

Scope of Global Citizenship Education in the Secondary level School Subjects of Bangladesh: A Critical Review of the National Curriculum Framework 2021

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Abstract : Global citizens are actors who are able to proactively and sensitively solve local and global issues. Global citizens are not born but created through education. Therefore, Global Citizenship Education (GCED) is a much discussed topic in recent educational discourses for its potential role in creating active and responsible citizens who hold specific knowledge, values, skills, and attitudes – such as solidarity, tolerance, empathy to solve local and global problems. This study aims to explore how the different subjects of secondary level (grade 6 to 10) have been conceptualised in the National Curriculum Framework (NCF) 2021 of Bangladesh to uphold the different knowledge, skills, values, and attitudes of GCED to create global citizens. We used qualitative content analysis to critically analyse the relevant part of NCF as a document. We juxtaposed and related the subject conceptualisations of the 10 subjects presented in the NCF with our GCED conceptual framework which is built on UNESCO (2015) provided GCED learning outcomes and Oxfam (2015) provided list of GCED knowledge, skills, values and attitudes. The findings show that the NCF has created a great deal of opportunities for the students to inculcate GCED knowledge, skills, attitude and values through all the ten subjects. The subject History and Social Science, because of its nature, incorporates the full set of GCED knowledge, skills, values and attitudes in their competency and subject-conceptualisation. After this subject, Digital Technology, Wellbeing, and English have incorporated GCED aspects the most. The rest of the subjects, Arts and Culture, Mathematics, Religion, Life and Livelihoods, and Bangla have also created some scopes for GCED. This study will help the researchers, policy-makers, and educators to bridge this policy document with detailed curriculum, textbooks, teacher professional development programs to evaluate the successfully translation and implementation of GCED in

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schools and training programmes that aim to create compatible citizens who can thrive in competitive and ever changing global contexts.

Keywords: *Global Citizenship Education (GCED), Curriculum framework, Bangladesh*

1. Introduction and Background

'Global citizens' are made, not born" (Chong, 2015, p.239) and Global Citizenship Education (GCED) is seen as vital to students' learning all over the world as a means of developing globally competent citizens with a variety of qualities, for examples, having knowledge and understanding of local and global issues, critical thinking skills, being empathetic, belief in diversity etc. (An, 2014; Asia-Pacific Centre of Education for International Understanding [APCEIU], 2021; Guo, 2014; Howard & Maxwell, 2023; United Nations [UN], 2015; UNESCO, 2014; 2015; 2016; 2018). Particularly, GCED has come to prominence as an emerging education agenda when UN's SDGs focus on promoting global citizenship through education (UN, 2015). Despite the fact that Global Citizenship (GC) and GCED are growing more popular, no comprehensive theory or consensus has been reached to date. A broad understanding aims to provide students with the knowledge, skills, attitudes, and values necessary to flourish in a globalised society, address global challenges, and make the world a better place (Davies, 2006; Morais & Ogden, 2010; Oxfam, 2015; Print, 2015; UNESCO, 2013). Since the UN SDGs mandate the development of globally competent citizens via education, countries around the world are supporting GCED in various ways based on their national and global contexts.

Many global organizations including UN bodies are playing significant role to promote GCED while UNESCO is leading from the front. For example, UNESCO (2018) itself states that "UNESCO is leading global efforts on Global Citizenship Education (GCED), which is at the core of Target 4.7 of Sustainable Development Goal 4 on Education" (p.16). Because UNESCO is leading the global implementation of GCED, it provides a wealth of useful information through its different publications. UNESCO, for example, claims that GCED can be promoted through a particular subject or through a

cross-curricular approach (UNESCO, 2014; 2016). According to UNESCO (2016), as a condition of implementation, GCED should be reflected in national education policies, curricula, teacher education, and student assessments.

Many countries have started incorporating GCED-related concepts into their national educational policies and school curricula (Wang, 2023). The National Education Policy (NEP) 2010 of Bangladesh integrates many concepts and values of GCED (Islam, 2020a; 2020b). Evidences from the NEP 2010 support the claim made by Islam, for example, some major aspects of GCED included in the objectives of NEP are sense of justice, human rights, and responsibilities of citizens, honesty, tolerance, diversity, global fraternity, and skills in the global context.

