COVER PAGE AND DECLARATION

	Master of Science in Innovative Education & Teaching (M.S.IET.)
Module Code & Module Title:	EDUC580 : Educational Research: Designs and Procedures
Students' Full Name:	Sarah Kirsten Fibiger
Word Count:	8577
Date of Submission:	31/ 07/ 2024

I confirm that this assignment is my own work, is not copied from any other person's work (published/unpublished), and has not been previously submitted for assessment elsewhere.

E-SIGNATURE: SKF

DATE: 31/ 07/ 2024

EDUC580: Educational Research

Designs and Procedures
Module Assignment: Action Research Paper/Report

Sarah Kirsten Fibiger
European International University

July, 2024

Table of Contents

Title page	4
Abstract	5
Rationale for the research	6
Research questions and research objectives	7
Literature review	8
Background of participants of the study	11
Methodology	12
Data analysis & presentation of results of findings	16
Conclusions, implications and recommendations	20
Limitations	21
References	22

List of Tables

Result of the Online Survey by Percentage	24
Result by Percentage for Psycho-social factors	28
Result by Percentage for Learning-related factors	31

List of Figures

If you had the opportunity to travel abroad, what would be the reason?	Figure 1
Do you think your personal habits connect to global issues?	Figure 2
Do you understand why your habits do/ do not connect to global issues?	Figure 3
Have you been encouraged to learn a language that is not native to your home country?	Figure 4
Have you been encouraged to develop the skills needed to be a positive force for change in the global community?	Figure 5
Do you think you can always be respectful of another culture, even if you don't understand everything about it?	Figure 6
Do you feel confident communicating with people from different cultures?	Figure 7
Have you been challenged to consider your own biases towards different cultures?	Figure 8
Do you think that your education has empowered you to take action for global events?	Figure 9
Have you ever used your voice to advocate for a cause that benefits a global community at your school for an assessment?	Figure 10
Have you been encouraged to think critically about the impact of your actions on a global scale?	Figure 11
Have you been encouraged at school to research solutions to global challengers like workforce equality or genocides?	Figure 12
Does your school have subjects that address sustainability, equality and diversity of the world?	Figure 13
Have you studied historical events that had a global impact?	Figure 14
Have you studied the economic and social inequalities that currently exist between different countries?	Figure 15
Difference of GCE impact for the 4 Categories	Figure 16
Have you ever participated in a project or activity that involved collaboration with students from another country?	Figure 17

The Impact of Global Citizenship Education:

The Role of Education in molding students to become empowered global citizens.

Abstract

The Impact of Global Citizenship Education[1]: The Role of Education in molding students to become empowered[2] global[3] citizens[4] is a research study employed to investigate the effects of integrating core methodologies for fostering global citizenship within the curriculum and pedagogy of a secondary school. The study examined the impact of these methodologies on the social behavior and academic performance of ninth and tenth-grade students. To fulfill this strategy, a thorough research was done through an online survey containing 38 questions with a probability sampling of 141 students from an international school that incorporates Global Citizen Education (GCE) to study the influence. The study helped researchers to understand if the change from traditional teaching methodologies and pedagogy to a teaching environment rooted in shaping global students for a future for all, in fact impacts the students in their academic performance and social behavior? Interestingly, and also quite obviously, the answer was 'yes'- it did impact considerably. An increasing number of institutions actively promote internationalization as a key strategy, implying that the development of a "global citizenry" is an essential part of their educational mission - that they incorporate into their schools values and vision. Due to the schools mission being influenced in the school culture and curriculum, students showed a great amount of knowledge and understanding of their role in society and many had goals of which aligned with being a Global citizen (even if the students were unaware of the link). GCE aims for measurable goals equipping learners with the knowledge, values, and skills necessary to become an inspired and responsible global citizen. These factors are deeply rooted in the respect for human rights, diversity, equality, internationalism and environmental sustainability.

Keywords: *Global Citizenship Education, methodologies, pedagogy, internationalization, sustainability, diversity, social justice, equality, global citizenry,*

---

[1] - Global Citizenship Education equips individuals with knowledge, skills and values to be responsible members of a more just and interconnected world.

[2] - Empowered means having the confidence, or authority to take action and control your own life.

[3] - Global means encompassing or relating to the entire world.

[4] - A citizen is a legal member of a country with specific rights and responsibilities.

Rationale for the Research

Global citizenship education is important because it equips students to navigate our increasingly interconnected world. By fostering an understanding of global issues and intercultural respect, it empowers us to become active participants in solving problems like climate change and inequality. This education isn't just for students, it's for educators too, as they play a crucial role in preparing the next generation to be responsible and informed global citizens.

Global Citizen Education empowers students by encouraging them to understand and exercise their rights and obligations in contributing to a future for all. This would be based on established subjects such as human rights education, peace education, and education for international understanding or atleast incorporating them into pre-existing subjects.

UNO General-Secretary Ban Ki-moon, (26 September 2012) states that “Fostering global citizenship. Education is much more than an entry to the job market. It has the power to shape a sustainable future and better world.” In our interconnected world, educators need to rethink their approach. Education must go beyond simply teaching facts. The concept of "global education" is gaining popularity. This approach emphasizes teaching across subjects how our world is becoming increasingly complex and connected. As outlined in the Global Education Strategy (UNESCO 2011), the goal of education today should be to equip young people to understand these complexities and think critically about them. In a world filled with challenges, it's important to see economic, social, political, and cultural forces as changeable. Students should understand their potential to participate, shape, and share responsibility for the future of our global society.

From researchers observation with a school that prioritizes global citizenship education (GCE), the impact on students has been undeniable. They're not just geographically knowledgeable, but also grasp the complexities of global politics and social issues. This awareness results in a strong will to make a positive difference. They actively seek out ways to help other countries and societies, motivated by a genuine sense of global responsibility. It's clear that GCE isn't just teaching them facts, it's fostering a generation of informed and engaged citizens ready to tackle the world's societal issues.

In 2024, It is imperative that schools should integrate global citizenship education into their curriculum for several key reasons. Firstly, our world is more interconnected than ever.

GCE equips students with the skills to understand global challenges, like climate change or pandemics, and work collaboratively for solutions. Secondly, it fosters intercultural respect, preparing students to navigate through a diverse world. This is crucial as globalization increases interaction between cultures and societies. Finally, Global Citizenship Education empowers students. It teaches them critical thinking, communication, and problem-solving skills, making them active and informed participants in their communities and the world as a whole. By incorporating GCE, schools prepare students to be the responsible global citizens our complex world currently demands.

This research investigates the impacts of global citizenship education (GCE) on students in an international school in Cambodia, where GCE is implemented. As our world becomes increasingly interconnected, fostering responsible global citizens is critical. However, the effectiveness of GCE in achieving these goals needs further exploration. This research will evaluate the impact of GCE on student development and identify successful practices. Ultimately, the aim is to optimize educational approaches, demonstrate the value of GCE, and empower future generations to address global challenges.

Research questions and research objectives

From experience, incorporating global citizenship education (GCE) into the curriculum has had a noticeable impact on students. Not only has it affected their academic performance, but also their socio-emotional well-being. Students seem to be more engaged with learning material that explores global issues and perspectives. This engagement translates into improved focus and potentially higher grades. Additionally, GCE fosters social-emotional skills like empathy and intercultural understanding. Students appear to be more respectful of diverse viewpoints and actively participate in classroom discussions, creating a more positive learning environment overall.

A set of 38 questions was carefully drafted to pin down the status to show the impact of Global Citizen Education. The sum of 38 questions were created in 4 main areas of focus, of which 10 questions indirectly addressed whether students had Knowledge and understanding about current Societal issues Globally, 11 questions directly addressed Goals and Personality traits that align with being a global citizen, 8 Questions that indirectly ask if your school guided

you to become a global citizen and 9 questions that directly ask if Global Citizen Education evident in your school's curriculum. The questions are carefully designed to measure if they have been impacted by Global Citizen Education - in their curriculum and the pedagogy of the school.

