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Global Citizenship Education in the secondary school teacher education curriculum of Bangladesh

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Abstract

Global Citizenship Education (GCED) has gained significant attention in the world and in Bangladesh. GCED in the teacher education program and teachers' preparation for GCED are considered essentials for promoting effective GCED in schools. The purpose of this study is to explore how the aspects of GCED are incorporated in the secondary school teacher education curriculum of Bangladesh. A case study approach was used to conduct this study. One year B.Ed. Curriculum of National University was selected as a case to review how the aspects of GCED are reflected in the curriculum. Document analysis was used as a technique of data analysis. Findings indicated that many aspects of Global Citizenship Education (GCED) as well as moral global citizenship have been explored in the secondary school teacher Education (B.Ed.) Curriculum. A cross-curricular approach has been evident, and the curriculum is more dedicated to the aspects of Moral Global Citizenship Education (i.e., human rights, gender equality, non-discrimination, inclusivity). Some of the aspect of curriculum is dedicated to environmental global citizenship, political global citizenship, and neoliberal aspects of GCED. Many right-based and participatory teaching-learning approaches have been incorporated in the curriculum as a general part of it but indication for implication of the pedagogies for GCED has not been provided. Practices of human rights through right-based pedagogies in the B. Ed program as a part of moral GCED was not indicated as well as teachers' preparation for promoting students' voice, participation, and leadership in the schools. Very traditional assessment strategies are also evident in the curriculum which is not aligned with the values of GCED. Based on the findings of this study and in light with the UN's SDGs, National Education Policy of Bangladesh 2010, existing national curriculum, national curriculum framework 2021, existing secondary school teacher education curriculum should be revised. The findings have implications for teacher education and GCED in Bangladesh.

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Introduction, background, and rationale of the study

‘‘Global citizens’ are made, not born” (Chong, 2015, p.239) and Global Citizenship Education (GCED) is widely recognized as critical to people’s learning around the world (An, 2014; United Nations [UN], 2015; UNESCO, 2014; 2015; 2016;2018; UNESCO Institute for Lifelong Learning, 2019; Guo, 2014; Zhao, 2010). Particularly, GCED has come to the forefront as an emerging education agenda while the UN SDGs focus on GC through education (UN, 2015) and UNESCO (2018) itself points out 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). Since UNESCO is leading the global implementation of GCED, it offers a plethora of helpful guidance through its various publications. For an example, UNESCO argues that GCED can be promoted through a single subject or a cross curricular approach (UNESCO, 2014; 2016). UNESCO (2016) indicates that GCED should be reflected in the national education policies, curricula, teacher education, and student assessments as a condition of implementation.

Bangladesh is a member of the United Nations and a signatory to several UN conventions and treaties, so the UN and UNESCO’s GCED initiative is relevant to Bangladesh. Though there is no specific policy for GCED in Bangladesh, aspects of GCED (i.e., sense of justice, awareness of human rights, global fraternity) are reflected in the National Education Policy (NEP) (Ministry of Education, 2010), National Curriculum, and textbooks (NCTB, 2012). Even though extensive global literature on GCED, including UNESCO publications, advocates for teacher education to prepare teachers for successful GCED implementation in schools, GCED in the teacher education curriculum appears to be unexplored in Bangladesh. Therefore, the aim of this research is to explore how aspects of GCED have been incorporated in the secondary school teacher education curriculum of Bangladesh.

Extensive global literature and research suggest that teachers’ preparation through teacher education program is essential for implementing GCED through teaching-learning practices in the educational institutions (An, 2014; Appleyard & McLean, 2011; Guo, 2014; Rapoport, 2010). UNESCO (2016) suggests that GCED should be reflected in the teacher education program. In Bangladesh, following the same curriculum of National University of Bangladesh, generally different government and private TTCs provide ‘One Year Bachelor of Education (B.Ed.)’ teacher education program for in-service as well as pre-service teachers. Beside TTCs, different Private Universities and Bangladesh Open University also promote teacher education for secondary school teachers. However, GCED through teacher education is apparently unexplored in Bangladesh. Therefore, it can be argued how aspects of GCED have been incorporated in the secondary school teacher education curriculum of Bangladesh to prepare secondary school teachers to educate their students.