Considering the existing NEP 2010, global dimensions of educational needs (e.g. Fourth Industrial Revolution), global commitments (e.g. UN's SDGs) different policy initiatives of government (e.g. Perspective Plan of Bangladesh 2021-2041 [Vision 2041], the National Curriculum Framework (NCF) 2021 was developed (NCTB, 2021). One of the tenth learning areas reported in the NCF is 'Society and Global Citizenship' (NCTB, 2021, p.29) Curriculum and learning resources for individual subjects are being created in compliance with NCF 2021 (NCTB, 2021). However, while GCED has potentials for creating globally competent citizens, (An, 2014; APCEIU, 2021; Guo, 2014; Howard & Maxwell, 2023; UN, 2015; UNESCO, 2014; 2015; 2016; 2018) how NCF 2021 of Bangladesh creates scopes is apparently unexplored in the literature. This paper aims to address the gap in the literature and explore how GCED is integrated in the NCF 2021 for creating globally competent citizens through education.

Objectives of the study

The specific objectives of this study are to:

- (i) explore different aspects of global citizenship education incorporated in the secondary level subjects of National Curriculum Framework 2021 of Bangladesh

- (ii) demonstrate how different aspects of GCED are connected towards developing learners' qualities as global citizens.

2. Literature review

The literature review aids in developing a conceptual framework or exploring a topical area for study (Merriam and Simpson, 2000). In this section, we explain key concepts in the study and show how they relate to one another (Rocco & Plakhotnik, 2009) for developing a conceptual framework.

a. Conceptualising Global Citizenship and GCED

Global citizenship concept is getting more and more importance in a contemporary rapid changing, complex and uncertain world. Despite the fact that GC and GCED are becoming increasingly popular, no specific full theory or consensus has yet been developed (UNESCO, 2014). A broad understanding seeks to equip students with the information, skills, attitudes, and values required to thrive in a globalised society, address global concerns, and make the world a better place (Davies, 2006; Morais & Ogden, 2010; Oxfam, 2015; Print, 2015; UNESCO, 2013). Over the years' different scholars have studied global citizenship from different perspectives. However, in spite of diversity in perceiving the global citizenship from different theoretical perspectives, most of the GCED literatures have argued that GCED contributes significantly to enable citizens to live harmoniously in culturally diversified world (OECD, 2018). Sherman (2019) has also emphasised on "human interconnectedness, ability to see the world as others see it, respect for cultural diversity, commitment to human rights, and social justice, environmental sustainability, and sensitivity" (Sherman, 2019, p. 7) to describe core aspects of GCED. Again, Kim (2021) find that, some other scholars have explained GCED as a way to foster empathy, behavior and policy aligned with global view, articulating national interest embedded with global concerns. Similarly, Giles has claimed that global citizenship works solely on the "responsibility to respect and promote human rights, cultural diversity, the environment and peace, and responsibility to behave

in the way others expect and as we expect of others" (Giles, 2019). Therefore, they viewed GCED as a resource to prepare citizens with shared values and capabilities.

Hence, it implies that GCED advocates for values of "respect for diversity, solidarity and a shared sense of humanity" (UNESCO, 2018, p.2). Similarly, APCEIU (2020) has viewed GCED as "a transformative educational approach which enables learners to become responsible global citizens to contribute to more inclusive, peaceful and sustainable society" (APCEIU, 2020). UNICEF (2017), on the other hand, has elaborated the GCED concept by including not only human being but life on earth as a whole along with the environment in a broader sense. It has defined GCED as interconnectedness among people, all life in the world and action regarding making the world as 'peaceful, safe, just and sustainable' one (UNICEF, 2017). In addition to this, while elaborating the concept it has emphasised more on the interaction – between citizens, citizens and environment, "peace, equity, safety and sustainability". It suggested that global citizens should foster these features in order to make this world peaceful and harmonious (UNICEF & SEAMEO, 2017).

UNESCO as a most vibrant proponent of GCED in contemporary world for more than last two decades has conducted extensive research, literature review, conferences, workshops, international summits on GCED to formulate a comprehensive functional definition of GCED. According to UNESCO, which is actively supporting GCED, the subject of comprises three learning domains:

Cognitive: To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional: To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioural: To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

(UNESCO, 2015, p. 15).

Oxfam's GCED curriculum framework follows a similar pattern, with three categories: (i) knowledge, (ii) skills and (iii) values and attitudes as seen in Table 1.

