

Observation form global citizenship education for very young learners

Pupil Name: _____ Date of birth: _____	Notation: ☒☐☐☐ not yet developing ☐☒☐☐ beginning to develop ☐☐☒☐ is developing to a reasonable extent ☐☐☐☒ highly developed
The observation list consists of indicators that relate to the competency profile for very young children. Global citizenship education consists of two domains: <i>Intercultural competencies</i> and <i>Democracy, society and general knowledge of the world</i>. The first domain consists of the components <i>knowledge, skills and attitude</i>. The indicators focus primarily on social-emotional development (laying the foundation for social behaviour), cultural orientation (recognising and respecting differences between people), social orientation (What is happening around me and how can I make a positive contribution?) and the development of English as a lingua franca. We advise filling out this form twice: 10 months after a pupil has started school, and one year later. There is an optional third column if you wish to observe a child a third time.	

© 2026 GCVYL

This publication should be cited as: Feuerstake, Dybizbanska, Kutschruiter (2026). Observation form global citizenship education for very young learners

Published at www.earlybirdie.nl/gcvyl under a Creative Commons Open Access license CC-BY-NC-SA 4.0. To view a copy of this license, visit www.creativecommons.org/licenses/by-nc-sa/4.0/

This publication is part of the Erasmus+ project Global Citizenship for Very Young Learners (GCVYL), conducted by Expertisecentrum EarlyBird, Edese SV and Calineczka. For more information about the project and the materials we developed, please visit www.earlybirdie.nl/gcvyl.



Intercultural competences	Date of observation			Comments:
Knowledge				
The child is aware that there are different languages.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
The child knows that there are different ways of communicating and uses different types of conversation, such as	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Sharing their own opinion.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Retelling an experience.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Explaining what happened.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
The child has knowledge of themselves and others:	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Can identify their own (physical) characteristics and the similarities or differences with other children.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
Skills				
The child develops as a user of the English language:	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Understands (with visual support) the English language input.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Can pronounce the words and chunks correctly.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Understands (with visual support) the instructions and carries them out.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
• Responds to closed and semi-open questions.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	

Can hold short conversations in cooperative structures (with language support).	□□□□	□□□□	□□□□	
The child can actively listen and observe:	□□□□	□□□□	□□□□	
Responds appropriately to what others say.	□□□□	□□□□	□□□□	
Sticks to the topic of conversation.	□□□□	□□□□	□□□□	
Can give meaning to images (e.g. in a picture book) by looking at them intently and communicating about them.	□□□□	□□□□	□□□□	
The child can cooperate with others:	□□□□	□□□□	□□□□	
Takes the initiative to collaborate.	□□□□	□□□□	□□□□	
Takes the wishes and ideas of others into account.	□□□□	□□□□	□□□□	
Sticks to agreements and rules within the group.	□□□□	□□□□	□□□□	
The child can empathise with others:	□□□□	□□□□	□□□□	
Recognises and names emotions in other children.	□□□□	□□□□	□□□□	
Responds appropriately to the emotions of others.	□□□□	□□□□	□□□□	
Shows compassion, for example by helping or comforting.	□□□□	□□□□	□□□□	
Can put themselves in someone else's shoes during play or conversation.	□□□□	□□□□	□□□□	
The child recognises, discusses and resolves conflicts:	□□□□	□□□□	□□□□	

Is aware of their own behaviour and its effect on others.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
Can explain the causes and consequences of a conflict situation.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
Attitude				
The child...				
is curious about others.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
accepts that there are differences in thinking, appearance and habits.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
respects others.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
is involved with others.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
Democracy, society and general knowledge of the world				
The child ...				
adheres to agreements and rules within the group.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
is curious about the world around them, asking questions.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
can compare their own environment with environments elsewhere.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
takes care of their own living environment.	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	
makes a positive contribution to various global issues (e.g. recycling, being mindful about use of water, etc.).	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	