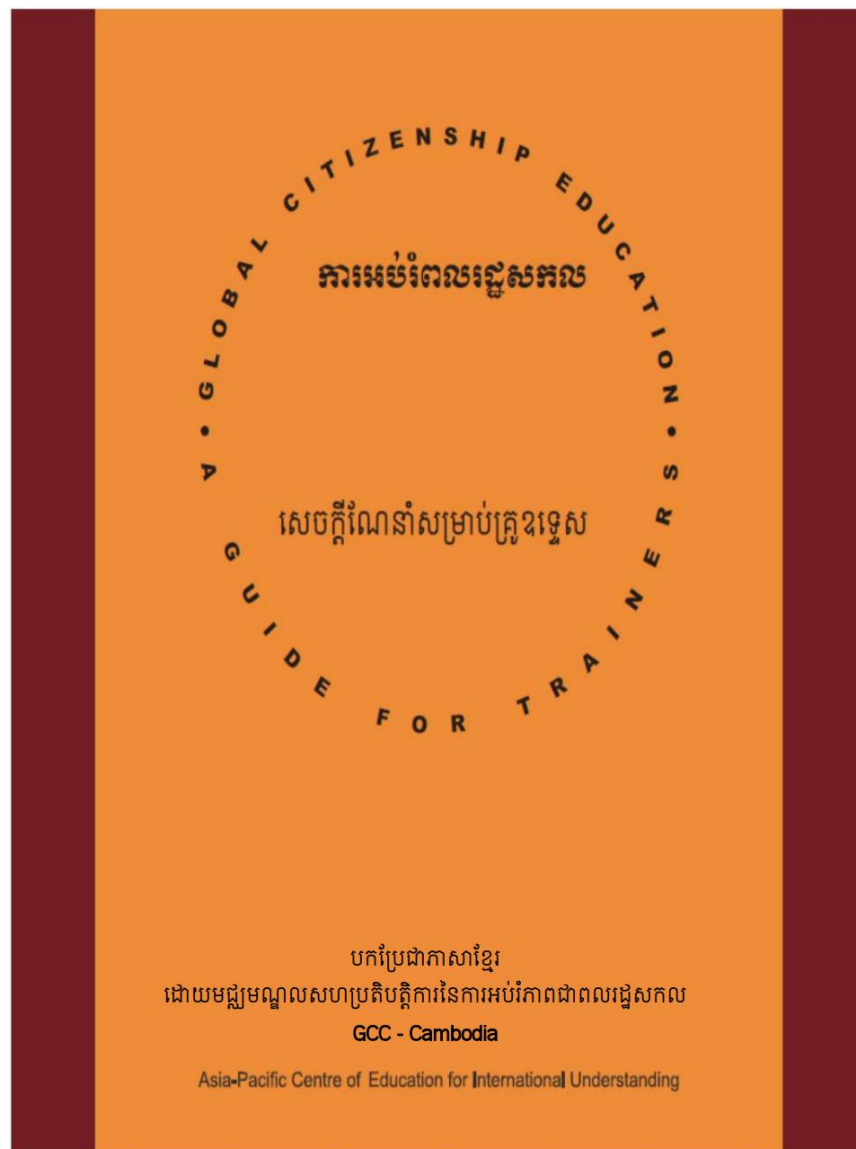
វិទ្យាស្ថានជាតិអប់រំ

ការអប់រំភាពជាពលរដ្ឋសកល



ការបោះពុម្ពលើកទី១

1



The Progress of GCED Integration in TEIs (Baseline and Monitoring)

Table 4. 1: Trainers' awareness of the GCED topics (n=211)

Topics	Baseline		Monitoring	
	Mean	SD	Mean	SD
Cognitive dimension	3.07			
1. Local, national and global systems and structure	2.91	0.90	3.44	0.95
2. Issue affecting interaction and connectedness of communities at local, national and global levels	3.03	0.85	3.47	0.92
3. Understanding assumptions and power dynamics	3.26	0.81	3.59	0.80
Socio-emotional dimension	3.27			
4. Different levels of identity	3.03	0.84	3.66	0.70
5. Different communities people belong to and how these are connected	3.22	0.80	3.63	0.79
6. Difference and respect for diversity	3.56	0.80	3.88	0.79
Behavioral dimension	3.61			
7. Actions that can be taken individually and collectively	3.37	0.83	3.66	0.90
8. Ethically responsible behaviour	3.71	0.78	3.81	0.78
9. Getting engaged and taking action	3.74	0.70	3.88	0.71

Note: Scoring range are 1-18: totally unaware, 1.81-2.60: unaware, 2.61-3.40: undecided/unsure, 3.41-4.20: aware, and 4.21-5.00: fully aware.

