



Report on Mapping of Global Citizenship Education Curriculum Integration in the National Primary and Teacher Training Curriculum of Bangladesh

Global Citizenship Education

PREPARING LEARNERS FOR
CHALLENGES OF THE 21ST CENTURY



Submitted by:

Ministry of Primary and Mass Education (MoPME)

Submitted to:

UNESCO-APCEIU, KOREA

Date of Submission: November 2024

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APCEIU

Asia-Pacific Centre of
Education for
International Understanding

유네스코 아시아태평양 국제이해교육원



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Acknowledgment

We would like to express our sincere gratitude to Prof. Dr. A K M Reazul Hassan, Chairman of NCTB and former Member (Primary Curriculum), for serving as the Lead Consultant of the GCED Curriculum Development and Implementation Project (2022–2024). His invaluable guidance and leadership have been instrumental in successfully completing this project. We also extend our heartfelt thanks to the following esteemed individuals for their dedication, time, energy, and insights in developing this mapping report- Prof. Dr. Khairul Islam, IER, DU, Prof. Mohd. Golam Mostafa, Senior Specialist, NCTB, Md. Mahbubur Rahman Billah, Director (Monitoring and Evaluation), Md. Imamul Islam (Director, Training), DPE, Muhammad Kabir Uddin, former Deputy Secretary (School-2), Ms. Akterunnaher, former Deputy Secretary (School-1), Md. Sirajul Islam, Deputy Secretary, MoPME, Md. Kamruzzaman, Super, Dhaka PTI, Mr. Liton Das, Education Officer, DPE, Mr. Md. Dulal Mia, Education Officer, DPE, Mr. Tushar Kanti Biswas, Education Officer, DPE, Sabnam Mustari Aftab, Education Officer, DPE, Md. Mahbubur Rahman, Assistant Specialist, NAPE, and many other contributors from DPE, NAPE, and different PTIs, resource persons of different organizations, and Teachers from GPS supported the preparation of this report. We are also grateful to Ms. Shereen Akther, National Program Officer (Education), UNESCO Dhaka Office, and Dr. Dilruba Sultana, BRAC, for their unwavering support and dedication in assisting in preparing this report.

Finally, we wish to acknowledge with profound thanks and gratitude for the relentless support and guidance of Mst. Noorjahan Khatun, Additional Secretary (Development), MoPME, as Convenor, and Md. Asaduzzaman, Joint Secretary (School), MoPME, as Member Secretary, whose contributions were vital in bringing this report to fruition.

Message from Hon'ble Adviser



Prof. Dr. Bidhan Ranjan Roy Poddar
Hon'ble Adviser

Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

It is my pleasure to learn that the Ministry of Primary and Mass Education (MoPME) has successfully completed the commendable task of preparing a report on the mapping of the competencies of the Primary curriculum aligned with Global Citizenship Education (GCED), with support from UNESCO-APCEIU. The SDG 4.7 GCED is a significant target of SDG particularly SDG4, which aims to transform the population into productive, efficient, peace-loving and responsible citizens both locally and globally. This mapping report highlights the progress made in integrating the GCED curriculum at the primary education level in Bangladesh. The GCED curriculum comprises universal competencies and learning outcomes that are encouraged for integration into national curricula worldwide. Bangladesh as part of its commitment to the SDGs, has pledged to develop its students into global citizens. In this context, mapping the National Primary Curriculum 2021 is an essential step to assess the extent to which the GCED curriculum has been integrated into Primary education system.

The report has also identified the scope for further integration of the GCED curriculum—one of the primary objectives of the GCED Curriculum Integration Project (2022-2024). The new curriculum and Teaching and Learning Materials (TLMs) for Primary Education will consider this mapping during future revisions. It is expected that this report will also serve as a valuable resource for the Basic Training for Primary Teachers (BTPT) Course at all PTIs across the country. Furthermore, both MoPME and DPE will leverage the lessons learned from the project in the development of the SPEDP to mainstream GCED within the primary education system.

I am pleased to express my gratitude to UNESCO and APCEIU for their invaluable support in developing this Mapping Report. I also extend my appreciation to the CDI and Technical Committee members from MoPME, DPE, NAPE, UNESCO and NCTB, including the resource persons, teachers involved, for making this effort successful.

Best wishes.

Bidhan 22.11.2024

Prof. Dr. Bidhan Ranjan Roy Poddar

Message from Hon'ble Secretary



Farid Ahmed
Secretary

Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh


It is a great effort of MoPME to finalize the report on the Mapping of Global Citizenship Education into the National Primary Curriculum 2021 and BTPT (Basic Training for Primary Teachers) course of Bangladesh within the project's scheduled timeline is highly commendable. Bangladesh is committed to fulfilling its promises to implement all 17 SDG, including SDG 4.7, which aims to empower individuals to become educated, productive, efficient, sensible, and peace-loving local and global citizens.

The National Primary Curriculum 2021 and the BTPT course have been carefully designed by curriculum experts in alignment with the Global Citizenship Education (GCED) framework. However, a precise mapping of the competencies and learning outcomes reflected in the TLM contents was crucial to identify areas for improvement and further integration of GCED topics. The mapping process revealed that 261 out of 726 competencies across grades 1-5 are directly aligned with GCED themes and topics.

Nonetheless, the report also highlights opportunities for further integration of GCED into the National Primary Curriculum 2021. This analytical report will not only assist curriculum experts and TLM developers in identifying existing GCED topics and issues but also provide valuable insights into additional opportunities for incorporating GCED lessons into the National Primary Curriculum and the BTPT course to enhance the teaching-learning process towards quality education for all children.

I would like to express my sincere thanks and gratitude to UNESCO and APCEIU for their financial and technical support in implementing this project as well as to the CDI and Technical Committee members from MoPME, DPE, NAPE, UNESCO and NCTB, along with resource persons, for their dedicated efforts and contributions.

Best regards.


21.11.2024
Farid Ahmed

Message from Hon'ble Director General



Dr. Md. Abdul Hakim
Director General
Directorate of Primary Education

I am pleased to announce the completion of the "Mapping of Global Citizenship Education (GCED) into the National Primary Curriculum of Bangladesh and the Basic Training for Primary Teachers (BTPT) course." This milestone underscores our unwavering commitment to fostering responsible and informed global citizens.

The mapping report serves as a valuable guide for embedding GCED principles into the primary curriculum and teacher training programs. By analyzing the current alignment and identifying opportunities for further integration, this report lays the foundation for nurturing well-rounded individuals capable of addressing global challenges.

As we move forward, let us continue to prioritize GCED within our education system, empowering future generations to actively and responsibly engage in the global community.

I extend my heartfelt gratitude to UNESCO, APCEIU, and all stakeholders whose collaborative efforts have been pivotal in the success of this project. Their dedication and teamwork have been instrumental in achieving this significant accomplishment.

Best wishes.

Message from Hon'ble Additional Secretary



Mst. Noorjahan Khatun
Additional Secretary (Dev.)

Ministry of Primary and Mass Education
Govt. of the People's Republic of Bangladesh
Focal Point, GCED Curriculum Development and Integration Project

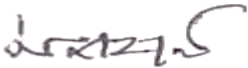
The successful completion of the report on the "Mapping of Global Citizenship Education (GCED) into the National Curriculum (Primary Education) and Teacher Training Program of Bangladesh" by MoPME within the project timeline is highly commendable. Bangladesh continues to demonstrate its commitment to achieving all 17 SDG goals, especially SDG 4- as it is essential to achieve all of these goals which aims to ensure inclusive and equitable quality education and promote lifelong learning.

SDG4.7-Global Citizenship Education is about the purposes of education. GCED promotes nurturing respect for all, building a sense of belonging to common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles in facing and resolving global challenges and becoming proactive contributors to a more peaceful, tolerant, inclusive, and secure world. To contribute achieving SDGs, MoPME revised the National Primary Curriculum in 2021, incorporating Sustainable Development Goals (SDGs) into the Teaching and Learning Materials (TLMs) and the BTPT (Basic Training for Primary Teachers) course. While the curriculum aligns well with GCED, a precise mapping of competencies and learning outcomes was necessary to enhance its effectiveness. This report reveals that 261 out of 726 competencies across grades 1-5 directly relate to GCED themes, indicating room for further integration.

The mapping report was developed with the support of UNESCO and the Asia Pacific Centre of Education for International Understanding (APCEIU). It provides a comprehensive overview of the current contents related to Global Citizenship Education and also identifies key areas for future programme enhancement in both curriculum development and teacher training programs in Bangladesh. By doing so, the report will play a critical role in mainstreaming GCED within the upcoming PEDP (Primary Education Development Program) and contribute to strengthening global citizenship education at the national level.

Thus, this will help to mainstream GCED in the forthcoming PEDP I extend my heartfelt gratitude to UNESCO, APCEIU, and all those involved in making this report a success.

Thank you.


25.11.2024

Mst. Noorjahan Khatun

Message from Hon'ble Chairman



**Prof. Dr. A K M Reazul Hassan
Chairman**

National Curriculum and Textbook Board, Bangladesh &
Consultant, GCED Curriculum Development and Integration Project

I am pleased that the Mapping report on Global Citizenship Education into the National Primary Curriculum of Bangladesh and the Teacher Training Program of Bangladesh has been completed successfully. Global Citizenship Education (GCED) is always a priority to the curriculum of Primary Education as it is an important goal to build up the children as future citizens with knowledge, transferable skills, responsible behavior, and social, and moral values including ethics so they can contribute both locally, nationally and globally. Bangladesh has promised to fulfill all 17 SDG goals with a special focus on SDG 4 and the mapping report of the Primary Education curriculum in Bangladesh will prove to be an important document for the curriculum developers, teachers, teacher trainers, and policymakers of the country since it is the first time that we have able to determine how far the GCED curriculum has been incorporated, what are the contents and where are the scopes of incorporating the GCED competencies further in the Primary curriculum in Bangladesh. Moreover, the GCED curriculum has also been important in the newly introduced BTPT (Basic Training for Primary Teachers) course for the PTI instructors who are the key trainers in the field level of Primary Education. Through the training module developed for the PTI instructors, primary school teachers will get a clear idea of the GCED curriculum and the alignment of the GCED with the curriculum and contents in the TLM of primary education in Bangladesh.

The mapping report will be a good resource in the coming days when the primary curriculum of Bangladesh will be revised and updated to cope with the changes and demands of time. With the progress of science and technology, amazing progress of AI will make the lives of people more complex, and vulnerable, crisis of moral ethics and values in all parts of the world. The relevance of the GCED curriculum will be increased more and more. So this, Mapping report will serve as a basis for future changes in the curriculum development process.

I convey my thanks and gratitude to MoPME, UNESCO, APCEIU, DPE, NAPE, and NCTB officials for extending their wholehearted cooperation and support in completing the Mapping Report on the Primary Curriculum of Bangladesh aligning with the GCED curriculum.

Good wishes.

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List of acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
UNESCO	United Nations Education, Scientific and Cultural Organization
SDGs	Sustainable Development Goals
NCTB	National Curriculum and Textbook Board
DPE	Directorate of Primary Education
NAPE	National Academy for Primary Education
PTI	Primary Teacher Training Institute
BTPT	Basic Training for Primary Teachers
PTTC	Primary Teacher Training Curriculum
NCF	National Curriculum Framework

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Executive Summary

Under the leadership of UNESCO, Global Citizenship Education (GCED) is an inclusive and revolutionary approach to education. It seeks to provide people—young people in particular—the tools they need to participate responsibly and actively in a globalized environment. Respect for diversity, human rights, sustainability, and peace are among the values, attitudes, and behaviors that GCED aims to advance. Global citizenship education is outlined with three core conceptual dimensions: cognitive, socio-emotional, and behavioral. These dimensions serve as the basis for defining goals, learning objectives, competencies, and priorities for assessing and evaluating learning in global citizenship education. UNESCO has initiated to establish these core dimensions. Working under the auspices of UNESCO, APCEIU has been supporting GCED integration into the curriculums of the countries of the Asia-Pacific Region in particular and worldwide in general.

The revised primary curriculum 2021 of Bangladesh has already incorporated the themes and topics of 17 SDG goals within its fold. However, there is an opportunity to integrate issues related to Global Citizenship Education (GCED) further into this primary curriculum. Using curriculum mapping strategy, we suggested integrating themes and topics that promote informed and critically literate knowledge, foster social connectivity, and encourage respect for diversity in attitudes and values, as well as develop ethically responsible and engaged skills. These additional learning outcomes would align with the attainable competencies related to GCED in the detailed subject curriculum for each grade.

In this GCED Curriculum Mapping, we have also included the Teacher Training Program. The Revised BTPT (Basic Training for Primary Teachers) Training is a basic training course for primary teachers in Bangladesh. The training course is newly revised from its previous education mode to new training mode. So, aligning with the revised national primary curriculum with GCED integration is a great opportunity for the improvement of the teaching-learning process.

The key findings of this mapping report are that 261 out of 726 attainable competencies in the revised primary curriculum 2021 of Bangladesh are directly aligned with GCED themes and topics. Besides quantification of attainable competences, subject-based analysis indicates that different aspects of GCED have been incorporated into the curriculum of different subjects. Findings also reveal that 18 learning outcomes out of 34 of the newly revised Teacher Training Program (BTPT) are dedicated to the GCED themes and topics. However, aiming to achieving the GCED related competences incorporated in the primary curriculum 2021, inclusion of new pedagogies as well as teaching-learning activities recommended. These can be also reflected into the newly revised teacher training program for primary school teachers.

Key words: Attainable Competencies; BTPT; Curriculum mapping; National Curriculum Framework; GCED Integration; SDG

1. Introduction

Global citizenship is defined as a sense of belonging to a broader community and common humanity. It emphasizes interdependency and interconnectedness at political, economic, social, and cultural levels between the local, national, and global spheres (Hunahunan, 2022; Patti Dyjur, Kim Grant, & Frances Kalu, September 2019). With UNESCO in the forefront, the UN and other organizations are all contributing significantly to the promotion of GCED. The statement "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) is one example from UNESCO (2018). Since UNESCO is responsible of GCED implementation worldwide, a lot of crucial material may be found in its many publications. According to UNESCO (2016), GCED ought to be represented in national education policies, curricula, teacher preparation, and student assessments.

The growing interest in global citizenship has led to increased attention to its inclusion in citizenship education, impacting policy, curricula, teaching, and learning. The expected role of education in the 21st-century globalized setting has become more comprehensive to include peace, human rights, a celebration of diversity, sustainable development, etc. (Information, Global Citizenship Education: A Policymaking Awareness and Advocacy Handbook, 2021). One of the major purposes of the GCED curriculum development and integration is to identify the common competencies and learning outcomes that were aligned and incorporated in the primary curriculum in Bangladesh and find out the further scopes and areas of addressing the themes and topics of the GCED curriculum. Previously, many GCED themes were in the primary curriculum and the teachers and the teacher trainers were not aware of them due to the lack of training, and they were short of pedagogical knowledge and technique.

1.1 Purpose

Mapping Global Citizenship Education (GCED) within the Bangladesh National Primary Curriculum 2021 is essential for aligning educational goals with global competencies. As Bangladesh continues to grow within the international community, embedding GCED allows young learners to develop critical thinking, empathy, and intercultural understanding, which are foundational for active global citizenship (UNESCO, 2015). Mapping ensures that the GCED principles of peace, diversity, and sustainable development are appropriately contextualized within local education goals, providing students with the tools to address both national and global challenges effectively (Reimers, 2020). This process also enhances curriculum coherence by clearly defining where and how global competencies are taught, assessed, and developed, making it easier for educators to deliver content that resonates with students' lives and broadens their worldviews (Anderson et al., 2018). (need paraphrasing)

SDG 4 is one of the major components of SDGs and one of the policies to achieve education targets is that SDG 4 commitments have to be contextualized at the national level (Information, Global Citizenship Education: Advocacy, Practice and Awareness, 2022). Besides, one of the main aims of the GCED curriculum is to ensure the productivity and sustainability of the learning of the learners. GCED curriculum identified 3 basic domains, 9 learning areas,

learners' attributes, and a set of learning outcomes that are essential for all learners worldwide (UNESCO, 2015).

Curriculum mapping is the process of associating competencies with learning outcomes and aligning elements of learning areas and subjects, to ensure that it is structured in a strategic, thoughtful way that enhances student learning (Williams, 2024). From this perspective, NCTB, the apex body of curriculum development and dissemination took the initiative with the support of MoPME, and DPE to map the competencies and learning outcomes of the National Primary Curriculum 2021 to align with the GCED curriculum and assess the level of achievement in implementing the GCED in Bangladesh. This analytical report is an initiative to map the presence of GCED topics and learning objectives within the existing subject-specific curriculum of primary education in Bangladesh (National Curriculum and Textbook Board, 2022).

Furthermore, mapping GCED within the curriculum fosters an inclusive and relevant educational framework that aligns with the Sustainable Development Goals, particularly SDG 4.7, which emphasizes education for sustainable development and global citizenship (UNESCO, 2017). In the context of Bangladesh, where socio-economic challenges, climate vulnerability, and a young population highlight the need for adaptable skills, mapping can help structure GCED in a way that builds resilience and prepares students for an interconnected world (Dr. Sumera Ahsan¹, Volume 49, Issue 1, June 2023). By embedding GCED systematically, the curriculum not only supports students' personal growth but also contributes to societal advancement, encouraging students to be active, responsible participants in their communities and beyond. (need paraphrasing)

2. GCED Curriculum Framework

GCED Curriculum Framework is a reflective guiding principle for educators to design curriculum and TLM for the education system of a country with scientific learning processes and approaches (Commission, 2021).

2.1 Learning Domains

Global Citizenship Education framework is based on three learning domains — the cognitive, socio-emotional, and behavioral.

Cognitive Domain: knowledge and thinking skills necessary to better understand the world and its complexities.

Socio-emotional Domain : values, attitudes, and social skills that enable learners to develop effectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.

Behavioral Domain: conduct, performance, practical application, and engagement.

2.2 Key Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners can acquire and demonstrate as a result of global citizenship education. Corresponding to the three domains of learning mentioned above (cognitive, socio-emotional, and behavioral), the following set of mutually reinforcing learning outcomes is identified in this guidance:

2.2.1 Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

2.2.2 Socio-emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

2.2.3 Behavioral

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions

2.3 Key Learner Attributes

2.3.1 Informed and critically literate

Knowledge of global governance systems, structures and issues; Understanding the interdependence and connections between global and local concerns; Knowledge and skills required for civic literacy, such as critical inquiry and analysis, with an emphasis on active engagement in learning. Learners develop their understanding of the world, global themes, governance structures and systems, including politics, history and economics.

2.3.2 Socially connected and respectful of diversity

Understanding of identities, relationships and belonging; understanding of shared values and common humanity; developing an appreciation of, and respect for, difference and diversity; and understanding the complex relationship between diversity and commonality.

2.3.3 Ethically responsible and engaged

Based on human rights approaches and including attitudes and values of caring for others and the environment; personal and social responsibility and transformation; and developing skills

for participating in the community and contributing to a better world through informed, ethical, and peaceful action.

2.4 Topics

2.4.1 Informed and critically literate:

- a. Local, national and global systems and structures
- b. Issues affecting interaction and connectedness of communities at local, national and global levels
- c. Underlying assumptions and power dynamic

2.4.2 Socially connected and respectful of diversity

- a. Different levels of identity
- b. Different communities people belong to and how these are connected
- c. Difference and respect for diversity

2.4.3 Ethically responsible and engaged

- a. Actions that can be taken individually and collectively
- b. Ethically responsible behavior
- c. Getting engaged and taking action

3. Methodology

A key component of any curriculum is curriculum mapping (CM), which illustrates the connections between all of its components. (Al-Eyd et al, 2018). Joyner (2016) notes that curriculum mapping is a tool that creates a visual map of all courses in the curriculum and how they relate to curriculum learning outcomes. A comprehensive and structured curriculum mapping framework was applied to examine the national primary curriculum 2021 in the light global citizenship education.

As it is a mapping report, NCF 2021, Detailed Curriculum (Primary), and Essential Learning Continua of Primary Education 2022 have been taken into consideration. On the other hand, the GCED curriculum has also been integrated with the BTPT course. A paper-based approach has been followed to analyze the documents and prepare the report.

The core of this analysis employed content mapping techniques to examine each subject area within the curriculum. This mapping process involved an itemized examination of subject-specific competencies and learning outcomes to identify where GCED concepts are directly or indirectly addressed. By utilizing a thematic analysis approach, we coded references to global citizenship values and competencies within each subject area. Codes were then grouped into major GCED themes, including civic responsibility, environmental awareness, intercultural understanding, and sustainable development, allowing for a clear mapping of GCED alignment across subjects.

The findings from the thematic analysis and competency mapping were synthesized to provide an overview of GCED’s presence and depth within the Bangladesh National Primary Curriculum 2021. This synthesis included a breakdown of subject-specific contributions to GCED goals, as well as any identified strengths, weaknesses, and potential areas for enhancement. The final report offers recommendations based on these insights, aiming to support policymakers, educators, and curriculum developers in optimizing GCED integration within the national curriculum framework.

4. Essential Learning Continua

Essential learning continua is the mainstay of the primary curriculum of Bangladesh. It is a matrix of primary school completion subject competencies against attainable competencies from grade one, spiraling up to grade five.

4.1 Detailed Curriculum

The detailed curriculum is a matrix of subject curriculum, a further elaboration of an essential learning continuum with a set of learning outcomes, contents (themes and topics), teaching-learning program (i.e. teaching strategies and planned activities), and assessment (i.e. methods and tools) focusing three dimensions of competencies (i.e. knowledge, skills and attitudes and values) aligned with attainable competencies alongside each grade and subject.

4.2 Scope of GCED Integration into the Primary Curriculum Bangladesh

All the themes and topics of 17 SDG goals were seriously considered to be integrated into the revised primary curriculum 2021 of Bangladesh in its developing phase. Still, there is more scope of integration of GCED as interpretations and examples for some competencies and activities of this curriculum. Therefore, we propose to integrate some themes and topics of informed and critically literate (knowledge), socially connected and respectful of diversity (attitudes and values) and ethically responsible and engaged (skills) under “Scope of GCED Integration” and “Recommended Activities” corresponding to the detailed subject curriculum of each grade.

5. Mapping GCED into the Primary Subject Curricula

5.1 Bangla Language

5.1.1 Brief Description

Bangla Language is the mother tongue of the people of Bangladesh. In the primary curriculum of Bangladesh, Bangla is taught as the first language from grade 1 to grade 5. It has physical textbooks from grade 1 to grade 5. The language teaching in Bangladesh, especially the first language, is to discover the internal discipline of language based on language skills. Among the four language skills, listening and speaking are focused on the early grades (grade 1 to grade

3). On the other hand, reading and writing skills are focused on the advanced grades (grade-4-grade-5).

5.1.2 Key Findings

In many ways, Global Citizenship Education (GCED) is integrated into the Bangla Language Curriculum. However, 31 attainable competencies are found to be more relevant to the GCED themes and topics for the Bangla Language. All the key learners' attributes (i.e., informed and critically literate, socially connected and respectful of diversity and ethically responsible and engaged) of the GCED can be elaborated here with interpretation for attainable competencies and examples of activities.

5.1.3 Scope of GCED Integration

With a view to further integration of GCED into competency no. 16 (11.1 To understand the subject by reading descriptive, informative texts containing figures and tables.), we have described that the “competency can help build on understanding descriptive and informative texts with figures and tables while fostering global citizenship education.”

To attain this competency along with GCED, we recommended activities as “Find a descriptive text about a cultural celebration from a specific country and create a table comparing different cultural celebrations from around the world, focusing on elements like traditions, food, and festivities. Students read the descriptive text about one cultural celebration and then try to match it to the correct row in the table based on the information provided.” All other 20 competencies of the Bangla Language are also interpreted in this manner.

5.2 English Language

5.2.1 Brief Description

English is taught as a foreign language in Bangladesh. To learn English, there are physical textbooks from grade 1 to grade 5 for the students. Like Bangla, the primary curriculum gives priority to acquiring four language skills in English. Among these, listening and speaking are focused on the early grades (grade 1 to grade 3). Reading and writing skills are focused in the advanced grades (grade 4 grade 5).

5.2.2 Key Findings

The curriculum on the English Language emphasizes local and global citizenship skills, creating a competent workforce to participate and contribute to the ongoing and future development initiatives to meet the targets of SDG 4, GCED, Vision 2041, and the 4th industrial revolution.

The English Language curriculum consists of 113 attainable competencies in total from grade 1 to grade 5. Among them, 30 competencies are very much aligned with the GCED concepts. We have found 3 competencies in Grade 1, 4 competencies in Grade 2, 4 competencies in Grade

3, 4 competencies in Grade 4 and 4 competencies in Grade 5 that can be aligned directly to the themes of GCED domains.

5.2.3 Scope of GCED Integration

The primary aim of the English curriculum relating to GCED is to foster positive attitudes and values in the characters of the students. The learners are supposed to shoulder social responsibilities along with co-operation and collaboration in national and international needs, and show responsible behavior in conversations towards the opposite sex in all situations. They will be engaged in positive action in family, school, and social environments with empathetic and humanistic feelings.

With a view to further integration of GCED into competency no. 17 (7.4 Writing short paragraphs on familiar topics using prompts or clues.) of Grade 3, we have elaborated that “this competency will encourage students to write about familiar topics while incorporating a global perspective.” To attain this competency, we have recommended “Connect with a class from another country through video conferencing or online platforms. Based on the information exchange, students write a short paragraph describing a shared interest or hobby they discovered with them.”

5.3 Primary Mathematics

5.3.1 Brief Description

Mathematics is one of the core subjects of the primary curriculum. Basic concepts of Arithmetic, Algebra, Statistics and Applied Mathematics are covered in the elementary education curriculum. Besides, emphasis is also given to geometric sizes, shapes, and patterns of numbers. Apart from this, the concepts of Global Citizenship qualities and inclusiveness concepts have been integrated into the Mathematics curriculum to develop children as competent citizens to meet sustainable development goals and the challenges of the 21st century. The textbook developed for elementary-level students is called “Primary Mathematics”.

5.3.2 Key Findings

In GCED integrated competencies of Mathematics, the learners will be able to recognize Bangladeshi currencies and the currencies in daily transactions appropriately. They will be able to deal with daily transactions by solving monetary problems and being interested in savings and using it for charitable purposes.

