



Towards a Curriculum for Global Education Implementation in sub-Saharan Africa: An Analysis of Rwanda's Secondary Education

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BACKGROUND

- Global Education (GE) equips learners with knowledge, skills, and values to address global challenges (UNESCO, 2015).
- GE implementation is context-dependent and is shaped by local realities (Tikly, 2019), with Sub-Saharan Africa facing challenges: resource gaps, curriculum overload, and colonial legacies (Chisholm & Leyendecker, 2008).
- Post-1994 genocide, Rwanda positioned education as a tool for nation-building and transformation (Hayman, 2007).
- The Competence-Based Curriculum is considered a transformative curriculum, emphasising learner-centred approaches, problem-solving, peace, and citizenship (MINEDUC, 2015).
- However, two significant challenges remain in GE implementation in schools: its presence in school curricula and teacher preparedness to teach from a global perspective.

OBJECTIVE

1. To examine the conceptualisation and representation of Global Education in Rwanda's secondary education curriculum
2. To explore teachers' knowledge, awareness, and perceptions of Global Education and its implementation

METHODS

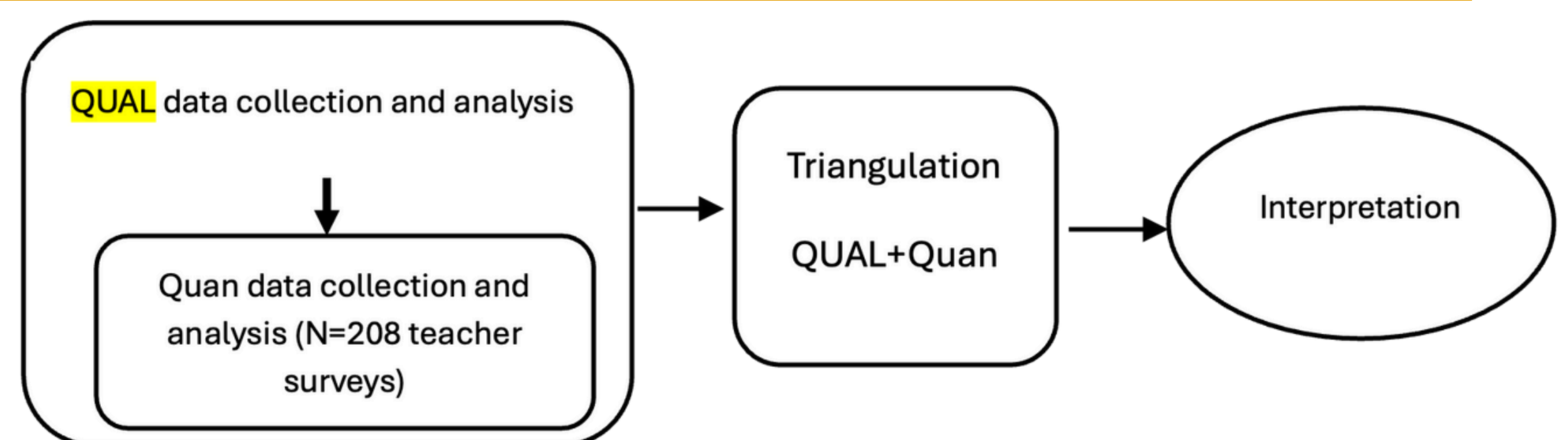
Research Design

- Concurrent embedded mixed methods research design (Creswell & Plano, 2018).
- Quantitative approach and data enhanced qualitative results.

Data Analysis

- Document analysis (Bowen, 2009).
- Descriptive analysis (Lawless & Heymann, 1999).
- Integration: triangulation to identify areas of concordance and discordance (Creswell & Plano, 2007).

Data



- Data collection: February 2022 to April 2022
- Location: Kicukiro district, Kigali Province, Rwanda

RESULTS

Results of GE Representation in Curriculum and Textbook

CBC Curriculum (Implicit GE Representation)