Table-1

The key elements for developing active and responsible global citizenship.

Knowledge and understanding	Skills	Values and Attitudes
Social Justice and Equity	Critical and Creative Thinking	Sense of Identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable Development	Communication	Value Diversity
Peace and Conflict	Cooperation and conflict resolution	Concern to the environment and commitment to sustainable development.
Human Rights	ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	informed and reflective action	Belief that people can bring about change

(OXFAM, 2015, p.8)

UNESCO (2018) acknowledges that this GCED curriculum framework is similar to learning dimensions/domains developed by UNESCO (2015). In favor of the usability of this framework, UNESCO (2018) states that this comprehensive, multidimensional paradigm of learning domains has also been validated in several disciplines of transformational education, all of which emphasise that effective

learning cannot be reduced to educating about the topic (cognitive knowledge). Rather, learners should develop relevant socio-emotional skills or capacities at the same time that they build critical comprehension of topics and challenges, which are then incorporated into personal and social actions for transformation.

In this study, we considered the aspects of these two global frameworks of GCED, developed a conceptual framework (see the section: Conceptual framework) and used the framework to review the scopes of GCED in NCF 2021 of Bangladesh.

b. Curriculum Framework

Generally a curriculum framework is a policy document as well as a supporting structure designed to help for the planning and development of new curriculum. It is made up of interconnected components such as fundamental learning experiences, and learning domains. One of the most significant tools for guaranteeing uniformity and quality in a curriculum system is the curriculum framework. Borkar (2021) notes that a curriculum framework is a set of rules, standards, or learning goals that state what students are expected to learn. It establishes a baseline for what people should know and be able to do after finishing a course. A curriculum framework is critical for maintaining uniformity and quality in a curriculum system. Development of a curriculum framework requires considering some factors, for example, understanding and reflecting stakeholder demands, drawing on national and international experiences, assuring stakeholders' usability, and employing an integrated approach (Graham, et al., 2007). NCF 2021 was created with these issues in mind, as well as other global and national contexts and issues (NCTB, 2021). While integrating GCED is an aspect of quality education for developing globally competent citizens (An, 2014; APCEIU, 2021; Guo, 2014; Howard & Maxwell, 2023; UN, 2015; UNESCO, 2014; 2015; 2016; 2018), we conducted this study to investigate how Bangladesh's NCF 2021 incorporates this aspect.

c. Conceptual Framework

Based on the review of related literature, and particularly considering the GCED framework (learning dimensions/domains) of UNESCO (2015), and Oxfam's (2015) GCED curriculum framework (knowledge; skills; values and attitudes) the following conceptual framework was developed and utilised. When we used the cognitive dimension or domain of GCED (UNESCO, 2015) to review the curriculum framework we also considered the knowledge and understanding included in the Oxfam's (2015) framework. Similar approach was used for the rest of the domains/dimensions.

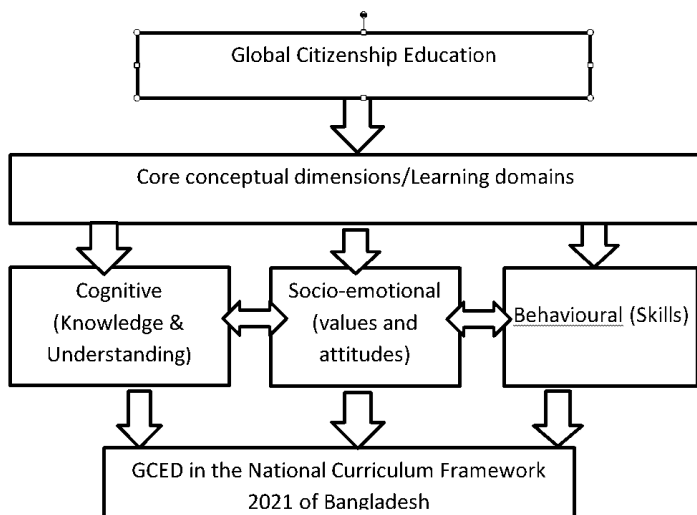


Figure-1. Conceptual framework of the study (Based on UNESCO, 2015 & Oxfam, 2015).