In GCED integrated Mathematics competencies, students will be able to draw geometric figures by identifying rectangles, triangles, and spheres from various objects in the immediate environment. They will be rational and creative by enthusiastically exploring patterns of various objects and geometric shapes in the environment and creating new patterns. They will get an

idea of surfaces, lines, points and angles by exploring various shaped objects in the immediate environment and to be able to draw different types of angles enthusiastically. Learners will be able to be rational and creative by enthusiastically exploring and creating new patterns of objects and geometric shapes in the environment.

In the Mathematic curriculum of primary level, there are 86 attainable competencies from grade one to grade five and among them, 27 competencies are matched to the GCED concepts. We have found 3 competencies in Grade 1, 2 competencies in Grade 2, 4 competencies in Grade 3, 5 competencies in Grade 4 and 5 competencies in Grade 5 that can be complied with the themes of GCED domains.

5.3.3 Scope of GCED Integration

Students will be able to recognize geometric figures like rectangles, triangles, and spheres in their environment, which will help them to understand the global variety of shapes and forms. Students will develop rational and creative thinking skills by actively looking for patterns in different objects and geometric shapes in their environment. Not only will this help them to develop their mathematical understanding, but it will also help them to appreciate the global variety of patterns. By looking for different objects with different shapes in their environment, students will learn about surfaces, lines, points, and angles.

Drawing different types of angles will help them develop spatial awareness and the ability to recognize geometric elements in the world around them. Inspired by the principles of GCED, learners will be able to use their rational and creative skills to explore and create new patterns using objects or geometric shapes from their surroundings. This practice not only helps them to develop mathematical creativity but also helps them to appreciate the wide variety of patterns found in different cultures and societies around the world.

Students will gain the skills to gather data from their environment and effectively organize it into a structured form. They will learn the value of taking into account different perspectives and global sources of information to construct comprehensive datasets. By organizing the data in tables or charts, they will not only be able to access local data but also integrate global data sources to gain an understanding of global topics and trends. For example, we can refer to the attainable competency no. 23 (8.1 To be able to make decisions through discussions in various areas of daily life by organizing the collected data and expressing it through graphs.) of grade 4 can be interpreted as “This competency will encourage students to analyze data on global health issues and use graphs to advocate for change.” The corresponding activities would be to “Find data from reputable sources like UNICEF or World Health Organization (WHO) on access to clean water or vaccination rates in different regions and interpret the data and create graphs to visualize the issue's global impact.”

Visual aids such as pictograms and other forms of communication will enable students to communicate data effectively and make it accessible to a wide range of people. Visual communication will help learners to communicate information across language and cultural barriers. By engaging in structured discussions based on organized data, learners will become more capable of making informed decisions in a variety of aspects of their daily lives. This competency will allow them to tackle intricate global issues by analyzing data from multiple sources and presenting them in an easily understandable way. We have interpreted the attainable competency no. 20 (8.1 To be able to make decisions by arranging various unstructured data of daily life and drawing pictograms from data to get the idea of pictograms.) of grade 5 as “this competency will encourage students to analyze unstructured data on school to create pictograms and proposed solutions for sustainable future.” To achieve this competency, we recommended that the students collect and categorize discarded items (food scraps, paper, plastic bottles, etc.) throughout the school day (unstructured data) and organize the data by type and quantity. They will encourage creative ways to represent findings (drawings, tallies).

5.4 Primary Science

5.4.1 Brief Description

Science education has been given special emphasis in the primary curriculum of Bangladesh. The subject is taught from grade 1 to grade 5 in primary education in Bangladesh. It has no textbook for grade-2, but it has a teacher’s guide with built text to be taught to the students in the teachers’ guide. Primary Science has class-wise attainable competencies derived from the subject-wise competencies.

5.4.2 Key Findings

Science Education has many connections to the GCED concept in Bangladesh. Science as mankind and the ethical, safe use of science are related to the GCED concept. In this sphere, science education is integrated into the GCED concept as learners' attributes in the science curriculum in primary education in Bangladesh. Five learners' attributes for covering GCED concepts out of 9 learners' attributes integrated the GCED concept. The integrated learner's attributes of GCED concepts are as follows: Underlying assumptions and power dynamics, Difference and respect for diversity, Actions that can be taken individually and collectively, ethically responsible behavior, and getting engaged and taking action.

In the Primary Science curriculum, 62 attainable competencies are there from grade 1 to grade 5 and almost all of them can be aligned with GCED themes and topics. However, we have found 4 competencies in grade 1, 3 competencies in grade 2, 5 competencies in grade 3, 6 competencies in grade 4, and 7 competencies in grade 5 are directly linked to GCED.

5.3. Scope of GCED Integration

The primary science curriculum has scopes to integrate GCED concepts as learners' attributes and topic areas as further interpretation of competencies followed by relevant activities. As the interpretation of attainable competencies, we would suggest that students will be able to understand the science practices around the world and identify universal incidents of science compared with the locals. They will be able to understand how science connects people around the world and understand how science connects people around the world through various science events. Also, they will be able to get ideas about the Science Olympiad event around the world.

For example, for the attainable competency no. 1 (1.1 Able to differentiate the immediate environment based on characteristics by being curious through observation and comparison.) of grade 1, we have interpreted that this competency would connect students' observations to global concepts like biodiversity and conservation, fostering a sense of responsibility for their local surroundings and its connection to a healthy planet as global citizens. To attain this competency, the teacher will have to take the students outside to explore the schoolyard or a local park. He or she will assign each group a different sense to focus on (sight, sound, smell), and provide students with observation sheets listing various elements they can encounter based on their assigned sense (e.g., sights – types of plants, sounds – birds chirping, smells – flowers). Finally, Students will explore the environment using their chosen senses, recording their observations on the sheets.

5.5 Bangladesh and Global Studies

5.5.1 Brief Description

In the primary curriculum of Bangladesh, Social Science integrates the themes and topics of different individual subjects of higher education like civics, economics, sociology, anthropology, history, geography, etc. The book on social science at the primary level is called Bangladesh and Global Studies.

5.5.2 Key Findings

In GCED integrated competencies of social science, individual students have to acquire the knowledge of eco-friendliness in the local context and of conserving the natural and social environment as well as of the importance of the socioeconomic impact of climate change. The students will have to understand her position as an inhabitant of the earth. They will have to know the rights of children, rights of citizens, and human rights. They will be respectful of different languages, food, dress, music, dances, rituals, and festivals of different social, religious, and cultural communities and groups. They will be humanistic and gender-neutral in every situation and context. The students will show eagerness to the geographical diversity of different continents and oceans.

In GCED integrated social science competencies, students will show a positive attitude towards the opposite sex and maintain gender equality. They will save themselves and come forward to help others in emergencies like fire breakouts or drowning in the water. They will play an active

role in observing and organizing national days. The students will collectively participate in government social safety programs.

In social science, 47 attainable competencies among 89 from grade one to grade five are aligned with the GCED themes, concepts, or topics. 5 competencies in grade 1, 6 competencies in grade 2, 9 competencies in grade 3, 9 competencies in grade 4 and 13 competencies in grade 5 are complied with the three learning domains of GCED.

5.5.3 Scope of GCED Integration

We have identified some crucial competencies as further scope of integration, where students will be able to identify issues affecting interaction and connectedness of communities at local, national and global levels relating to human habitation, natural and social environment. The areas of students' responsible behavior in conversations towards the opposite sex in all situations, their active engagement in positive action in family and school and responsibility in safety programs in emergencies are also considered here to focus on the GECD lens.

For example, the attainable competency no. 9 (4.1 to be able to explore the geographical and cultural diversity of the Asian continent with interest.), we interpreted as “this competency emphasizes the concept of global citizenship and the importance of appreciating the geographical and cultural diversity of the Asian continent and discuss how Asia’s rich tapestry of cultures, traditions, and environments contributes to world’s overall richness.” To achieve this competency, we have recommended that teacher will “provide a large map of Asia and colorful markers. Students can decorate the map with drawings or stickers representing different geographical features (mountains, rivers, deserts) and cultural icons (animals, landmarks, food items) from various Asian countries.”

Another example, for the attainable competency no. 23 (10.1 participating in protection activities in any immediate and emergency (flood and lightning) and utilizing state-provided assistance.) of grade 5, we have interpreted that the competency emphasizes the concept of global citizenship and the importance of being prepared for natural disasters and encourage to discuss how floods and lightning strikes are not unique to Bangladesh and can affect communities worldwide. To achieve this competency, students will research different types of assistance provided by the government of Bangladesh during floods and lightning strikes (e.g., food distribution, medical aid, temporary shelters) and create presentations highlighting the importance of utilizing these resources.

5.6 Islam and Moral Studies

5.6.1 Brief Description

In Bangladesh, religion is taught as part of the religion and moral education. Islam and Moral Education is divided into two thematic parts. One is a religion of Islam and its religious practices. Another is moral education and practices in light of Islam. In the primary curriculum of Bangladesh, Bangla is taught from grade 1 to grade 5. It has a physical textbook from grade 3 to grade 5. But in grades 1 to grade 2, there is no textbook, but a teacher’s guide with topics

and text for teaching the students. In the Islam and Moral Education curriculum, 10 out of 43 attainable competencies are directly aligned with GCED concepts, topics, and themes.

5.6.2 Key Findings

In Islam and Moral Education, Global Citizenship Education concepts are complied with 21 out of 43 attainable competencies from grade 1 to grade 5. The GCED-related attributes are no. 4, cultivate and manage identities, relationships and feelings of belongingness; attribute no. 6, develop attitudes to appreciate and respect differences and diversity; attribute no. 7, enact appropriate skills, values, beliefs and attitudes; attributes no. 8, demonstrate personal and social responsibility for a peaceful and sustainable world; attributes no. 9, develop motivation and willingness to care for the common good.

5.6.3 Scope of GCED Integration

In Islam and Moral Education teaching curriculum 4 key learners attributes based on three domains of the GCED concepts can be integrated directly into the attainable competencies. They are attribute no.1 - Know about local, national, and global issues, governance systems, and structures; attribute no. 2 - Understand the interdependence and connections of global and local concerns; attribute no. 3 - Develop skills for critical inquiry and analysis; attributes no. 5 - Share values and responsibilities based on human rights.

For example, for competency no. 4 of Grade 3 (1.4 Being able to follow the guidance of life by knowing about the revealed scriptures.), we have interpreted that it would encourage students to discuss how the "Golden Rule" is a foundational principle for global citizenship. Encourage students to brainstorm ways they can apply this principle in their interactions with people from different backgrounds. To attain this, teachers will introduce the concept of the "Golden Rule" (treat others as you want to be treated) found in various forms across many religions, including Islam. Then students will discuss the importance of this principle in fostering empathy and respect for diversity. Students will also research how this principle is expressed in different revealed scriptures. They can find examples of stories or teachings that illustrate this concept.

Another example, for competency no. 11 of grade 5 (4.1 Being inspired by the ideals of Islam, to be respectful of other religions, and to be able to coexist peacefully with them.), we have interpreted that it will encourage to highlight the Quranic verses and teachings of the Prophet Muhammad (PBUH) that promote tolerance and respect for people of other faiths. To achieve this competency, students can be divided into small groups in the class. Each group will research two different religions, including Islam. Then they will create a Venn diagram showing the similarities and differences between the two faiths in terms of core beliefs, practices, and values.

5.7 Hinduism and Moral Studies

5.7.1 Brief Description

In the primary curriculum of Bangladesh, Hinduism and Moral Education integrates the themes and topics of Hindu religion and general moral education with reference to Bangladesh relating to issues of SDGs. The study of Hindu religion as a subject at the primary level is called as Hinduism and Moral Education.

5.7.2 Key Findings

In Hinduism and Moral Education, there are 5 attainable competencies from grade one to grade five. In grade one, 4 out of 5 competencies are directly complied with the three learning domains of GCED. In grades two and three, 4 out of 5 and 4 out of 5 attainable competencies correspond to GCED domains. In grades four and five, 4 out of 5 and 4 out of 5 competencies are directly related to the GCED domains.

In these competencies of Hinduism and Moral Education, individual students have to acquire knowledge of humankind, nature, and the lifeworld and the importance of their relationship. They will have to know the different forms and powers of the Creator and about Upasana and prayer to respect and honor the Creator. The students will also know how to practice fundamental aspects of Hinduism, religious rules and disciplines. They will serve mankind and the lifeworld with the knowledge of God and conserve nature.

5.7.3 Scope of GCED Integration

In some attainable competencies as further scope of integration of GCED concepts and topics for Hinduism and Moral Education, the students will know about the issues of nearby natural and social elements and their connectedness to the motherland and the earth. They will relate the love of mankind to the local, regional, and global communities in light of Hinduism. They will know the issues of relationship among God, mankind and flora and fauna, and their interconnectedness.

As for the competency of grade 1 (5.1 To be able to show love for people, and to be able to know the names of the elements of the immediate natural and social environment, and to be able to love them; to be able to show love for the country and the earth.), we have interpreted that it emphasizes the interconnectedness of humans, nature and society and encourages to think critically about how their actions impact others and the environment. To attain this competency, we have suggested that the teachers create a scavenger hunt list with elements of the natural environment (e.g., a leaf, a different-colored flower, a smooth rock). Then students will search for these items and discuss their importance in nature.

Another example, for the competency of grade 5 (4.1 Being able to identify and respect Hindu scriptures and deities; knowing about various Poojas and being able to recite mantras; knowing and describing temples and pilgrimage sites; Being able to respect other religions and knowing about harmony and being able to coexist peacefully with people of all religions.), we have interpreted that the competency encourages to integrate the concept of peaceful coexistence by highlighting how mutual respect and understanding can bridge religious differences. To attain the competency, the teachers will create bingo cards with pictures or symbols representing

different religions; read out descriptions of religious practices or holidays, and students mark them off if they know the religion. This will promote awareness of diverse faiths.

5.8 Buddhism and Moral Studies

5.8.1 Brief Description

In the primary curriculum of Bangladesh, Buddhism and Moral Studies integrates the themes and topics of larger subjects of higher education of Buddhism and moral sciences. There are textbooks from grade three onwards at the primary level. But there are only teachers' guides in grade one and grade two.

5.8.2 Key Findings

In social science, there are 7 to 9 attainable competencies from grade one to grade five. In grade one, 3 out of 7 competencies are directly complied with the three learning domains of GCED. In grades two and three, 3 out of 9 and 4 out of 9 attainable competencies are aligned with GCED domains. In grades four and five, 4 out of 9 and 4 out of 9 competencies are directly related to the GCED domains.

In GCED integrated Buddhism and Moral Studies competencies, students are encouraged to practice the values of great Buddhists in their personal lives. They will practice in life knowing about the glorious events of great personalities. The students will practice the ideals of Buddha and his contemporary Thers-Theris, Nobles, and Royalties. They will follow Srabaks-Srabakas and Greehis-Followers of Buddha in personal and social life.

In GCED integrated Buddhism and Moral Studies competencies, students will take part eagerly in Buddhist festivals and rituals and be respectful to other religions and their festivals and rituals. They will practice coexistence and tolerance towards festivals and rituals of other religions. The students will maintain unity, harmony, cordiality and peaceful coexistence with all.

5.8.3 Scope of GCED Integration

In GCED integrated competencies of Buddhism and Moral Studies, individual students have to acquire the knowledge of human, nature and life world and their relationship to Buddha. They will know about the Buddha's advices and stories of Jatakas. The students will have knowledge about demonstrating love towards human, nature and life world through inspiration from the stories of Buddha's advices and Jataka. They will know the necessity of kindness towards nature and the lifeworld and the importance of preserving them.

For the attainable competency of grade 2 (2.1 Knowing the biographies and sermons of some great modest, religious figures being inspired by their ideals and being able to practice them.), we have interpreted that the competency would encourage students to identify specific ideals

from the sermons and brainstorm ways to put them into practice in their communities and as global citizens. To attain this competency, we have recommended that the students should analyze excerpts from sermons or teachings of different religious figures, focusing on themes of social justice, peacemaking, and care for the marginalized; and then they would discuss how the messages in these sermons can be applied to address contemporary global challenges like poverty, environmental degradation, and conflict.

Another example for the competency of grade 5 (3.3 To be able to practice transparency and family and social life by knowing the benefits of practicing Kushla (good) Karma and avoiding Akushal (bad) Karma.), we have described that it would help students how to follow a code of conduct based on good karma principles contributes to a more responsible and trustworthy global community. To achieve this competency, the students would research existing codes of conduct or ethics guidelines for different organizations (e.g., NGOs and businesses). Based on their research and the concept of good karma (positive actions), students would collaboratively develop a "Global Citizen's Code of Conduct" emphasizing transparency, honesty, and positive actions in social interactions.

5.9 Christianity and Moral Studies

5.9.1 Brief Description

The detailed curriculum on Christian Religion 2021 for the primary level of Bangladesh has been developed with a view to making the students' affective domain so that they can cherish the humanistic and cultural, local, and global values. Primarily, some of the main objectives of teaching the Christian Religion level are- to lay the foundation to help learners develop an awareness of important local and global issues including intercultural understanding and communication, sustainable development, gender equity and climate change through meaningful practices.

The curriculum on Christian Religion 2021 also emphasizes local and global citizenship skills; creating a competent workforce to participate and contribute to the ongoing and future development initiatives to meet the targets of the SDG 4, and GCED; Vision 2041 and the 4th industrial revolution.

5.9.2 Key Findings

The Christian Religion curriculum 2021 has 34 attainable competencies from grade 1 to grade 5. The Grade 1 contains 08 attainable competencies; Grade 2 contains 08 attainable competencies; Grade 3 contains 08 attainable competencies; Grade 4 contains attainable competencies 07 attainable competencies, and Grade 5 contains attainable competencies 08 respectively. Among them, 14 attainable competencies are directly aligned with GCED. These reflect most of the domains of GCED themes and topics.

The detailed curriculum of the Christian Religion is focused well with the SDGs 4 and GCED curriculum. Following the spirit of Sustainable Development Goal 4, this curriculum emphasizes the need to ensure quality teaching-learning of the Christian Religion through collaborative, critical, and creative language practice opportunities in and outside the classroom.

Inclusiveness, one of the important agendas of SDG 4, has also been focused in this curriculum on Christian Religion teaching-learning by incorporating appropriate instructional materials and pedagogic approaches for all children, including children with diverse socioeconomic backgrounds and children with special needs.

5.9.3 Scope of GCED Integration

The GCED integrated attainable competencies in the Christian Religion curriculum of Bangladesh is designed to develop the primary level students as citizens of the local as well as the global perspective. The students will be able to learn social manners and etiquettes, to be aware of the rights and responsibilities in family, society and community. Besides, being a patriot, the students will be able to inquire about the rich history of one's religion, its culture, customs, and rituals. The students will also come to know about the cultures of different peoples, societies and ethnic groups and religions; they will be respectful to different languages, foods, dresses, music, dances, rituals and festivals of different social, religious and cultural communities both in the local and global context.

For example, the competency of Grade 4 (1.1 Being able to live a moral life in obedience to God by understanding the meaning of God's Ten Commandments.), we have interpreted that it would encourage students to see how living a moral life translates to responsible global citizenship. Upholding ethical principles contributes to a more just and peaceful world order. We recommended that teachers show students instances of real-world scenarios that raise moral dilemmas related to different commandments (e.g., environmental pollution impacting communities - honoring God's creation, stealing intellectual property - honoring others' possessions). Research how different cultures and religions address these dilemmas. Then, discuss how the underlying principles of the Ten Commandments can be applied in a global context.

Another example of the competency of grade grade 5 (3.1 To be able to behave tolerantly by gaining clear knowledge about tolerance towards others' views.), we explained that the competency would encourage students to use technology to advocate for tolerance and promote a more inclusive global community. To attain this competency, we suggested that students should research successful social media campaigns promoting tolerance and respect for diversity. They then develop a social media campaign message focused on a specific issue related to tolerance in a global context (e.g., cyberbullying, discrimination). Students launch their campaigns on a chosen platform, utilizing creative visuals and engaging language.

5.10 Physical and Mental Health Education

5.10.1 Brief Description

In the primary curriculum of Bangladesh, Physical and Mental health education integrates the cross-cutting themes and topics of different subjects in higher education like physical education, mental health and wellbeing, scouting etc. There is no textbook for this subject at the primary level; instead, a set of instructions and activities is described in the teachers' guide.

5.10.2 Key Findings

In physical and mental health, there are 28 out of 94 attainable competencies from grade one to grade five that are directly aligned with GCED themes and topics. In grade one, 4; in grade two, 6; in grade three, 6; in grade four, 6; and in grade five, 6 competencies are complied with the three learning domains of GCED.

They will have to maintain friendly relationships with all, irrespective of gender or special needs children, in the classroom and playground. They will be encouraged to be patriotic by participating in different national programs. They will be cooperative towards classmates with special needs in the playground. The students will avoid gender-biased attitudes in family and school. They will be aroused with patriotism and the spirit of the liberation war in the national programs. They will work together with friends with special needs.

In GCED integrated physical and mental health competencies, students will participate in cub scouting and attain sportsmanship in sports competitions. They will show a sense of discipline and respect for others in sports programs and cooperate in arranging sports competitions and achieve leadership qualities through organizing the events. The students will form and lead a group in Cub-scouting and perform as volunteers in the digester.

5.10.4 Scope of GCED Integration

In GCED, the integrated competencies of physical and mental health, individual students have to acquire the knowledge of first aid and primary healthcare. They will have to know indoor and outdoor play. They will also understand how COVID-19 pandemics and other infectious diseases spread and the preventive measures they can take to prevent them. The students will have to know about techniques with instruments and non-instrumental sports. They will have to know the rules of games. In GCED integrated physical and mental health competencies, students are encouraged to become active in different interesting Indigenous sports. The students will show respect to the opposite gender. They will show respect to special needs children. They will show respect to the opposite sex and special needs children in an inclusive manner in different contexts and environments. The students will show ethical responsibility to others in sports events and scouting. They will show responsibility to others as volunteers in

digester situations. They will also show responsibility while working together other than sports events and scouting.

For the attainable competency of grade 3 (1.5 Being self-aware by knowing how to prevent various infectious diseases, including the global COVID-19 pandemic.), we have interpreted that the competency emphasizes the importance of preventative measures and individual responsibility for protecting oneself and others globally. To attain GCED, we have recommended that teachers simulate a scientific experiment where students visualize how germs spread. This can involve sprinkling glitter on one student and observing how it transfers to others. Discuss the importance of hygiene practices like handwashing.

Another example is the competency of grade 4 (5.4 Being able to participate in cub scouting knowing the importance of cub scouting.), we have interpreted that the competency would help acknowledge and celebrate any efforts by the Cub Scouts that embody the values of global citizenship. And, to attain GCED, we have suggested that students would organize a Cub Scout project that addresses a global issue, such as planting trees to combat climate change or organizing a donation drive for underprivileged children in another country.

5.11 Art Education

5.11.1 Brief Description

In the primary curriculum of Bangladesh, art education integrates the themes and topics of different individual subjects in higher education, arts and crafts, music, dance, and drama. At the primary level, art education has no book for students. Instead, there is a teacher's guide.

5.11.2 Key Findings

In art education, there are 20 attainable competencies from grade one to grade five. From grade one to grade five 2, competencies are directly complied with the three learning domains of GCED. Even though we have found some themes and topics that can be added as learning outcomes followed by related activities.

In GCED, the integrated competencies of art education, individual students have to acquire knowledge through keen observation of nearby natural and social environments, festivals, rituals, and traditions and also by listening to the history of the liberation war of Bangladesh. They will learn how to express different mediums of art with one or more materials of indigenous culture. The students will understand the importance of expressing different mediums of art that show respect to the nation, motherland, history, and tradition.

In GCED integrated art education competencies, students are encouraged to respect different mediums of art about color, form, tone, rhythms, etc., of social and natural objects. They will appreciate different ethnic cultures and participate in their festivals and express their

experiences in art forms. They will honor the world's renowned cultural personalities and express their works in a child-friendly manner.

In GCED integrated competencies regarding art education, students will express different mediums of art, knowing about the sense of discipline and humanity and mutual respect. They will build good relationships with family members and neighbors and express and perform it in art forms. The students will show a sense of discipline and participative behavior in arts and crafts. They will use technology in art with ease and attain qualities of leadership through art.

5.11.3 Scope of GCED Integration

The students will be respectful to communities of people where they belong to each other and are connected in the production of expressive and performing arts. They will show how different communities belong to nature and how they are connected to the color, form, tone, rhythm, and beauty of nature. They will show in art forms how experiences of local and world cultures are connected to each other. The students will show ethical responsibility in both expressive and performing arts, both individually and collectively. They will show ethical responsibility in building relations with family members and neighbors and reflect it in expressive arts. They will show social responsibility and humanity in practicing different mediums of art and be engaged individually and collectively in making arts and crafts. They will also show ethical responsibility in using technology in art and try to lead the production of art and craft.

For the attainable competency of grade 2 (4.1 Being able to relate to family and neighbors and express respect for each other through artistic practice.), we have interpreted that the activities encourage students to explore the concept of family and neighbors within a global context. To attain GCED, students are encouraged to brainstorm ideas for small, upcycled gifts they can create for their neighbors. Then, they will design and decorate these gifts using recycled materials, adding a personal artistic touch.

For another attainable competency of grade 5 (2.1 To be able to express children's work with respect to significant figures of world culture.), we have interpreted that it encourages students to learn about and appreciate significant figures of world culture while expressing their own creativity and appreciation with the view of global citizenship. To attain GCED in this competency, students would research and choose a significant figure who has made a positive impact on a specific aspect of culture (e.g., music, literature, visual arts). Discuss how this person's work has enriched our lives or understanding of the world.

6. BTPT Training and Primary Teacher Training Curriculum (PTTC)

6.1 BTPT Training

6.1.1 Brief Description

BTPT (Basic Training for Primary Teachers) Training is a basic training course for primary teachers in Bangladesh. The training course is newly revised from its previous education mode to new training mode. The course is now 10 months long, which includes four months in the Primary Teachers' Training Institute (PTI), two months in the training school attached to the

PTI, and another four months in the internship period in the schools. The course has both theory and practice. It contains 4 major modules as Learning Pillars, that is, Development of Professional Competence, Students' Development, School Development, and Professionalism and Commitment. These modules are divided into 19 sub-modules. Each module has 1 resource book. All the sub-modules have 232 activity-based sessions. The sessions are mainly on teaching-learning methods, strategies, assessments, classroom management, student development, school development, and teachers' professionalism as well as professional development, etc.