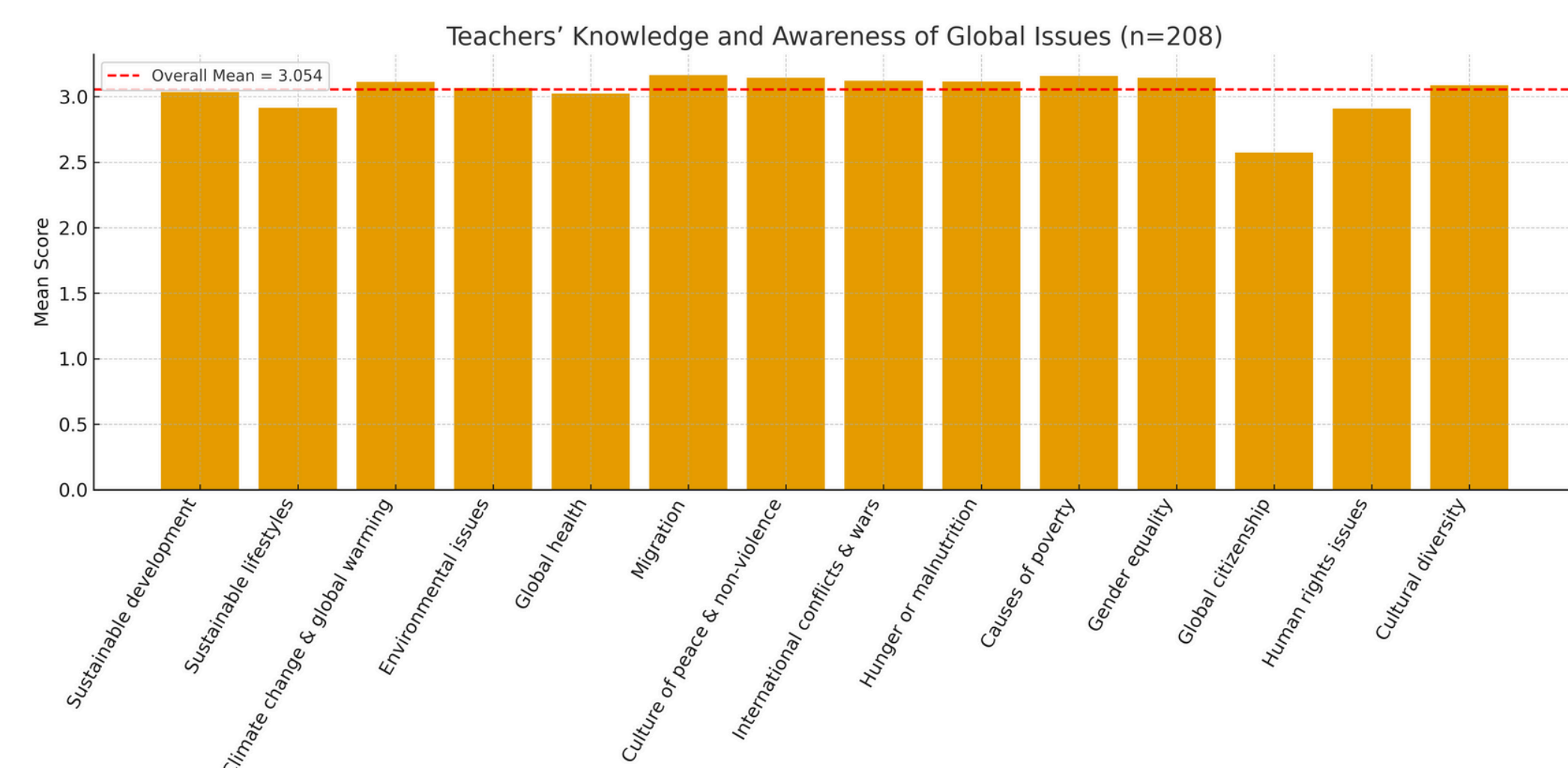
- Sexuality Education
- Environment & Sustainability
- Financial Education
- Gender
- Genocide Studies
- Peace & Values
- Standardisation Culture
- Inclusive Education

Textbooks (Explicit GE Representation)

- Citizenship Education
- Genocide Studies & Tolerance
- Culture of Peace & Non-Violence
- Peace & Values Education
- Climate Change, Sustainable Development & Environment
- Cultural Diversity & Awareness
- Human Rights & Social Justice
- Migration, Identity & Belonging

- The cross-cutting themes are integrated across various subjects and learning levels.

Results of Teachers' Knowledge and Awareness of Global Education



- Teachers demonstrated a slightly above-average awareness of GE, with a mean score of $\bar{x} = 3.054$.
- Teachers recognise GE as important in preparing learners for the future

DISCUSSION AND CONCLUSION

- The study highlights the need for intentional efforts and explicit inclusion of GE in education documents to implement GE in schools in Rwanda.
- Need for teachers' continuous in-service training and provision of GE-relevant materials and resources.
- **Future research:** Need for contextualised GE implementation in line with local realities (Goren & Yemini, 2016)

Scan for references

