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Adopting Teaching for a Global Citizenship Education Framework: A Case Study of Zimbabwean High School History Teachers

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ABSTRACT The integration of global citizenship education into history teaching is critical for equipping learners with the key skills, knowledge and competencies required to make the world a better place. This qualitative single-case study explored how high school history teachers in Zimbabwe incorporate GCED into their lessons. Based on transformative learning theory, the research was conducted in five high schools in Zimbabwe with ten teachers sampled using convenience sampling. Data collection included document analysis, lesson observations and semi-structured interviews, which were analysed thematically. The results revealed that there is a need for improved teaching resources and a thorough curriculum review to embed the GCED framework in the Zimbabwean history syllabus. Therefore, the study recommends that the Zimbabwean government allocate more resources to organising workshops and training sessions. It also offers valuable insights into effective strategies for implementing the GCED framework and enhancing teaching methods to integrate GCED into the curriculum.