6.1.2 Key Findings

In Revised BTPT training, GCED concepts as learners' attributes are integrated consciously in training module 2, which consists of 3 sub-modules. They are 1. Child Development, 2. Pre-primary Education and 3. Student Developments. The GCED concepts as 9 learners' attributes and 9 GCED topic areas are integrated throughout the activities of the sub-modules. Eight learners' attributes and GCED topic areas among the nine are covered in the modules. They are 1. Know about local, national, and global issues, governance systems, and structures 2. Understand the interdependence and connections of global and local concerns 3. Develop skills for critical inquiry and analysis 4. Cultivate and manage identities, relationships, and feelings of belongingness 5. Share values and responsibilities based on human rights 6. Develop attitudes to appreciate and respect differences and diversity 7. Enact appropriate skills, values, beliefs, and attitudes 8. Demonstrate personal and social responsibility for a peaceful and sustainable world. These 8 GCED concepts of learners' attributes and GCED topics are covered directly and partially in revised BTPT Training. However, in Module-2, Sub-module-3, and Session-8, the GCED concept is directly used as a session topic to give teachers a brief outline of Global Citizenship Education (GCED). One concept of learners' attributes and GCED topics area is needed to integrate in revised BTPT Training.

6.1.3 Scope of GCED Integration into Learning Outcomes

In the BTPT training curriculum, GCED concepts and topics are integrated into many sub-modules under each of the four learning pillars. However, we have considered that 18 out of 34 learning areas and learning outcomes can be directly integrated with the GCED themes, concepts and topics.

An example, we have interpreted Learning Outcome no. 1 (Be able to explain the structure of the primary education system) under the Learning Pillar: Development of Professional Competence, we have interpreted that this statement will relate teachers to identify explicit and implicit reference to global citizenship concepts and values in Primary Education System and discuss how different subjects can contribute to global citizenship education. To attain this competence, we have further recommended that instructors divide teachers into groups based on their subject areas. Then he/she would ask groups to develop a framework for integrating global citizenship into their specific subjects. Teachers will share and discuss the frameworks as a whole group. They will help identify common themes and challenges.

Another example, we have interpreted Learning Outcome no. 4 (Practicing strategies to develop student’s basic skills and practical and social skills) under the Learning Pillar: Students’ Development; we have integrated that this would encourage teachers to understand the importance of basic, practical, and social skills in global citizenship education. It would develop strategies for incorporating these skills in implementing the curriculum. And it would also equip teachers with practical tools for assessing and developing these skills. For the attainment of this competency, we have recommended that teachers conduct hands-on activities that focus on developing practical skills (e.g., problem-solving, critical thinking, decision-making) and discuss how to make these activities relevant to global citizenship.

Finally, the BTPT Training Sessions will always refer to the Primary Curriculum for examples and activities related to attainable competencies that are directly or indirectly integrated into global citizenship education.

Table 6.1: Integrated Attainable Competencies in Primary Curriculum aligned with GCED curriculum

Serial No.	Subject	Total number of Attainable Competencies from Grades 1-5	Integrated Attainable Competencies and teaching-learning Activities aligned with GCED curriculum	Percentage (%)
1	Bangla Language	124	31	25
2	English Language	113	30	26.54
3	Mathematics	86	27	31.39
4	Primary Science	62	25	40.32
5	Social Science	89	47	52.80
6	Islam and Moral Studies	43	21	48.83
7	Hinduism and Moral Studies	20	10	50
8	Christianity and Moral Studies	34	14	41.17
9	Buddhism and Moral Studies	41	18	43.90
10	Physical and Mental Health Education	94	28	29.78
11	Art Education	20	10	50
	Total	726	261	36

Table 6.2: Integrated Learning Outcomes in BTPT Training Curriculum aligned with GCED

Serial No.	Learning Pillars	Total Learning Outcomes	Integrated Learning Outcomes and Teacher Training Activities aligned with the GCED curriculum	Percentage (%)
1	Development of Professional Competence	17	9	52.94
2	Students' Development	5	2	40
3	School Development	5	3	60
4	Professionalism and Commitment	7	4	57.14
	Total	34	18	53

7. Conclusion

The aim of this curriculum mapping study was to explore how attainable competencies in the revised primary curriculum 2021 of Bangladesh are aligned with GCED themes and topics. Similarly, this study aimed to investigate how the newly revised Teacher Training Program (BTPT) is dedicated to the GCED themes and topics. Based on the overall findings, it can be concluded that the primary curriculum 2021 is significantly dedicated to the aspects of global citizenship education. A direct alignment of 261 attainable competencies out of 726 with GCED themes and topics is an example of strong evidence. Incorporating potential themes and topics related to GCED into the different subjects of curriculum, for examples, harmony, tolerance, humanity, empathy, human rights, social justice, critical thinking, diversity, mutual respect, respect to opposite gender, wellbeing demonstrate the strength of existing curriculum in terms of GCED.

In terms of reflections of GCED themes and topics in to the revised teacher training program, it can be also concluded that this program has significant alignment with GCED since 18 learning outcomes out of 34 of the newly revised Teacher Training Program (BTPT) are dedicated to the GCED themes and topics. Aspects of four learning pillars of this curriculum such as development of professional competence, students' development, school development, and professionalism and commitment have direct and indirect connections with GCED.

As a whole both the primary curriculum and the revised teacher training program for primary schools teachers have broader prospects for implementing GCED and creating globally competent citizens through primary education.

This mapping is an analytical reflection for the curriculum developers, educators, and education policymakers along with the teachers and teacher trainers that will immensely benefit them during future curriculum development in Bangladesh.

8. Recommendations

- First, the mapping of GCED integration into the primary curriculum of Bangladesh needs to be reviewed and validated through a couple of workshops with the subject teachers and curriculum specialists and teacher educators.
- Second, the recommended activities should be finalized through stakeholders' consultation. In this regard, the Experiences of APCEIU experts can be a valuable resource.
- Third, the newly added GCED themes and topics should be incorporated into the next curriculum revision as well as any forms of teacher education or trainings for primary school teachers
- Fourth, support from APCEIU is highly recommended for the capacity building of teachers, curriculum developers, teacher trainers, and field-level officials for developing conceptual clarity, smooth academic monitoring and supervision, and proper learning assessment of GCED themes, topics, and issues.

9. References

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10. Appendices

1. GCED Integration with National Curriculum- Subject: Bangla, Grade: 1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to identify the sounds of the Bangla alphabet, used in sentences and words spoken in standard pronunciation by carefully listening to the sounds of selected syllables.	This competency will make identifying Bangla sounds engaging and meaningful while fostering a sense of global citizenship through appreciating cultural diversity and communication.	Students learn common Bangla greetings like "Shubho Din" (Good Day) or "Dhanyabad" (Thank You) along with their pronunciation. Play audio recordings of people saying various Bangla greetings. Students listen to the recordings and try to identify the specific greeting being spoken based solely on the sounds they hear. Discuss the importance of greetings in different cultures and how recognizing basic greetings in Bangla can be a step towards building global connections
2	1.2 Listening and understanding familiar words and sentences spoken with standard pronunciation.		
3	2.1 Listening and understanding questions, general instructions, commands, conversations (in school and family context) spoken in standard Bangla.		
4	3.1 Listening comprehension of descriptive and informational text by looking at pictures/ diagrams or tables and understanding simple questions related to them.		
5	4.1 To be able to understand and enjoy listening to rhymes, poems, stories written in simple language with pictures or photographs.	This competency can help students develop empathy, understanding, and a sense of responsibility for making the world a better place, all key aspects of global citizenship.	Pick a picture or photograph on global issues like environmental protection or peace-building. Students brainstorm words and phrases related to the issue. Then, they use these words to create short rhyming poems or slogans in small groups.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
6	5.1 To be able to pronounce the sounds of Bangla alphabet used in sentences and words, and the sounds of selected syllables in a clear voice.		
7	5.2 Able to pronounce familiar words and sentences clearly.		
8	6.1 Be able to accept and request simple question and answer (Q&A), permissions in the family environment.		
9	6.2 Able to participate in simple conversations.		
10	7.1 To be able to describe in own way and answer the corresponding questions by looking at photographs/pictures/videos.		
11	8.1 To be able to say words, sentences, phrases, and express one's own feelings by looking at photographs or pictures, describing listening, or reading rhymes, poems, and stories.	This competency can help students develop communication skills, appreciate cultural diversity, and build empathy which are crucial aspects of global citizenship.	Students collect photos from magazines, newspapers, or online sources that represent their daily lives, hobbies, or local environment. Partner the class with a classroom in another country. Students exchange their photo collections with their pen pals.
12	9.1 To be able to read the letters of Bangla alphabet, the selected compound letters in a clear tone and with correct pronunciation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
13	9.2 Be able to pronounce familiar words, selected rhyming words related to the text and simple sentences with clear and precise pronunciation.	This competency can encourage the students to speak with clear pronunciation while fostering a sense of global citizenship through appreciating cultural diversity in language and communication.	Students practice saying the tongue twisters together, focusing on clear pronunciation and enunciation. This activity can be lighthearted and encourage playful exploration of pronunciation challenges. Students know tongue twisters in other languages, encourage them to share them with the class and attempt to say them together. Discuss the similarities and differences in sounds across languages. Reflect on the importance of clear pronunciation for effective communication, even if speaking another language perfectly.
14	10.1 Read and understand simple instructions to read questions, requests (orders, requests) and readings presented on printed, handwritten or digital devices in a familiar environment.		
15	11.1 Read and understand pictorial descriptions and numerical small words and sentences.		
16	12.1 Enjoy reading rhymes, poems, stories, and understanding the content.		
17	13.1 To be able to write the letters of the Bangla alphabet clearly and correctly.		
18	13.2 Able to write clearly and accurately letter-by-letter and words formed by combining letters with selected consonants.		
19	13.3 To see and write simple sentences in the text using punctuation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
20	14.1 Able to write simple words and sentences following instructions.		
21	14.2 Able to address in written words and sentences.		
22	14.3 Able to fill simple tables correctly.	This competency will encourage students to fill out simple tables with a view of global citizenship education.	Select a few popular festivals celebrated in different countries around the world (e.g., Diwali in India, Thanksgiving in the US, Carnival in Brazil). Students match the chosen festivals against national flags in the columns of a simple table.
23	15.1 Able to understand and write short informative words and sentences from simple descriptions (with pictures) by watching, listening or reading.	This competency can help students to build on understanding and writing an informative text while fostering global citizenship education.	Find age-appropriate news articles or short reports with clear pictures about global issues like climate change or endangered species. Students work in pairs to read a news report and summarize the key information using simple words and sentences with the help of pictures.
24	16.1 To be able to read and write rhymes and poems correctly, keeping the sentence and stanza structure of text.		
25	16.2 To be able to write simple words and sentences in own way after viewing pictures or photographs and listening or reading rhymes, poems and stories.		

2. GCED Integration with National Curriculum- Subject: Bangla, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to listen carefully and identify the sounds of the letters of Bangla alphabet used in sentences, and words spoken with standard pronunciation.	listening carefully and identifying the sounds of the Bangla alphabet, with a global citizenship education twist.	Start with a small number of Bangla sounds and gradually introduce more as students become comfortable with them. Use visuals like charts with the Bangla alphabet and their phonetic pronunciation equivalents. Encourage students to repeat the sounds after you and practice saying them together. Play audio recordings from various speakers to expose students to different pronunciations. Celebrate their progress and encourage them to explore other languages in the future.
2	1.2 Able to listen carefully and identify similar words and sentences made up of syllables spoken with standard pronunciation.		
3	2.1 Listening and understanding questions, general instructions, orders, requests and advice in standard Bangla.		
4	2.2 Listening and understanding conversations spoken in standard Bangla.		
5	3.1 Listening comprehension of descriptive and informational texts by looking at pictures/photographs or tables, and understanding simple questions related to them.	This competency will help students to learn about different cultures and develop empathy by listening and asking questions, all key aspects of global citizenship.	Invite someone from a different culture to speak to the class. If possible, show pictures or short videos related to their background. Students listen to the guest speaker's presentation, taking notes on key information with the help of the pictures/videos and asking questions.
6	4.1 To understand and enjoy content by looking at pictures/photographs and listening to rhymes poems, and stories told in standard pronunciation.		
7	5.1 To be able to pronounce the sounds of Bangla alphabets and syllables used in words correctly.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
8	5.2 Able to pronounce familiar words (connected or unconnected), and sentences clearly and accurately.		
9	6.1 Able to answer questions, and address and make requests in a familiar environment.		
10	6.2 Able to participate in conversation with understanding.		
11	7.1 To be able to understand the subject of descriptive, informative, etc., writing by looking at pictures or images.		
12	8.1 Poetry with pictures/images or without images/pictures to be able to understand the story and tell it fluently.		
13	9.1 To read and understand familiar words, connected letters and letters with mark signed in a clear voice with clear pronunciation.	This competency will encourage students to read and understand familiar words while fostering a sense of global citizenship through appreciating the importance of clear communication across cultures and languages.	Make lists of common signs or labels found in public places (e.g., "Exit," "Stop," "Bathroom"). Translate these signs into different languages familiar to your students and include pictures for reference. Hide the translated signs around the school building (e.g., on doors, walls). Students work in pairs with their scavenger hunt lists, searching for the signs and reading them aloud clearly. After finding all the signs, discuss the importance of clear signage and understanding basic written words across languages for navigating unfamiliar environments.
14	9.2 Read and understand sentences and simple paragraphs (according to punctuation, commas, question marks) with standard pronunciation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
15	10.1 Read and understand simple conversations and instructions that include questions, requests (orders, request, advice, prohibitions), and text presented in print and written or digital devices in familiar environments.		
16	11.1 To understand the subject by reading descriptive, informative texts containing figures and tables.	This competency can help build on understanding descriptive and informative texts with figures and tables while fostering global citizenship education.	Find a descriptive text about a cultural celebration from a specific country and create a table comparing different cultural celebrations from around the world, focusing on elements like traditions, food, and festivities. Students read the descriptive text about one cultural celebration and then try to match it to the correct row in the table based on the information provided.
17	12.1 To understand and enjoy reading rhymes, poems, fables, stories clearly with punctuation and standard pronunciation.		
18	12.2 Understanding the topic of rhymes, poems, and stories.		
19	13.1 Able to write clearly and correctly the words formed by conjunct letters and selected words formed by marked sign.		
20	13.2 Able to clearly spell and dictate sentences using punctuation (scores, commas and question mark).		
21	14.1 Able to write standard Bangla in simple sentences, understanding questions, instructions, conversation suitable for school and family environment.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
22	14.2 Able to write words and sentences of address and request.		
23	14.3 Able to fill simple tables and forms of school level.		
24	15.1 Able to write about content of descriptive and informative essays.	This competency can encourage students to not only write about the content of descriptive and informative essays but also develop a global perspective.	Find vivid descriptive essays about different natural wonders or cultural experiences around the world. Students write a descriptive response from their perspective, focusing on sensory details and using vivid language.
25	16.1 Writing words and sentences from rhymes, poems, and stories included in lessons.		

3. GCED Integration with National Curriculum- Subject: Bangla, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Able to listen carefully and identify the sounds of letters, joint-letters and letters with marked sign used in sentences and words spoken in standard pronunciation.		
2	2.1 Listening and understanding questions, general instructions, excuses, various context dependent announcements and signals in standard Bangla.		
3	2.2 Listening and understanding standard Bangla conversations and discussions in classroom and		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	family (family and familiar environment).		
4	3.1 Understanding information and content by reading, descriptive, informative and reporting texts by looking at pictures/images or tables.	This competency will encourage students to understand information from different text formats by utilizing visuals, fostering a sense of global citizenship through appreciating cultural differences and addressing global challenges.	Collect packaging from various everyday products (food, hygiene products) originating from different countries. Ensure the labels have some information written in English or other familiar languages. Students work in pairs. Provide them with packaging from two different countries for the same product. They use the text and visuals on the packaging to compare ingredients, instructions, or nutritional information. Students share their findings from comparing the product packaging. Discuss the similarities and differences in information presented, considering cultural preferences and regulations.
5	4.1 To understand and enjoy the gist of rhymes, poems, fairytales, and stories told with standard pronunciation and at a natural pace.		
6	5.1 Able to pronounce compound letters and letters with marked sign used in a variety of words clearly and with standard pronunciation.		
7	5.2 Able to speak words made out of compound letters and letters with marked sign and different types of Bangla sentences with standard pronunciation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
8	6.1 Able to speak and answer questions, excuses, address, and understand signals, announcements and speak with standard pronunciation in familiar context.		
9	6.2 Participating in conversations and discussions and being able to express one's own opinion on related issues.	This competency will encourage students to participate in conversations, express their opinions, and consider different perspectives on global issues.	Select a current global issue with multiple perspectives, such as access to technology or the impact of social media. Students research the chosen topic and its different viewpoints. Divide them into groups, assigning each group a specific perspective to advocate.
10	7.1 To be able to tell the content of descriptive, informative, and reporting works written in the Bangla language.	This competency will help students build on understanding descriptive, informative, and reporting texts in Bangla while fostering global citizenship education.	Partner your class with a classroom in another country. Students exchange short news reports written in their native languages (Bangla for your class). Students work in pairs to translate the news report from their partner class into Bangla (with help from online translation tools or dictionaries if needed).
11	8.1 To be fluent in reading rhymes, poems, fables, and stories with or without images/pictures and content.		
12	9.1 Read and understand words made up of compound letters and letters with marked sign in a clear voice with clear and proven pronunciation.		
13	9.2 Able to read and understand different types of sentences (punctuation-wise, commas and question marks, exclamation marks) with standard pronunciation and fluency.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
14	10.1 Read and understand simple conversations involving questions, instructions prompts, and lessons presented in print, handwritten or digital devices in familiar environment.		
15	10.2 Read and understand handwritten addresses, requests and courtesies.		
16	11.1 To understand the topic by reading descriptions, informative essays, report essays with pictures and tables.		
17	12.1 To understand and enjoy reading rhymes, poems, fairytales and stories from textbooks and similar books with standard pronunciation and punctuation.		
18	13.1 Be able to write clearly and correctly spell a variety of sentences and dictations, including the syllabic words and punctuation (strokes, commas, and question marks) used in the text.		
19	14.1 Able to write in standard Bangla understanding, general instructions, questions, prepositional phrases, signals, announcements, and conversations in familiar context.	This competency will encourage students to write in Bangla in familiar contexts while fostering a sense of global citizenship through appreciating cultural exchange, communication, and sharing their own culture with others.	Students brainstorm a list of familiar and interesting locations in Dhaka (e.g., historical landmarks, parks, markets). Students write short descriptions of their chosen Dhaka locations in Bangla. They can also include basic instructions on how to get to these locations using public transportation (e.g., "Take the bus number 32" - "৩২ নম্বরের বাসে চড়ুন" - "32 number basse charun"). Compile the students' descriptions and instructions into a booklet titled "A Global Citizen's Guide to Dhaka." This

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
			booklet can include pictures or drawings of the locations for better understanding.
20	14.2 Able to fill simple tables and forms at school level.		
21	15.1 Able to write following reading about content from descriptive and informative text included in textbooks.	This competency will encourage students to build on writing after reading descriptive and informative texts in textbooks, fostering global citizenship education.	Choose informative texts from textbooks about inspiring individuals who made a positive impact on global issues like environmental protection, social justice, or peace-building. Students analyze the texts, focusing on the change-makers' motivations, actions, and achievements.
22	15.2 Able to write words, sentences, paragraphs after reading/listening to descriptive, informational texts included in textbooks.		
23	16.1 Able to write from rhymes, poems, fables, stories, and parts of poetry included in lessons with or without sight.	This competency will encourage students to build on writing inspired by rhymes, poems, fables, stories, and parts of poetry, all with a global citizenship focus.	Read or share a traditional fable with a clear moral lesson, such as "The Tortoise and the Hare." Then, brainstorm how the story could be adapted to reflect a global issue or challenge. Students rewrite the fable with a new setting and characters relevant to the chosen global issue.
24	16.2 Ability to express one's own experiences/opinions in writing the essence of fables, stories and poems included in lessons.		

4. GCED Integration with National Curriculum- Subject: Bangla, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Able to listen attentively and identify compound letters and letters with marked sign in the words of sentences used in standard pronunciation.		
2	1.2 Listening and understanding of words made of compound letters/letters with marked sign, and different types of sentences spoken in standardized pronunciation.		
3	2.1 Listening and understanding questions, excuses, polite sentences, announcements, signals, notices, advertisements in standard Bangla.		
4	2.2 Listening and understanding various situation-based conversations, discussions and lectures in standard Bangla.		
5	3.1 Comprehension of information and content by listening to descriptive, informative, and report writing, etc., without pictures/images or tables.	This competency will encourage students to actively listen and comprehend descriptive, informative, and report writing without relying on pictures/images or tables, fostering global citizenship education.	Play an audio recording of a descriptive passage about a specific place or cultural event from another country. Students share their maps with the class, discussing the cultural elements and geographical aspects of the described location.
6	4.1 Reading or reciting rhymes, poems, and fables, stories, dramas, jokes, or comics in pronunciation, reading or reciting with natural rhythm and		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	understanding and enjoying the gist.		
7	5.1 Able to speak various words made of compound letters and letters with marked sign, and sentences composed with words in pronunciation and fluency.		
8	6.1 To be able to exchange expressions of questions, answers, simple addresses, requests and simple, announcements advertisements, etc. in standard Bangla in different environments.		
9	6.2 To participate in conversations, discussions and lectures and to express one's own opinion on related topics.	This competency will encourage students to participate in conversations, discussions, and lectures, and to express opinions on related topics, all with a global citizenship focus.	Select a current global issue with multiple perspectives, such as the impact of social media or the importance of international cooperation in space exploration. Students research the chosen topic and choose a side to debate.
10	7.1 Be able to tell the main points and explain different parts of descriptive, informative, and report writing written in Bangla Language.		
11	8.1 To be able to recite rhymes, poems keeping the natural rhythm and intonation, and to be able to tell the content and gist of poems, fairytales, stories, dramas, jokes or comics.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
12	9.1 Read and understand different types of words made up of compound and letters with marked sign and sentences thereof in a clear voice with clear standard pronunciation.		
13	9.2 Able to understand by reading a variety of sentences in paragraphs (punctuation-commas, quotation marks, exclamation points) with standardized pronunciation and fluency.		
14	10.1 Read and understand questions, directions and instructions, signals, newspaper headlines, notices, advertisements, conversations, etc. presented in a variety of media print (handwriting, digital devices) with clear pronunciation following punctuation.	This competency will encourage students to build on reading and understanding various media sources with clear pronunciation following punctuation, all with a global citizenship focus.	Collect pictures of public signs from different countries, including traffic signs, safety warnings, or public service announcements. Students work in pairs to analyze them and consider cultural context and common sense to understand the message conveyed by each sign.
15	102. Understanding, handwritten addresses requests, courtesy sentences, paragraphs letters, and petitions.		
16	11.1 Able to use critical information analytically following standard pronunciation, punctuation and reading informative and reportable texts from textbooks and equivalent books containing illustrations and tables.	This competency will encourage students to use critical thinking skills when analyzing information from textbooks and informative texts, with a global citizenship perspective.	Provide graphic organizers or templates to help students analyze information from different sources. Encourage students to identify bias in the texts they read and consider the source of the information. Promote respectful discussions during debates and guide students to focus on the evidence and data. Celebrate their progress and emphasize the importance of critical thinking for informed decision-making as global citizens.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
17	12.1 Recite textbook and contemporary rhymes, poems in natural rhythm and read fairytales, stories, poems, jokes, or comics fluently with standard pronunciation and punctuation to understand and enjoy the gist.		
18	13.1 Able to write clearly and correctly in different types of sentences and dictation including words made of compound letters and letters with marked sign and syllabic words and punctuation used in the text.		
19	14.1 Able to understand and write questions, instructions, requests, commands, signals, headlines, announcements, notices, advertisements, conversations, discussions, speeches, etc.		
20	14.2 Able to write letters/applications on prescribed simple subjects.	This competency will encourage students to write letters and applications on prescribed simple subjects while fostering global citizenship education.	Research inspiring individuals or organizations making a difference on a global scale in areas like environmental protection, social justice, or healthcare. Students write a letter expressing their gratitude for the work of the chosen individual/organization.
21	14.3 Able to fill out the required chart form.		
22	15.1 Able to read descriptive, informational and narrative texts included in textbooks and explanations about the content.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
23	15.2 Able to write class-appropriate narrative information and narrative essays in a consistent manner.	This competency will encourage students to write class-appropriate narrative information and narrative essays while fostering global citizenship education.	Students conduct an interview with a local change-maker. They write a narrative essay focusing on the change-maker's story, their motivations, and the impact of their work on a local and potentially global scale.
24	16.1 Ability to write with or without sight parts of the text including rhymes, poems, fables, stories, comics, or jokes keeping the structure intact.		
25	16.2 Able to write gist and sense from rhymes, poems, fairytales, dramas, comics, and jokes included in the lesson.	This competency will encourage students to write about the gist and meaning from various creative texts, fostering a sense of global citizenship education.	Choose a classic fairy tale familiar to most students (e.g., Cinderella, The Three Little Pigs). Then, find versions of the same fairy tale from other cultures around the world. Students read both the familiar fairy tale and a version from another culture. Encourage them to identify similarities in the overall story structure, themes, and character archetypes. Students write a short paragraph summarizing the gist of both fairy tales, highlighting the similarities and cultural differences they found. This can involve comparing character names, settings, or specific plot points.