Conceptualisation of GC and GCED

"Global citizenship is a contested concept in scholarly discourse, and there are multiple interpretations of what it means to be a global citizen" (UNESCO, 2014, p.14). UNESCO (2014) also argues that "despite differences in interpretation, there is a common understanding that global citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity" (p.14). "Global citizenship can be seen as an ethos or a metaphor rather than a formal membership" (UNESCO, 2016, p.2). Global Citizenship encourage to nurture personal respect and respect for others wherever they live, and it encourages individual to think deeply and critically aiming to an equitable and just society (IDEAS, 2020). Zhao (2007) argues that ensuring a better society and survival of human civilisation requires preparing our students to become global citizens. Zhao (2010) argues that they must understand the nature of global economic integration, realize the interconnectedness and interdependence of peoples, respect and protect cultural diversity, fight for social justice for all, and protect planet earth—home to all human beings.

A 'global citizen', according to Heater (2004), is a member of the larger society, and Chong (2015) points out that this membership is significant in that it entails a significant identity and responsibility beyond the nation-state. Oxley and Morris (2013) conceptualise 'Global Citizenship' using different terms such as cosmopolitanism, global-mindedness, global consciousness, and world citizenship. Veugelers (2011) divides global citizenship into three categories such as open global citizenship, which acknowledges the interdependence of nation-states in the global era and potential for cultural diversity; global citizenship that is moral, founded on equality, human rights, and a focus on global responsibility; as well as socio-political global citizenship, which aims to change the political power balance in favour of equity and cultural diversity.

According to Veugelers, teachers usually follow the moral paradigm of global citizenship because it is more relaxed, and it does not conflict with notions of national citizenship. Veugelers' claim is supported by the UNESCO (2018) as it stated that GCED builds on peace and human rights education. This category has also relevancy in Bangladesh context since different aspects of human rights education (i.e. United Nations Universal Declaration of Human Rights; Convention on the Rights of the Child; different issues of human rights) are reported in the national curriculum of Bangladesh (NCTB, 2012) and National Curriculum framework 2021 of Bangladesh (NCTB, 2021)

Like 'Global Citizenship', there is multiple interpretation of GCED and there is no single and widely accepted definition of GCED. Different scholars and theorists interpret GCED in different ways focusing on different aspects and perspectives. However, since UNESCO is leading the promotion of GCED globally, it tries to provide definition and scope of GCED considering various scholarly literature. According to UNESCO (2014) GCED is a framing paradigm that encapsulates how education can improve the knowledge, skills, values, and attitudes that learners need to secure a world that is more just, peaceful, compassionate, inclusive, secure, and sustainable. Similarly, UNESCO (2018) states that GCED aspires to inspire students to participate in and take active roles locally, nationally, and internationally,

to confront and address global challenges, and to become constructive contributors to a more just, peaceful, compassionate, equitable, stable, and sustainable society. Creating learning environment for the students to enable them to feel a sense of belonging to the global community and make informed decisions is also emphasised as an important aspect of GCED.

Considering the contested concept of GCED, UNESCO (2015) also provides the following framework of 'core conceptual dimensions of global citizenship education':

Cognitive: To gain awareness, comprehension, and critical thinking skills about global, international, national, and local issues, as well as the interconnectedness and interdependence of various countries and populations.

Socio-emotional: To feel a sense of belonging to a shared humanity, to share ideals and obligations, to empathize, to stand together, and to accept differences and diversity.

Behavioural: Acting actively and respectfully for a more prosperous and sustainable environment at the local, national, and global level.

Following the GC and GCED conceptual frameworks, this study looked at how GC and GCED were discussed in the teacher education curriculum for the preparation of secondary schools' teachers.

Teacher education for Global Citizenship Education

Scholarly global literature and research of GCED clearly mention the necessity of teacher preparation and teacher education for successful implementation of GCED and show evidence in favour of impacts of teacher education and teachers' preparation (An, 2014; Appleyard & McLean, 2011; Blanks, 2013; Guo, 2014; McLean & Crowe, 2008; Rapoport, 2010; Zhao, 2010). According to Zhao (2010), teachers must have a global perspective, model cultural awareness, model global citizenship, and involve students in educational activities aimed at achieving global citizenship. Teachers should also be able to demonstrate to students how the globe is interconnected and interdependent, as well as why caring for others is beneficial to ourselves and what we can do to ensure a peaceful and healthy world for all human beings (Zhao, 2010). Overall, Zhao (2010) recommends teachers to become globally competent and global citizens to become an effective teacher of GCED, and of course, teacher education programs are essential in this regard, even teacher education programs should expand their scope to prepare new generation of teachers for this globalised world. Many other scholars (i.e. Estelles & Romero, 2019; Logan, 2011; Pryor & Pryor, 2005) make very similar argument in favour of teachers' preparation for GCED through teacher education programs. For an example, Logan (2011) argues that teacher education program should pay attention to prepare teachers aiming to help their students to grow as global citizens. As UNESCO is leading the implementation of GCED, it also provides guidelines and recommendation for teachers' preparation and teacher education (UNESCO, 2016).