This research investigated the impacts of global citizenship education (GCE) on student development and contributes to the knowledge base on how GCE can prepare future generations to be responsible global citizens in a world characterized by interdependence. By equipping students with the knowledge, skills, and values to address complex global issues, appreciate diverse cultures, and participate in building a more just and sustainable world, GCE holds immense potential. Future research can further explore effective GCE practices to optimize educational approaches, solidify the value proposition for GCE investment, and empower future generations to tackle global challenges.

Literature review

UNESCO was established in 1945 with the aim of promoting peace and security through international cooperation in education, the sciences and culture. For this work to succeed, UNESCO hosted a series of education seminars to discuss the role of education in maintaining long-lasting peace and cross-national understanding. They could see similar goals throughout the world from different cultures such as the term 'ubuntu' (I am because of who we all are) that originates from African philosophy. From these discussions, the concept of global education was created. Global education later became known as global citizenship education, with the goal of preparing young people to live and work in collaborative, meaningful and peaceful ways.

Governments, international organizations, non-government organizations, schools and the private sector have all played a role in shaping global citizenship education to reflect their own goals, aspirations and interests. Because of this, there is not a universal definition of global citizenship education. Based on the evidence that UNESCO has accumulated on GCE impact, learners who benefit from such education from early stages become less prone to conflicts and are more open to resolving them peacefully while respecting each other's differences. It has also proven successful in post-conflict transformation. For example, discussing the root causes of human rights violations that occurred in the past helps to detect alarming tendencies and avoid them in the future. (UNESCO, 2024)

Recently, Oxley and Morris (2013) attempted to bring some order to the definitions and

conceptions of GCE by creating an integrative model that shows connecting themes. Basically put, they divided global citizenship into four categories: political global citizenship, which focuses on the changing relations between states and individuals or other polities; moral global citizenship, which focuses on ideas such as human rights and empathy; economic global citizenship, which focuses on power relations, forms of capital, the work force, and international development; and cultural global citizenship, which emphasizes symbols and cultural structures that divide or unite members of different societies and considers the globalization of different cultural forms. While traditional citizenship gives you rights and responsibilities within a specific country, global citizenship focuses on our connection to the wider world community. By working to improve this global community, we can also make a positive impact on local, national, and regional levels.

Historically, education has been the cornerstone of society, shaping minds and futures. Today, its role has expanded to shape not just individual minds but global citizens. At the core of global citizenship are its four pillars: critical thinking, cultural awareness, empathy, and social responsibility. These pillars not only define what it means to be a global citizen but also guide its education. They serve as the foundation, ensuring that as the world evolves, our approach to education and citizenship evolves with it. (T4 Education, September 2023).

Teachers and school leaders have recognised that global citizenship education can develop and enhance values and skills they see as integral to their educational aims and school ethos. UNO General-Secretary Ban Ki-moon, (2012) once said "We must foster Global Citizenship. Education is about more than literacy and numeracy. It is also about Citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies." Global citizenship education excels with interactive teaching methods like discussions, simulations, debates, ranking activities, exploring cause and effect, role plays and collaborative inquiry. While these aren't only related to GCE, applying them through a global lens fosters deeper understanding of the interconnected world. This approach cultivates vital skills: critical thinking, questioning, communication, and teamwork. Students can also examine, refine, and voice their own values and beliefs, while actively listening to diverse perspectives.

While countries like Cambodia, Colombia, Mongolia, and Uganda have already made significant growth and implementation in incorporating Global Citizenship Education into their curriculum (UNESCO 2018), this innovative approach is experiencing a surge in popularity

worldwide. Developed and developing nations alike are recognizing the value of fostering global citizens who can understand interconnected issues and collaborate effectively across borders. This rapid growth signifies a global shift towards preparing future generations to navigate the evolving difficulties of our increasingly interconnected world.

The world is getting smaller. People everywhere are more connected and reliant on each other than ever before. This is where being a global citizen comes in. It's about understanding and appreciating different cultures, caring about the world's problems, and wanting to make it a better place. Even if your school or area isn't super diverse, there are still ways to learn about the world and act like a global citizen. Global citizenship education isn't a new idea, but its importance has grown tremendously in our interconnected world. The benefits of fostering responsible global citizens are undeniable. These benefits include cultivating empathy and understanding for diverse cultures, equipping individuals with the critical thinking skills necessary to tackle global challenges, and promoting collaboration and peaceful solutions in a world facing shared issues.

Teachers can incorporate global citizenship education into the foundation of their classrooms through creative curriculum and pedagogy. This might involve integrating global themes into existing subjects. For example, a history lesson could explore past empires not just from the dominant perspective, but also from the viewpoint of colonized nations. Additionally, project-based learning can be a powerful tool. Students could research and present on environmental issues impacting different regions, fostering empathy and understanding. Even classroom dynamics can play a role. Encouraging respectful dialogue, collaboration on group projects, and celebrating cultural diversity all contribute to nurturing responsible global citizens.

Global citizenship education formed as a response to a more connected world, where its goals were to foster peace, repair shared challenges, and promote acceptance in a diverse world. GCE shows impressive progress. However, challenges still remain. Many children struggle to learn despite attending classes, millions lack access to schools entirely, and the pandemic worsened these inequalities at extreme rates. Despite these challenges, evidence suggests global education has greater impacts. While measuring its influence is complex and can be complicated, global education's potential to create a more informed and connected world is undeniable. Because of this and due to the increasingly interconnected nature of our world, prioritizing global citizenship education in schools is no longer a choice, but a necessity.

Background of participants of the study

This research article investigates the impact of global citizenship education (GCE) on students in grades 9 and 10 (approximately born between 2008 and 2010) attending a private international high school in Cambodia. This specific age group and educational setting offer a unique opportunity to study the effectiveness of GCE at a critical stage in intellectual and social development.

Because it is an international school, the students that attend this institution come from various cultural and ethnic backgrounds. The chosen educational setting provides a specific analysis where GCE is actively integrated into the curriculum. This allows for a focused examination of the program's impact within a controlled environment. Cambodia, a nation undergoing rapid development and increasing globalization, presents a suitable platform for studying GCE. The chosen school caters to parents who recognize the importance of preparing their children for success in an interconnected world. These parents, by choosing this specific institution, show their understanding of the value GCE offers in preparing their children with the necessary knowledge, skills, and values to work through the complexities of a globalized society.

The sampling size was 141 participants from grade 9 and 10. The socio-economic background from which the participants come are mostly high and some are from middle. Their age is between 14 to 16 years old, both male and female and class between upper and middle. The income of their parents is mostly between high and middle, and internet/ technology exposure at home is completely 100% accessible. Their parents come from a highly educated to educated background and tend to acknowledge the importance of their children's education.

This targeted approach allows for a deeper understanding of how GCE shapes young minds during a critical period of intellectual and social growth, potentially showing its impact in shaping responsible and informed global citizens from a young age.

Methodology

Description of participants of the study

Global Citizenship Education (GCE) has emerged as an important factor in preparing individuals to address the challenges and opportunities of our interconnected world. It equips learners with the knowledge, skills, and values necessary to become informed, engaged, and responsible citizens in a globalized society. Despite the notable value of Global Citizenship Education, research has largely concentrated on its effects within higher education. This article addresses this gap by investigating the influence of GCE on students in grades 9 and 10, a specific age group that provides valuable perspectives on the program's impact.

The decision to focus on students in grades 9 and 10 is based around the fact that they are currently in a critical developmental stage. Having recently transitioned from middle school, these teenagers are experiencing a stage in their lives of significant intellectual and social growth and change. Their cognitive abilities are maturing, allowing them to grasp complex concepts and critically analyze global issues. At the same time, their social awareness is improving, fostering an increased interest in their role in their community (and global community). This period of heightened willingness to learn makes them particularly well-suited to benefit from GCE's transformative potential.