3. Methodology

a. Research Approach and methods

We used **Qualitative Content Analysis** as a research method for exploring the scope of GCED in the NCF 2021 of Bangladesh in incorporating GCED. Qualitative Content Analysis is “A research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005). According to Mayring (2000), this approach is a set of techniques which are

used to analyse different types of texts systematically. This process of content analysis is not frequency driven approach, i.e., it is not dependent on any statistical analysis; rather this analysis explores the manifest content and the themes and core ideas in the text or content. Among the three types/approaches of qualitative content analysis (conventional content analysis, direct content analysis and summative content analysis) described by Hsieh and Shannon (2005), we used the **direct approach**. In the direct approach, an existing theory or research is used as a framework to look into the content (Potter & Levine-Donnerstein, 1999). We used both UNESCO (2015) provided three GCED learning outcome domains (cognitive, socio-emotional, and Behavioural) and Oxfam (2015) provided lists of knowledge, skills, and values & attitudes of GCED as a framework to explore what aspects of GCED are integrated in the subject-wise competency and the subject conceptualisation of the ten subjects.

The content sampling

For this study we purposefully (Patton, 2002) selected the “Subjects and subject conceptualisation” chapter of the NCF. This section is divided into ten separate sub-sections for the ten subjects- Bangla, English, Mathematics, Science, Digital Technology, History and Social Sciences, Life and Livelihood, Religion Studies, Wellbeing, and Arts & Culture.

b. Steps of qualitative content analysis:

We followed the **eight step process** of qualitative content analysis (Datt & Chetty, 2016). We defined document that we will analyze as preparing the data. We chose the curriculum framework as the choice of the content must be aligned with our research question (Patton, 2002). Then we defined our unit of analysis choosing different themes from the curriculum framework, developed categories and coding scheme from the already existing GCED framework, tested our coding scheme on a small part of the document, and as it worked well, we applied in to all texts that we wanted to analyze.

4. Findings and Discussion: GCED concepts in different subjects

In this section, we have unpacked the subject-wise competencies and subject conceptualisation of the ten subjects to explore how the subjects have incorporated GCED aspects.

4.1. Bangla

According to NCF 2021, Bangla is the primary medium for teaching and learning. While taught as a subject it includes core skills like 'looking and feeling' alongside 'listening, speaking, reading, and writing' to enhance receptive and expressive proficiency as described in the competency statement. Students will creatively express themselves in diverse media, maintain Bangla language and culture, and communicate effectively with tolerance in various contexts (NCTB, 2021).

In the subject's conceptualisation, it is stated that learners will develop competence in receptive and expressive language skills across six domains: linguistic communication, verbal communication, teaching-learning activities, practical and professional communication, humane thinking, and creative and thoughtful expression (NCTB, 2021). Emphasising language as a medium for developing thought processes and concepts, the course aims to enable learners to communicate effectively and creatively, considering values, norms, empathy, solidarity, and diverse cultural contexts using various media and processes.

The following table displays the topics from the Bangla subject categorically organized in three GCED domains.

Table-2

Representation of GCED in the Bangla subject.

Knowledge/Understanding	Skills	Values and attitudes
Bangla language & Culture Identity and diversity	Effective communication	Human rights Tolerance

Globalization and interdependence	Critical thinking Analytical thinking Creative thinking	Empathy Self-esteem Respect for diversity
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Analysing above mentioned findings with the conceptual framework developed for this paper, it is clear that the Bangla subject has effectively integrated GCED topics and concepts into its competencies and conceptualisation.

4.2. English

In NCF 2021, the English Language is designated as a foreign language. The subject's conceptualisation revolves around key components, emphasising 'linguistic rules' and their application in local and global contexts, 'interpretability,' and 'clarity of expression' (NCTB, 2021, p. 42). In addition to knowledge and skills, it recognises that effective communication requires 'contextual understanding,' 'cultural awareness,' and a 'democratic attitude.' These three elements collectively foster 'Intercultural Communicative Competence (ICC)' (NCTB, 2021). ICC entails context-sensitive cultural awareness, promoting empathy, appreciation for diverse communication practices, and a democratic mindset that values different opinions and expressions (NCTB, 2021, p. 42). It is further stated that ICC shapes core knowledge and skills, enabling learners to apply them in real-life situations, develop a sense of identity, and express creativity (NCTB, 2021).

