

APCEIU-IEPA

Joint Capacity-Building Workshop on Empowering Educational Leaders through GCED

Workshop Report Summary

23rd to 25th August, 2022
Alisa Hotel North Ridge, Accra, Ghana



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Background

Our world urgently needs a new social contract for education, according to the most recent study issued by a UNESCO panel, Reimagining our Futures Together. The report's recommendations placed special emphasis on the need of guaranteeing everyone's participation in building the educational future as well as the requirement of global collaboration and unity.

The Asia-Pacific Centre of Education for International Understanding (APCEIU) was established in 2000 to promote education for international understanding and Global Citizenship Education. The Institute for Educational Planning and Administration at the University of Cape Coast in Ghana has worked to expand the expertise of educational leaders, administrators, and planners throughout Africa.

IEPA and APCEIU co-hosted a workshop on capacity-building with the topic "Empowering Educational Leaders via GCED ". The objective was to help GCED's educational leaders improve the groundwork for future collaboration between APCEIU and important Ghanaian players.

Objectives

The objectives of the workshop were to:

- create dialogue with educational leaders on advancing GCED implementation in Ghana;
- share experiences of GCED among educational stakeholders in Ghana and other countries;
- cultivate ideas and explore possibilities for joint initiatives to advance GCED in educational planning, administration, management, leadership, and curriculum in Ghana.

Key Components of the Workshop

The workshop was divided into two sections, one for networking and general conversation and the other for more in-depth talks on how to mainstream GCED through classroom activities and how to improve the GCED curriculum that is now in place.

Summary of the Workshop

The goal of Part I was to highlight current worldwide goals and challenges for transformative education, such as GCED. It also looked at major trends and difficulties in Ghanaian and international education relating to global citizenship education. Nations were also encouraged to share their experiences of the significant social and educational objectives, conditions, and demands driving Ghana's implementation of GCED.

Part II. GCED in Ghana Curriculum: Sharing Experiences and Exploring Possibilities for Enhanced Implementation (Day 2 & Day 3)

Part II concentrated its discussion on the GCED curriculum in Ghana, including its present state and potential future growth. The sessions introduced key components of the Ghanaian curriculum in light of GCED and discussed ways to strengthen the mainstreaming of GCED and improve the current curriculum because Ghana is one of the nations that has already integrated GCED into their national curriculum to a respectable extent. The GCED Curriculum Development and Integration Project of APCEIU was discussed, along with experiences and lessons discovered from other participating nations.

Highlights of the workshop

Participants identified the following as the main priority for strengthening the teaching of GCED in Ghana.

- Contextualisation of GCED
- Advocacy to the wider community about values and competencies of GCED
- Re-orient the curriculum
- Teaching and learning resources
- Teacher (and inspector) professional development

1. Getting the buy-in of Ghanaians on the need to reconsider how to get the younger generation to understand and live as the global citizens expected. Going the Kenyan way or understanding needs analysis and disseminating information to the grassroots by highlighting what is being eroded and what we would rather like to be maintained may help.

2. Having listened to all of the speakers on integrating GCED in the national curriculum, my priority area of concern that needs consideration is equipping teachers adequately to deliver on GCED to all learners. I am also wondering how GCED can be integrated in the teaching of all subjects.

3. The (sic) has global citizenship education in its curriculum.

- Enough training needs to be given to teachers
- Involve other stakeholders (parents) in the need for the change

4. There is the need to re-orient the curriculum to reflect more clearly and delineate the core competencies and a better way to assess them.

5. Our priority has to be to look within. Before we think about taking GCED 'out there', expanding it, and implementing it, we need to think about how to challenge ourselves. What are the areas where we fall short, what harm may we be doing, who are we leaving out of the conversation, etc. GCED itself is not a perfect or pure initiative. Is GCED willing to take a mirror up to itself and think about the ways in which it may need to improve and learn. Are those of us who champion GCED willing to do the same about ourselves and our work?

6. As GCED is already embedded in the Ghanaian curriculum, structured teacher training programmes or an institute that could sustainably train school leaders would help strengthen GCED in Ghana.

7. If it is important that GCED is contextualised and well understood by all, then we can agree on the way to go.

8. The priority task me is to provide continuous professional training to teachers to enable them to implement what is captured in the new curriculum.

9. The priority is to contextualise the prevalent issues in Ghana's educational landscape and frame GCED within this understanding.



Group Photo was taken after the opening of the programme

Ghanaian Approach to GCED CDI Project

With regards to the Ghanaian approach to GCED CDI Project, members agreed on the following:

- An integrated approach is required, bringing various stakeholders into this endeavor (school, family/home, community → whole-school approach)
- Every effort should be linked to Ghanaian values, something that we can relate to (example. Ghana is not ready for LGBTQ, thus the developed GCED should be attached to the values that have existed in Ghana → tolerance, harmony, etc.)
- Entities that do not suit Ghanaian values will only result in a clash among the communities
- There is diversity in Ghanaian values. It might be dangerous to 'generalize' what is Ghanaian values as it might exclude the existing diverse values
- Approach to the Ghanaian way, the best way is by learning from others who have done it before and, from there, point out ways of what the 'Ghanaian values' are
- Funding is also another important element. Funding for education should be made available.
- In terms of integration, expansion of the subject will not be required
- Inclusion of all stakeholders should be ensured
- Engaging various stakeholders (teachers, students, parents, communities, politicians) to find their perspective → create the need for GCED in Ghana → create the appetite to work together (motivation)
- Linking GCED concepts to all concepts that already exist → Exhibiting that GCED has already existed within the Ghanaian values
- Recognition of what we have (GCED values that are reflected within the Ghanaian values), understanding the gap in comparison to other systems and working to minimize the gap
- GCED should be rolled out as a Ghanaian project rather than a project that is implemented based on other's proposals (ownership)

- Most of the GCED values are within the Ghanaian values
- We need to emphasize that GCED is a concept that has existed within Ghana, and needs to be promoted as something that is not new, but we are enhancing the pre-existing values → in order to bring people on board
- In terms of resources, teachers usually look for resources from the government/outside. We need to inform the teachers that some of the resources need to be made from the inside.
- Based on today's workshop, we learned about creativity in teaching, but sometimes teachers are not empowered to do so.
- GCED, without a doubt, has the possibility to challenge the existing values in Ghana. (But often there is a gap between what we learn from school and home.)
- The term "project" is limiting, we need to think about sustainability → as soon as the support ends, so is the project
- The importance of "ownership" from the beginning is very necessary
- GCED should be started at the basic level of the education system
- Within the curriculum framework, we have GCED, but more exposure/stressing is required
- Identification of key stakeholders is also important to start the work and then roll out to the larger society (not biting more than what we can chew)
- GCED is supposed to permeate our life. Many might have practiced GCED without labeling it as 'GCED' thus, it is not necessary to focus on the label, but encouraging each other that we actually have done it, and our diversity will further enrich each other
- The term 'global' can be disadvantageous at a certain point, thus we need to be strategic in presenting the concept, including as it is applied to 'gender'; how best we practice GCED even for those privileged.
- The role of the teacher is critical (with or without a textbook)
- Importance of ownership (key stakeholders) and establishing relevance;



IEPA and APCIEU representatives paid a courtesy call to the Minister of Education