The research takes place at a private international high school in Cambodia, a nation experiencing rapid globalization and development. This school has a diverse environment with students from various cultural backgrounds, including those from expat families. The school's integration of GCE into the curriculum allows for a focused examination of the program's impact within a controlled setting. Additionally, parents who choose this school demonstrate their understanding of the importance of GCE in preparing their children to thrive in an interconnected world.

To extend further, this research addresses a crucial gap in the existing knowledge base. While GCE has gathered considerable attention, studies investigating its impact on middle and secondary school students remain scarce. The majority of research focuses on university-level programs or adult educational facilities. This lack of exploration at the secondary level sets back our understanding of how GCE shapes the development of young people as global citizens. By focusing on grades 9 and 10, this research aims to contribute to a more comprehensive understanding of GCE's effectiveness in education.

Another reason for studying this age group lies in their relatively unformed worldviews. Compared to adults who possess established perspectives and experiences, grade 9 and 10 students are less likely to have ingrained biases or preconceived ideas about global issues. This allows GCE to have a potentially more profound and significant impact on their development as informed global citizens. Their openness to new perspectives and their willingness to engage in critical thinking create a space for GCE to create a sense of global responsibility and empathy. By studying the impact on this age group, we gain valuable insights into the true impact of GCE in shaping young minds.

Ultimately, this research sheds light on how GCE programs can be optimally designed and implemented to create the next generation of global citizens equipped to address the challenges and opportunities of our interconnected world.

Description of Data Collection Tool

This research article explores the current state of global citizenship education (GCE) among students in grades 9-10. Understanding their knowledge, attitudes, and values regarding global issues is crucial for fostering responsible and engaged citizens in a complex and interconnected world. This study employed a quantitative descriptive design to achieve this objective.

A well-designed questionnaire, tailored specifically for this age group, served as the primary data collection tool. Considering the online administration format, the questionnaire was crafted to be concise and user-friendly. The average completion time was targeted at 20 minutes, catering to the attention span of this age group. To ensure clarity and comprehension, the questionnaire utilized simple and direct language.

A crucial aspect of this study was the selection of participants. Probability sampling was employed to guarantee that every student in grades 9-10 had an equal chance of being included in the sample. This method helps to eliminate bias and ensures the findings are more representative of the entire population.

Given the online nature of the survey, specific considerations were implemented to maximize participation and data quality. The survey platform was designed to be user-friendly and visually appealing, aiming to engage students and encourage their voluntary participation.

Prior to taking the survey, participants were presented with informed consent information. This information explicitly explained the research purpose, voluntary nature of participation, and the steps taken to ensure participant anonymity and data confidentiality.

The selection of a quantitative descriptive design and a well-designed online questionnaire offered several advantages for this study. Quantitative data analysis provides clear and objective results, allowing for the identification of trends and patterns within the student population. Additionally, the use of closed-ended questions streamlined the data analysis process.

This research approach offers valuable insights into the current state of GCE among students in grades 9-10. By analyzing the data collected, the study aims to shed light on the knowledge base students possess regarding global issues, their personal values related to global citizenship, and their perceived role in tackling these challenges. The findings can inform educators, policymakers, and curriculum developers in designing and implementing effective GCE programs. By fostering a strong foundation in GCE, we can empower future generations to become responsible and active global citizens, equipped with the knowledge, skills, and values needed to address the complex issues facing our interconnected world.

This research serves as a platform for further investigation. Future studies could explore qualitative methods to delve deeper into student perspectives on GCE and identify areas where educational programs can be strengthened.

Detailed and descriptive data collection procedure

To understand the current state of global citizenship education (GCE) awareness among students and the school community, this study used an approach incorporating both quantitative and qualitative data collection methods.

The primary data came from surveys. Grade 9 and 10 students completed short, online, self-administered surveys designed to be descriptive and easy to understand. Researchers designed the survey to be short, online and specifically for this age group. The survey contained 38 questions in total and were quantitative and descriptive in nature, aiming to gain insight to student understanding and impact from GCE. These surveys used a mix of multiple-choice questions. Maintaining student privacy was paramount throughout the survey. No questions were included that could potentially identify or cause discomfort to participants.

After the layout once the questionnaire was ready to be used, a demo link was sent for testing. The researcher approached 3 more teachers to give feedback before sharing to the students. The teachers gave positive feedback regarding the questionnaire and therefore that indicated that the process is efficient. On the chosen day the link was sent to the students with a short description message. The students were given one day to complete the survey. Homeroom teachers assisted in monitoring students while the survey was being conducted, this proved to be beneficial as this ensured that all students completed the survey and could ask any questions to their teacher to help them answer more efficiently (such as defining words or to rephrase questions).

Online surveys were chosen for student participants due to their flexibility and convenience. This allowed students to respond at their own pace and in a comfortable environment. Probability sampling ensured fairness, and a user-friendly design encouraged voluntary and honest responses. The entire process, from receiving the survey link to a thank-you note, was designed to be smooth and positive. This comprehensive data collection strategy allows researchers to not only gauge student awareness but also explore the broader context that shapes their understanding.

Data Analysis and Presentation of Results of Findings

Data Analysis

This research aimed to understand the impact of global citizenship education (GCE) in schools. To achieve this, the researcher designed a survey categorized into four key areas:

1. Students' knowledge and understanding of current global issues.
2. The goals and personality traits students associate with being a global citizen.
3. Their perception of how well their school prepares them for global citizenship.
4. Whether they observe GCE integrated into the curriculum.

The survey itself contained a mix of questions (10, 11, 8 and 9 in order respectively.) 38 questions in total however, the researcher took the 4 categories and divided the questions into two separate areas of focus: Twenty-one questions indirectly tapped into Psycho-social factors like student motivation and understanding, while Eighteen questions directly addressed the Learning-related factors, such as the curriculum integration and student preparation. This approach aimed to identify the impact of GCE and potential areas for improvement. The question format encouraged spontaneous responses, allowing the researcher to infer underlying issues students might not explicitly express. It's important to note that due to the subjective nature of the research design and analysis, the results should be considered preliminary insights.

Findings and Results

Psycho-social factors:

On an introductory note, the questions that fell under the title "*Psyco-social factors*" were to determine specifically if Global Citizenship Education (GCE) had an impact on a learners involving both psychological and social aspects. The survey started off by asking a casual question of "If you had the opportunity to travel abroad, what would be the reason?" This question was first to set the tone for the rest of the survey. Its goal was to give the impression that the questions are individual based and that there is no right or wrong answer. Therefore encouraging students to be truthful about how they feel and what their insight is. Based on this, most students said they would go overseas to make money - This can be seen in **Figure 1**. This can be understood considering they live in a developing country and seek a better and probably more fruitful life. Understanding the demographic of the situation shows that students are living

in Cambodia where most students live in a household that holds more than just their immediate family. Family is considered highly important in Cambodian culture and it is not uncommon that fathers (or other family members) work away from their family home to work and send money back to take care of their family. Taking this into consideration, it is understandable why most of the students said they would go overseas to earn money and not only to just learn the culture and history.

When students were asked if they thought their personal habits connected to global issues, the majority said yes which can be seen in **Figure 2**. Alongside this, which proved quite interesting, the majority also stated that they understood how their personal habits connected to the world **(Figure 3)**. Considering the data collection group is between 14 and 16 years old, it is important to mention the impressiveness of their understanding. Because not only do they know that they do influence global issues through their habits, but they understand how they do as well. Having this deeper understanding of themselves and our interconnected world shows the impact that Global Citizenship Education has had.