English as an international language exposes learners to global arts and literature and foster cultural diversity appreciation. It encourages self-identity while promoting respect for others. Furthermore, it cultivates democratic values by reducing discriminatory language practices in various settings. The subject's competency statement also highlights nurturing creativity, critical thinking, and aesthetics, alongside enhancing expression skills among learners. Discussion above shows, English as a subject effectively covers the three learning domains of GCED.

Table-3

Representation of GCED in the English subject

GCED Learning Domains	Findings
Knowledge/Understanding	It exposes learners to diverse cultures, fosters respect and appreciation. It covers cognitive learning domains, including understanding different opinions, self-identity, and equity.
Skills	It develops cultural awareness, empathy, creativity, critical thinking, and non-discriminatory communication skills.
Values and Attitudes	It promotes democratic attitudes, appreciation for diversity, self-identity, and aesthetic values, aligning with GCED's socio-emotional domain.

4.3. Mathematics

The Mathematics subject prioritises logic and creativity as its foundation, emphasising real-world applications and problem-solving skills. It centers on 'mathematical inquiry,' spanning four dimensions: 'Numbers and measurement,' mathematical relations, shapes, and probability. Learners develop mathematical competencies for personal, social, global, and academic problem-solving (NCTB, 2021). The curriculum highlights the importance of mathematical literacy in addressing uncertainty in various contexts, including science, technology, personal life, and society. Specifically, mathematics is applied to solve social problems in areas such as electoral systems, public transport, government, demographics, national statistics, and economies (NCTB, 2021).

Table-4

Representation of GCED in the Mathematics subject.

GCED Learning Domains	Findings
Knowledge/Understanding	Mathematical literacy Personal, social, and global contexts Interconnectedness Problems Comprehension
Skills	Critical thinking Creative thinking and Problem solving
Values and Attitudes	Does not explicitly address values/ attitudes. Though, has created scopes to develop values and attitudes in the process

We see that the conceptualisation of the Mathematics aligns with GCED in terms of knowledge/understanding and skills. However, it does not explicitly address values and attitudes of GCED.

4.4. Science

Though the link is not as straightforward as social science and humanities subjects, science subjects can also promote GCED (Oxfam, 2017). The subject-wise competency for science in the curriculum framework is intended to encourage the learners, “To be curious about nature and the universe, to unravel their mysteries through scientific inquiries, and to realise their inherent beauties. To improve the quality of life through science and technology, and to make a positive contribution to national and global well-being” (NCTB, 2021, p.48).

The science subject in the curriculum framework obviously has put meaningful effort to shift the paradigm of science lessons from memorisation of theories to more life oriented matters. The use of the term, “socio-scientific values” rather than just scientific values in the Subject conceptualization also proves the paradigm shift.

Table 5

Representation of GCED in the Science subject.

GCED Learning Domains	Findings
Knowledge/Understanding	Global, regional, national and local issues and the interconnectedness; Identity and diversity, Sustainable Development
Skills	Critical and Creative Thinking, informed and reflective action; Self-awareness and reflection; Communication, ability to manage complexity and uncertainty; to act effectively and responsibly at local, national and global levels
Values and Attitudes	Value Diversity; Concern to the environment and commitment to sustainable development

The subject conceptualisation captures the major ideas of science in detail. The framework suggests that the students would involve in scientific inquiry to explore the issues and phenomena around them to develop scientific skills, reveal patterns in nature. Eventually, it is expected that the students will grow a scientific mind as a self-regulated lifelong learner. The students will understand the implication of science in “everyday life, and in the progress of human civilisation, and the uses of technology and its impact on various aspects of society” (NCTB, 2021, p. 50). The students are expected to understand the local and global issues and their interconnectedness and solve the issues. They will be curious and respectful about diversity in nature, environment and culture. They will “appreciate the nature and beauty of science; and recognise themselves as an integral part of the nature” (NCTB, 2021, p. 51). These show important connections with the knowledge, skills, values and attitudes of GCED learning domains mentioned in the

table 5. Though sharing values and responsibilities, empathy, solidarity, equity, social justice, peace and conflict, human rights, power and governance issues are not explained explicitly, but embracing diversity, a significant component of GCED, has been explained as one of the goals.

4.5. Digital Technology

The focus of the Digital Technology subject is to cultivate ethically and socially responsible digital citizens. Central to this is the development of digital literacy. The subject emphasises cognitive skills, such as 'computational thinking,' 'design thinking,' and 'systems thinking', alongside enhancing problem-solving, communication, collaboration, and creativity competencies in the realm of ICT. Beyond technical skills, the curriculum underscores the importance of safety, ethics, and responsibility in ICT use (NCTB, 2021).