5. GCED Integration with National Curriculum- Subject: Bangla, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Able to form new sentences by listening words with compound letters and letters with marked sign used in sentences spoken in standard pronunciation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	2.1 Listening and understanding standard Bangla questions, excuses, polite sentences, announcements, signals, notices, advertisements in real environment and through different mediums.		
3	2.2 Listening and understanding conversations, discussions, and lectures presented and broadcast in different media and in standard Bangla.	This competency will encourage listening and understanding conversations, discussions, and lectures presented in standard Bangla media, fostering global citizenship education.	Find short news broadcasts in standard Bangla from reputable news sources. Students discuss the news stories in Bangla, analyzing how local events can have a global ripple effect and vice versa. Encourage them to consider the global context of the news.
4	3.1 Comprehending information and content by listening to descriptive, informative and reporting writing, etc., with or without pictures/images/tables.		
5	4.1 To be able to understand and enjoy the gist of reciting rhymes-poems and fables, stories, dramas, jokes, or comics told in a standard accent at a natural pace and and intonation presented in various media.		
6	5.1 Able to speak of a variety of sentences and paragraphs composed of compound and hyphenated words and syllables with standard pronunciation and fluency.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
7	6.1 To be able to exchange ideas, including questions and answers, addresses, requests in different environments in standard Bangla and to be able to talk about general signals, announcements, notices, advertisements, etc. on familiar and prescribed topics.	This competency will encourage students to exchange ideas, asking questions, and understand announcements in standard Bangla with a global citizenship focus.	Gather pictures or real-life examples of signs, notices, and advertisements commonly found in public places in Bangladesh. These could include traffic signs, safety warnings, or public service announcements. Students work in pairs to analyze the Bangla signs and notices.
8	6.2 Able to participate in conversations, discussions, lectures on familiar and prescribe topics in standard Bangla to present own opinions and arguments.		
9	7.1 To be able to understand the essence or content of a descriptive work written in Bangla language and to be able to explain different parts and to quote important information.		
10	7.2 Able to understand the gist or content of informational and report writing, explain different parts and cite important information.		
11	8.1 Being able to understand the essence or content of rhymes, poems, fairytales, stories, dramas, jokes, or comics written in Bangla language and express one's feelings and perceptions.		
12	9.1 Read and understand sentences made up of words made up of compound letters and letters with marked sign in a clear tone.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
13	9.2 Able to read and understand various types of sentences and paragraphs with standard pronunciation (according to punctuation).		
14	10.1 Understand the content and gist of questions, instructions and instructions expressed in various media (print, handwritten, digital devices), signals, announcements, newspapers, notices, advertisement, conversations, and discussions of text, etc.	This competency will encourage students to understand the content and gist of information presented in various media, fostering global citizenship education.	Gather pictures of public signs, notices, or symbols from different countries (including some that use non-Latin alphabets). Students work in pairs to analyze the signs without relying solely on language.
15	10.2 Ability on reading comprehension of handwritten addresses, requests, courtesies, and reading paragraphs and letters to understand content.		
16	11.1 Able to read and analyze important information in standard pronunciation, punctuation, and descriptive, informative and reporting texts from textbooks and equivalent books with illustrations either silently or aloud.	This competency will encourage students to read and analyze informative texts with a global citizenship focus.	Choose news articles from reputable sources around the world about a recent global event. Students create a compare-and-contrast chart to analyze the news articles, considering the vocabulary, tone, and overall message conveyed by each source.
17	12.1 To understand and enjoy the gist of reading, fables stories, dramas or comics, fluently, following textbook, equivalent rhymes, poems, recitations and punctuation with standard pronunciation, following natural rhythm and intonation.	This competency will encourage students to enjoy different literary forms, appreciate cultural diversity, and develop empathy for others.	Provide students with fables from different cultures that share similar morals or lessons. Ensure some fables are in English and some are translated into Bangla (or another familiar language). Students read the fables fluently, focusing on the characters, plot, and the overall message conveyed.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
18	13.1 Able to write a variety of sentences and dictations with clear and correct spelling, including new words with compound letters and letters with marked sign and punctuation marks (stops, commas, question marks, exclamation marks and quotation marks).		
19	14.1 Able to understand and write about various context, dependent questions, instructions, conversations, announcements, signals, notices, advertisements, discussions, speeches, etc.		
20	14.2 Able to write general letters, application forms.	This competency will encourage students to write general letters and application forms while fostering a sense of global citizenship through connecting with students from other countries, advocating for solutions to global issues, and taking action by applying for volunteer work that aligns with global citizenship values.	Students write application letters for a fictional exchange program, highlighting their interest in learning about the partner country's culture and their desire to build friendships with students from different backgrounds. They can also mention how this experience will help them become better global citizens.
21	14.3 Ability to understand and fill different types of tables and forms.		
22	15.1 Able to write descriptive, informative, and reportable content.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
23	15.2 Able to read class-appropriate narrative, informational, and report writing and write own opinions about the content.	This competency will encourage students to engage with various texts critically while fostering a sense of global citizenship through analyzing different perspectives on global issues, forming well-reasoned opinions, and taking action towards positive change.	Search for short news articles from different countries on the same global issue (e.g., access to clean water). Ensure the articles are objective and age-appropriate. Students work in pairs, each assigned an article from a different country. They read the articles carefully, identifying whether they are primarily narrative, informational, or a report. Students discuss their assigned articles, highlighting factual information, opinions expressed by the author, and potential biases based on the country of origin
24	16.1 Able to write without looking at parts of the text, including rhymes, poems, fables, stories, comics, or jokes, keeping the structure intact.		
25	16.2 Ability to express feelings and experiences about rhymes, poems, fables stories, dramas, comics, or jokes included in the lesson.		

6. GCED Integration with National Curriculum- Subject: English, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Recognizing sounds of the alphabet in familiar words of spoken interactions.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	1.2 Exchanging greetings and farewells in the classroom for effective communication.	This competency will encourage students to appreciate cultural diversity in greetings and farewells. They practice communication skills for future interactions with people from other backgrounds, fostering a sense of global citizenship and respect for different cultures.	Start by teaching students basic greetings in several languages spoken around the world (e.g., "Hello" in different languages). Discuss how greetings can vary depending on culture and context (e.g., formal vs. informal greetings, bowing customs). Engage students in practicing pronunciations using audio recordings or online resources.
3	1.3 Following simple classroom commands, and instructions with appropriate gesture.		
4	1.4 Responding to short and simple questions for self and peers introductions properly and appropriately.		
5	2.1 Listening to rhymes, cartoons, and digital contents in English for enjoyment.	This competency will encourage students' listening to English rhymes, cartoons, and digital content for enjoyment, all with a global citizenship focus.	Search for children's rhymes or songs from various cultures around the world, some in English and some with English translations.
6	3.1 Repeating sounds of letters in words, properly/confidently.		
7	3.2 Exchanging greetings and farewell at different times for effective communication.	This competency will encourage students to exchange greetings and farewells at different times, fostering global citizenship education.	Students research greetings and farewells used in different cultures around the world. They can learn about the appropriate gestures, phrases, and cultural context for each greeting.
8	3.3 Asking and answering simple questions for getting information about the family person with appropriate gesture.	This competency will encourage students to understand short and simple questions and answer about family	Research and introduce basic family member vocabulary words (parents, siblings, grandparents, etc.) in several languages spoken by students in the class or by cultures represented in the curriculum.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
		members with a global citizenship focus.	
9	4.1 Recognizing the alphabet and cardinal numbers in figures and reading them aloud following proper pronunciation.		
10	6.1 Reading cartoon/comics and digital contents in English with enjoyment.		
11	7.1 Practicing mechanics of writing appropriately.		
12	7.2 Writing the alphabet and cardinal numbers in figures correctly in written communication.		

7. GCED Integration with National Curriculum- Subject: English, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Recognizing differences between initial sounds of familiar words in spoken interactions clearly.		
2	1.2 Understanding simple dialogues about classroom activities for effective communication.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	1.3 Carrying out simple commands and instructions about familiar events with appropriate gestures.		
4	1.4 Understand short and simple questions and answers about family members.	This competency will encourage students to understand short and simple questions and answers about family members with a global citizenship focus.	Students create self-portraits or draw pictures of their families. They label the family members in their chosen language (Bangla or English) and orally describe their relationships (e.g., "This is my brother. He likes to play soccer.").
5	2.1 Listening to rhymes, cartoons, and digital contents in English for enjoyment.	This competency will promote enjoyment, empathy, and global action through English content.	Search for children's rhymes or songs in English that explore themes of global citizenship, like cooperation, environmental protection, or cultural understanding.
6	3.1 Saying initial sounds of familiar words with proper pronunciation.		
7	3.2 Exchanging greetings and farewell in conversations in day-to-day life for effective communication.	This competency will encourage students to learn and practice greetings and farewells from various cultures.	Show students pictures or videos of people from different cultures greeting each other. Focus on non-verbal greetings like bowing, hand gestures, or facial expressions.
8	3.3 Giving simple instructions in every day communication with appropriate gesture.		
9	3.4 Asking and answering questions for getting information about others with appropriate gesture.		
10	3.5 Describing orally familiar people clearly and confidently.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
11	4.1 Recognizing words, cardinal numbers in figures and in words and reading them aloud following proper pronunciation.	This competency will encourage students to recognize words, cardinal numbers, and proper pronunciation with a global citizenship perspective.	Use flashcards with pictures and numbers in Bangla and English to aid memorization and pronunciation. Play audio recordings of native speakers counting numbers in different languages for practice. Encourage peer-to-peer learning and pronunciation correction in a supportive environment. Celebrate their progress and emphasize the importance of recognizing numbers and pronunciation for clear communication as global citizens.
12	4.2 Reading aloud simple sentences with proper pronunciation.		
13	5.1 Understanding familiar words and simple sentences for specific information.		
14	6.1 Reading rhymes, comics and digital contents in English for enjoyment.	This competency will promote enjoyment of English content while developing empathy, encouraging collaboration, and fostering a sense of responsibility for global challenges.	Search for educational comics in English that explore themes of empathy, cultural understanding, or overcoming challenges faced by children around the world.
15	7.2 Writing cardinal numbers in figures and in words correctly to use them in written communication.		
16	7.4 Writing familiar words and simple sentences incorrect spelling.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
17	8.1 Recognizing and using words frequently used in the texts for participating in everyday conversations.	This competency will encourage students to recognize and use everyday vocabulary for conversations, with a global citizenship perspective.	Use visuals like flashcards or images to depict everyday objects and vocabulary words. Play audio recordings of native speakers having conversations to provide models for pronunciation and intonation. Encourage role-playing activities with various scenarios to practice conversation skills in a safe environment. Celebrate their progress and emphasize the importance of everyday vocabulary for effective communication and building relationships as global citizens.
18	9.1 Recognizing and using capitalization and punctuation marks.		
19	Recognizing the uses of articles (<i>a, an</i>) with words and short phrases.		
20	9.4 Using simple sentences correctly for day-to-day communication.	This competency will foster a sense of global citizenship by highlighting the importance of clear communication for interacting with people from diverse backgrounds.	Use visuals like picture dictionaries or flashcards to associate simple sentences with images for better recall. Play audio recordings of native speakers using simple sentences in everyday situations for pronunciation practice. Encourage peer review and feedback on students' written sentences to improve clarity and structure. Celebrate their progress and emphasize the importance of simple sentences as a foundation for communication and understanding across cultures, promoting global citizenship.
21	9.5 Using tenses correctly to talk about present states.		

8. GCED Integration with National Curriculum- Subject: English, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Recognizing the differences between initial, middle and final sounds of familiar words in spoken interactions.		
2	1.2 Understanding simple dialogues about day-to-day activities for effective communication.		
3	1.3 Carrying out commands, instructions and requests in everyday life with appropriate gesture.		
4	1.4 Understanding questions and answers about family and friends.		
5	1.5 Understanding short texts for specific information.	This competency will encourage the students to discuss the information they find and consider its source and potential bias.	Find short texts related to global issues like environmental protection, cultural diversity, or global health (e.g., news articles, blog posts, infographics) and ask questions about the text.
6	2.1 Listening to and comprehending rhymes, cartoons, and digital content in English for enjoyment.	This competency will encourage listening to and comprehending rhymes, cartoons, and digital content in English for enjoyment, all with a global citizenship perspective.	Students listen attentively to educational cartoons focusing on overcoming challenges and how the characters use their unique skills and perspectives to collaborate and achieve a common goal.
7	3.1 Saying the initial, middle and final sounds of words with proper pronunciation.		
8	3.2 Exchanging greetings and farewell at different times for effective communication.		
9	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate body gesture.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
10	3.4 Participating in conversations for exchanging information about family and friends.		
11	3.5 Describing orally simple activities in day-to-day situations clearly and confidently.	This competency will encourage students to describe simple daily activities clearly and confidently, all with a global citizenship perspective.	Students research morning routines in different cultures worldwide. They choose a morning routine from a different culture they learned about. Divide the class into pairs, with each pair role-playing the chosen routine.
12	4.1 Recognizing words and word phrases, abbreviations; and cardinal numbers in figures and in words and ordinal numbers, and reading them aloud following proper pronunciation.		
13	4.2 Reading aloud simple sentences with proper stress, intonation and punctuation.	encourage students to read aloud with proper stress, intonation, and punctuation while fostering a sense of global citizenship through collaborative storytelling, presenting global news reports, and appreciating cultural expressions from various traditions.	Select short folktales or fables from various cultures around the world. Students read the folktales together, highlighting simple sentences and marking pauses indicated by punctuation (commas, full stops). Students practice reading their assigned sentences aloud, focusing on conveying emotions (e.g., excitement, suspense) through intonation and proper phrasing.
14	5.1 Understanding simple texts for specific information.		
15	6.1 Reading and comprehending rhymes, cartoons, and digital contents in English for enjoyment.		
16	7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers correctly to use them in written communication.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
17	7.4 Writing short paragraphs on familiar topics using prompts or clues.	This competency will encourage students to write about familiar topics while incorporating a global perspective.	Connect with a class from another country through video conferencing or online platforms. Based on the information exchange, students write a short paragraph describing a shared interest or hobby they discovered with them.
18	8.1 Recognizing and using a range of words in data to take communication.		
19	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication.		
20	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, object in phrases and short sentences.		
22	9.3 Using parts of speech correctly to identify/refer to people, objects, and actions.	This competency will encourage students to use parts of speech correctly by describing cultural objects. This fosters a sense of global citizenship by highlighting the importance of accurate communication for understanding and appreciating cultural differences.	Use color-coded cards or worksheets to differentiate different parts of speech (nouns, verbs, adjectives) visually. Play sentence-building games where students create sentences using provided nouns, verbs, and adjectives. Encourage students to find and share examples of parts of speech used in media like movies or music from different cultures. Celebrate their progress and emphasize the importance of using parts of speech correctly for clear and respectful communication with people from diverse backgrounds, promoting global citizenship.
23	9.4 Using declarative sentences correctly to make statements.		
24	9.5 Using tenses correctly to talk about habitual actions and describe actions.		

9. GCED Integration with National Curriculum- Subject: English, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Recognizing stressed syllables in words in spoken interactions.		
2	1.2 Understanding simple dialogues about daily events for effective communication.		
3	1.3 Carrying out commands, instructions and request in everyday life with appropriate gesture.		
4	1.4 Understanding questions and answers about family, friends, and daily events.		
5	1.5 Understanding texts of familiar events for specific information.		
6	1.6 Listening to descriptions of familiar events for getting key information.	This competency will encourage discussion among students and promoting a sense of global responsibility for addressing common challenges.	Students listen attentively to the age-appropriate news reports on global issues like environmental protection, cultural preservation or promoting global health. Then they focus on identifying the main topic, key details, and potential solutions presented.
7	2.1 Listening to comprehending and appreciating rhymes, poems, films, cartoons, and digital contents in English for enjoyment.		
8	3.1 Saying stressed syllables in word with proper stress.		
9	3.2 Exchanging greetings and farewells at different times and situation for effective communication.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
10	3.3 Giving simple commands, instructions and making requests in everyday communication with appropriate gesture.	This competency will encourage students to give simple commands, instructions, and make requests while using appropriate gestures, all with a global citizenship perspective.	Students brainstorm a list of simple requests commonly used in everyday communication (e.g., "Can I please have...?" or "May I borrow...?"). Encourage them to consider how gestures might differ across cultures for the same request.
11	3.4 Participating in conversations for exchanging information or ideas about daily events.		
12	3.5 Describing orally familiar objects and events clearly and confidently.		
13	4.1 Recognizing words and phrases, common abbreviations; cardinal numbers in figures, in words and ordinal numbers and time and reading them aloud following proper pronunciation.	This competency will encourage students to recognize various elements and read them aloud with proper pronunciation, fostering a sense of global citizenship.	Use flashcards with pictures and words/abbreviations/numbers for memorization and pronunciation practice. Play online games or quizzes that test students' recognition of words, abbreviations, and numbers. Encourage students to find and share examples of these elements used in global contexts (e.g., news articles, and social media posts). Celebrate their progress and emphasize the importance of recognizing and pronouncing these elements accurately for clear communication and fostering global connections.
14	4.2 Reading aloud short and simple texts with proper stress, intonation and punctuation.		
15	5.1 Comprehending appropriate texts for specific information and general ideas.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
16	6.1 Reading, comprehending and appreciating poems, films, cartoons, and digital contents in English for enjoyment.	This competency will encourage students to read, comprehend, and appreciate poems, films, cartoons, and digital content in English for enjoyment, all with a global citizenship perspective.	Search for short films (animated or live-action) in English that explore themes of global citizenship, like cooperation, cultural understanding, or environmental protection. Divide class in small groups and let them create a short storyboard.
17	7.2 Writing cardinal numbers in figures, in words and writing ordinal numbers and time correctly to use them in written communication.		
18	7.3 Filling in forms for registration of various events and online platforms.	This competency will encourage students to discuss the importance of clear and accessible registration forms for encouraging participation in global events, regardless of cultural background or language proficiency.	Select registration forms for events related to global citizenship themes from various countries (e.g., environmental conference in Brazil, international youth summit in Europe). Students analyze the layouts of the registration forms, identifying any differences in language, required information, and formatting compared to forms they typically encounter.
19	7.4 Writing formal letters, applications and compositions with/without clues for a variety of purposes audiences and modes.		
20	8.1 Recognizing and using a range of words in both spoken and written communication.		
22	8.2 Understanding formation of words based on roots and affixes.	This competency will encourage students to celebrate their progress and emphasize the importance of understanding word formation for clearer communication, appreciating cultural connections, and promoting global citizenship.	Use online etymology dictionaries or resources to explore the history and root origins of words from various languages. Play vocabulary games that involve building new words by adding prefixes and suffixes to root words. Encourage students to find and share examples of words with common roots used in different languages related to global issues (e.g., "democracy," "sustainability")

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
23	8.3 Using the synonyms and antonyms appropriately for oral and written communication.		
24	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication.		
25	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, time, object in texts and conversations.		
26	9.3 Using parts of speech correctly to identify/refer to people, animals, time, days and objects.		
27	9.4 Using interrogative sentences correctly to ask questions.		
28	9.5 Using tenses correctly to talk about past and immediate past activities.	This competency will encourage students to use tenses correctly to talk about past and immediate past activities, all with a global citizenship perspective.	Students write a short news report in the simple past tense describing their chosen cultural exchange event. This can be a fun way to practice using past tense verbs and learn about historical examples of global connection.

10. GCED Integration with National Curriculum- Subject: English, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Recognizing stress and intonation in statements and <i>Wh-</i> and <i>Yes/No</i> questions in spoken interactions.		
2	1.2 Understanding conversations about interesting		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	events for effective communication.		
3	1.3 Following directions and requests in everyday life with appropriate gesture.		
4	1.4 Understanding questions and answers about family, friends, and daily events.	This competency will encourage students to become global citizen by understanding about cultural exchange, appreciating the diversity of family structures and daily life experiences, and communicating respectfully with people from different backgrounds.	Use pictures or flashcards to depict family members, daily activities, and greetings from different cultures. Play audio recordings of native speakers asking and answering questions about family and daily events. Encourage students to find and share examples of questions and answers about family and daily life encountered in global media (e.g., movies, music videos).
5	1.5 Comprehending a variety of familiar texts/stories/fables for specific information.		
6	1.6 Listening to announcements in a variety of contexts for getting information.	This competency will encourage students to listen to announcements in a variety of contexts for getting information, all with a view of global citizenship education.	Search for travel announcements from airports, train stations, or public transportation systems in different countries. These announcements can be in English or other languages students are familiar with.
7	2.1 Listening to comprehending and appreciating rhymes, poems, films, cartoons, comics, and digital contents in English for enjoyment.		
8	3.1 Saying statements and asking questions with stress and intonation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
9	3.3 Giving directions, making requests and saying regrets in everyday life with appropriate gesture.		
10	3.4 Participating in conversations for exchanging information or ideas about family topics.		
11	3.5 Describing orally familiar events and festivals confidently, fluently and accurately.		
12	4.1 Recognizing time fractions— half and quarter including time and currency, and read them aloud following proper pronunciation.		
13	4.2 Reading aloud appropriate texts with proper stress, intonation, and punctuation.		
14	5.1 Comprehending and appreciating appropriate texts for specific information, general ideas, and inferring meaning.	This competency will encourage students to comprehend and appreciate texts for specific information, general ideas, and inferring meaning, all with a global citizenship perspective.	Divide the class into small groups. Each group analyzes assigned text on global issues, discussing the information presented and using critical thinking skills to identify potential biases or missing information.
15	6.1 Reading, comprehending and appreciating poems, films, cartoons, comics, and digital contents in English for enjoyment.	This competency will encourage students to read, comprehend, and appreciate various English-language media while fostering a sense of global citizenship.	Choose poems, short films, comic strips, or digital content pieces from various cultures around the world, all presented in English (with subtitles if needed). Students analyze the chosen media, identifying themes like friendship, overcoming challenges, or environmental awareness. Discuss how these themes connect to global citizenship values. Based on the chosen media, students collaborate to create a new art piece (e.g., mural), a short

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
			performance (e.g., skit), or a digital presentation that reflects the shared themes and global connections identified.
16	7.2 Writing numbers in fractions— half and quarter including time and currency correctly to use them in written communication.		
17	7.3 Making formal and informal correspondence correctly through written communication.		
18	7.4 Writing compositions, formal and informal letters to share ideas, opinions, and feelings.	This competency will encourage students to write in different styles, express their ideas and feelings effectively, and advocate for change on global issues they care about.	Students write a formal letter to a chosen global organization on a global issue. Encourage them to express their opinions and feelings about the chosen issue, and offer suggestions or request information about how they can get involved.
19	8.1 Recognizing and using a range of words and phrases in both spoken and written communication.		
20	8.2 Understanding the formation of words with suffixes and prefixes.		
22	8.3 Using the synonyms and antonyms appropriately for oral and written communication.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
23	9.1 Recognizing and using capitalization and punctuation marks for meaningful communication.	This competency will encourage students to recognize and use capitalization and punctuation marks for meaningful communication, all with a view of global citizenship education.	Students see sentences written in English but missing exclamation or question marks. Alongside each sentence, there are emojis representing different emotions (e.g., happy, surprised, confused). Students choose the most appropriate emoji based on the missing punctuation and context of the sentence.
24	9.2 Using the articles (<i>a, an, the</i>) correctly to refer to a person, animal, event, time, object in texts, conversations in familiar context.		
25	9.3 Using parts of speech correctly to identify/refer to people, animals, events, time days, dates, and objects.		
26	9.4 Using imperative sentences correctly to give commands and make requests.		
27	9.5 Using tenses correctly to talk about future activities.		

11. GCED Integration with - Subject: Primary Mathematics, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being able to make comparisons between different objects with interest to gain a basic understanding of mathematics.	This competency will encourage students to discuss about the importance of considering different needs and perspectives when creating spaces for global communities, highlighting the role of mathematics in design and accessibility.	Students research traditional playground equipment from different cultures around the world (e.g., swings, slides, climbing structures). Students compare the designs of the playground equipment, focusing on safety features, accessibility considerations, and materials used. Students work collaboratively to design a playground that incorporates elements from different cultures, ensuring safety and accessibility for all children.
2	1.2 Able to count various objects enthusiastically by acquiring the concept of counting.		
3	1.3 Able to count, read, write, and compare numbers and enthusiastically relate different elements of the environment.	This competency will encourage students to count, read, write, and compare numbers while connecting them to environmental elements, fostering a sense of global citizenship.	Find species lists from various ecosystems around the world (e.g., rainforest, coral reef). These can be real data sets or simplified versions for younger students. Students practice counting the number of different species listed in each ecosystem. They can then compare these numbers, identifying which ecosystem has the highest or lowest biodiversity.
4	1.4 Get an idea of the place values of numbers and use it appropriately.		
5	1.5 Able to enthusiastically find patterns in different numbers and provide logical explanations.		
6	2.1 To be able to add two numbers by getting the concept of addition and to solve various problems related to addition in daily life with interest.	This competency will encourage students to think mathematically while fostering a global perspective and a sense of responsibility for the world around them.	Choose two countries with different economies and food cultures (e.g., developed vs. developing). Research common grocery items and their average prices in both countries.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
7	2.2 To acquire the concept of subtraction and to be able to subtract two numbers and solve various related problems in daily life with interest.		
8	4.1 Be able to use Bangladeshi currency properly in daily transactions by knowing it.		
9	6.1 Identifying different shapes of objects in the environment and using them to draw geometrical pictures with interest.		
10	6.6 To be able to identify with interest geometric shape patterns of various objects in the immediate environment, and to be able to create new patterns.	This competency will encourage students to create their own symmetrical patterns inspired by the global designs they saw.	Use pictures or videos showcasing various types of housing globally (igloos, huts, apartments). Students identify patterns used in construction and try to create new patterns.

12. GCED Integration with - Subject: Primary Mathematics, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.3 Able to count, read, write and compare numbers and enthusiastically express various elements of the environment in numbers.		
2	1.4 Understand place values of numbers and be able to apply them to solve various mathematical problems.		
3	1.5 Be able to read, write ordinal numbers and use them enthusiastically in everyday life.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
4	1.6 Ability to think logically by actively looking for patterns in different elements and numbers in the environment and providing logical explanations by creating patterns of numbers.	This competency will encourage students to develop logical thinking by finding patterns in environmental elements and numbers, fostering a sense of global citizenship.	Students analyze the weather data, identifying any patterns or trends over time (e.g., increasing average temperatures, changes in precipitation patterns). Encourage them to research potential causes like greenhouse gas emissions. Students develop presentations showcasing the identified patterns and providing logical explanations based on their research.
5	2.1 To be able to add two numbers by getting the concept of addition and to solve various problems related to addition in daily life with interest.	This competency will encourage students to understand addition and solve problems related to it, all with a global citizenship perspective.	Choose pictures or real objects representing food items, clothing, or school supplies from various countries. Include price tags with prices in different currencies (use simplified amounts if needed). Students practice adding the prices of different items from the chosen countries, ensuring they consider the currency exchange rate if necessary (use online conversion tools for simplification). They can compare the total costs of similar items across different countries.
6	2.2 To acquire the concept of subtraction and to be able to subtract two numbers and solve various related problems in daily life with interest.		
7	2.3 To be able to solve problems related to addition and subtraction according to the sequence of steps (algorithm) and apply it in daily life.		
8	2.4 Gain basic concepts of multiplication and be able to enthusiastically apply them to solve problems in everyday life.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
9	4.1 Bangladeshi currency can be used in daily transactions properly by knowing it.	This competency will encourage students to understand Bangladeshi currency in the context of global exchange rates.	Choose a partner country with a different currency (e.g., US Dollar, Euro). Research current exchange rates between Taka and the chosen currency.
10	5.1 Able to formulate simple mathematical statements through logical interpretation and analysis.		
11	6.1 To be able to draw geometric figures by identifying rectangles, triangles and spheres by various objects in the immediate environment.		
12	6.6 Be able to be rational and creative by enthusiastically exploring and creating new patterns of objects and geometric shapes in the environment.	This competency will encourage students to explore the world around them with a rational and creative eye, appreciating geometric patterns in a global context.	Research examples of sustainable urban features (green roofs, solar panels, bike lanes) of different countries. Explain their design choices, focusing on how geometric shapes optimize space and functionality for sustainability.
13	7.1 know the various units of measurement of length, weight and volume of liquids and be able to measure by identifying the gauges or scales used for measurement.		
14	7.4 Knowing about time and time measurement, being punctual and being able to calculate time measurement and use it in daily life.	This competency will encourage students to understand the importance of time and time zones for effective communication, punctuality in global interactions, and successful collaboration across time zones for global initiatives.	Use world maps with time zone markings to help students visualize time differences. Play online games or quizzes that involve calculating time differences based on real-world scenarios (e.g., figuring out flight arrival times in a different time zone). Encourage students to find and share examples of time management and punctuality in global contexts (e.g., international sporting events, and online conferences).