The impact of GCE has pushed students to learn languages that go beyond their own country and mother tongue. The question “Have you been encouraged to learn a language that is not native to your home country?” was asked, and as we can see in **Figure 4**, the great majority being 95.7% said yes. It is assumed that the students were referring to them learning English. Bearing in mind the students attend an international school in Cambodia, where most students are Cambodian or are from countries that are not native english speakers. Additionally, even though they have learnt English and can speak and understand the language, their parents' generation cannot. This is evident in Parent Teacher Conferences where translators are present for assistance. With this we can see that GCE has pushed students to learn English as it is the official international language, thus allowing them to think and connect globally.

The question “Have you been encouraged to develop the skills needed to be a positive force for change in the global community?” was asked and the results were pleasant to see considering 70.2% said yes (**Figure 5**). This shows students have knowledge of global issues and that they want to make a difference in the world. It is evident that students have been influenced to think bigger and broader about how they want to make their mark in the world. This being said, students state that they have been encouraged to develop new skills to make a positive change and this therefore acknowledges their motivation for wanting to create a better world.

Moving forward, students were asked if they thought they can always be respectful of another culture, even if they don't understand everything about it. We can see the results in **Figure 6** and it shows that 85.8% of students believe that they can be respectful even if they don't know or have substantial knowledge of a particular person's culture. Having the majority say that they can always be respectful of another culture could indicate that they have had experience meeting and socializing with other ethnicities and cultures around the world and have found themselves to always try to be respectful and open minded. Understanding that every culture and country is unique and special, allows students to appreciate differences and allows them to become one step closer to being a global citizen.

So we know that most students feel that they can always be respectful to someone of another culture, it was only fitting that when students answered the question "Do you feel confident communicating with people from different cultures?" 80.1% of students stated yes which we can see in **Figure 7**. Alongside this question, researchers asked "Have you been challenged to consider your own biases towards different cultures?" and interestingly most students also said yes (**Figure 8**). With this we can deduce that students not only have been influenced to understand and socialize with people that are different from themselves but also they have been encouraged to have an open mind and accept change of mindsets and reality. They are open to the idea that they do not know everything and that the concept of "what is right" might be correct for themselves but not for everyone.

Learning-related factors:

As previously stated in the Literature review, Historically, education has been the cornerstone of society, shaping minds and futures. So it was most impressive when the data came back stating that 75.9% of students answered yes to "Do you think that your education has empowered you to take action for global events?" This is a true depiction of how Global Citizenship Education has impacted these students. We can see this result in **Figure 9.** Knowing that the result is highly in favor of students feeling empowered to make a difference in the world we can assume that the Curriculum and school methodologies are designed in a way that encourages global empowerment among students.

That being said, when students answered the question "Have you ever used your voice to advocate for a cause that benefits a global community at your school for an assessment?" most of

the results came back no (68.1%). So even though they previously stated that they feel empowered to make a global change, They have not done so yet in their schooling career (**Figure 10**). We can use the term “yet” strongly as they show great promise and motivation to make that change one day in their future.

The students were asked if they had been encouraged to think critically about the impact of their actions on a global scale. The results in **Figure 11** showed that the majority said that they were encouraged to think critically. This would prove that the schools curriculum incorporated critical thinking strategies and skills into their learning and assessments. And with that, they are learning how to use it around the world for multiple purposes and resolutions. Students were also asked “Have you been encouraged at school to research solutions to global challenges like workforce equality or genocides?” and 76.6% said yes as we can see in **Figure 12**. The great majority saying yes shows that not only does the school nurture critical thinking skills but also utilizes those skills in learning activities or assessments (Formative and Summative). By doing this the school has created an environment that encourages solution-based critical thinking on a global scale.

As mentioned in the Literature review early, GCE is about understanding and appreciating different cultures, caring about the world's problems, and wanting to make it a better place. To analyze whether the school incorporated GCE into the curriculum, students were asked various questions such as “Does your school have subjects that address Sustainability, Equality and Diversity of the world?”. In **Figure 13** we can see that 80.1% of students said yes. With having these subjects and subjects alike, students will be able to impact our more connected world, where their goals are to foster peace, repair shared challenges, and promote acceptance in our diverse global society.

In conclusion to Learning-related factors, there was important data received from two questions asked. One being “Have you studied historical events that had a global impact?” and secondly “Have you studied the economic and social inequalities that currently exist between different countries?” Both results came back with the majority saying yes, 94.3% and 78.7% respectively. Results came to be seen in **Figure 14** and **Figure 15** in order of priority. With these statistics in mind, the learning methodologies and practices not only focus on past global issues but current unresolved ones as well. Students are able to then have greater understanding of countries and global issues because of historical knowledge and solutions, and use this to

understand current global issues and potentially how to solve them. Thus allowing students to one day have the skills and knowledge to create a just, peaceful and sustainable future for all on a global scale. According to the aforementioned inferences, this in essence would foster an environment for students to become empowered global citizens.

Conclusions, Implications and Recommendations:

The study of *The Impact of Global Citizenship Education* has 2 main sections named Psycho-Social impacts and Learning-related impacts. As mentioned previously each of these main sections were divided further into 2 categories each to see the true impact of GCE. Psycho-social impacts were divided into “Students' knowledge and understanding of current global issues” (Category 1) and then secondly “The goals and personality traits students associate with being a global citizen” (Category 2). With regards to Learning related factors, it was also split into “Their perception of how well their school prepares them for global citizenship” (Category 3) and lastly “Whether they observe GCE integrated into the curriculum” (Category 4). The data showed that Category 4 showed the most impact/ influence. This can be seen in a comparative table - **Figure 16**.

Research into the impact of Global Citizenship Education (GCE) on high school students has yielded overwhelmingly positive results across various data points. However, one category stands out: Whether they observe GCE integrated into the curriculum. This finding suggests that the structured approach to GCE, where it is not just theoretical but embedded into everyday learning, has the most significant influence on shaping young minds into global citizens.

For GCE to truly resonate with students and shape their worldview, it needs to be a living, breathing part of their daily learning experience. When GCE principles are demonstrably integrated into the curriculum, from analyzing historical events through a lens of global interconnectedness to learning about current world affairs and happenings, students develop a profound understanding of their role in shaping a more just, equitable, and sustainable world.

To maximize the impact of Global Citizen Education (GCE), high schools should embed it across the curriculum, transforming it from an isolated unit into a core component of learning. Experiential opportunities like service projects, cultural exchanges, and simulations can bring global issues to life. Equipping students with digital literacy skills is essential for navigating the

complexities of the global information age. Teachers need ongoing professional development to effectively deliver GCE, while partnerships with local and global organizations can enrich the learning experience. Innovative assessment methods that measure students' global competencies are crucial, and fostering student voice empowers young people to become active participants in shaping a better world. By implementing these strategies, schools can cultivate globally-minded citizens prepared to address the challenges of the 21st century and future centuries to come.

In conclusion, Global Citizenship Education has demonstrated a positive impact on young people, fostering a sense of global responsibility and inspiring them to contribute meaningfully to addressing global challenges. Research indicates that students exposed to such education are more likely to align their personal goals with broader sustainable development objectives.

Limitations:

There are limitations to the study that need to be taken with note. Firstly, the technique used was not as efficient as what it could have been. To elaborate, the researchers should have separated grade 9 and 10 surveys to get a clearer answer to questions such as: “Have you ever participated in a project or activity that involved collaboration with students from another country?” Because the results came back roughly 50/50 **(Figure 17)**. Therefore it could be that they are encouraged in grade 10 and not grade 9 but there's not enough evidence to prove that. Secondly, the study was conducted at only one school that incorporates GCE, therefore our analysis on a global impact is generalized.