Following the discussion above, it can be concluded that if we want to create global citizens with desired skills, expertise, attitudes, and perspectives through GCED, we need teachers who have a sense of global citizenship and qualities. A new dimension of teacher

education is needed to train this new generation of teachers. This study looked at how different aspects of GCED have been addressed in the teacher education curriculum to create globally competent teachers.

Methodology

This research was conducted using a qualitative case study approach as a way of investigating and interpreting the significance individuals or groups ascribe to a social or human issue (Creswell, 2009). According to Patton (2002), qualitative research is a naturalistic investigation that entails studying real-world conditions as they unfold naturally. We chose to develop a case study because the nature of this research is to focus on a deep analysis of a particular teacher education program at a particular time (Stake, 1995). As Thomas (2011) suggests, this case study research focused on one subject (GCED through teacher education) and we looked at it in depth rather than attempting to generalize from it. One year B.Ed. Curriculum of National University was selected as a case to review how aspects of GCED are reflected in the curriculum. The curriculum of in-service teacher education program developed by National University (2017) was the main source of data what is purposefully selected.

Findings and discussions

Many aspects of moral global citizenship have been incorporated in the curriculum

Based on the analysis of the objectives of curriculum as well objectives of different courses, learning outcomes, and content of different courses, findings indicated that different aspects of moral global citizenship have been paid space in the B.Ed. curriculum. Finding suggests that the B.Ed. curriculum has encouraged in-service teachers to develop a respectful attitude towards student diversity as a special purpose. The curriculum also includes a goal to develop a positive, tolerant, and professional attitude not only towards the students but also towards the school colleagues. Furthermore, it aims to raise awareness of a conducive learning environment for all, regardless of gender, race, religion, and caste, physical or mental ability, which is related to the moral global ideology of global citizenship education.

Some other aspects of teachers' professional learning mentioned in the B.Ed. curriculum are related to moral global citizenship education. For example, trainee teachers are encouraged to practice ethics professionally and to build a cooperative relationship with their peers through mutual understanding. In addition, the skills needed to enable trainee teachers to develop a caring and sincere environment in schools are also related to moral global citizenship education. Some aspects of GCED are directly explored in the curriculum and some aspects are explored indirectly, for example, textbook of 'Bangladesh and Global Studies' is indicated as source of content for the course 'Teaching Bangladesh and Global Studies'. Therefore, Bangladesh and Global Studies textbooks for grade VI to IX-X were qualitatively reviewed as a part of the B.Ed. curriculum. A summary of major aspects of moral global citizenship explored in the curriculum are:

- Inclusive learning environment
- Professional learning, ethics and values

- Challenges in secondary education
- Gender equity and equality
- Mass poor people in rural and urban area of Bangladesh
- Special Need Children
- Street Children
- Ethnic minorities
- Stoping drop-out
- Strategies for ensuring gender inclusion
- Ethics in safe ICT use
- Inclusive Education (Human Rights as a foundation)

-concept and situation of inclusive education at national and global level

-National and International laws of inclusive Education (i.e. Universal Declaration of human Rights, 1948, Convention on the rights of the person with disabilities)

-Inclusive teaching-learning activities

-Initiatives in Bangladesh for implementing inclusive education

-Secondary education: Students and gender (i.e. Gender equality and equity, gender sensitivity)

-School management and gender

-Sex and reproductive health rights

-Women empowerment

- Research and ethics
- Teaching Civics and Citizenship

-Characteristics of ideal citizens

-Rights and responsibilities of citizens

- Teaching Bangladesh and Global Studies

- Concept of child rights, child rights according to the United Nations Convention on the Rights of the Child, situation of child rights in Bangladesh

-Rights and responsibilities of citizen

-Concept of women rights, status of women in Bangladeshi society

-Women rights in Bangladesh and its importance,

-Concepts of the rights of elder people,

-Issues of human rights violations concept of dowry causes and effects; concepts of early marriage: causes and effects, law to prevent early marriage; concepts of eve-teasing: causes and effects, ways to keep oneself safe from eve-teasing.