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
15	Collecting data and converting it into information and being able to present it in tables or charts.		

13. GCED Integration with - Subject: Primary Mathematics, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.4 Able to read and write numbers using the concepts of place values of numbers and compare numbers and enthusiastically discuss and use different numbers in everyday life.		
2	1.5 Able to read, write and use ordinal numbers.		
3	1.6 Able to think logically by enthusiastically looking for patterns in different elements and numbers in the environment and providing logical explanations by creating patterns of numbers.		
4	2.3 Able to enthusiastically solve various problems of daily life by solving addition-subtraction problems according to the sequence of steps (algorithm).		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
5	2.4 Be able to solve multiplication problems and apply them to solve problems in everyday life.	This competency will encourage students to solve multiplication problems and apply them in everyday life situations with a global citizenship perspective.	Students explore different measurement systems used in various countries (e.g., metric system, imperial system) and research common conversion factors. Students practice multiplying by conversion factors to convert measurements between different units (e.g., converting grams to kilograms, meters to centimeters).
6	2.5 Gaining the concept of division and being able to apply it in real life.		
7	2.6 Be able to solve multiplication and division problems using algorithms (correct steps) and use them in everyday life.		
8	2.7 Able to solve various problems using addition, subtraction, multiplication, and division processes and enthusiastically use them in I daily life.		
9	3.1 Gain the concept of fractions to be able to express and compare numbers and apply them in real life with enthusiasm.		
10	3.2 Be able to enthusiastically solve mathematical problems using a variety of fraction concepts including denominators and numerators.	This competency will encourage students to solve mathematical problems using fractions (including denominators and numerators) with a global citizenship perspective.	Choose recipes from different cultures that use fractional amounts in their ingredients (e.g., $\frac{1}{2}$ cup of flour, $\frac{1}{4}$ cup of sugar). Students practice multiplying the recipe by a fraction (e.g., $\frac{3}{4}$) to create a smaller portion. They then exchange their scaled recipes with a partner from a different cultural background.
11	3.4 Be able to add and subtract fractions and explain their rationale by		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	solving real-world problems.		
12	4.1 Able to deal with daily transactions by solving monetary problems and interested in saving and using it for charitable purposes.	This competency will encourage students to make informed financial decisions and develop a sense of responsibility for supporting global well-being.	Analyze the importance of responsible spending and making choices to support good causes. Explore different ways to contribute (donating money, volunteering time).
13	5.1 Able to logically explain relationships between mathematical statements.		
14	6.1 To get an idea of surfaces, lines and angles by exploring various shaped objects in the immediate environment and to be able to draw different types of angles with enthusiasm.		
15	6.3 Able to express the concept of quadrilaterals and draw quadrilaterals.	encourage students to learn about quadrilaterals while fostering a sense of global citizenship.	Students research and find pictures of famous buildings or architectural landmarks from different cultures around the world (e.g., pyramids in Egypt, pagodas in China, and mosques in the Middle East). Students analyze the pictures, identifying shapes used in the buildings and focusing on quadrilaterals like squares, rectangles, and trapezoids. Encourage them to discuss how these shapes contribute to the structure and aesthetics of the buildings.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
16	6.6 Ability to be rational and creative by enthusiastically exploring patterns of objects and geometric shapes in the environment and creating new patterns.	This competency will encourage students to explore the rational and creative aspects of geometric patterns in the world around them and inspire them to create new patterns.	Introduce the concept of symmetry and its role in bridge design (balance, stability). Show pictures or videos showcasing famous bridges from around the world (Golden Gate Bridge, Padma Multipurpose Bridge) highlighting their symmetry.
17	7.4 To be able to determine the relationship between units of measurement of time and to be able to use time correctly in daily life by solving various problems related to time.		
18	8.1 To be able to convert the information collected from the environment into data and arrange it in charts/tables and express it through pictograms and take decisions.		

14. GCED Integration with - Subject: Primary Mathematics, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.4 Be able to read numbers using place value concepts, and compare numbers and arrange them according to evidence, and enthusiastically discuss and use different numbers in everyday life.		
2	1.6 Being able to logically explain numbers by arranging various patterns and solving various problems of daily life by applying logical thinking.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	2.3 To be able to solve addition and subtraction problems according to the sequence of steps (algorithm) and to express the solution process, and to be able to solve various problems related to addition and subtraction in daily life.		
4	2.4 Be able to solve multiplication problems, and then solve problems in everyday life.		
5	2.5 Understand the concept of division to solve problems related to division and apply it to everyday life problems.	This competency will encourage students to understand division and apply it to solve problems in everyday life situations, with a global citizenship perspective.	Choose resources or supplies that could be shared among countries (e.g., clean water, medical supplies, educational materials). Students research the populations of different countries and practice dividing the total amount of a chosen resource by the population of each country to determine a fair share per person.
6	2.6 Be able to solve multiplication and division problems using algorithms (correct steps) and use them in everyday life.		
7	2.7 Be able to solve addition, subtraction, multiplication, and division problems using algorithms, and apply them in daily life.		
8	2.8 Gaining an understanding of prime numbers and composite numbers and multiples and factors, and being able to solve problems by finding mathematical factors of various numbers with enthusiasm.	This competency will encourage students to find and share real-life examples of prime and composite numbers, multiples, and factors used globally (e.g., analyzing product codes, understanding international sports league team sizes).	Use interactive online tools or apps that allow students to visualize prime factorization and explore different number systems. Play online games or quizzes that involve identifying prime and composite numbers, finding factors and multiples, and applying these concepts to solve problems in a global context (e.g., calculating ingredient quantities for recipes from different countries based on serving size).

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
9	3.2 Be able to enthusiastically solve mathematical problems, using a variety of fraction concepts, including denominators and numerators.		
10	3.3 Be able to solve mathematical problems, using the concepts of real, improper and mixed fractions.		
11	3.4 Be able to add and subtract fractions and solve practical problems related to them, and provide their logical explanations.		
12	3.5 Gaining the concept of decimal fractions and being able to use them in daily tasks.		
13	4.1 To be able to solve the problems related to Bangladeshi currency and to be able to do daily transactions and be interested in saving and use it for charitable purposes.		
14	5.1 To be able to logically analyze the relationship between numbers in mathematical statements.	This competency will encourage to discuss the importance of logically analyzing relationships between numbers in data to understand complex environmental issues and how highlight how informed global citizens use data analysis to advocate for solutions that address global challenges with a focus on equity and sustainability.	Divide students into small groups and assign each group a specific region of the world. Provide them with access to reliable data sources (e.g., online databases, government reports) on the chosen environmental issue for various countries within their assigned region. Students analyze the data, identifying patterns and trends in the relationship between numbers (e.g., comparing deforestation rates over time, calculating the percentage change in renewable energy use). Encourage them to use tools like spreadsheets or graphing calculators to visualize the data and relationships.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
15	6.1 To understand the measurement of angles and to be able to draw angles with the help of protector and use it in daily life.	This competency will encourage students to understand angle measurement and use protractors, all with a global citizenship perspective.	Students research everyday objects and activities where angles play a crucial role (e.g., clock hands, traffic cones, sports equipment). Students identify angles in the chosen objects and activities. They then practice estimating and measuring these angles using protractors. Students develop a "Global Citizen's Guide" to Everyday Angles, including explanations of different angle types, examples of angles found in objects and activities from around the world, and tips for estimating and measuring angles.
16	6.2 To understand and draw the concept of perpendicular and parallel lines.		
17	6.3 Gain an understanding of what quadrilaterals and be motivated to find different quadrilateral-shaped objects in the immediate environment.		
18	6.4 Gaining an understanding of triangles, be able to enthusiastically identify and draw different types of triangles in terms of sides and angles.		
19	6.6 Be able to rational and creative by enthusiastically exploring and creating new patterns of objects and geometric shapes in the environment.	This competency will promote collaboration, problem-solving, cultural appreciation, and a sense of responsibility for a more interconnected world.	Students present their games, explaining the inspiration from traditional games and the geometric principles involved. They can then play their games with classmates to promote cultural exchange.
20	7.1 Be able to explain the units of measurement of length, weight and volume of liquids and their relationships		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	and enthusiastically apply them in everyday life.		
21	7.3 To be able to explain the concept of area and be able to solve problems related to it in everyday life by making formulas for the area of different areas with interest.		
22	7.4 Ability to do various time calculations and be punctual.		
23	8.1 To be able to take decisions through discussions in various areas of daily life by organizing the collected data and expressing it through graphs.	This competency will encourage to analyze data on global health issues and use graphs to advocate for change.	Find data from reputable sources like UNICEF or World Health Organization (WHO) on access to clean water or vaccination rates in different regions and interpret the data and create graphs to visualize the issue's global impact.

15. GCED Integration with - Subject: Primary Mathematics, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	2.4 Be able to solve multiplication problems, and apply them to solve problems in life.		
2	2.5 To acquire the concept of division to solve problems related to division and to apply it in everyday problems.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	2.7 Be able to solve addition, subtraction, multiplication, and division problems using algorithms and apply them in daily life.	This competency will encourage students to solve addition, subtraction, multiplication, and division problems using algorithms and apply them in daily life situations with a global citizenship perspective.	Students research the average cost of basic food items and dietary recommendations in different countries. Students use multiplication to scale recipes for different family sizes. They then practice addition and subtraction to create balanced meal plans within a budget, considering the researched food prices in different countries. Based on their research, students organize a food drive within the school or community, focusing on collecting healthy and culturally diverse non-perishable food items. Alternatively, they can create a recipe booklet with balanced meals from different cultures, considering affordability.
4	2.8 To be able to solve various problems related to multiplication and factor in daily life with enthusiasm and interest using the concepts of multiplication and factor.		
5	2.9 To be able to explain the concept of mean and to be able to solve daily life mathematical problems related to it.		
6	3.2 Be able to enthusiastically solve mathematical problems using a variety of fraction concepts, including denominators and numerators.		
7	3.4 Be able to add and subtract fractions and explain their rationale by solving real-world problems.		
8	3.5 To understand decimal fractions, and to be able to solve related problems in daily life.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
9	3.6 Be able to explain the concept of percentages and solve problems related to percentages in daily life with interest.	This competency will encourage students to explain percentages and solve problems related to them in daily life situations, with a global citizenship perspective.	Choose products with international brands that are likely to have discounts offered in different countries (e.g., clothing, electronics). Students research online advertisements or store flyers from various countries to find discounts offered on the chosen products. They compare the discount percentages across different locations. Students participate in a simulated shopping trip, representing shoppers from different countries. They use the researched discount percentages to calculate the final price they would pay for the chosen product in each location. Discuss the reasons for price variations and potential economic factors at play.
10	5.1 To be able to logically analyze the relationship between mathematical expressions and sentences, and to be able to apply it to solve various problems.		
11	6.3 Gain an understanding of quadrilaterals, be able to classify, distinguish and draw different quadrilateral patterns, and enthusiastically relate different quadrilaterals to elements of the environment.		
12	6.5 Gaining a basic understanding of circle and being able to enthusiastically draw and identify its various parts.		
13	6.6 Be able to rational and creative by enthusiastically exploring and creating new pattern of objects and geometric shapes in the environment.	This competency will encourage students to analyze patterns in traditional clothing and redesign garments with a sustainable focus.	Challenge students to redesign a piece of clothing inspired by the chosen style and its geometric patterns. Encourage them to incorporate sustainable practices like

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
			upcycling old clothes or using eco-friendly materials.
14	6.7 To be familiar with different shapes solid objects in the immediate environment, and to be able to classify them according to patterns.	This competency will encourage students to use specific shapes inspired by nature for optimal performance and resource efficiency.	Research natural shapes that optimize functionality (e.g., honeycomb – efficient structure, beehive – maximizing space). Challenge students to design an object (water filter, solar panel) that addresses a global environmental challenge.
15	7.2 Be able to add, subtract, multiply and divide related to length, weight and volume of liquids, and solve related problems in daily life.		
16	7.3 To be able to solve problems related to finding the area of various types of geometric spheres in everyday life using formulas.		
17	7.4 Be able to perform various time calculations enthusiastically in daily life.		
18	7.5 To gain an understanding of Bangla and Gregorian calendar and be able to apply them in real life.	This competency will encourage to convert birthdays between Bangla and Gregorian calendars and research cultural birthday traditions worldwide.	Review the conversion methods between Bangla and Gregorian calendars. (Online resources can be helpful). Students practice converting their own birthdays or classmates' birthdays to the other calendar system.
19	7.6 Be able to express conventional time calculations on a 24-hour schedule and use it enthusiastically.	This competency will encourage students present their chosen activity, emphasizing how using the 24-hour clock helps them navigate time differences and promotes global connectedness by	Students research upcoming international events happening in different countries (e.g., cultural festivals, sports competitions, scientific conferences). Students practice using the 24-hour clock to calculate the time difference between their location and the location of the chosen international events. They then brainstorm ways

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
		participating in international events or celebrating diverse cultures as informed citizens.	to participate virtually or remotely, considering time zone challenges. Based on their research, students organize a live stream viewing event at school for an international event happening at a different time zone.
20	8.1 To be able to make decisions by arranging various unstructured data of daily life, and drawing pictograms from data to get the idea of pictograms.	This competency will encourage students to analyze unstructured data on school waste to create pictograms and propose solutions for a sustainable future.	Students collect and categorize discarded items (food scraps, paper, plastic bottles etc.) throughout the school day (unstructured data) and organize the data by type and quantity. Encourage creative ways to represent findings (drawings, tallies).

16. GCED Integration with National Curriculum- Subject: Primary Science, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Able to differentiate the immediate environment based on characteristics by being curious through observation and comparison.	This competency will connect students' observations to global concepts like biodiversity and conservation, fostering a sense of responsibility for their local surroundings and its connection to a healthy planet as global citizens.	Take them outside to explore the schoolyard or a local park. Assign each group a different sense to focus on (sight, sound, smell). Provide students with observation sheets listing various elements they can encounter based on their assigned sense (e.g., sights – types of plants, sounds – birds chirping, smells – flowers). Students explore the environment using their chosen sense, recording their observations on the sheets.
2	By observing, getting an idea about the external structure and differences of the human body, being able to compare the structure of the organs and being respectful of the differences in the external structure of people.	This competency can emphasize respecting differences and diversity among individuals and social groups, which could be extrapolated to encourage respect for differences in physical appearances.	Teachers can show a short reflection on appreciating individual differences and respecting cultural norms related to the human body. They can discuss how promoting global health equity contributes to a more inclusive world.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	2.2 To get used to healthy living by getting an idea of ways of cleanliness through observation and demonstration.		
4	3.1 To be interested in identifying and distinguishing the physical properties of various objects in the known environment through observation and prediction.		
5	4.1 To get an idea of the relation of force with tension and push in various events of the immediate environment through prediction and observation, and to be motivated to identify the relationship of force with tension and push in a new environment.		
6	5.1 Be curious to understand the diversity of the environment by identifying the use of environmental materials and landforms through close observation of the environment.	This competency will encourage students to observe environmental materials and landforms, understand their diversity, and explore their use. They connect local observations to global concepts like sustainable practices and resource management as global citizens.	Take students outside to a green space with varied features (schoolyard with trees, park with a stream). Explain the concept of environmental materials – natural resources found in our surroundings. Provide them with observation sheets listing common environmental materials.
7	6.1 To be able to describe the ways of adapting to changing conditions by perceiving the changes in weather occurring during the day and night through close observation of the environment.	This competency can relate students to observe weather patterns, understand the concept of adaptation, and explore how living things cope with changing conditions.	Divide students into groups and assign them in day and night weather. Each group needs to describe how people might adapt to their assigned weather event (wearing dress, using fans).

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
8	7.1 Identifying the use of technology and various fields in daily life by observing the immediate environment and encouraging its safe use.		

17. GCED Integration with National Curriculum- Subject: Primary Science, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Caring for organisms by identifying and classifying their external characteristics in the environment through observation.	This competency will connect students' local observations to global challenges and foster a sense of responsibility for promoting conservation through citizen science and responsible habitat management as global citizens.	Take students outside to a green space (schoolyard, park). Explain the concept of camouflage and mimicry in the natural world, how some organisms use their external characteristics to blend in or resemble others for protection. Provide them with observation sheets listing various organisms found in the environment.
2	2.1 To identify the functions of various external organs of the human body through observation, and to be aware of their needs.		
3	2.2 To live a healthy life through observation and demonstration, knowing about the protection of various parts of the body and the cleanliness of the environment, to be responsible for protecting the health of oneself and others.		
4	3.1 Be curious to categorize objects based on characteristics and differences through observation of familiar environments.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
5	3.2 To be aware of preventing energy wastage by identifying various events related to light, electricity, and heat in daily life through observation.		
6	5.1 Be curious to identify differences in the characteristics of environmental elements through observation.	This competency can highlight the importance of learners developing and understanding of global issues, such as climate change, sustainable development and environmental quality.	Learners should be encouraged to develop critical thinking skills to analyze these issues, consider diverse perspectives and develop ethical responses to contribute to a more peaceful and sustainable world.
7	5.2 Identifying the natural resources of Bangladesh through observation and taking care of their use in daily life.		
8	6.1 Identifying seasonal changes in nature through observation and comparison, the effects of seasonal changes on human life and being able to adapt to these changes.	This competency relates students to observe weather patterns, understand the concept of adaptation, and explore how living things cope with changing conditions. They can connect local observations to global challenges.	Students can be divided into groups and assign them a seasonal weather event (summer, winter, etc.). Each group needs to create a poster or drawing showcasing how people might adapt to their assigned weather event (wearing raincoats, using fans).
9	7.1 Categorize by type and use of technology and school and home and strive for safe use.		

18. GCED Integration with National Curriculum- Subject: Primary Science, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To understand the external structure of plants and the function of various external organs through observation and analysis and to be aware of their importance.	This competency will encourage students to observe and analyze plant structures, understand their functions, and explore their importance for the environment and human well-being.	Show students pictures of various plant parts (roots, stems, leaves, flowers, fruits) and discuss their functions (absorption, support, photosynthesis, reproduction).
2	1.2 To be aware of the importance of different parts of animal body by understanding the structure and function of different external parts of animals through observation and analysis.		
3	1.3 To be able to classify organisms through observation and analysis and to care for the diversity of organisms in the environment.	This competency will encourage students to classify organisms, explore biodiversity, and understand the importance of protecting diverse ecosystems and connect local observations to global challenges and foster a sense of responsibility for promoting biodiversity conservation as global citizens.	Let students explore the local area, observing and recording the different organisms they find. (Optional) Use magnifying glasses for closer observation. Discuss observations and guide students to categorize organisms based on shared characteristics (e.g., insects with six legs, birds with feathers).
4	2.1 Getting used to living a healthy life by knowing the sources of food, functions of nutrients and their requirements in the human body through observation and classification.		
5	2.2 Through analysis getting an idea about the nutritional value of safe food and water in the effective unsafe food and drink on the human body, inspire to live a healthy life.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
6	3.1 Motivated to identify different states of matter and known environments and compare properties based on physical nature through observation.		
7	3.2 Understanding the variety of substances based on their physical nature through observation and comparison being responsible and careful in their use in light of the basic needs of daily life.		
8	3.3 Identifying different types of energy use in the surrounding environment through observation and analysis and encouraging proper use of energy and various tasks.	This competency can encourage students to become active observers, analyze energy use, and consider the environmental impact. This will promote responsible energy use habits and connect local actions to global energy challenges, fostering global citizenship.	Students can create a infographic explaining different energy sources, their environmental impact, and the importance of energy efficiency. They can share information about renewable energy initiatives in different countries and reduce carbon emissions.
9	4.1 To try to identify the role of force in changing the shape and volume of matter in various situations of daily life observation and analysis.		
10	5.1 To be responsible for water is an important natural resource by identifying the source, types, and uses of water in daily life through inquiry.	This competency can relate students to think critically about water as a resource and their own role in responsible water use. This can help understand connecting local actions to global water challenges.	Provide students with worksheets to calculate their daily water footprint (consider factors like showering, brushing teeth, laundry, etc.). Discuss ways to reduce their water footprint (shorter showers, fixing leaky faucets, etc.).

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
11	5.2 To understand the importance of soil by observing the material properties of soil and knowing the relationship between different types of soil and crops.	This competency encourages students to explore the properties of soil, understand its importance for plant growth, and explore the connection between local soil management practices and global food security.	Teachers can show students pictures comparing healthy and degraded soil. Discuss human activities that can damage soil (deforestation, overuse of pesticides). Brainstorm ways to promote soil health (composting, planting cover crops).
12	6.1 Identify the sun as the main source of energy based on observations and motivated to explain the importance of the sun to living things and the relationship between the position of the sun and the length of the shadow.		
13	7.1 Knowing the names and uses of technology used in various fields of life through observation and being motivated to creative and safe use.		
14	7.2 Following consistent instructions and types of information and communication technology to solve problems of daily life, and exchange of information and encourage safe use.		

19. GCED Integration with National Curriculum- Subject: Primary Science, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Through observation and experimentation, getting an idea about the necessary conditions and basic elements for the birth and growth of plants and being curious about their necessity in the birth and growth of plants.	This competency will connect students' experiences to the concept of plant needs in diverse environments, fostering a sense of responsibility for promoting sustainable practices that benefit plants and the planet as global citizens.	Set up a mini-experiment station with several containers. Label each container with different conditions (water, soil, light). Plant seeds in each container with the corresponding condition. Use paper towels moistened with water for the "No Soil" container. Students observe and document changes daily (growth, sprouting, etc.) Discuss and analyze the results: what elements are essential for the plant growth?
2	1.2 Understanding the lifecycle of organisms through observation and analysis to understand the importance of each stage of the lifecycle for the survival of organisms in the environment.	This competency connects local observations to the global challenge of biodiversity loss and fosters a sense of responsibility for protecting life cycles and promoting a healthy planet.	Discuss endangered species and threats. Explain how life cycles can affect extinction risk. Divide the class into groups. Each group creates a poster showcasing their assigned species, highlighting the challenges of its life cycle and the importance of protecting each stage for its survival. Encourage discussion about conservation for healthy ecosystems.
3	2.1 To gain an understanding of various diseases through observation and analysis, and to be motivated to develop into a healthy strong person by practicing various ways of living a safe life.		
4	2. To gain an understanding of different types of accidents and first aid methods in daily life through observation and demonstration, and to be interested in applying scientific knowledge in the practice of accident prevention and first aid.		
5	3.1 Trying to verify the properties of matter through observation and experimentation.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
6	3.2 Responsible use of substances by identifying chemical changes in substances through observation and experimentation.		
7	3.3 To understand the importance of different states of matter in nature by gaining an understanding of the causes of changes in the properties of different states of matter in a known environment based on physical nature through observation and experimentation.		
8	3.4 To be curious to relate different forms of energy to different events of daily life through observation.	This competency promotes responsible energy use habits and connect local actions to global energy challenges, fostering a sense of global citizenship.	Students can be divided into groups and assign them to the characteristics and usability of renewable energy sources (solar panels, wind turbines, etc.).
9	4.1 To try to identify the role of force in changing the motion of objects in various situations of daily life through investigation.		
10	5.1 To understand the importance of proper use and conservation of natural resources by gaining an understanding of natural resources through observation and classification.	This competency encourages students to observe and classify natural resources, understand their global distribution, and explore the importance of conservation.	Students can be divided into groups and assign them a specific natural resource and a conservation challenge (e.g., water pollution, deforestation) by showing in posters.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
11	5.2 To be responsible for the conservation of resources by identifying the causes and effects of human activities on environmental change through observation.	This competency encourages students to observe their environment, identify human impacts, and explore the interconnectedness of global environmental challenges and promote a sense of responsibility for conservation of environment.	Students can go for a short walk around the schoolyard or a local park and record their observations about potential signs of environmental changes (litter, changes in plant life, signs of pollution) and discuss the observed changes and brainstorm potential causes related to human activities.
12	6.1 To gain an understanding of the solar system and space through space observation and try to understand their importance and impact in daily life.		
13	6.2 Motivated to understand the impact of climate change on daily life by identifying types and elements of weather based on observations, predictions and analysis, and explaining their internal relationships.	This competency encourages students to observe weather patterns, understand the elements that influence weather, and explore the potential impacts of climate change on daily life and become concerned for taking action as global citizen.	Students can be divided into pairs and provide them with weather observation sheets. Over a week, have students observe and record weather elements (temperature, precipitation, cloud cover, wind) daily at designated times and encourage them to compare their observations with weather forecasts and analyze any discrepancies.
14	6.3 Understanding the role of heat in the water cycle using the concept of changes in the state of water in the atmosphere and the earth through investigation.		
15	7.1 Realizing the importance of information and communication in human life through critical thinking, identifying various ways of collecting and exchanging information through the use of technology and trying to solve problems by following appropriate steps.		