References

-UNO General-Secretary Ban Ki-moon, (26 September 2012), *Global Education First Initiative (GEFI)* Retrieved 7 June 2024 by - https://www.un.org/millenniumgoals/pdf/The%20Global%20Education%20First%20Initiative.pdf

-Oxley and Morris (2013) *International Journal of Educational Research* Retrieved 10 June 2024 by - https://www.sciencedirect.com/journal/international-journal-of-educational-research

-UNESCO (27 May 2024) *What UNESCO does in global citizenship education* Retrieved 10 June 2024 by - https://www.unesco.org/en/global-citizenship-peace-education/need-know#:~:text=Although%20the%20term%20%22global%20citizenship,ideas%20now%20formalized%20as%20GCED.

-T4 Education (September 2023) *Cultivating Global Citizens through Education* Retrieved 10 June 2024 by - https://t4.education/blog/cultivating-global-citizens-through-education/

- UNESCO (2018) *Global citizenship education tools and piloting experiences of four countries: Cambodia, Colombia, Mongolia and Uganda* Retrieved 10 June 2024 by - https://www.unesco.org/en/articles/global-citizenship-education-tools-and-piloting-experiences-four-countries-cambodia-colombia

- Farah Deeba (December 2022) *Global Citizenship Education: A New Approach to Global Citizenship Development* Retrieved 15 June 2024 by - https://www.researchgate.net/publication/366711801_Global_Citizenship_Education_A_New_Approach_to_Global_Citizenship_Development#:~:text=Global%20citizenship%20education%20is%20a,that%20affect%20the%20whole%20world.

UNESCO (2017) *Global Action Programme on Education for Sustainable Development* Retrieved 18 June 2024 by - https://unesdoc.unesco.org/ark:/48223/pf0000246270

- CNLD Child testing & Therapy (NA) *How Long Should a Child's Attention Span Be?* Retrieved 26 June 2024 by -

https://www.cnld.org/how-long-should-a-childs-attention-span-be/#:~:text=9%E2%80%9310%20years%20old%3A%2020,years%20old%3A%2030%2D40%20minutes

- Cambodian Ministry of Education (N/A) *The National Policy on Lifelong Learning* Retrieved 28 June 2024 by - https://www.uil.unesco.org/sites/default/files/medias/fichiers/2023/05/cambodia_policy_on_lll_04-10-18_eng_1.pdf

- UNESCO IIEP (September 2021) *The psychosocial school environment* Retrieved 28 June 2024 by - https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/the-psychosocial-school-environment

RESULTS OF THE ONLINE SURVEY BY PERCENTAGE

1. If you had the opportunity to travel abroad, what would be the reason?
    a) To learn the Culture and History. 35.5%
    b) To make money 64.5%
2. Is there a cause you'd like to volunteer for that addresses any global issues you've studied at school?
    a) Yes 58.2%
    b) No 41.8%
3. Have you ever had an assessment in school where you had to write a persuasive speech encouraging your classmates to get involved in a global cause
    a) Yes 65.2%
    b) No 34.8%
4. If someone had to ask you randomly, Can you name two global challenges and explain how they affect different parts of the world, would you be able to give a sufficient answer?
    a) Yes 62.4%
    b) No 37.6%
5. If someone asked you randomly, Describe a historical event that impacted people across multiple continents, would you be able to?
    a) Yes 71.6%
    b) No 28.4%
6. Do you know how major decisions made by international organizations like the UN impact your daily life?
    a) Yes 44.7%
    b) No 55.3%
7. Are you able to understand the concept of "interdependence" and give an example of how it applies globally?
    a) Yes 64.5%
    b) No 35.5%
8. When you encounter information online about a global issue. Do you research and evaluate its credibility before sharing it?

a) Yes 77.3%

b) No 22.7%

9. Do you think you can always be respectful of another culture, even if you don't understand everything about it?
    a) Yes 85.8%
    b) No 14.2%
10. Do you think promoting human rights in school is a global responsibility and should be mandatory?
    a) Yes 88.7%
    b) No 11.3%
11. Have you ever participated in a project or initiative that addressed a global issue?
    a) Yes 54.6%
    b) No 45.4%
12. Do you think that your education has empowered you to take action for global events?
    a) Yes 75.9%
    b) No 24.1%
13. Have you ever researched an organization working on a global issue you care about and tried to get involved?
    a) Yes 37.6%
    b) No 62.4%
14. Do you think your personal habits connect to global issues?
    a) Yes 72.3%
    b) No 27.7%
15. Do you understand why your habits do/ do not connect globally?
    a) Yes 83%
    b) No 17%
16. Have you ever used your voice to advocate for a cause that benefits a global community at your school for an assessment?
    a) Yes 31.9%
    b) No 68.1%

17. Do you feel comfortable discussing current events happening in countries other than your own?
    a) Yes 70.2%
    b) No 29.8%
18. In school, have you learned about different cultural perspectives on a particular issue?
    a) Yes 90.8%
    b) No 9.2%
19. Have you been encouraged at school to research solutions to global challenges like workforce equality or genocides?
    a) Yes 76.6%
    b) No 23.4%
20. Have you ever participated in a project or activity that involved collaboration with students from another country?
    a) Yes 50.4%
    b) No 49.6%
21. Do you feel confident communicating with people from different cultures?
    a) Yes 80.1%
    b) No 19.9%
22. At school, have you been exposed to different forms of art, music, or literature from around the world?
    a) Yes 88.7%
    b) No 11.3%
23. Have you learned about the concept of global interdependence?
    a) Yes 53.9%
    b) No 46.1%
24. Does your school have subjects that address Sustainability, Equality and Diversity of the world?
    a) Yes 80.1%
    b) No 19.9%
25. Have you been encouraged to think critically about the impact of your actions on a global scale?

a) Yes 66.7%

b) No 33.3%

26. Have you studied historical events that had a global impact?

a) Yes 94.3%

b) No 5.7%

27. Have you been encouraged to find a call for action or solution for events that currently have a global impact? such as Israel vs Palestine

a) Yes 57.4%

b) No 42.6%

28. Have you been challenged to consider your own biases towards different cultures?

a) Yes 61%

b) No 39%

29. Have you learned about the importance of protecting the environment on a global scale?

a) Yes 90.8%

b) No 9.2%

30. Have you explored the concept of human rights and their application around the world?

a) Yes 78.7%

b) No 21.3%

31. Do you feel comfortable advocating for issues that affect people globally?

a) Yes 56.7%

b) No 43.3%

32. Have you been encouraged to learn a language that is not native to your home country?

a) Yes 95.7%

b) No 4.3%

33. Have you studied the economic and social inequalities that currently exist between different countries?

a) Yes 78.7%

b) No 21.3%

34. Do you feel a sense of responsibility for the well-being of people around the world?

a) Yes 68.1%

b) No 31.9%

35. Have you done anything during your school career to help the well-being of people around the world?
    a) Yes 46.8%
    b) No 53.2%
36. Have you been encouraged to develop the skills needed to be a positive force for change in the global community?
    a) Yes 70.2%
    b) No 29.8%
37. Do you plan on staying in your home country?
    a) Yes 29.1%
    b) No 70.9%
38. Do you consider yourself a Global Citizen?
    a) Yes 67.4%
    b) No 32.6%

RESULTS BY PERCENTAGE FOR PSYCHO-SOCIAL FACTORS

Students' knowledge and understanding of current global issues:

1. If someone had to ask you randomly, Can you name two global challenges and explain how they affect different parts of the world, would you be able to give a sufficient answer?
    c) Yes 62.4%
    d) No 37.6%
2. If someone asked you randomly, Describe a historical event that impacted people across multiple continents, would you be able to?
    c) Yes 71.6%
    d) No 28.4%
3. Do you know how major decisions made by international organizations like the UN impact your daily life?
    c) Yes 44.7%

d) No 55.3%

4. Are you able to understand the concept of "interdependence" and give an example of how it applies globally?
    c) Yes 64.5%
    d) No 35.5%
5. Do you think your personal habits connect to global issues?
    c) Yes 72.3%
    d) No 27.7%
6. Do you understand why your habits do/ do not connect globally?
    c) Yes 83%
    d) No 17%
7. Have you explored the concept of human rights and their application around the world?
    c) Yes 78.7%
    d) No 21.3%
8. Do you feel comfortable advocating for issues that affect people globally?
    c) Yes 56.7%
    d) No 43.3%
9. Have you been encouraged to learn a language that is not native to your home country?
    c) Yes 95.7%
    d) No 4.3%
10. Have you been encouraged to develop the skills needed to be a positive force for change in the global community?
    c) Yes 70.2%
    d) No 29.8%