-United Nations, role and function of UN, Role of UN to establish peace in the world, role of Bangladesh to UN mission for peacekeeping.

Some issues related to social problems and human rights violations: concepts of delinquency, causes, effects, and prevention; drug addiction, causes, effects and prevention

-Role of UN to remove discrimination against women in Bangladesh, role of Bangladesh to UN mission for peacekeeping.

- Religious and Moral Education

Different aspects of different religious for moral development

It is important to point out that though many aspects of moral global citizenship have been incorporated in the teacher education curriculum, how these aspects have connection with GCED has not been explored or explained anywhere. Even, GCED is not mentioned in the curriculum and a lack of connection between aspects and the values of GCED is evident. While a new national curriculum framework indicates creating globally competent citizens (NCTB, 2021), an explanation of how teacher education program can contribute to create globally competent teachers should have been paid attention to shape a global perspective of this curriculum.

Aspects of other versions of GCED

Though aspects of moral global citizenship have been focused, aspects of other global citizenship have been reported in the curriculum. Major approaches are pointed out here.

Environmental Global Citizenship

The course entitled "Teaching Geography and Environment" has placed emphasis on acquiring in-depth knowledge and acquiring teaching-learning skills on the content of the curriculum on geography and environmental education at the secondary level. The content knowledge of the geography is much more related to foster the environmental awareness among the trainees. The mentioned knowledge, skills and practices in Geography course reflects the environmental aspect of Global Citizenship Education.

Political Global Citizenship

The political aspect of global citizenship education is also reflected in creating interest among the trainee teachers to know and understand the social, political, cultural and economic problems of the country through reading and teaching history and enabling them to solve these problems in the national context.

Neoliberal perspective of Global Citizenship Education

The neoliberal approach focuses on the competencies that are needed to enable a person to compete in the global marketplace (Shultz, 2007). The scholars of this approach resonate the importance of the adaptability with the current world (Pais & Costa, 2017). One of the general purposes of the B.Ed. curriculum is to educate the teachers so that they may be able to formulate teaching and learning strategies using information technology and can promote life skill-based education. For example, the course named Information and Communication

Technology in Education (Course # 812207) provides trainees with the facilities to develop the basic skills required to become a 21st century teacher. Emphasis has been placed on developing as a global citizen through acquiring media literacy and social media skills which are competencies needed to acquire for adapting with the global pace and participating in global marketplace. The curriculum also includes the development of communication skills among trainee teachers and enabling them to help the students apply civic knowledge and techniques in earning-oriented, self-employment and practical life which will facilitate them to compete in the global workplace.

Many participatory pedagogies but little connection has been established

Including UNESCO itself, different scholars and researchers mostly stress on action-oriented right-based pedagogical practices for successful implementation of GCED in schools and ensuring students‟ holistic development (An, 2014; Appleyard & McLean, 2011; Blanks, 2013; Guo, 2014; Rapoport, 2010; Zhao, 2010; UNESCO, 2014; 2016; 2018). GCED pedagogies focus on 21st century learning skills (Trilling & Fadel, 2009), right-based, action oriented and participatory teaching learning approaches in the classrooms and in the schools (Osler & Starkey, 2005; United Nations Human Rights Council, 2011). According to United Nations Human Rights Council (2011) right-based pedagogies have potentials for promoting and developing human rights values which includes learning and teaching in a way that respects the rights of both educators and learners (p.4). It also emphasises empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others (p.4). Findings of the analysis show that many participatory approaches have been commonly reported in the curriculum. Major approaches are group work, school visiting and observations, group discussion, brain storming, mind mapping, group project, peer teaching, workshop, seminar, demonstration, reflective diary, role playing, debate, Working wall, action research etc. (National University, 2017, p.9). However, it is important to note that no indication for the teachers was found how these approaches themselves can promote values of human rights as ways of creating moral global citizens. The only indication is that teachers should use ICT when they use these approaches.