The subject's conceptualisation outlines key competencies derived from digital literacy, including 'Communication and Collaboration,' 'Problem solving,' 'Creativity and innovation,' 'Computational thinking,' 'Design thinking,' and 'Systems thinking' (NCTB, 2021). Under 'Communication and Collaboration,' it highlights the global interconnectedness facilitated by information and communication technologies. Effective communication across diverse cultural contexts and fostering cooperation skills are brought to the fore. This holistic approach interprets the notion to help learners grasp the interconnectedness of digital technology with individuals, society, the economy, and the global system.

The curriculum framework identifies various competencies necessary for digital citizenship (NCTB, 2021) with a view to shaping the learners into responsible digital citizens, equipping them with attributes akin to global citizens, which they can practice in virtual spaces. Thus through the lenses of the conceptual framework it becomes evident that this subject has created multiple scopes to promote GCED. The following table demonstrates the scopes of GCED in the NCF 2021 for Digital Technology subject under the conceptual framework.

Table-6

Representation of GCED in the Digital Technology subject.

Knowledge/Understanding	Skills	Values and attitudes
Interconnectedness/ interdependence/ globalization	Thinking skills	Ethics
	Problem Solving skills	Responsible behaviour
	Communication	Respect for diversity
	Collaboration	Working together
	Cooperation	Social values
	Creativity	

4.6. History and Social Science

The History and Social Science subject is found with a wider scope for inculcating GCED competencies than any other subjects. After studying this subject up to grade 10, which is the highest of the secondary level of education, it is expected that the students will gain the competency “To be able to play a positive role in transformation by reviewing, from a scientific point of view, one’s own position in the world, history, culture and identity, various elements and structures of natural and social environments, and to be able to play a role as a global citizen to build a developed, safe and sustainable Bangladesh and world by practising resource management” (NCTB, 2021, P. 56). The subject wise competency clearly states that the aim is to create an active citizen who will be able to think globally and act locally and contribute for building a sustainable world which reflects GCED aims.

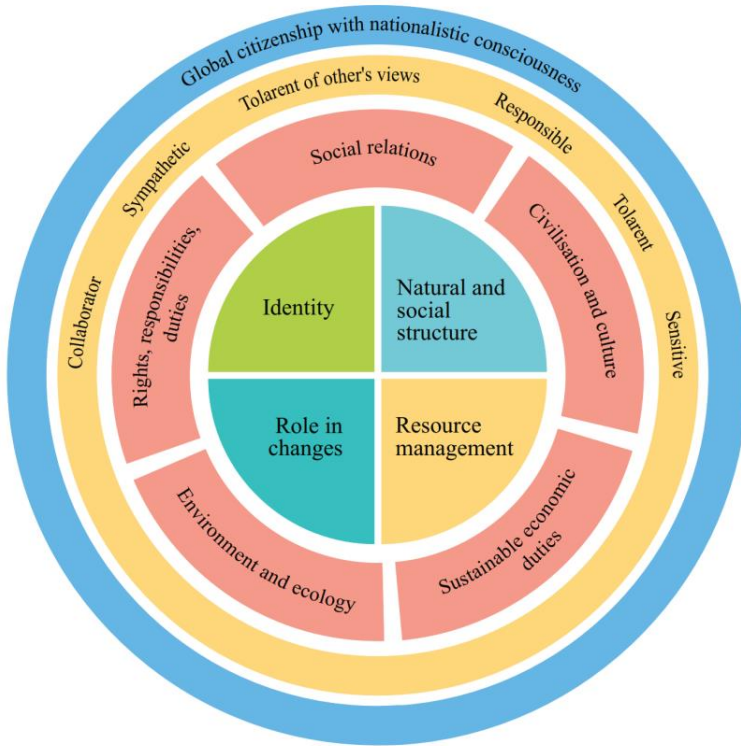


Figure 2. Conceptualisation of History and Social Science Subject (NCTB, 2021, p.57).

The table below shows the list of GCED knowledge, skills, values and attitudes produced by Oxfam indicating similarity with the NCF provided knowledge, skills, values and attitudes (bold font). In some cases the words used in the curriculum framework are not the exact but similar or have close meaning; those are included in parentheses.