The goals and personality traits students associate with being a global citizen:

1. If you had the opportunity to travel abroad, what would be the reason?
    c) To learn the Culture and History. 35.5%
    d) To make money 64.5%
2. Is there a cause you'd like to volunteer for that addresses any global issues you've studied at school?

c) Yes 58.2%

d) No 41.8%

3. When you encounter information online about a global issue. Do you research and evaluate its credibility before sharing it?
    c) Yes 77.3%
    d) No 22.7%
4. Do you think you can always be respectful of another culture, even if you don't understand everything about it?
    c) Yes 85.8%
    d) No 14.2%
5. Have you ever researched an organization working on a global issue you care about and tried to get involved?
    c) Yes 37.6%
    d) No 62.4%
6. Do you feel comfortable discussing current events happening in countries other than your own?
    c) Yes 70.2%
    d) No 29.8%
7. Do you feel confident communicating with people from different cultures?
    c) Yes 80.1%
    d) No 19.9%
8. Have you been challenged to consider your own biases towards different cultures?
    c) Yes 61%
    d) No 39%
9. Do you feel a sense of responsibility for the well-being of people around the world?
    c) Yes 68.1%
    d) No 31.9%
10. Do you plan on staying in your home country?
    c) Yes 29.1%
    d) No 70.9%
11. Do you consider yourself a Global Citizen?

c) Yes 67.4%

d) No 32.6%

RESULTS BY PERCENTAGE FOR LEARNING-RELATED FACTORS

Has your school guided you to become a global citizen

1. Do you think promoting human rights in school is a global responsibility and should be mandatory?
   c) Yes 88.7%
   d) No 11.3%
2. Do you think that your education has empowered you to take action for global events?
   c) Yes 75.9%
   d) No 24.1%
3. Have you ever used your voice to advocate for a cause that benefits a global community at your school for an assessment?
   c) Yes 31.9%
   d) No 68.1%
4. Have you been encouraged at school to research solutions to global challenges like workforce equality or genocides?
   c) Yes 76.6%
   d) No 23.4%
5. Have you learned about the concept of global interdependence?
   c) Yes 53.9%
   d) No 46.1%
6. Have you been encouraged to think critically about the impact of your actions on a global scale?
   c) Yes 66.7%
   d) No 33.3%
7. Have you been encouraged to find a call for action or solution for events that currently have a global impact? such as Israel vs Palestine
   c) Yes 57.4%

d) No 42.6%

8. Have you done anything during your school career to help the well-being of people around the world?
    c) Yes 46.8%
    d) No 53.2%

Is Global Citizen Education evident in your school's curriculum?

1. Have you ever had an assessment in school where you had to write a persuasive speech encouraging your classmates to get involved in a global cause
    c) Yes 65.2%
    d) No 34.8%
2. Have you ever participated in a project or initiative that addressed a global issue?
    c) Yes 54.6%
    d) No 45.4%
3. In school, have you learned about different cultural perspectives on a particular issue?
    c) Yes 90.8%
    d) No 9.2%
4. Have you ever participated in a project or activity that involved collaboration with students from another country?
    c) Yes 50.4%
    d) No 49.6%
5. At school, have you been exposed to different forms of art, music, or literature from around the world?
    c) Yes 88.7%
    d) No 11.3%
6. Does your school have subjects that address Sustainability, Equality and Diversity of the world?
    c) Yes 80.1%
    d) No 19.9%
7. Have you studied historical events that had a global impact?

c) Yes 94.3%

d) No 5.7%

8. Have you learned about the importance of protecting the environment on a global scale?

c) Yes 90.8%

d) No 9.2%

9. Have you studied the economic and social inequalities that currently exist between different countries?

c) Yes 78.7%

d) No 21.3%

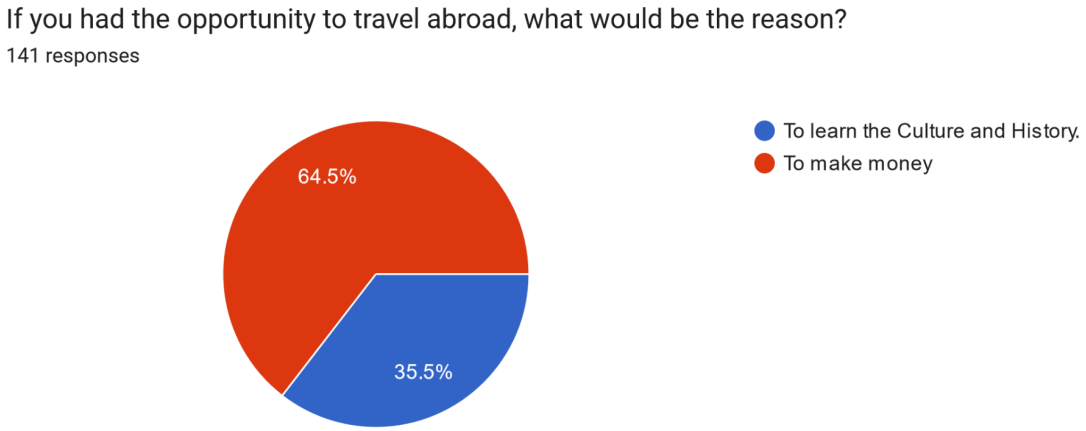


FIGURE 1



FIGURE 2

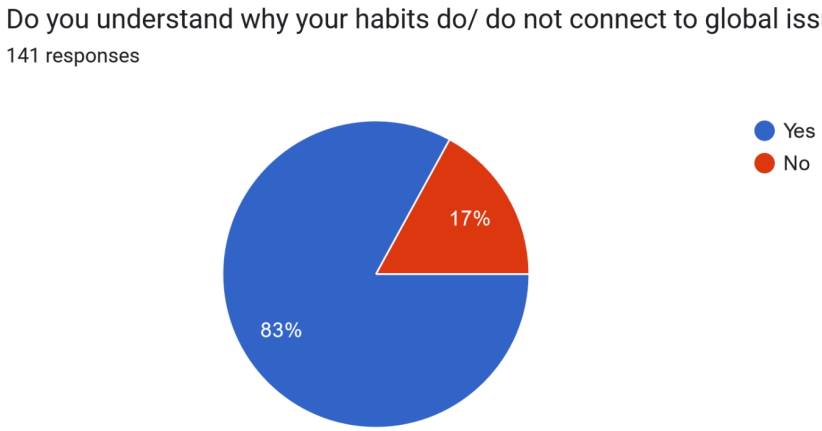


FIGURE 3

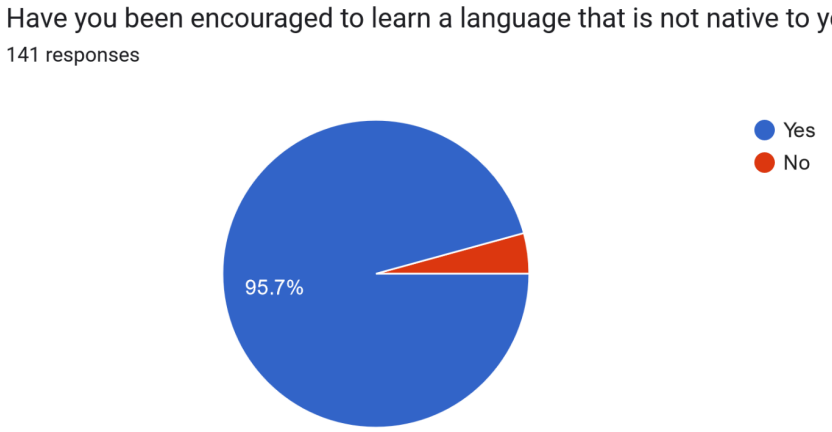


FIGURE 4

Have you been encouraged to develop the skills needed to be a positive force for change in the global community?