A very little attention for the preparation of teachers to ensure students' voice participation and leadership as a way of empowerment

As discussed in the literature review chapter, the United Nations Declaration on Human Rights Education and Training and other HRE education organisations pay attention to students' voice, participation, and leadership on the way to their empowerment (United Nations Human Rights Council, 2011; Amnesty International, 2012). Gollob, Krapf, Olafsdottir and Weidinger (2010) argue that "young citizens need to learn how to participate in their communities and how to exercise their human rights" (p.10). They also add that students should have given opportunities to "cultivate the habits and values of democracy and human rights in their everyday lives and activities" (p.10). Osler and Starkey (2010) argue that "the degree of exercising rights by children and young people in the wider society significantly depends on the ways they experience schooling, and on the ways, they experience human rights and

democracy in schools" (p. 101). Students' voice. Participation and leadership can be traced through the idea of student representative bodies in schools as provided by UNICEF (2007) and Holdsworth and Jones (2006). Holdsworth and Jones (2006) go on to say that by forming student representative bodies, students may go beyond the classroom to participate in actual decision-making and action on topics that are important to them and the rest of the community. Furthermore, according to Holdsworth (2013), student representative bodies are most effective when students are involved in authentic and serious issues of interest to the school and larger community, such as investigating concerns, reporting results, and taking action to create improvements. According to UNICEF (2007), student representative bodies in schools can be a strong tool for increasing student participation and improving education, school, and community life. Learning about rights and responsibilities, improving problem-solving skills, fostering a sense of gender equality, and having the ability to foster a sense of team spirit are all proposed learning opportunities with this tool. This approach is considered very relevant in this study since recently the Government of Bangladesh and more particularly the Ministry of Education initiated 'Student Cabinet' in the secondary schools in Bangladesh (DSHE, 2015). We investigated how students' voice, participation, and leadership as well as the activities of 'student cabinet' are incorporated in B.Ed. curriculum for teachers' preparation. Findings indicted that the curriculum offers teachers' preparation for ensuring non-discrimination and inclusion in the classrooms but how teachers can create scope for the students exercising their rights and protecting rights of others is not indicated or explained. Teachers' preparation for promoting Students' voice, participation, and leadership in the school community through student representative body like Student Cabinet is apparently unaddressed in the curriculum.

Literature also suggests that role of education institutional head for examples, principal, vice-principal, and head teacher has critical importance for implementing any new ideas in education like students' voice, participation, and leadership through student representative bodies (Department of Education and Science, UK, 2002; Osler & Starkey, 2010). "The role of the school Principal is of essential importance in the development and administration of a Student Council," according to the Department of Education and Science in the United Kingdom (2002). The principal can foster a school culture that encourages students to participate in extracurricular activities and to be recognized for them. We reviewed the curriculum to see how the role of leadership is acknowledged Findings suggest that role of leadership for implanting new ideas of education like 'Student Cabinet' has not been paid any attention.

Traditional assessment is more focused rather than diversified assessment strategies

Assessment and evaluation are primarily used to help determine learners' strengths and areas for progress, adapt curriculum and instructional techniques to learners' requirements, and analyze the overall success of programmatic and classroom practices (UNESCO, 2015). UNESCO (2015) also argues that it is important to ensure assessing learners' abilities, values, and attitudes in addition to their knowledge of facts. Considering the alignment of formative and summative assignment with learning objectives and teaching learning practices several assessment strategies are recommended in the global and scholarly literature. Some

recommended strategies are: Assignments; demonstrations, observations, projects, performance task, and tests; assessment of learning; assessment for learning; assessment as learning; self-assessment and peer assessment. Findings of the analysis indicate that traditional assessment procedures have been more focused than diversified assessment strategies. The teacher education curriculum indicates that the assessment includes of two class test, attendance, final exam, and assignment. Comprehensive viva and written exam are also parts of assessment.

Conclusion

In conclusion, it can be argued that though many aspects of Global Citizenship Education (GCED) have been explored in the secondary school teacher education (B.Ed.) curriculum, some important aspects have not been addressed. A cross-curricular approach has been evident, and the curriculum is more dedicated to the aspects of Moral Global Citizenship Education (i.e., human rights, gender equality, non-discrimination, inclusivity). However, issues of human rights (i.e., violation of human right as well as child rights, violence against women, child abuse, and early marriage) are not paid significant attention as well as many aspects of moral global citizenship education have not been paid space. Some of space of curriculum is dedicated to environmental global citizenship, political global citizenship, and neoliberal aspects of GCED. Many right-based and participatory teaching-learning approaches have been incorporated in the curriculum as general parts of it but indication for implication of the pedagogies for GCED has not been provided. Very traditional assessment strategies are also evident in the curriculum which is not aligned with the values of GCED. While our national curriculum framework 2021 paid significant attention on GCED for creating globally competent citizens through education, teachers' preparation is essential in this area. Therefore, a timely teacher education curriculum is strongly recommended where aspects of GCED should be reflected for teachers' preparation.

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