20. GCED Integration with National Curriculum- Subject: Primary Science, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Be curious to identify different types of organisms based on their habitats through observation and analysis and explore their adaptations.	This competency encourages students to understand the role of adaptations for survival. They connect local actions to global challenges and foster a sense of responsibility for protecting biodiversity as global citizens.	Teachers can show students pictures of various habitats (deserts, rainforests, oceans) discuss the different characteristics of each environment (temperature, water availability), and encourage a discussion about why specific organisms thrive in particular habitats and how they might be adapted to survive.
2	1.2 To try to understand the energy flow of the environment by exploring the interaction between organisms in the environment and the interdependence of organisms through observation and analysis.	This competency helps students connect their local observations to global challenges and foster a sense of responsibility for protecting ecosystems and maintaining a balanced flow of energy as global citizens.	Students should go outside to a green space and keep records of various organisms (plants, insects, birds). Encourage students to identify potential food chains based on their findings. Introduce the concept of energy flow within ecosystems and how organisms depend on each other for survival.
3	2.1 Understanding the importance of food in maintaining health by gaining an understanding of food intake and storage, choosing balanced food according to physical needs through inquiry.		
4	2.2 To understand the normality of physical changes by knowing different rules of physical changes and health protection during adolescence through inquiry.		
5	3.1 Knowing the structure and condition of materials and objects through observation and classification and being responsible for their conservation and reuse.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
6	3.2 Attempting to separate the components of a mixture by observation and experiment.		
7	3.3 To be responsible for recycling and conservation of energy use in various activities by knowing the process of energy conversion and circulation in the known environment through inquiry.	This competency encourages students to explore energy conversion in everyday activities, understand the importance of recycling, and consider the global impact of responsible resource use.	Briefly discuss different types of recyclable materials (paper, plastic, glass). On "go", students race to identify a material picture/description, decide whether it's recyclable, and run to the corresponding bin ("Recycle" or "Trash").
8	4.1 Through investigation try to identify the role of different magnitude of force on object, fictional force and earth's gravitation force.		
9	4.2 Be proactive in identifying the effect of force on various simple devices in daily life through observation.		
10	5.1 To strive for environmental conservation by understanding the causes of landform change and the effect of various environmental factors on landform change through observation and analysis.	This competency connects local observations to global challenges and foster a sense of responsibility for protecting landforms as global citizens.	Take students outside to a varied terrain (hills, slopes, flat areas) with observation sheets listing different landforms and their characteristics. Each group can create a poster showcasing their assigned landform, the conservation challenge, and solutions for sustainable management.
11	5.2 To try to preserve the environment by understanding the sources, causes, effects, and prevention methods of pollution of various elements of the environment throughout observation and analysis.	This competency connects local actions to global challenges and fosters a sense of responsibility for promoting a clean and healthy planet as global citizens.	Divide students into groups and assign them a specific type of pollution and a prevention method (e.g., water pollution - reducing littering). Each group can create a poster showcasing their assigned pollution type, its effects, and the chosen prevention method.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
12	6.1 To be able to live a safe life by getting an understanding of the effect on the environment by exploring the scientific explanation of the position of various objects in space and the causes of rotation.	This competency encourages students to explore the connection between space exploration and environmental issues.	Briefly explain how space agencies monitor Earth from satellites, and collect data on environmental change (e.g. monitoring deforestation, tracking climate change patterns).
13	6.2 By observing and analyzing the elements of climate, to understand the causes and effects of climate change and to be able to adapt to changing conditions.	This competency connects local observations to global challenges and foster a sense of responsibility for taking action as global citizens to adapt to a changing climate.	Discuss the potential effects of climate change on different regions (rising sea levels, extreme weather events). Brainstorm ways communities can adapt to changing environmental conditions (e.g., building seawalls, developing drought-resistant crops).
14	7.1 Through observation and analysis, getting an idea about the development and use of evolving technologies and encouraging their safe use in daily life.		
15	7.2 To identify various problems of daily life through creative use of information technology, and to be curious to solve them by following logical directions.		
16	7.3 By understanding the relationship of scientific knowledge to technology development through observation and analysis, to strive for the safe and beneficial use of technology in personal, social and public life.		

21. GCED Integration with National Curriculum- Subject: Social Science, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Ability to keep an environment-friendly role by knowing one's relationship with the immediate environment.	This competency will lead to engage students activities to develop a deeper understanding of their role within their environment and the interconnectedness of global issues.	Provide materials like paper, crayons, and pictures of nature. Ask children to draw their homes, school, and surrounding areas. Discuss the natural elements (trees, grass, animals) and human-made structures. Talk about how we use these resources and the impact we have.
2	2.1 Ability to get, along with empathy, and behave cooperatively with all classmates (regardless of differences, race, religion, cast language, culture, gender, and social economic status).	This competency will help develop empathy, communication skills, and an appreciation for differences in students.	Start a chain where each student adds a paper link with their name and a drawing representing something they like. Discuss similarities and differences while creating a symbol of classroom unity.
3	3.1 Ability to know one's home country and it's father of the Nation and love the country.		
4	3.2 Ability to articulate the various elements of national identity and be inspired by patriotism by showing respect for them.		
5	4.1 Ability to understand one's position with interest as an inhabitant of the earth.		
6	5.1 Ability to know about the role of family in one's growth and show respect and love to family members.		
7	5.2 Ability to keep oneself safe by knowing about personal safety and security.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
8	5.3 Being aware of cleanliness and requirements and taking care of them.	This competency will engage students to develop a sense of responsibility for their environment, understand the importance of cleanliness for health, and explore the interconnectedness of these issues on a global scale.	Read a story about germs and handwashing. Practice proper handwashing technique using soap and water with a catchy song. Discuss why handwashing is important for personal hygiene and preventing illness.
9	5.4 Ability to move safely by knowing the rules of road.		
10	6.1 Ability to practice good deeds by distinguishing between good and bad.	This competency will engage students to develop critical thinking skills, a moral compass, and a sense of responsibility for the well-being of others and help equip them to be active global citizenship.	Create a scenario with a character needing help (lost puppy, helping an elderly neighbor). Students brainstorm different actions the character could take, classifying them as helpful or unhelpful.
11	7.1 Ability to get familiar with the map of Bangladesh and be able to identify it.		
12	9.1 Ability to realize the importance of resource use at home and school and caring for it.	This competency will involve students to develop an understanding of resource management, its impact on the environment, and the interconnectedness of local actions with global issues.	Create a story or song about the water cycle. Include actions students can take to conserve water at home and school (turning off faucet while brushing teeth, taking shorter showers).

22. GCED Integration with National Curriculum- Subject: Social Science, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Ability to know the importance of the natural and social environment, and play a role in environmental conservation.	This competency engages students to develop a deeper understanding of the value of both the natural and social environment.	Plant seeds in pots or a school garden. Students can care for the plants, learn about their needs, and discuss the importance of protecting natural habitats.
2	2.1 Ability to know about neighbors and love, respect and cooperate with them.	This competency will equip the students to be responsible and active global citizens who contribute to a more peaceful and inclusive world.	Create a neighborhood map with students. Encourage them to identify different types of neighbors (families, stores, parks). Discuss the concept of "neighbor" and the importance of being kind and helpful.
3	2.2 Ability to realize the importance of equality of boys and girls in families and schools, and to cooperate with each other.	This competency will encourage students to develop a critical understanding of gender stereotypes, the importance of equality, and the value of cooperation between boys and girls.	Read a familiar fairytale and discuss gender roles within the story. Challenge students to rewrite the ending, promoting shared responsibility and teamwork between boys and girls.
4	3.1 Ability to show respect to the father of nation by knowing his contribution in achieving independence.		
5	3.2 Ability to instill love for the country by knowing about the various national identity (National anthem national flag national symbol national quiet and national days).		
6	3.3 Ability to learn about clothes and food as part of Bangladesh's cultural heritage, and show respect for it.	This competency can foster global citizenship by promoting respect for diversity and understanding the interconnectedness of cultures around the world.	Students can create simple paper dolls with traditional Bangladeshi clothing while learning the names and uses of different garments. Also, they can show simple Bangladeshi dish in class and enjoy the flavors while learning about the names.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
7	4.1 To be respectful of cultural diversity of own country and neighboring countries.	This competency will engage students to develop a deeper appreciation for the rich cultural tapestry of Bangladesh and its neighboring countries.	Research the flags of Bangladesh and neighboring countries (India, Bhutan, Myanmar). Create paper flags and hold a parade around the school, celebrating the diversity of the region.
8	5.1 Loving the family and fulfilling one's duty to the family.		
9	5.2 Ability to protect oneself by knowing about child safety risk.		
10	5.3 Being aware of keeping the house and classroom clean and being able to play one's role.		
11	5.4 Moving safely by knowing the rules of the road.		
12	6.1 To show good manners to all in personal life.		
13	7.1 Reading the political map of Bangladesh out of curiosity.		
14	9.1 Know the use of resources and use them economically.		
15	10.1 Protecting oneself and others in emergency situations (fire, and flooding)	This competency will fosters a sense of responsibility for their own safety and the well-being of others around the world, empowering them to take action and contribute to a more prepared and resilient global community.	Create a catchy song or dance routine that teaches students fire safety rules (stop, drop, and roll, crawl low under smoke). Or, Read a children's story about a family preparing for a flood. Discuss the importance of having an emergency plan and basic supplies (flashlight, water, first-aid kit)

23. GCED Integration with National Curriculum- Subject: Social Science, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing about diverse natural and social environments and playing an active role in its conservation.	This competency will encourage students to develop a deeper understanding of the diverse natural and social environment and the importance of its conservation.	Challenge students to design a model of a sustainable city that minimizes waste uses renewable energy sources, and promotes social well-being.
2	2.1 Respectful to all, realizing the importance of harmony and peaceful coexistence with all in society.	This competency can include a global citizenship lens to encourage students to see themselves as responsible members of a global community, committed to building a more peaceful and just world for all.	Present scenarios where students face conflicts or misunderstandings with classmates from different backgrounds. Challenge them to role-play solutions, considering the perspectives of others.
3	2.2 Achieving an outlook of gender equality and neutrality in various activities from surrounding environment.	This competency will appreciate the value of gender equality and its contribution to a better world.	Invite professionals from different fields to speak to the class. Encourage students to ask questions about career paths and challenge assumptions about gender-specific jobs.
4	3.1 Know about the childhood of the father of the nation and adapt his ideas.		
5	3.2 Respecting the language martyrs by understanding the significance of the history of the language movement.	This competency can foster global citizenship lens appreciating for linguistic diversity, the right to one's own language, and the importance of respecting cultural identities in a globalized world.	Organize a competition where students recite poems written during the Language Movement or sing patriotic songs in Bangla. This promotes language appreciation and cultural expression.
6	3.3 Celebrating the days by realizing the importance of Independence Day and Victory Day as the national days of Bangladesh.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
7	3.4 Knowing and respecting Bangladesh's cultural heritage (language, food, clothing, music, dance, and festivals).		
8	4.1 Being interested in geographic diversity by knowing about seas and continental oceans.	This competency will foster global citizenship lens in students for the health of our oceans and the interconnectedness of the Earth's aquatic ecosystems, inspiring them to become active participants in protecting this vital resource for all.	Students can play "Ocean Connect us All" by creating a board game where students learn about ocean currents, trade routes, and how different parts of the world are connected by the oceans.
9	5.1 Play one's role by being aware of the things to be done towards the younger and older members of the family.		
10	5.2 Knowing about family safety risks, and seeking help from appropriate agencies when needed.		
11	5.3 To play one's role by being aware of the cleanliness of the surrounding environment and school.	This competency will foster global citizenship lens in students for an understanding of the interconnectedness of environmental issues and empower them to contribute to a cleaner and healthier world for everyone.	Divide students into groups and assign them different areas of the school (cafeteria, classrooms, bathrooms). Students create an audit report identifying areas for improvement in terms of waste management and cleanliness.
12	5.4 Achieving awareness of child rights.	This competency will foster global solidarity regarding child rights among the students.	Show a video on international organizations like UNICEF that work to promote and protect child rights globally and tell students to find out how children rights can be protected.
13	5.5 Move safely by following the rules of the road.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
14	6.1 Doing justice in personal life by acquiring a sense of justice and injustice.		
15	7.1 Marking the location and boundaries of the district on the map of Bangladesh with interest.		
16	7.2 Be curious about different types of agricultural and industrial products and categorize them.		
17	7.3 To gain an understanding of the population of Bangladesh and to be motivated to establish relationships with population and resources.		
18	8.1 Knowing about different professions in the society and being respectful to all professions.	This competency will foster global citizenship lens in students to respect for all professions, highlighting the importance of a skilled and engaged workforce in creating a more just and equitable world for everyone.	Divide the class into teams. Each team describes a profession without revealing its name. The other team guesses based on the clues, promoting understanding of diverse professional roles.
19	9.1 Being frugal by realizing the moderate use of money.		
20	10.1 Playing personal role by knowing what to do in emergency situations (fire, flood and earthquake).	This competency will foster global citizenship lens in students for their own safety and the safety of others, inspiring them to contribute to building more resilient communities and promoting international cooperation in the face of natural disasters.	Organize a fire evacuation drill or an earthquake drill, practicing safe procedures and evacuation routes. Discuss the importance of staying calm and following instructions during emergencies.

24. GCED Integration with National Curriculum- Subject: Social Science, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To play an active role in environmental conservation by realizing the interdependence of diverse natural and social environments.	This competency will foster a global citizenship lens in students to be volunteers with local environmental organizations, advocate for sustainable policies, or promote eco-friendly practices in their communities.	Research a local development project (e.g., building a new highway, or mall). Students create a presentation analyzing the project's potential benefits and environmental consequences, considering the social environment and the needs of the community.
2	2.1 To maintain religious harmony and respecting different religions.	This competency emphasizes the concept of global citizenship and the importance of religious harmony in a diverse world.	Divide students into groups and assign them a different religion. Each group researches the religion's core beliefs, practices, and holidays. They present their findings to the class, fostering understanding and appreciation for diverse faiths.
3	2.2 To understand the areas of gender inequality in the society and act spontaneously based on gender equality.	This competency emphasizes the concept of global citizenship and the importance of addressing gender inequality on a global scale.	Challenge students to design a social media campaign raising awareness about a specific aspect of gender inequality (e.g. access to education for girls). They can brainstorm slogans, create visually appealing content, and discuss responsible online advocacy.
4	2.3 Knowing the cultural characteristics of various ethnic minorities in Bangladesh and living in harmony with them.	This competency encourages learners to illustrate differences and connections between different social groups and critically	Teachers can utilize stories, folktales and literature from different ethnic minority groups to teach about their values, beliefs, and experiences.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
		assess between different groups, communities and learning to live together.	
5	3.1 To know and follow with interest the events related to the human and social qualities of the students life of the father of the nation.		
6	3.2 Inspiring patriotism by knowing the background of the liberation war.		
7	3.3 Realize the importance of national children's day and participate in the celebration.		
8	3.4 Practicing national culture by knowing about traditional festivals of Bangladesh's cultural Heritage (Pahela Baishakh, Paush Mela, Basanta Utsab).	This competency can emphasize the concept of global citizenship and the importance of appreciating Bangladesh's unique cultural heritage.	Divide students into groups and assign them a specific festival (Pahela Baishakh, Paush Mela, Basanta Utsab). Each group researches the history, traditions, food, and cultural significance of their assigned festival. They can present their findings to the class through presentations, posters, or short videos.
9	4.1 To be able to explore the geographical and cultural diversity of the Asian continent with interest.	This competency emphasizes the concept of global citizenship and the importance of appreciating the geographical and cultural diversity of the Asian continent and discuss how Asia's rich tapestry of cultures, traditions, and environments contributes to the world's overall richness.	Provide a large map of Asia and colorful markers. Students can decorate the map with drawings or stickers representing different geographical features (mountains, rivers, deserts) and cultural icons (animals, landmarks, food items) from various Asian countries.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
10	5.1 Knowing about society and playing one's role towards the society with interest.		
11	5.2 Being aware of civil rights and being able to achieve them.	This competency explores the concept of global solidarity and the power of collective action in advocating for civil rights around the world.	Research and create a timeline highlighting key events in the civil rights movement, focusing on both historical struggles and ongoing movements and analyzing the goals, strategies, and leaders involved.
12	6.1 Realizing the importance of human behavior (honesty and transparency) in individual life and practicing it in daily life.		
13	7.1 To be able to play a role in protecting the rivers by knowing about the major rivers and river-based economic activities of Bangladesh.		
14	7.2 To know about the economic importance of significant cultural and industrial products of Bangladesh and to be able to use the products produced in Bangladesh with interest.		
15	7.3 To understand the demographic situation of Bangladesh and the impact of overpopulation.		
16	8.1 Realizing the importance of various professions in society and having a positive feeling towards labor and profession.	This competency emphasizes the concept of global citizenship and the importance of how different jobs are interconnected and contribute to the well-being of people around the world.	Invite professionals from various fields (engineer, artist, social worker) to speak to the class. Students can ask questions, learn about the educational pathways and skills required for different careers, and discover the impact of these professions on society.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
17	9.1 Develop personal savings habits by knowing the strategies for efficient use of money and resources.		
18	10.1 Knowing what to do in emergencies (fires and cyclones) and playing a personal role in dealing with them.	This competency emphasizes the concept of global citizenship and the importance of being prepared for emergencies that can affect any part of the world.	Organize a fire evacuation drill for the school but incorporate a challenge. Students plan and role-play how to assist younger children or people with disabilities during an evacuation, fostering empathy and responsibility.

25. GCED Integration with National Curriculum- Subject: Social Science, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing the socio-economic impact of climate change and taking a positive role in environmental protection.	This competency emphasizes the concept of global citizenship and the importance of understanding how climate change is a global challenge with far-reaching socio-economic consequences.	Students should be engaged to analyze case studies of communities worldwide facing socio-economic challenges due to climate change (e.g., displacement, resource scarcity) and connect these global examples to potential solutions.
2	2.1 Empathizing with children/persons with special needs and understanding their needs.	This competency emphasizes respect for diversity and complex relationships between diversity and commonality.	Students can be engaged in activities that simulate different sensory experiences (e.g., vision, hearing, mobility). For example, have the student try navigating a space blindfolded or using a wheelchair. Debrief the experience and discuss the challenges and the importance of empathy and support.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	2.2 To play a conscious role in creating an equitable learning environment for both boys and girls.	This competency fosters a global citizenship lens to create inclusive learning environments and advocate for equal educational opportunities for all children, regardless of gender, contributing to a more just and sustainable world.	Organize a debate where students discuss strategies for creating a more inclusive classroom environment. This promotes critical thinking, empathy, and understanding of diverse learning styles.
4	2.3 To be respectful to the various ethnic minorities of Bangladesh by knowing their cultural characteristics.	This competency suggests that learners should demonstrate appreciation and respect for difference and diversity and cultivate empathy and solidarity towards other individuals and social groups.	Schools can arrange cultural exchange programs organizing virtual or in-person exchanges with schools or communities from different ethnic minority backgrounds in Bangladesh. This could involve sharing cultural performances, traditional foods, or language learning experiences.
5	3.1 Understanding Bongabandhu's philosophy of life by knowing his struggling life and contribution.		
6	3.2 Knowing the events of the Liberation War of Bangladesh (7th March Speech, Operation Searchlight, Declaration of Liberation War, Mujibnagar Government, National Title of Freedom Fighters) and being inspired by the Spirit of Liberation War and being inspired by Patriotism.		
7	3.3 Active participation in organizing national days celebrations.		
8	3.4 To play a role in preserving the Heritage by knowing about the historical places and monuments of Bangladesh.	This competency encourage to discuss the responsibility of global citizens to be respectful visitors when exploring	Research UNESCO World Heritage Sites in Bangladesh (e.g., Mahasthangarh, Sundarbans, Mosque City of Bagerhat). Students create presentations highlighting the

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
		historical sites worldwide.	historical and cultural significance of these sites.
9	4.1 To understand and respect the cultural diversity of different South Asian countries.	This competency emphasizes the concept of global citizenship and the importance of appreciating the rich tapestry of cultures within South Asia.	Divide students into groups and assign them to a South Asian country. Each group researches their assigned country's geography, traditions, festivals, religions, and art forms. Students celebrate the cultural diversity of South Asia.
10	4.2 Becoming a global citizen by realizing the importance of various organizations in Regional and International corporations.	This competency emphasizes the concept of global citizenship and encourages discussion of how regional and international organizations play crucial roles in facilitating cooperation and finding solutions that benefit all.	Act out charades of different organizations that help people around the world (e.g., doctor for the World Health Organization, firefighter for the International Red Cross). Students guess the organization and discuss how they help others.
11	5.1 Being aware of state and playing one's role.		
12	5.2 Awareness of child marriage as a social problem and preventing it.	This competency will encourage critical, thinking about the underlying assumptions and power dynamics that perpetuate social problem.	Students should be facilitated to discuss on the various perspectives surrounding child marriages, including those of girls, boys, families, and communities affected by the practice.
13	5.3 Ability to provide leadership on a large scale by participating in various school-based organizational activities.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
14	5.4 Be aware of human rights and fulfill one's responsibilities.	This competency emphasizes the concept of global citizenship and the importance of recognizing universal human rights that belong to everyone, regardless of nationality, background, or circumstance.	Organize a debate on a situation where balancing rights and responsibilities can be tricky (e.g., freedom of speech vs. hate speech). Students research different perspectives and engage in a respectful debate, fostering critical thinking.
15	6.1 To show utmost tolerant behavior inspired by mutual respect.	This competency explores the concept of global citizenship as an active commitment to building a more inclusive and tolerant world.	Role-play scenarios where there is a disagreement or conflict. Students practice active listening skills, respectful communication, and finding common ground. This promotes empathy and understanding of different perspectives.
16	6.2 Acquiring democratic attitudes and practicing it in real life.	This competency explores the concept of civic engagement and the responsibility of global citizens to participate in their communities and advocate for democratic values.	Challenges students to propose a project idea for the classroom or school that benefit the community. They present their proposal to the class who then vote on the most popular one. This promotes democratic participation and decision-making.
17	7.1 To be able to study the communication map of Bangladesh and use it in real life.		
18	7.2 Knowing about Bangladesh's Forest and significant natural tourism places and realizing the importance of conserving them.	This competency emphasizes the concept of global citizenship and the importance of conserving Bangladesh's natural heritage for the benefit of present and future generations, both within Bangladesh and around the world.	Research endangered animals living in Bangladesh's forests (e.g., Ganges dolphins, Asian elephants). Students create presentations highlighting the threats these animals face and conservation efforts underway.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
19	7.3 Knowing about Bangladesh's natural resources (minerals, forests and water) and playing a role in its maintenance.		
20	7.4 Determining ways to convert population into public resources.		
21	9.1 Get an idea of a personal budget and be able to create it and be frugal with moderate expenses in everyday life.		
22	9.2 Explain financial transaction strategy with concept of Bank.		
23	10.1 Participating in protection activities in any immediate emergency (floods and lightning) and utilizing state-provided assistance.	This competency emphasizes the concept of global citizenship and the importance of being prepared for natural disasters and encourage to discuss how floods and lightning strikes are not unique to Bangladesh and can affect communities worldwide.	Research different types of assistance provided by the government of Bangladesh during floods and lightning strikes (e.g. food distribution, medical aid, temporary shelters) and create presentations highlighting the importance of utilizing these resources.

26. GCED Integration with - Subject: Islam and Moral Studies, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to strengthen Iman /belief by knowing about the existence of almighty Allah's observation of creation.		
2	1.2 To gain knowledge about religion and religious scriptures.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	1.3 Gaining the concept of worship and being able to practice it with interest.	This competency will promote understanding and respect for diverse expressions of worship, these activities can foster a sense of global citizenship where students appreciate the role of faith in shaping a more compassionate and just world.	Participate in a school-wide event promoting reflection and connection to something larger than oneself. This can involve mindfulness practices, nature walks, or guest speakers discussing the importance of finding meaning and purpose in life.
4	2.1 Being able to know the identity of Prophets and Messengers and be respectful to them.		
5	2.2 To be inspired by the life ideals and words of Hazrat Muhammad (may Allah bless him and grant him peace).	To relate this competency with global citizenship education, students will have to be respectful to all faiths. Then, they will focus on activists whose work aligns with the ideals and words of Prophet Muhammad (PBUH).	Teachers can explore historical figures who embodied these ideals, such as the early Muslim caliphs Omar ibn Al-Khattab, known for his just rule, or Umar ibn Abdul-Aziz, who emphasized education and social welfare. Encourage students to research contemporary Muslim activists (e.g., Tariq Ramandan, Global Zakat Foundation) working on issues like environmental protection, conflict resolution, or refugee support. This broadens the scope and highlights the ongoing application of these ideals in today's world.
6	3.1 Knowing about moral qualities and being able to practice them in one's life.		
7	4.1 In the light of Islam, being able to live peacefully with those who follow other religions with respect.	This competency encourage to discuss the importance of treating others with kindness regardless of religion.	Read a story about a prophet or historical figure known for their tolerance and respect for others (e.g., Prophet Muhammad's interactions with Christians and Jews).

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
8	5.1 To be able to love and care for the creatures and nature of the immediate environment as Allah's creation.	This competency encourages students to see themselves as stewards of Allah's creation and take action to protect it.	Create a list of things found in nature (e.g., leaf, pinecone, flower). Students go outside and search for these items. Back in class, discuss the beauty and importance of nature.

27. GCED Integration with - Subject: Islam and Moral Studies, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to strengthen faith/belief by knowing about the existence of Almighty Allah through observation of creation.		
2	1.2 To be able to practice worship with love for Almighty Allah.		
3	2.1 Being able to know the identity of the Prophets and Messengers, and be respectful to them.		
4	2.2 To be able to practice the ideal of Hazrat Muhammad (may Allah bless him and him peace).		
5	2.3 Knowing the identity of the companions of Hazrat Muhammad PBUH and following their lifestyle.	This competency will encourage students to know the traits of the companions connect to being a good global citizen and apply these lessons in our own lives today (e.g., treating classmates with respect from different backgrounds, advocating for fairness in the community).	Divide students into groups, each assigned a specific companion (e.g., Abu Bakr, Umar, Khadijah). Students research their companion's life, focusing on their contributions to Islam and their character traits relevant to global citizenship (e.g., justice, compassion, respect for diversity). Each group presents their findings through a role-play scenario. They can depict a situation where the companion demonstrates their key character trait in a context relevant to global challenges (e.g., resolving a conflict peacefully, welcoming a refugee).

6	3.1 Knowing about moral qualities and being able to practice them in one's life.	This competency will encourage students to examine their own actions and how they can practice moral qualities in their daily lives to contribute to a more just and peaceful world.	Challenge students to perform a random act of kindness for someone and then encourage them to tell that person to "pay it forward" with another act of kindness. Discuss the impact of practicing kindness and its positive ripple effect.
7	4.1 In the light of Islam, being respectful of other religions and being able to coexist peacefully.	This competency emphasizes Quranic verses and teachings of the Prophet Muhammad (PBUH) that promote peace and respect for others.	Students create bracelets with different colors representing various religions. Discuss how people with different faiths can still be friends and treat each other kindly.
8	5.1 Can be caring through loving behavior towards nature and living world.	This competency encourages exploration and appreciation of nature.	Create bingo cards with pictures of different aspects of nature (e.g., bird, butterfly, ladybug). Students go outside and find these elements to mark their cards.