141 responses

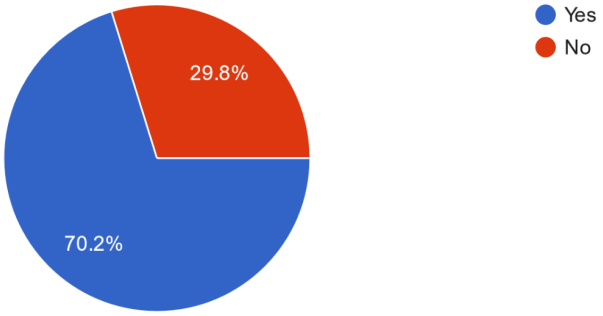


FIGURE 5

Do you think you can always be respectful of another culture, even if you don't understand everything about it?

141 responses

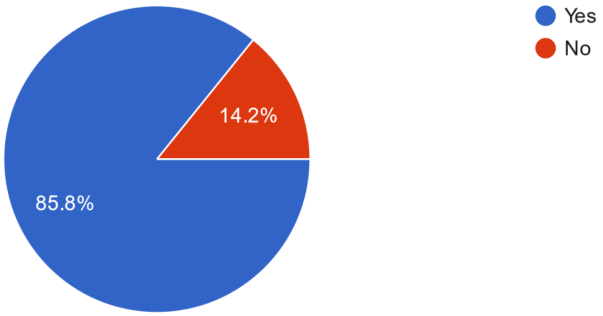


FIGURE 6

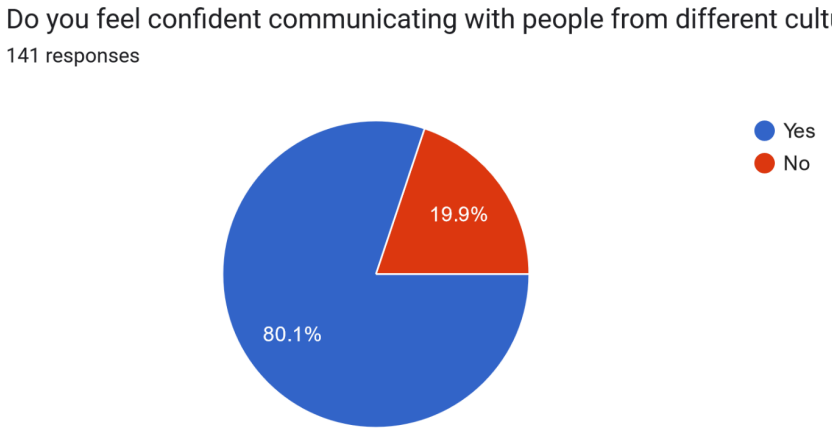


FIGURE 7

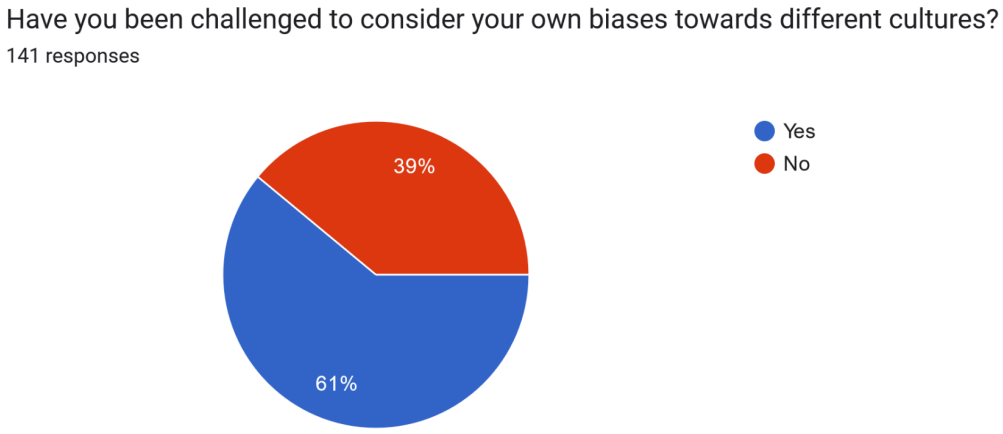


FIGURE 8

Do you think that your education has empowered you to take action for global events?

141 responses

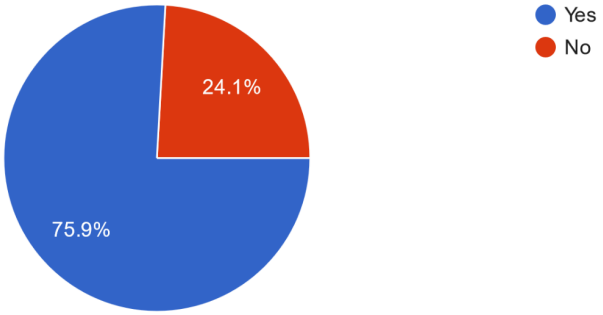


FIGURE 9

Have you ever used your voice to advocate for a cause that benefits a global community at your school for an assessment?

141 responses

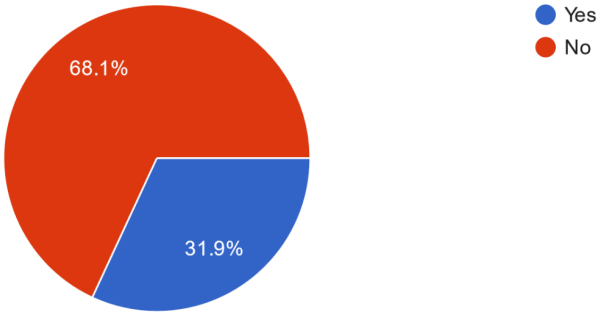


FIGURE 10

Have you been encouraged to think critically about the impact of your actions on a global scale?

141 responses

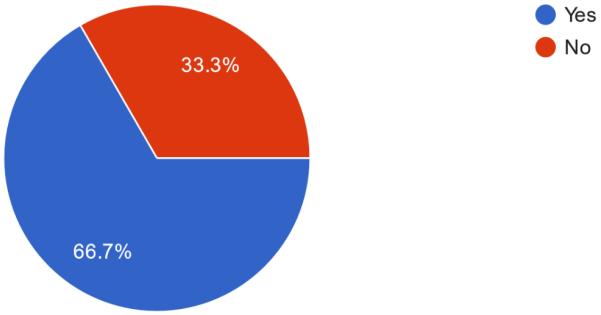


FIGURE 11

Have you been encouraged at school to research solutions to global challenges like workforce equality or genocides?