Table-7

Representation of GCED in the History and Social Science subject.

Knowledge and understanding	Skills	Values and attitudes
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Social Justice and Equity	Critical and Creative Thinking	Sense of Identity and self-esteem
Identity and diversity	Empathy [sympathy]	Commitment to social justice and
Globalisation and interdependence [Interrelations]	Self-awareness and reflection [self-identity; conscious citizen]	Equity [responsibility]
Sustainable Development	Communication	Respect for people and human rights
Peace and Conflict	Cooperation and conflict resolution	Value Diversity
Human Rights	Ability to manage complexity and uncertainty [changeability]	Concern to the environment and commitment to sustainable development.
Power and governance	Informed and reflective action [play positive role]	Commitment to participation and inclusion [play positive role in society]
		Belief that people can bring about change [role in changes]

However, only matching the texts will not give us the full picture of similarity in GCED concepts in both documents. Though some of the words are not used, the underlying meaning of the concept is inbuilt in the subject conceptualisation. When social justice is explained in the light of the liberation war and the constitution of Bangladesh the concept of equity is well incorporated. Similarly, the concept of diversity is embodied when the students were expected to investigate different social strictures, histories, geographies and cultures and grow tolerance and respect towards others'. When global and local issues, their interrelations and inter-dependencies, their changing nature, students' identity in local and global settings, their effects on students' own identities were expected to explore, globalisation would be an obvious discourse. Power and governance, though not indicated with exact words, the discussions of different social structures (schools, banks, hospitals, markets, factories for example), in local and global setting must include these concepts as the students are expected to analyse these critically

and scientifically. Critical and creative thinking, communication, conflict resolution skills would be embraced in the course of scientific and logical inquiry steps which are set as the process of exploring social phenomena and structures around them (the students).

4.7. Life and Livelihood

Similar to some other subjects in the NCF 2021, Life and Livelihood incorporates GCED concepts as a cross-cutting issue in its conceptualisation. These findings demonstrate that the subject has integrated numerous professional, technical, and life skills, as well as values and knowledge that align with GCED concepts. The table below categorises these GCED-related concepts and values using the conceptual framework:

Table-8

Representation of GCED in the Life and Livelihood subject.

Knowledge/Understanding	Skills	Values and Attitudes
Globalisation and interdependence	Critical thinking	Self-esteem
Human rights	Creativity	Human rights
Sustainable development	Problem solving	Sustainable development
	Collaboration	

4.8. Religion Studies

Religious Studies has effectively integrated GCED into its competency statement and conceptualisation. The competency statement emphasises the importance of living peacefully in harmony with all, irrespective of race and religion, promoting

respect for diversity, responsible behaviour towards humanity and nature, and fostering values of peace, conflict resolution, human rights, and tolerance, aligning with GCED principles.

The subject's conceptualisation features core domains as 'Religious knowledge,' 'Religious norms,' and 'Religious values.' It highlights that through religion, learners gain a deeper understanding of life, themselves, and others, and acquire values essential for building a peaceful world, such as honesty, righteousness, responsibility, compassion, humanity, and justice. The following table exhibits the incorporated GCED related topics and issues in this subject conceptualization categorically.

Table-9

Representation of GCED in the Religion studies subject.

Knowledge/Understanding	Skills	Values and attitudes
Religion	Cooperation	Respect for diversity
Peace and conflict	Collaboration	Responsibility
Nature	Adaptability	Human rights
National and global context	Conflict resolution	Tolerance
		Empathy
		Justice
		honesty

4.9. Wellbeing

The Wellbeing subject aims to develop competencies for individuals to ensure their own and others' physical and mental health, safety, security, and active participation in intra and interpersonal relationships, considering evolving circumstances (NCTB, 2021). The subject places a strong emphasis on experiential learning to nurture these competencies, enabling learners to become sensitive, sophisticated individuals. Through this process, learners develop

positive values, empathy, humanity, conflict resolution skills, emotional intelligence, self-analysis, and social intelligence, ultimately empowering them to work for the betterment of humanity and nature.

The findings show that in crafting self-care competencies, the subject has effectively incorporated GCED concepts, skills, and values within its framework. The table below visually illustrates the scopes of GCED in the Wellbeing subject.

Table-10

Representation of GCED in the Wellbeing subject.