The Progress of GCED Integration in TEIs (Baseline and Monitoring)

Table 4. 4: Frequency of trainers' inclusion the GCED topics in teaching (n=211)

Topics	Base line		Monitoring	
	Mean	SD	Mean	SD
Cognitive dimension	2.32			
1.Local, national and global systems and structure	2.29	0.96	2.56	1.22
2.Issue affecting interaction and connectedness of communities at local, national and global levels	2.35	1.01	2.81	1.18
3.Understanding assumptions and power dynamics	2.33	1.04	2.50	1.14
Socio-emotional dimension	2.65			
4.Different levels of identity	2.29	1.00	2.84	1.14
5.Different communities people belong to and how these are connected	2.67	0.99	3.13	1.13
6.Difference and respect for diversity	3.00	1.10	3.28	1.20
Behavioral dimension	3.11			
7.Actions that can be taken individually and collectively	2.80	1.05	3.13	1.16
8.Ethically responsible behaviour	3.37	1.08	3.47	1.05
9.Getting engaged and taking action	3.15	0.99	3.38	1.07

Note: Scoring range are 1-18: never, 1.81-2.60: rarely, 2.61-3.40: sometimes, 3.41-4.20: often, and 4.21-5.00:always.

The Progress of GCED Integration in TEIs (Baseline and Monitoring)

Table 4. 5: Trainers' knowledge and skills concerning the following GCED aspects (n=211)

GCED aspects	Base line		Monitoring	
	Mean	SD	Mean	SD
1.Goals and objectives of global citizenship education	2.67	0.96	3.16	1.11
2.Key concepts and themes in global citizenship education	2.59	0.97	3.22	1.16
3.How to connect teacher training curriculum and global citizenship	2.58	1.07	3.09	1.17
4.Pedagogical skills to teach various global citizenship education perspectives	2.63	1.01	3.13	1.13
5.Assess global citizenship education within teacher training curriculum	2.58	1.01	3.06	1.16

Note: Scoring range are 1-18: not at all well, 1.81-2.60: not very well, 2.61-3.40: moderate, 3.41-4.20: well, and 4.21-5.00:very well.

The Progress of GCED Integration in TEIs (Baseline and Monitoring)

Table 4. 6: Adequateness of the training curriculum to prepare trainees to teach GCED in the future (n=1510)

Topics	Base line		Monitoring	
	Mean	SD	Mean	SD
Cognitive dimension	3.44			
1.Local, national and global systems and structure	3.56	0.78	3.38	0.67
2.Issue affecting interaction and connectedness of communities at local, national and global levels	3.45	0.73	3.50	0.67
3.Understanding assumptions and power dynamics	3.30	0.79	3.33	0.71
Socio-emotional dimension	3.67			
4.Different levels of identity	3.36	0.74	3.44	0.70
5.Different communities people belong to and how these are connected	3.67	0.68	3.67	0.64
6.Difference and respect for diversity	3.97	0.58	3.99	0.64
Behavioral dimension	3.96			
7.Actions that can be taken individually and collectively	3.73	0.64	3.62	0.65
8.Ethically responsible behaviour	4.12	0.54	3.92	0.63
9.Getting engaged and taking action	4.03	0.51	3.94	0.65

The Progress of GCED Integration in TEIs (Baseline and Monitoring)

Table 4. 8: Constrains trainers may face in implementing GCED in their TEI (n=211)

Topics	Baseline		Monitoring	
	Mean	SD	Mean	SD
1. Lack of time to finish the existing curriculum	3.35	0.83	2.72	0.85
2. Lack of GCED teaching materials	3.46	0.81	3.25	0.88
3. Lack of knowledge of global citizenship education	3.60	0.94	3.16	1.27
4. Not included in the exam	3.47	0.95	3.19	1.09
5. Do not know to assess students' achievement on global citizenship issue.	3.58	0.93	2.94	1.01
6. Global citizenship education is not related to my major subject	2.77	1.00	2.38	1.04
7. Global citizenship education issue is very difficult to teach	2.75	0.77	2.50	1.08

Note: Scoring range are 1-18: strongly disagree, 1.81-2.60: disagree, 2.61-3.40: moderate, 3.41-4.20: agree, and 4.21-5.00: strongly agree.

Q&A

Thank You