141 responses

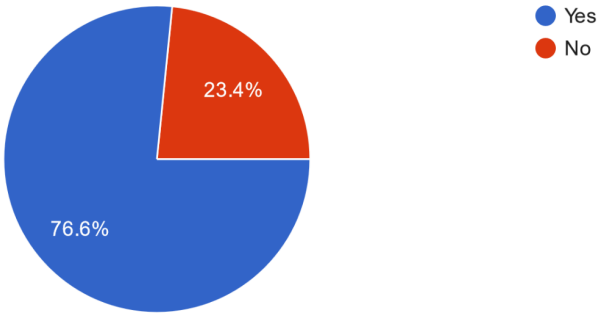


FIGURE 12

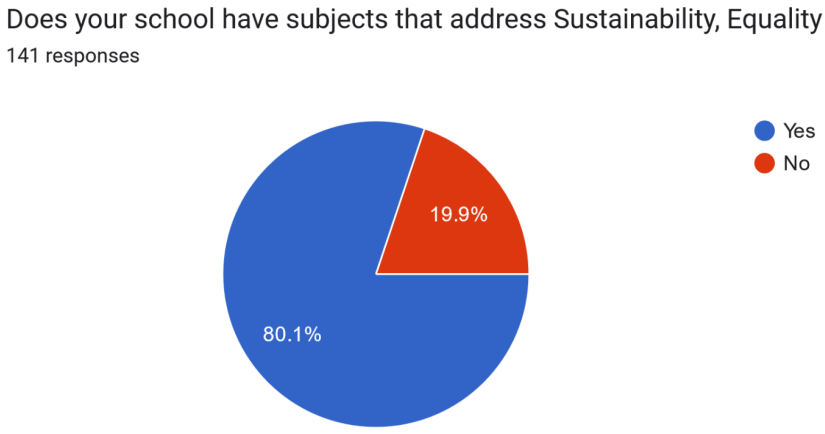


FIGURE 13

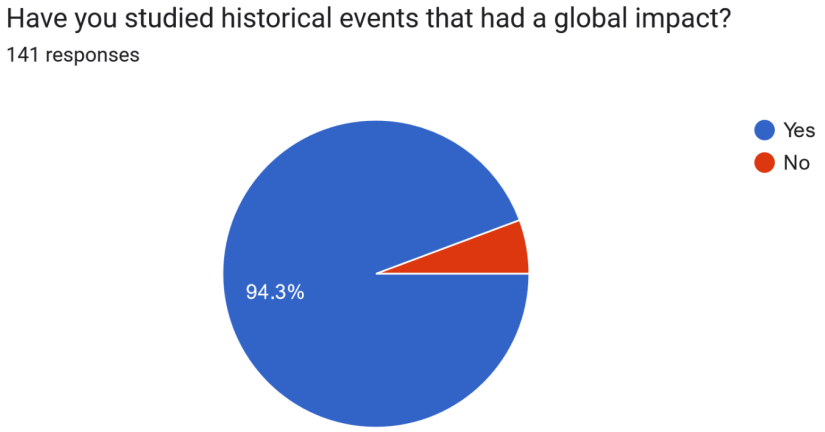


FIGURE 14

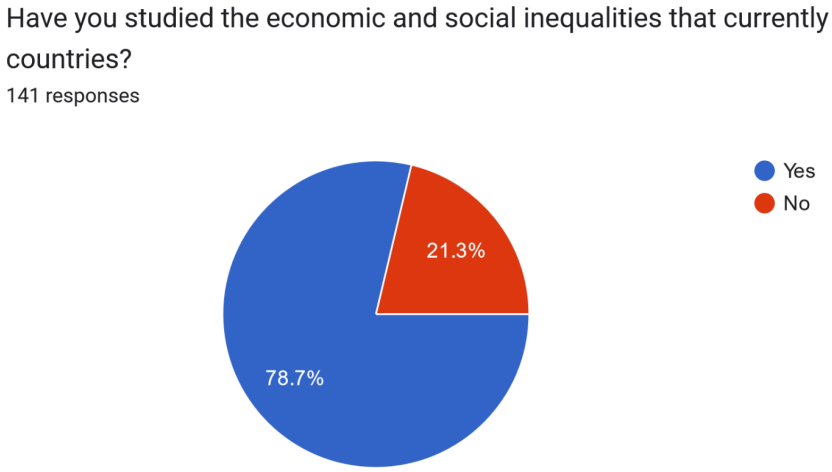


FIGURE 15

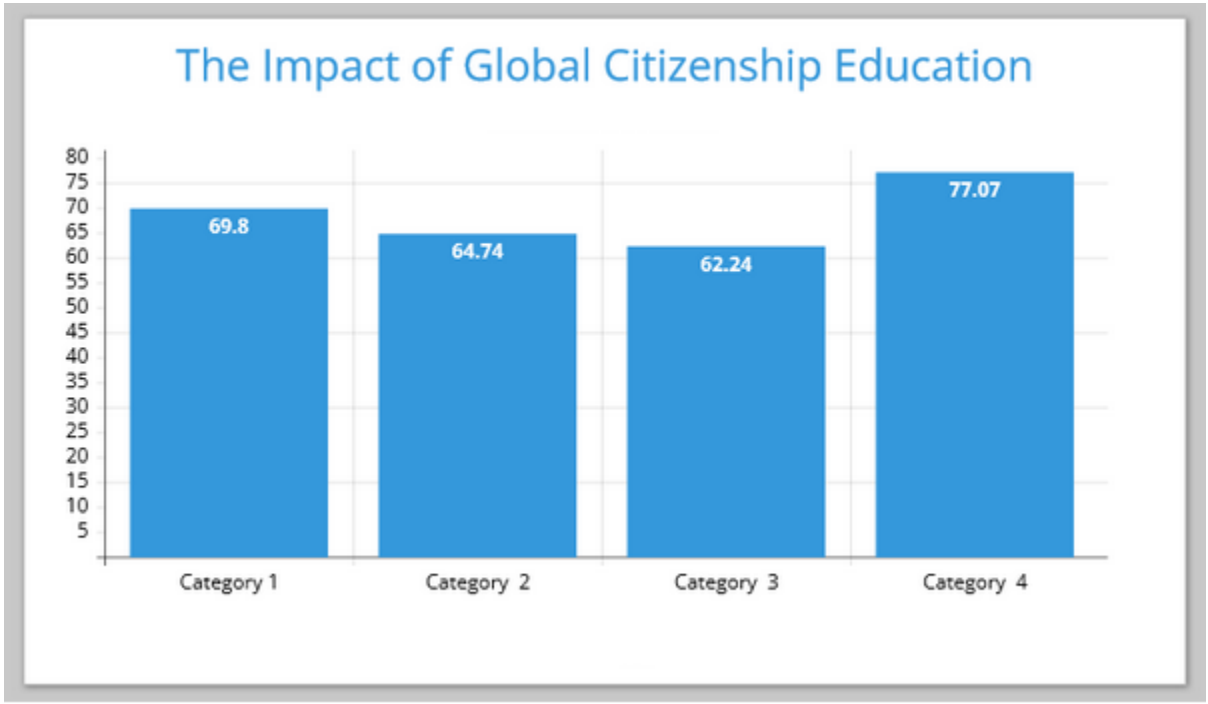


FIGURE 16

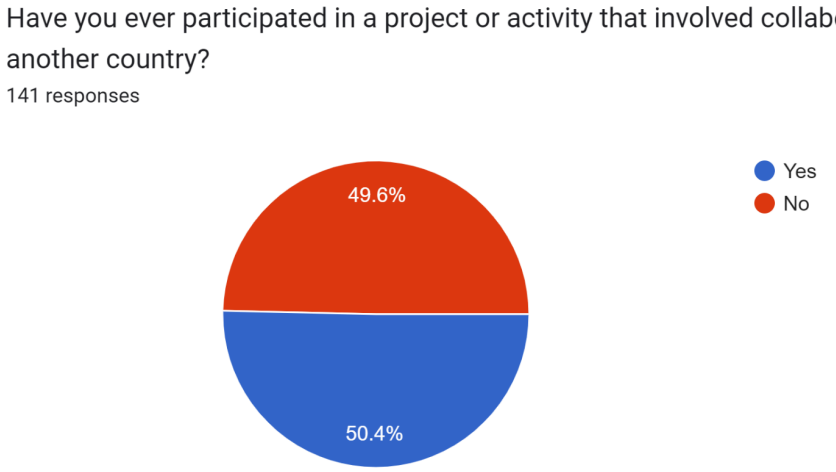

Have you ever participated in a project or activity that involved collaboration with students from another country?
141 responses
49.6%
50.4%
Yes
No

FIGURE 17