Knowledge/Understanding	Skills	Values / Attitudes
Understanding of Interconnectedness	Effective Communication	Respect for Diversity
	Conflict Resolution	Responsibility
Awareness of Changing Global Dynamics	Empathy and Compassion	Empathy and Humanity
Recognition of Diversity	Critical Thinking	Sustainability
	Adaptability	Positive Values
	Emotional Intelligence	Civic Engagement
		Lifelong Learning

4.10. Arts and Culture

The Arts and Culture subject aims to cultivate empathy, compassion, open-mindedness, self-sufficiency, and creativity in the future generation through arts and cultural education. It recognises that appreciating one's cultural heritage fosters respect for diverse cultures (NCTB, 2021). To achieve this, the subject formulates competencies as follows:

1. Replicating natural and social diversity and interrelationships
2. Learning about culture and appreciating various creative

streams

3. Inspiring and developing latent creative talents
4. Developing sensitivity and aesthetic senses
5. Cherishing one's own culture, respecting other cultures
6. Considering arts and culture for higher education or self-reliance

These competencies integrate understanding diversity, critical and creative thinking skills, sensitivity, aesthetics, self-identity, and respect for people, culture, and nature.

Key dimensions include observation, transformation, and multidimensional expression of beauty, aesthetics in lived life, creative thinking, inquiry, applicability, and generalisation. Especially the dimension named 'Beauty in lived experiences' aligns closely with GCED concepts and fosters values such as global citizenship, environmental conservation, humanity, respect for diversity, and creativity.

Table-11

Representation of GCED in the Arts and Culture subject.

Knowledge/Understanding	Skills	Values and Attitudes
Natural and social diversity and interdependence	Critical and creative thinking	Global citizenship
Importance of arts and culture in human development	Sensitivity and aesthetic appreciation	Environmental conservation
Interconnectedness among learners, nature, environment, society, and culture	Inquiry and observation	Humanity
	Transformation of	Respect for

creative streams	diversity
Multidimensional expression of beauty	Creativity
Applicability and generalisation	Open-mindedness
	Friendliness and community relations

4.11. GCED topics in different Subjects: A Summary

Table-12

Representation of GCED topics in Different Subjects

GCED Topics	Subjects
Local, national and global systems and structures	Social Science, Science , Digital Technology
Issues affecting interaction and connectedness of communities at local, national and global levels	Social Science, Science, Digital Technology, Wellbeing, Language, Art and Culture and Religious Education
Underlying assumptions and power	Social Science, Digital Technology, Wellbeing, Language
Different levels of identity	Social Science, Science, Wellbeing, Language, Art and Culture and Religious Education
Different communities, people belong to and how these are	Social Science, Science, Wellbeing, Language, Art and Culture and

connected	Religious Education
Actions that can be taken individually and collectively	Social Science, Science, Wellbeing, Language, Art and Culture and Religious Education
Ethically responsible behaviour	Social Science, Science, Digital Technology, Wellbeing, Language, Art and Culture and Religious Education
Getting engaged and taking action	Social Science, Science, Digital Technology, Wellbeing, Art and Culture and Religious Education
Difference and respect for diversity	Social Science, Science, Wellbeing, Language, Art and Culture and Religious Education

5. Conclusion and recommendations for further research

In this paper, an attempt has been taken to explore how the NCF 2021 of Bangladesh creates scopes to promote GCED through secondary level Subjects. Based on the findings of this study, it can be concluded that a cross-curricular strategy is used to incorporate GCED where the NCF has established several chances for students to instill GCED knowledge, skills, attitudes, and values across all ten subjects. However, while all ten subjects integrated GCED related issues, the subject 'History and Social Science' manifests the whole set of conceptual dimensions (cognitive, socio-emotional and Behavioural) of GCED as well as knowledge, skills, values and attitudes. A great deal of features of GCED have been incorporated in the subjects: Digital Technology, Wellbeing, and English. The remaining subjects-Arts and Culture, Mathematics, Religion, Life and Livelihood and Bangla have also created some scopes for GCED. The findings encourage recommendations for taking necessary measures towards effective implementation of GCED at secondary

schools in Bangladesh, and further research to explore other dynamics of GCED policy and practice. How GCED has been incorporated in detailed curriculum, textbooks, and teacher professional development, and students' GCED achievement needs research attention.

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