28. GCED Integration with - Subject: Islam and Moral Studies, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to strengthen faith/believe by knowing about the existence of almighty Allah through observation of creation.		
2	1.2 To be able to practice worship with love for Almighty Allah.		

3	1.3 To be able to recite the Holy Quran correctly.	This competency will engage students to improve their Quran recitation while developing a deeper understanding of the Quran's message for global citizenship. They'll learn to see themselves as part of a global community with a responsibility to promote peace, understanding, and justice for all.	Quranic verses that emphasize themes of universality, peace, and respect for all people (e.g., Quran 49:13, Quran 2:256). Students practice reciting these verses correctly, focusing on pronunciation and tajweed (rules of recitation). Discuss the meaning of the chosen verses. How do these messages connect to the concept of global citizenship. Encourage students to reflect on how they can embody these values in their interactions with people from different backgrounds.
4	1.4 Being able to follow the guidance of life by knowing about the revealed scriptures.	This competency will encourage students to discuss about how the "Golden Rule" is a foundational principle for global citizenship. Encourage students to brainstorm ways they can apply this principle in their interactions with people from different backgrounds.	Introduce the concept of the "Golden Rule" (treat others as you want to be treated) found in various forms across many religions, including Islam. Discuss the importance of this principle in fostering empathy and respect for diversity. Students research how this principle is expressed in different revealed scriptures. They can find examples of stories or teachings that illustrate this concept.
5	2.1 Knowing about the life of Prophet Muhammad (PBUH) and his companions following their lifestyle.		
6	3.1 Knowing about moral qualities and being able to practice them in one's life.		
7	4.1 In the light of Islam, being respectful of other religions and being able to coexist peacefully.	This competency encourages to highlight Quranic verses and teachings of the Prophet Muhammad (PBUH) that promote tolerance and respect for people of other faiths.	Set up a scenario where students role-play encountering someone with different religious beliefs. They practice having a respectful conversation, emphasizing active listening and understanding.

8	5.1 Can be caring through loving behavior towards nature and living world.	This competency emphasizes the interconnectedness of humans and nature and Allah's creation and how loving and respecting the environment is essential for our own well-being and the survival of all living things.	Take students on a nature walk, encouraging them to use all their senses to experience their surroundings (sight, sound, smell, touch). Discuss how these elements contribute to the beauty and wonder of nature.
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29. GCED Integration with - Subject: Islam and Moral Studies, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To strengthen faith/believe and trust by knowing the divine names and attributes of almighty Allah.	This competency will help students to strengthen their faith by understanding the divine attributes of Allah. They can see the connection between these attributes and the qualities needed to be responsible global citizens who promote peace, justice, and compassion for all.	Students research the divine names of Allah (e.g., Ar-Rahman - The Most Merciful, Al-Adl - The Just). Discuss how each name represents a specific attribute of Allah. For each name, brainstorm how the corresponding attribute can be reflected in the actions of a global citizen (e.g., Ar-Rahman - showing compassion to refugees, Al-Adl - advocating for fairness in global trades). Students design a creative display showcasing the divine names and their connection to global citizenship. They can use calligraphy, artwork, or short descriptions for each name and its associated virtue.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	1.2 To be able to practice worship with love for almighty Allah.		
3	1.3 To be able to recite the Holy Quran correctly.	This competency will encourage students to discuss about how the Quran's message of respect transcends cultural and religious boundaries and explore how beautiful recitation and artistic expression can bridge divides and promote interfaith harmony, a vital aspect of global citizenship.	Students practice reciting short Quranic verses that emphasize peace, compassion, and respect for all people (e.g. Quran 60:8). They can also learn basic Arabic calligraphy to write these verses beautifully. Partner with a local faith-based organization from another religion. Students share their Quranic recitations and calligraphy artwork, explaining the message of peace and understanding. In return, they can learn about passages from other scriptures with similar themes.
4	2.1 Knowing about the life of Prophet Muhammad (PBUH) and his companions and following their lifestyle.		
5	3.1 Knowing about moral qualities and being able to practice them in one's life.		
6	4.1 Being inspired by the ideals of Islam, to be respectful of other religions, and to be able to coexist peacefully with them.	This competency encourages students to explore and learn about the Islamic values that support respect for other religions and peaceful coexistence.	Sultan Mehmed II (1451-1481) of Ottoman Sultan who conquered Constantinople (Istanbul) in 1453. He is known for protecting the city's Christian population and allowing them to continue practicing their faith.
7	5.1 Being able to love Allah's creation by realizing that all Allah's creations are devoted to human welfare.	This competency encourages to explore Quranic verses and sayings of the Prophet Muhammad (PBUH) that emphasize the importance of protecting nature and being grateful for Allah's creation.	Students research different ways various aspects of nature (plants, animals, natural resources) contribute to human well-being. They create presentations highlighting this interconnectedness.

30. GCED Integration with - Subject: Islam and Moral Studies, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing about the oneness of Almighty Allah, to be able to keep faith/belief strong.	This competency will help students to gain a deeper understanding of Tawheed and its significance in strengthening faith. They will learn to see all creation as interconnected, fostering a sense of global responsibility and inspiring them to act with compassion and care for the world around them.	Students research different cultures and religions around the world. They can create presentations, artwork, or short videos showcasing this diversity. Students then discuss how the concept of Tawheed emphasizes the underlying unity of humanity despite cultural and religious differences. We all share one Creator and belong to one human family.
2	1.2 Being able to worship/follow the rules and religious practices with love for Almighty Allah.		
3	1.3 Be able to recite the Holy Quran correctly.		
4	2.1 To be able to understand and follow the ideals of the life of Hazrat Dawood (PBUH).	This competency will help students to gain a deeper appreciation for Prophet Dawood's (PBUH) life and see his qualities as a model for responsible global citizenship. They will learn to promote justice, peace, knowledge, and social responsibility, making a positive impact on the world around them.	Students research the Psalms (Zabur) attributed to Prophet Dawood (PBUH) and their themes of peace, justice, and guidance. Inspired by the Psalms, students create a piece of art, write a poem, or compose a song that reflects these themes in a global context. Students share their creations and discuss how their work connects to Prophet Dawood's (PBUH) message and its relevance for global citizenship.
5	2.2 To be able to understand and follow the ideals of the life of Hazrat Jesus (PBUH).		
6	2.3 To be able to understand and follow the ideals of the life of Hazrat Muhammad (PBUH).		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
7	2.4 To be able to understand and follow Hazrat Osman's (RA) life Ideal.		
8	2.5 To be able to understand and follow the life Ideal of Hazrat Ali (RTA).		
9	2.6 To be able to understand and follow Hazrat Fatema's (RTA) life Ideal.	This competency will encourage students to gain a deeper appreciation for Hazrat Fatima's (RA) life and see her qualities as a role model for responsible global citizenship. They will learn to promote justice, equality, and compassion in their own communities and become agents of positive change in the world.	Develop scenarios that depict situations where students can demonstrate qualities exemplified by Hazrat Fatima (RA) in a global context (e.g., witnessing a bullying incident at school, encountering someone discriminated against due to their background). Students role-play these scenarios, acting as responsible global citizens who would follow Hazrat Fatima's (RA) example. After each role-play, discuss the different approaches and how they reflect the lessons from her life.
10	3.1 Knowing about moral qualities in the light of Islam, and being able to practice them in one's life.		
11	4.1 Being inspired by the ideals of Islam, to be respectful of other religions, and to be able to coexist peacefully with them.	This competency encourages to highlight Quranic verses and teachings of the Prophet Muhammad (PBUH) that promote tolerance and respect for people of other faiths.	Divide the class into small groups. Each group researches two different religions, including Islam. They create a Venn diagram showing the similarities and differences between the two faiths in terms of core beliefs, practices, and values.
12	To be able to show love by realizing the importance of biodiversity as Allah's creation.	This competency encourages to explore Quranic verses and sayings of the Prophet Muhammad (PBUH) that emphasize the importance of protecting nature and appreciating its diversity.	Hold a debate on the issue of biodiversity loss. One side argues for the importance of conserving biodiversity as part of loving Allah's creation. The other side explores the challenges of balancing conservation with economic development.

31. GCED Integration with - Subject: Hinduism and Moral Studies, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to know that everything has a maker or creator and to be eager to love and worship Him.		
2	2.1 Being able to learn about religious people and being interested in their lifestyles.		
3	3.1 Knowing who the elders are and being able to show respect to the elders, being able to love classmates and younger ones and be able to understand bad behavior.		
4	4.1 Being able to know about gods and goddesses and Pooja Parvan as part of Hindu religious practice and interested in learning about festivals of own and other religions, and being able to coexist peacefully with everyone.	This competency highlights the message of peace and tolerance often found in Hindu festivals, and diversity of religious practices and festivals as a source of richness in our global society.	Students create a calendar featuring major festivals from Hinduism and other religions observed in your community. This can be displayed in the classroom or school to promote awareness of diverse celebrations.
5	5.1 To be able to show love for people, and to be able to know the names of the elements of the immediate natural and social environment, and to be able to love them; to be able to show love for the country and the earth.	This competency emphasizes the interconnectedness of humans, nature and society and encourages to think critically about how their actions impact others and the environment.	Create a scavenger hunt list with elements of the natural environment (e.g., a leaf, a different-colored flower, a smooth rock). Students search for these items and discuss their importance in nature.

32. GCED Integration with - Subject: Hinduism and Moral Studies, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing that there is a creator of everything and being able to believe in Him.		
2	2.1 To be able to know that the religious people do practice religion, and be inspired by their practices.		
3	3.1 Being able to speak the truth as moral and human qualities, being able to cultivate the habit of honesty and truthfulness, and being able to live knowing good and bad.		
4	4.1 Being able to know the names of Hindu scriptures and some gods and goddesses, and to be able to name the scriptures of other religions, and to be able to coexist peacefully with everyone.	This competency emphasizes to respect for all religions and their scriptures and encourage students to learn not just names, but also core values and messages from different religious texts.	Divide the class into groups. Each group researches a different religious text (e.g., Bhagavad Gita, Bible). They create presentations highlighting the text's content, core teachings, and stories. Encourage respectful discussion about similarities and differences.
5	5.1 To know about people, nature and living world, to care for them and to love one's country.	This competency encourage to celebrate student initiatives that show care for people, nature, and country, inspiring others to take action.	Students create artwork representing what they love about their country (e.g., national animal, flag colors) and discuss the concept of patriotism and national pride.

33. GCED Integration with - Subject: Hinduism and Moral Studies, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To know that everything has a maker or creator and to be eager to love Him.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	2.1 Knowing who religious people are and following their lifestyle in one's life.		
3	3.1 Knowing about truth and honesty as moral and human qualities, being able to develop the habit of benevolence, and being able to follow the path of justice and injustice.		
4	4.1 Being able to know about scriptures, gods and goddesses Pooja Parvan as a part of Hindu religious practice, and to be able to live in brotherhood and peaceful coexistence by participating in various festivals (where possible) with respect to one's own religion and other religions.	This competency encourages students to ask questions and be curious about Hinduism and other faiths and to integrate the concept of peaceful coexistence by highlighting how festivals from different religions promote themes of joy, community, and shared humanity.	Set up a simple puja area (place of worship) with common puja items (murti-statues, diya-oil lamp, flowers). Explain the basic concept of puja and the importance of respect for religious practices. Discuss how different religions have rituals to connect with the divine.
5	5.1 To know the relationship and importance between nature and people; being able to show love and care for plants, animals, etc.; being motivated by patriotism to love the country.	This competency encourages to celebrate student initiatives that show love for nature and patriotism by promoting a sustainable future.	Research and create a food chain web illustrating the interconnectedness of plants, animals, and humans in a local ecosystem.

34. GCED Integration with - Subject: Hinduism and Moral Studies, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to know about various power of the Creator and His various forms, to be able to identify the form and characteristics of the Creator and to worship and pray to His various forms with respect.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	2.1 To be able to know about sages, great men, noble women and saints and to follow their life ideals in one's life.		
3	3.1 To be able to realize the importance of moral and human qualities like sacrifice, generosity, fairness, etc., and practice.		
4	4.1 To be able to say that reading Hindu scriptures and worshiping gods and goddesses requires mental and physical well-being, and to be able to follow yoga exercises and asanas for well-being, to be able to know and describe temples and holy places, to be interested in learning about holy places of other religions, and to be able to stay peaceful coexistence.	This competency helps explore the connection between religious practices and well-being in Hinduism and other faiths and highlight the concept of peaceful coexistence by understanding the diverse ways of spiritual connection.	Interview someone from a different religion about their holy places and practices for well-being. Students can prepare questions and present their findings to the class, fostering understanding of diverse spiritual traditions.
5	5.1 To be able to know that people, nature of living things benefit us a lot, and to be able to show love to people and the living world, and to be motivated to serve them, to be motivated by patriotism and to show love for the country and the world.	This competency encourages to promote the concept of service and acting for the greater good, both for one's country and the world.	Organize a volunteering activity at a local animal shelter, park clean-up, or food bank. Students learn about giving back to the community and serving those in need.

35. GCED Integration with - Subject: Hinduism and Moral Studies, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to know about Hinduism, to be able to practice the fundamental rules and religious practices of Hinduism with deep faith and trust in God.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	2.1 To be able to talk about avatars and great men and great women, and to follow their ideals in one's life.		
3	3.1 Being able to understand the importance of moral and human qualities such as compassion, mutual respect and virtue, etc..		
4	4.1 Being able to identify and with respect Hindu scriptures and deities; knowing about various Poojas and being able to recite mantras; knowing and describing temples and pilgrimage sites; Being able to respect other religions and knowing about harmony and being able to coexist peacefully with people of all religions.	This competency encourages to integrate the concept of peaceful coexistence by highlighting how mutual respect and understanding can bridge religious differences.	Create bingo cards with pictures or symbols representing different religions. Read out descriptions of religious practices or holidays, and students mark them off if they know the religion. This promotes awareness of diverse faiths.
5	5.1 To be able to serve people and other living beings with the knowledge of God, to be able to preserve the environment and to be motivated by patriotism to love for the country and the world.	This competency emphasizes the importance of using knowledge of God for service to people, animals, and the environment.	Partner with a local organization working on social justice, environmental protection, or international development and provide service, creating a win-win for learning and contributing.

36. GCED Integration with - Subject: Christianity and Moral Studies, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being fascinated by the diversity of creation, knowing and understanding God the creator and being able to believe in Him.	This competency focuses on the shared wonder at the natural world and the responsibility to care for it.	Students bring in objects from nature (e.g., shells, leaves) and share what they find fascinating about them. Discuss the beauty and diversity of the natural world.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
2	2.1 Knowing about, Jesus, and following him in love.	This competency will help students understand how Jesus' teachings on love and compassion can be applied to caring for people beyond one's immediate community. The service project allows students to put those teachings into action and contribute to a more just and equitable world.	Students research the concept of "love thy neighbor" in the teachings of Jesus. They then explore current global challenges and identify communities in need. Based on their research, students develop a service project that demonstrates love for their global neighbors. This could be a fundraising campaign for a specific cause, creating educational materials about global issues, or organizing a letter-writing campaign advocating for marginalized groups around the world.
3	3.1 Knowing the good qualities of people and being able to follow the life and behavior of an ideal person.		
4	3.2 Gaining knowledge of identifying good and evil and being able to apply it in real life.		
5	3.3 Knowing about truthfulness and being able to develop the habit of telling the truth in daily life.		
6	4.1 Knowing about the various festivals of Christianity and being able to participate in the festivals with Joy.		
7	4.2 Knowing about the festivals of different religions and being able to behave respectfully.	This competency emphasizes the importance of respecting all religions and their festivals and encourages students to ask questions and be curious about diverse celebrations.	Practice respectful greetings used during different religious festivals (e.g., Namaste for Diwali, Shalom for Hanukkah). Discuss the importance of showing respect during celebrations.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
8	5.1 Being able to show love and respect to people by understanding that people are the best creations.		

37. GCED Integration with - Subject: Christianity and Moral Studies, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being able to live a life full of facts and gratitude, knowing that God is Lord.		
2	2.1 By knowing about Jesus's baptism, one can understand the importance of baptism in one's life.		
3	2.2 To be able to identify the calling and virtues of Jesus's apostle disciples and apply them in daily life.		
4	3.1 Gaining knowledge about morality and being able to behave properly towards elders and others.		
5	4.1 Gaining and understanding of the holy Bible to be inspired by the teachings of the Bible in daily life.	This competency will encourage students to see how the Bible's teachings on helping others and living justly can be applied to promoting global citizenship.	Students research Bible stories that highlight themes of compassion, justice, and caring for others (e.g., the Good Samaritan, Ruth and Naomi). Discuss how these stories connect to contemporary global issues like migration, poverty, and social justice. Encourage students to see how the Bible's teachings on helping others and living justly can be applied to promoting global citizenship.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
6	4.2 Knowing the names of the holy scriptures of the other three major religions (Islam, Hinduism and Buddhism) can be respectful.	This competency emphasizes the importance of knowing the names of holy scriptures as a sign of respect for other religions.	Hide pictures or symbols representing the Quran (Islam), Bhagavad Gita (Hinduism), and Dhammapada (Buddhism) around the classroom. Students work together to find them and learn the names of these holy scriptures.
7	5.1 Knowing the cause of pollution in the beautiful environment created by God, one can take responsibility for keeping it clean.	This competency encourages to be respectful of the concept of God's creation while also focusing on scientific principles of environmental protection.	Students create a collage using recycled materials (paper scraps, cardboard tubes) in nature-inspired colors. Discuss how we can thank nature or its beauty and take care of it.

38. GCED Integration with - Subject: Christianity and Moral Studies, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing God's Ten Commandments and being able to love and serve God.		
2	2.1 Knowing the pattern of Jesus's work, following it in one's life and being able to inspire others.		
3	3.1 Knowing about philanthropy can be philanthropic in one's life and inspire others to be philanthropic.		
4	4.1 To learn about prayer and to live life of Christian values.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
5	4.2 Knowing about world peace and being able to have a peaceful coexistence.	This competency emphasizes the importance of understanding and respecting different perspectives to achieve peaceful coexistence.	Create scenarios with common conflicts (e.g., sharing toys, waiting in line). Students act out peaceful ways to resolve these conflicts using words and compromise.
6	5.1 Being able to love and care for the living world by understanding that 'human being and the living world are interdependent'.	This competency emphasizes the importance of understanding our interdependence with the living world.	Simulate an environmental challenge (e.g., deforestation, water pollution). Students take on different roles (e.g., animals, plants, humans) and experience how this challenge affects their interconnectedness and survival.

39. GCED Integration with - Subject: Christianity and Moral Studies, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being able to live a moral life in obedience to God by understanding the meaning of God's Ten Commandments.	This competency will encourage students to see how living a moral life translates to responsible global citizenship. Upholding ethical principles contributes to a more just and peaceful world order.	Present students with real-world scenarios that raise moral dilemmas related to different commandments (e.g., environmental pollution impacting communities - honoring God's creation, stealing intellectual property - honoring others' possessions). Research how different cultures and religions address these dilemmas. Discuss how the underlying principles of the Ten Commandments can be applied in a global context.
2	2.1 To know and follow, that Jesus is God and man.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	3.1 Being generous by knowing about sacrifice and generosity.		
4	3.2 To understand the difference between right and wrong and to be able to support the side of justice in family, school and society.		
5	4.1 Knowing and practicing the two main commandments of Christianity.		
6	4.2 Understanding the basic teachings of other religions (Islam, Hinduism, and Buddhism) and being able to coexist peacefully with people of all religions.	This competency encourages critical thinking and open-mindedness when exploring diverse religious traditions.	Invite guests from different religions to speak briefly about their faith (respecting privacy concerns). Students prepare questions beforehand and practice active listening to learn about different beliefs.
7	5.1 Knowing the causes of climate change, being able to play a role in the light of biblical teachings and to make others aware of its adverse effects.	This competency engages students to develop critical thinking skills, understand the biblical perspective on stewardship and explore global citizens in addressing climate change.	Divide the class into small groups and assign each group a passage from the Bible that discusses human responsibility towards creation (e.g. Genesis 1:28, Leviticus 26:19).

40. GCED Integration with - Subject: Christianity and Moral Studies, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to know the basic beliefs of Christ (mantra/supernatural creeds), practice in daily life.		
2	2.1 To live Christian life, knowing and believing in the suffering, death and resurrection of Jesus Christ.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	3.1 To be able to behave tolerantly by gaining clear knowledge about tolerance towards others views.	This competency will encourage students to use technology to advocate for tolerance and promote a more inclusive global community.	Students research successful social media campaigns promoting tolerance and respect for diversity. They then develop a social media campaign message focused on a specific issue related to tolerance in a global context (e.g., cyberbullying, discrimination). Students launch their campaign on a chosen platform, utilizing creative visuals and engaging language.
4	3.2 Able to live in harmony by respecting the opinions of others.		
5	4.1 To learn about the Sacramento (religious rites) of Christianity and to practice religious and human values and live in peace.	This competency encourages to explore how Christian values can be applied to promote peace-building and conflict resolution in local communities and globally.	Research local organizations in Sacramento that align with Christian values like serving the poor, caring for the environment, or promoting peace. (e.g., homeless shelters, soup kitchens, environmental clean-up projects).
6	5.1 Being aware that the earth created by God is our home, one can fulfill the responsibility of making it habitable.	This competency encourages to explore individual and collective actions to ensure a healthy and sustainable environment for all, fostering a sense of global citizenship and responsibility.	Invite guest speakers who work in environmental conservation or sustainability. Organize a school clean-up event or participate in a local environmental initiative.

41. GCED Integration with - Subject: Buddhism and Moral Studies, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being able to respect the Buddha by knowing the life philosophy of religious teachings of Gutama Buddha.	This competency will help students understand how the Buddha's philosophy of compassion can inspire individuals to take action and contribute to a more peaceful and just world.	Students research the Four Noble Truths and the concept of compassion in Buddhism. Based on their research, students develop a project that promotes compassion on a global scale. This could be a fundraising campaign for a specific cause, raising awareness about global issues through the lens of Buddhist teachings, or organizing a meditation session to cultivate peace and understanding.
2	1.2 Knowing about Vandana and becoming interested in following the rules and ideals of Buddhism.		
3	2.1 Knowing the biographies and sermons of some great modest, religious figures being inspired by their ideals and being able to practice them.		
4	3.1 Gaining knowledge of identifying good and evil, and being able to apply it in real life.		
5	3.2 Knowing about truthfulness and being able to develop the habit of telling the truth in daily life.		
6	4.1 Knowing about Buddhist religious festivals, and Pooja-Parvans and participating in them enthusiastically and being respectful of other religions and religious rituals and festivals.	This competency encourages students to reflect on their own religious beliefs and how they can celebrate them while being respectful of others' traditions.	Divide the class into groups and assign each a different religious festivals (Vesak - Buddhist, Diwali - Hindu, Eid al-Fitr - Islamic, Christmas - Christian) and celebrate with respect.
7	5.1 By knowing the relationship between nature and the living world with Buddha, one can love nature and the living world.	This competency encourages students to explore the Buddhist perspective on nature	Choose a local park or nature area suitable for a short walk. Before the walk, discuss Buddhist teachings on interdependence and

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
		through the lens of global citizenship.	interconnectedness between all living beings (Pratītyasamutpāda).

42. GCED Integration with - Subject: Buddhism and Moral Studies, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being able to respect the Buddha by knowing the life philosophy of religious teachings of Guama Buddha.		
2	1.2 Knowing about Vandana and becoming interested in following the rules and ideals of Buddhism.		
3	2.1 Knowing the biographies and sermons of some great modest, religious figures being inspired by their ideals and being able to practice them.	This competency will encourage students to identify specific ideals from the sermons and brainstorm ways to put them into practice in their communities and as global citizens.	Students analyze excerpts from sermons or teachings of different religious figures, focusing on themes of social justice, peacemaking, and care for the marginalized. Students discuss how the messages in these sermons can be applied to address contemporary global challenges like poverty, environmental degradation, and conflict.
4	3.1 Gaining knowledge of identifying good and evil, and being able to apply it in real life.		
5	3.2 Knowing about truthfulness and being able to develop the habit of telling the truth in daily life.		
6	4.1 Knowing about Buddhist religious festivals, and Pooja-Parvans and participating in them enthusiastically and being respectful of other	This competency will foster a well-rounded perspectives respecting other religions and promoting global citizenship.	Set up a "World Festival Fair" where Buddhist and other religious groups create booths representing and displaying their informational posters, and even prepare small

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	religions and religious rituals and festivals.		samples of traditional food (if appropriate).
7	5.1 By knowing the relationship between nature and the living world with Buddha, one can love nature and the living world.	This competency encourages students to explore the Buddhist perspective on nature through the lens of global citizenship.	Create a list of prompts for a nature scavenger hunt that encourages mindful observation (e.g., "Find a plant or animal that provides shelter for another living thing," "Observe an example of interdependence in nature").

43. GCED Integration with - Subject: Buddhism and Moral Studies, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing the life of Siddhartha Gautama can be interested in practicing religious ideals.		
2	1.2 Being able to respect the rules and regulations of Buddhism by knowing the identity of the Scriptures.	This competency will encourage students to analyze how respecting Buddhist rules can guide them toward responsible and ethical actions that benefit the global community	Students explore key texts like the Dhammapada or excerpts from the Pali Canon, focusing on verses or teachings related to values like compassion, non-violence, and respect for all living beings. Facilitate a discussion on how these Buddhist values can be applied to address contemporary global challenges like environmental degradation, conflict resolution, and social inequality.
3	2.1 To be able to practice their ideals in personal life by knowing the glorious events in the lives of religious greats.		
4	3.1 To be dutiful and mutually respectful through the practice of daily religious rites.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
5	3.2 Being able to pursue compassion and truthfulness in daily life by following the religious rules to be observed daily.	This competency will help students to understand how small acts of compassion in daily life contribute to a more caring global community. Students can track their progress and reflect on the impact of their actions.	Students research examples of how different religions encourage daily acts of compassion (e.g., Islamic zakat - charitable giving, Buddhist metta meditation - cultivating loving-kindness). Students design a "Compassion in Action Challenge" for themselves or their class. This challenge could involve daily acts of kindness like helping a classmate or volunteering at a local organization.
6	3.3 Learning about the benefits of giving and cultivating the habit of self-sacrificing, generosity and philanthropy.		
7	4.1 To be able to follow religious and social harmony by knowing the customs and benefits of performing religious rituals.		
8	4.2 Knowing the importance of religious holy places being able to respect and care for the holy places of Buddhism and other religions.	This competency encourages students to appreciate the importance of religious holy places across cultures.	Research a few famous religious holy places from different religions (e.g., Bodh Gaya - Buddhist, Mecca - Islamic, Jerusalem - Judaism/Christianity) and discuss in the class with respect.
9	5.1 Inspired by Buddha teachings and Jataka stories people can show love for the living world and nature.	This competency engages students to develop a deeper understanding of Buddhist values and translate it to love for the living world and nature.	Choose a Jataka tale that emphasizes compassion towards animals (e.g., The Hare Who Jumped the Moon, The Elephant King and the Monkeys).

44. GCED Integration with - Subject: Buddhism and Moral Studies, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 knowing about the importance of Buddha's life and teachings to be able to reflect the ideals of religion in one's own life.		
2	1.2 Being able to respect the rules and regulations of Buddhism by knowing the identity of the Scriptures.		
3	2.1 To be able to practice their ideals in one's own life by knowing the life and works of the Buddhas' contemporaneous Ther-Theri, Shresthi and kings.		
4	3.1 Being able to pursue integrity of character by acquiring the concept of honesty and virtue.	This competency will help students understand how acting with integrity and honesty contributes to building a more just and ethical global community.	Students research real-world ethical dilemmas faced by individuals or organizations in a global context (e.g. Whistleblowing on corporate corruption, choosing environmentally sustainable practices). Students participate in debates or role-playing exercises, considering different perspectives and the importance of honesty and integrity in decision-making.
5	3.2 To be able to practice altruism and compassion in daily life by realizing the importance of sacrifice and generosity.	This competency will encourage students to see themselves as agents of change and how their actions, however small, can inspire others and contribute to a more compassionate world.	Students design a personal "Altruism in Action Challenge" that involves sacrifice and generosity. This could involve volunteering time, donating a portion of their allowance, or organizing a local fundraiser. Students document their experiences and reflect on the impact of their actions on themselves and others.
6	3.3 Being able to acquire a sense of justice and injustice by knowing the results of good and bad actions.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
7	4.1 Knowing the importance of religious rituals and practicing them in personal life, being respectful of the rituals and festivals of other religions and being able to coexist and be extremely tolerant.		
8	4.2 Knowing the benefits of preserving religious historical sites, to be able to care for sacred historical sites of Buddhism and other religions.	This competency encourages students to appreciate the significance of religious historical sites beyond their specific religious affiliation.	Choose a local or regional religious historical site (e.g., Buddhist temple, historic church, mosque). Research its history, architecture, and significance to the local community.
9	5.1 Knowing the necessity of nature and living environment in human life and being able to behave kindly towards nature and living environment.	This competency explores students' role as global citizens in protecting the planet's resources and advocating for sustainable solutions for a healthy future.	Students develop a campaign promoting kindness towards nature and advocating for solutions to the chosen environmental issue.

45. GCED Integration with - Subject: Buddhism and Moral Studies, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing the life and teachings of Gautama Buddha and being able to follow the ideals of religion in one's life.		
2	1.2 Being able to respect the rules and regulations of Buddhism by knowing the identity of the Scriptures.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
3	2.1 Knowing the life deals of Buddhist monks and household disciples and being able to follow their ideals in personal and social life.	This competency will help students understand how inner peace cultivated through mindfulness contributes to peaceful interactions, essential for global harmony.	Students learn basic mindfulness meditation practices, emphasizing the importance of mindfulness in daily life, both for monks and householders. Students integrate mindfulness practices into their daily routines and consider how these practices can help them be more compassionate and responsible global citizens. They can document their experiences and reflections.
4	3.1 Being able to pursue virtue and integrity in personal life, knowing the benefits of Sheela practice.		
5	3.2 To learn the benefits of sacrifice and philanthropy to develop the habit of philanthropy by participating in charity work.		
6	3.3 To be able to practice transparency and family and social life by knowing the benefits of practicing Kushla (good) Karma and avoiding Akushal (bad) Karma.	This competency will help students how following a code of conduct based on good karma principles contributes to a more responsible and trustworthy global community.	Students research existing codes of conduct or ethics guidelines for different organizations (e.g., NGOs, businesses). Based on their research and the concept of good karma (positive actions), students collaboratively develop a "Global Citizen's Code of Conduct" emphasizing transparency, honesty, and positive actions in social interactions.
7	4.1 Being able to live with everyone in unity, harmony, amity and peace by knowing the benefits and performing religious rituals.		
8	4.2 To understand the importance of sacred religious and historical places, and to be careful in the preservation of religious and historical places.	This competency encourages students to appreciate the significance of religious and historical sites beyond their own cultural background.	Research a specific local religious or historical site facing a preservation challenge (e.g., aging infrastructure at a church, temple, mosque, neglected historical monument).

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
9	5.1 Realizing the importance of nature and living environment, to be able to care for biodiversity and nature conservation.	This competency encourages students to discuss chosen conservation challenge through the lens of global citizenship.	Research a global conservation challenge threatening biodiversity (e.g., deforestation in the Amazon rainforest, endangered species). How does this issue impact the environment and communities worldwide?

46. GCED Integration with - Subject: Physical and Mental Health Education, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being able to build a happy life by following the rules of personal cleanliness for physical and mental well-being.	This competency will encourage students to know how to maintain good hygiene is a universal practice that contributes to physical and mental well-being, regardless of cultural background.	Students research practices of personal hygiene in different cultures around the world. They can explore traditional bathing rituals, the use of natural versus commercial cleaning products, or the importance of hygiene in different religions.
2	1.2 Consuming healthy foods and drinks regularly by gaining knowledge about healthy and unhealthy foods and drinks.		
3	1.3 Staying healthy by making a habit of drinking and using safe water in daily life.		
4	1.4 Able to develop moderate sleep, rest and recreation habits for physical and mental well-being.		
5	2.1 Being able to keep oneself healthy by knowing different techniques of age appropriate exercise.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
6	2.2 Keep oneself active by participating in fun local sports.		
7	2.3 Acquiring sportsperson mentality through active participation in sports competitions.		
8	3.1 Able able to develop friendly relations with classmates by controlling emotions and stress in various situations.		
9	3.2 Maintain a friendly relationship with the children in the classroom and on the playground irrespective of the students with special needs.	This competency encourages students to build strong friendships, appreciate diversity, and develop the skills of a global citizen who embraces inclusion and respect for all.	Implement a buddy system where students with and without special needs are paired for activities or playground time. Encourage them to learn about each other's interests and support each other.
10	4.1 Getting a basic understanding of the causes of accidents in sports and being safe by taking precautions.		
11	4.2 To be able to protect oneself by gaining knowledge about different parts of the body.		
12	4.3 Learn about first aid and stay safe by assisting oneself, family members and classmates in first aid.	This competency will encourage students to combine learning first aid with the concept of global citizenship education, emphasizing helping oneself, family, classmates, and the broader community.	Divide students into groups. Each group develops a short skit that depicts a first-aid scenario in a global context. This could involve helping someone with a minor injury while traveling abroad, assisting during a natural disaster in another country, or providing basic first aid to a refugee.
13	5.1 Keeping oneself organized by participating in daily assembly.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
14	5.2 To acquire discipline and leadership qualities by participating in various National Day, sports programs and Cub-Scouting.	This competency encourages students to connect the concepts of discipline and leadership to the broader context of global citizenship.	Organize an event that focuses on sportsmanship rather than winning. Create challenges that require teamwork, fair play, and respect for all players.

47. GCED Integration with - Subject: Physical and Mental Health Education, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being physically and mentally healthy by practicing hygiene rules.		
2	1.2 Realizing the need for nutritious food for physical health and knowing about the harmful effects of unhealthy food and fast food and avoiding it.	This competency will encourage students to understand about the impact of unhealthy food choices on individual health and the environmental impact of large-scale fast-food production (waste, resource consumption).	Students research the nutritional value of common fast food items compared to fresh, whole foods. They can create charts or infographics comparing calories, fat content, and other nutrients. Students present their research, highlighting the difference between fast food and healthy options.
3	1.3 To understand the need for drinking and using safe water for health protection.		
4	1.4 To be able to participate in other daily activities along with studies to live a beautiful life.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
5	1.5 Knowing the need for adequate sleep and rest for physical and mental well-being and being able to practice in daily life.	This competency will help students understand how sleep deprivation a global issue can be and develop a sense of responsibility for their own sleep hygiene. They will also learn to connect the importance of sleep to being an effective and compassionate global citizen.	Students research sleep habits and cultural practices related to sleep in different parts of the world. They can explore traditional bedtime routines, cultural significance of sleep, or potential sleep challenges faced in specific regions (e.g., light pollution in megacities).
6	1.6 To gain an understanding of various infectious diseases including the global pandemic COVID-19.	This competency engages students to gain a deeper understanding of infectious diseases and the role of global citizenship in combating them.	Develop a role-playing game where students act as different elements of the disease transmission chain (virus, host, environment). Discuss ways to break the chain and prevent outbreaks.
7	2.1 Able to do various exercise techniques.		
8	2.2 To be able to participate in domestic and regional sports by gaining knowledge about indoor and outdoor sports.		
9	2.3 To gain basic understanding of swimming.		
10	2.4 Ability to actively participate in sports competitions.		
11	2.5 To understand, use and save health card for health protection.		
12	3.1 Able to control emotions and develop friendly behavior and friendship with everyone in the classroom and playground, accepting losses/wins.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
13	3.2 Being able to avoid gender discrimination.	This competency empowers students to advocate for themselves and others who experience gender discrimination.	Dedicate time to studying and celebrating the achievements of sportsmen and sportswomen throughout history, both locally and internationally.
14	3.3 Ability to interact cooperatively with classmates with special needs in the classroom and on the playground.	This competency lays the foundation for students to become global citizens who embrace diversity and actively contribute to a more inclusive world.	Organize interactive games that simulate different disabilities (visual, hearing, motor). This can help students understand the challenges faced by classmates and encourage empathy.
15	4.1 To stay safe by understanding the causes and remedies of accidents.		
16	4.2 To be able to assist in first aid in sports accidents using first aid equipment.		
17	4.3 Able to protect oneself by gaining awareness of the sensitive parts of the body.		
18	5.1 Being able to participate in daily assembly and hands-free exercise.		
19	5.2 To inspire patriotism by participating in various national programs.		
20	5.3 Gaining discipline and being able to show respect for others through participation in the sports programs.		
21	5.4 Knowing the importance of cub-scouting and being able to participate.	This competency will relate Cub Scouting as a launchpad for developing responsible and engaged global citizens.	Invite a guest speaker who has participated in international scouting, events, or cultural expenses. Let them share their experiences and house scouting for global understanding.

48. GCED Integration with - Subject: Physical and Mental Health Education, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being healthy, clean, safe, cheerful and be care for oneself.		
2	1.2 Getting used to eating nutritious and balanced food to achieve physical and mental well-being.		
3	1.3 Maintain safe water sources and motivate others.		
4	1.4 Able to balance sports, work and rest for physical and mental well-being.		
5	1.5 Being self-aware by knowing how to prevent various infectious diseases, including the global pandemic COVID-19.	This competency emphasizes the importance of preventative measures and individual responsibility for protecting oneself and others globally.	Simulate a scientific experiment where students visualize how germs spread. This can involve sprinkling glitter on one student and observing how it transfers to others. Discuss the importance of hygiene practices like handwashing.
6	2.1 Being able to participate in freehand exercises and various sports without equipment.		
7	2.2 Being able to keep yourself healthy by participating in various sports with equipment.		
8	2.3 Be able to practice swimming in shallow water with the help of floating objects.	This competency will encourage students to understand the importance of water safety education as a global issue and contribute to saving lives in communities with limited resources.	Students develop a "Water Safety for All" campaign tailored for a specific target audience (e.g., children in developing countries, non-swimmers in their community). The campaign can involve creating posters, infographics, or short videos promoting the importance of basic water safety skills, including using floating objects for support.
9	2.4 Ability to cooperate and actively participate in organizing sports competitions.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
10	2.5 To understand the use of health card and it's necessity.		
11	3.1 Ability to control emotions and adapt to any uncomfortable situation with necessary support from others/friends.		
12	3.2 Avoiding gender discrimination at home and in the classroom.	This competency encourages to use inclusive language and challenge traditional gender stereotypes at home and in the classroom activities.	Analyze advertisements, news articles, or song lyrics that portray gender stereotypes. Discuss how these representations contribute to gender discrimination at home and in school.
13	3.3 Ability to develop friendly relationships with students with special needs.	This competency will foster understanding and builds connections among friends with or without disabilities.	Encourage students with and without special needs to create presentations about themselves, their interests, and any specific needs they might have.
14	4.1 To be safe by knowing the types of accidents organized in sports and taking remedial and preventive measures.		
15	4.2 To be safe from bad touch in different parts of the body.		
16	5.1 Being inspired by patriotism by participating in daily rallies.		
17	5.2 To inculcate patriotism by maintaining discipline and mutual respect by participating in national programs.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
18	5.3 Able to require discipline and respect others through active participation in sports programs.	This competency will encourage students how to maintain discipline and respect on the field translates to responsible global citizenship. By participating fairly and addressing global issues, students showcase both qualities.	Organize a sports tournament where teams are encouraged to demonstrate good sportsmanship throughout the competition. This could involve awarding points for fair play, cooperation with opponents, and resolving conflicts respectfully. Connect the tournament theme to a global issue (e.g., environmental awareness). Teams can choose an issue and develop creative ways to raise awareness during the competition (e.g., educational messages on jerseys, and recycling initiatives during the event).
19	5.4 Being able to participate in cub scouting knowing the importance of cub scouting.	This competency helps acknowledge and celebrate any efforts by the Cub Scouts that embody the values of global citizenship.	Organize a Cub Scout project that addresses a global issue, such as planting trees to combat climate change or organizing a donation drive for underprivileged children in another country.

49. GCED Integration with - Subject: Physical and Mental Health Education, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing the need for personal and environmental cleanliness to be able to take care of oneself and encourage others to be clean.		
2	1.2 To accustom oneself and motivate others to know the necessity of consuming		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
	nutritious and wholesome food for physical health.		
3	1.3 To be able to identify the disadvantages of drinking and using unsafe water.		
4	1.4 Gardening and planting trees in school and home-yard for physical and mental well-being.		
5	1.5 Knowing the benefits of adequate sleep and rest for physical and mental well-being, avoiding excessive sleep and work distractions, and being able to motivate others to do so.		
6	1.6 To be self-aware and motivate others to prevent various infectious diseases including COVID-19.	This competency will encourage students to reflect on infectious diseases and reinforces self-awareness.	Have students create an infographic outlining their healthy habits that prevent infectious diseases (e.g., handwashing, coughing etiquette, staying home when sick).
7	2.1 Be able to participate in sports following the art of sports with and without equipment.		
8	2.2 Ability to participate in a variety of running, jumping and throwing sports.		
9	2.3 Ability to practice swimming in shallow water.		
10	2.4 Able to participate in sports competitions with cooperation and discipline.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
11	2.5 Able to use health card to know health-related information.	This competency will encourage students to know how equitable access to health information is a global issue and how can technology and innovative health cards contribute to a more equitable healthcare system worldwide.	Students research the different systems used in various countries for accessing health information. This could include different types of health cards, online portals, or mobile apps. Students compare and analyze the accessibility, efficiency, and privacy concerns of different health information systems.
12	3.1 Being stress-free by happily participating in school sports programs.		
13	3.2 Able to develop good behavior habits by developing good relations with friends and classmates.		
14	3.3 Avoiding gender discrimination in the playground and elsewhere.	This competency will promote fair treatment for every student in the playground which is a core value of global citizenship.	Research and design a playground that encourages inclusive play, with equipment and activities that appeal to all children regardless of gender.
15	3.4 Able to assist students with special needs and various areas.	This competency will foster a sense of empathy, and diversity, and prepare students to become global citizens who advocate for inclusion and respect for all.	Presented a classroom activity or presentation and asked students to think about how it could be adapted to be universally accessible for everyone regardless of ability.
16	4.1 To be able to take remedial and preventive measures for accidents, occurring in classrooms and playgrounds and other areas.		
17	4.2 To be able to report incidents of bad touch on various sensitive parts of the body to others and seek remedial measures.	This competency will help students connect the local focus on preventing abuse to the broader goal of creating a safe and supportive world for all children.	Ensure activities empower students to speak up about abuse and seek help. Tailor the activities and language used to the age and understanding level of the students. Provide clear information about

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
			trusted adults and resources available for reporting abuse.
18	5.1 Discipline through conducting daily gatherings to achieve mutual respect and tolerance.		
19	5.2 To be inspired in the spirit of patriotism by observing National Days.		
20	5.3 Ability to acquire discipline, mutual respect, tolerance, and leadership qualities by participating in sports programs.		
21	5.4 Knowing about cub-scouting requirements and being able to participate in cub-scouting and form teams.	This competency will promote Scouting as a launchpad for developing responsible and engaged global citizens.	Design a team-building activity where Cub Scouts need to utilize each other's strengths and talents to complete a task

50. GCED Integration with - Subject: Physical and Mental Health Education, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing about a nutritious and balanced diet can help one achieve wellness.		
2	1.2 Knowing about the importance of getting enough sleep and rest to achieve mental well-being can be done in one's life.		
3	1.3 Being able to garden and maintain gardens for physical and mental well-being.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
4	1.4 To be self-aware to prevent various infectious diseases including the global pandemic COVID-19, and to conduct awareness activities to prevent infection in society.	This competency will help recognize the importance of hand hygiene in preventing disease spread.	Organize a competition for Global Handwashing Day (October 15th). This could involve practicing proper handwashing techniques or creating posters promoting it.
5	2.1 Being able to participate in the game, knowing the rules of the sport.		
6	2.2 Able to pursue various running, jumping, and throwing sports.		
7	2.3 Able to swim in different types in water according to the rules.		
8	2.4 To organize and participate in sports competitions in accordance with the rules.		
9	2.5 Able to use health card to know health-related information.		
10	3.1 Able to develop friendship and brotherhood while maintaining gender equality.	This competency will promote teamwork, communication, and understanding of different perspectives which reflect global citizenship.	Design team-building activities that require mixed-gender groups to work together towards a common goal.
11	3.2 Able to control emotions in school and playground and cultivate good behavior with everyone.		
12	3.3 To be able to assist in the preparation of classrooms and playgrounds and organizing various events.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
13	3.4 Be able to develop the habit of working together with friends with special needs.	This competency acknowledges moments of cooperation and inclusion. This reinforces positive behavior and encourages others to follow suit.	Research different countries and their approaches to inclusion for people with disabilities. Discuss how a society that embraces inclusion benefits everyone.
14	4.1 To be able to take remedial and preventive measures for accident occurring in school playground areas.	This competency will help students understand how promoting playground safety contribute to a culture of responsible citizenship not just in their school but potentially for a wider audience.	Students develop a campaign (posters, infographics, video message) on playground safety rules and responsible play. The campaign can emphasize the importance of following safety rules to prevent accidents, while also conveying the message of having fun and respecting others while playing.
15	4.2 To be able to inform others of bad touch on various sensitive parts of the body, to seek remedial measures to protest, and encourage others to protest.		
16	5.1 Achieving the qualities of discipline, mutual respect, tolerance, and leadership by consistently conducting daily assemblies.		
17	5.2 Acquiring leadership skills and being able to perform duties properly by participating in various school events.	This competency will encourage students to develop leadership skills by planning, organizing, and moderating the event. They also gain a deeper understanding of global challenges, fostering global citizenship.	Students research current global issues (e.g., climate change, poverty, access to education). Students organize a "Global Issues Forum" as a school event. This could involve inviting guest speakers from NGOs or experts on the chosen issue, followed by a student-led panel discussion and Q&A session.
18	5.3 To be able to awaken the love of the country and the spirit of the liberation war by observing the National Day.		

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
19	5.4 Knowing the rules and regulations of Cub-scouting to form and manage teams, and to be able to perform duties as volunteers in disaster response.	This competency will encourage discussions on honesty, teamwork, and the importance of rules in Scouting with the spirit of global citizenship.	Create scenarios where Cub Scouts must follow Cub Scout rules and regulations to resolve disputes, make decisions, and work together effectively.

51. GCED Integration with - Subject: Art Education, Grade:1

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to love nature and country through art practice by observing the surrounding nature and environment.		
2	2.1 Being familiar with various elements of culture and being able to express them through art practice.	This competency will promote cultural understanding and a shared vision for a better world.	Divide students into pairs or small groups. Assign each group a different country or culture. Students research traditional art forms, music, or celebrations of their assigned culture.
3	3.1 To be able to express through art practice by observing and imagining family behavior.		
4	4.1 Being aware of the sense of discipline, mutual respect, and humanity and being able to express it through practice.	This competency will encourage students to move beyond awareness to active practice.	Read picture books or stories about characters from different cultures facing challenges. Discuss how the characters might feel and how they could demonstrate respect for others.

52. GCED Integration with - Subject: Art Education, Grade:2

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to respect the country and tradition through art practice while observing the surrounding nature and environment.		
2	2.1 Being respectful of the local culture and being able to express it through artistic practice.	This competency will encourage students to prioritize respectful expression with the spirit of global citizenship.	Choose a local cultural event, tradition, or custom (e.g., harvest festival, storytelling night, local craft). If possible, invite a local artist or cultural practitioner to speak to the class about the chosen aspect of local culture.
3	3.1 To be able to express through artistic practice by imagining the surrounding experiences.		
4	4.1 Being able to relate to family and neighbors and express respect for each other through artistic practice.	These activities encourage students to explore the concept of family and neighbors within a global context.	Students brainstorm ideas for small, upcycled gifts they can create for their neighbors. They design and decorate these gifts using recycled materials, adding a personal artistic touch.

53. GCED Integration with - Subject: Art Education, Grade:3

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 To be able to establish relationships with different mediums of art through practice by observing the colors, variations, tones, rhythms, and beauty of nature.		
2	2.1 To be able to express one or more elements of indigenous culture through artistic practice.		
3	3.1 To be able to express social and natural issues through artistic practices such as color, form, tone, rhythm, etc..	This competency encourages students to research their chosen issues thoroughly and express them with	Organize an exhibition of their art pieces reflecting social and natural issues within the school or community, sparking, discussions, and encouraging action.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
		accuracy and sensitivity.	
4	4.1 Knowing about humanity and social responsibility and being able to express it through art practice.	This competency will encourage students to express themselves through art with a sense of global citizenship.	Organize a presentation where students wear masks made of recycled materials and explain the social cause they represent, promoting social responsibility and understanding.

54. GCED Integration with - Subject: Art Education, Grade:4

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Knowing about own nature, environment, festival, rituals, liberation war and country, and being able to express it through different mediums of art.		
2	2.1 To be familiar with the culture of different ethnic groups, and to be able to express the experience of participating in various events through the practice of art.	This competency will let students gain a deeper understanding of different ethnic groups and their cultural expressions, fostering a sense of global citizenship.	Organize a “ethnic cultural performance showcase” where students wear their mask made of recycled materials and explain the cultural background of the inspiration.
3	3.1 To be able to express social and natural issues through various means of art.	This competency will help express in different forms (incorporating sounds, smells, and textures) to create a powerful message from the point of view of global citizenship.	Explore the concept of installation art, which creates an immersive experience for viewers. Students choose a specific social or environmental issue and brainstorm ideas for a multi-sensory installation.

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
4	Able to express sense of discipline and partnership through drawing or making pictures.		

55. GCED Integration with - Subject: Art Education, Grade:5

Serial No.	Attainable Competencies	Scope of GCED Integration	Recommended Activities
1	1.1 Being respectful to the history and traditions of the country in the nation, to be able to express it through various means of art.		
2	2.1 To be able to express children's work with respect to significant figures of world culture.	This competency will encourage students to learn about and appreciate significant figures of world culture while expressing their own creativity and appreciation with the view of global citizenship.	Research and choose a significant figure who has made a positive impact on a specific aspect of culture (e.g., music, literature, visual arts). Discuss how this person's work has enriched our lives or understanding of the world.
3	3.1 Able to express experiences of surroundings and world culture through art.	This competency will develop in students a sense of connection to the wider world and appreciate the beauty and diversity of human experiences, fostering global citizenship.	Students create artwork that captures their experience of this local element. Research a similar aspect of culture from a different part of the world (e.g., compare traditional houses, transportation systems, or natural landscapes).
4	4.1 Being comfortable using technology in the arts and developing leadership qualities through the arts.	This competency will encourage to gain leadership qualities like clear communication, empathy, and a call to action within their stories.	Students develop a short digital story using images, sound, narration, or animation to convey the chosen social issue and its impact and encourage students to incorporate leadership qualities in it.

56. GCED Integration with Primary Teacher Training Curriculum Basic Training for Primary Teachers (BTPT)

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
1	Development of Professional Competence	1. Be able to explain the structure of the primary education system.	This learning outcome will relate teachers to identify explicit and implicit references to global citizenship concepts and values in the Primary Education System and discuss how different subjects can contribute to global citizenship education.	Instructors will divide teachers into groups based on their subject areas. He/she will ask groups to develop a framework for integrating global citizenship into their specific subjects. Teachers will share and discuss the frameworks as a whole group. They will help identify common themes and challenges.
		2. Able to explain primary education Curriculum, aims and objectives of primary education.	This learning outcome will help deepen teachers' understanding of the primary education curriculum and align curriculum aims and objectives with global citizenship education principles and also help equip teachers with strategies to integrate global citizenship into their teaching.	Introduce key concepts of global citizenship (e.g., intercultural understanding, sustainability, human rights). Ask teachers to identify opportunities to integrate these concepts into their subject areas. Discuss how to adapt teaching methods to promote global

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
				citizenship (e.g., inquiry-based learning, project-based learning).
		3. Able to classify terminal competencies by subject.	This learning outcome will deepen teachers' understanding of terminal competencies in the context of their subject area. It will align terminal competencies with global citizenship education goals. It will equip teachers with strategies to integrate global citizenship into subject-specific learning outcomes.	Provide teachers with curriculum documents for their subject area. Ask teachers to analyze how terminal competencies are reflected in the curriculum. Identify opportunities to enhance the curriculum with a global citizenship perspective.
		4. Able to explain knowledge and skills/teaching methods related to subject matter and pedagogy.		

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		5. Able to apply teaching methods and techniques to various subjects.	This learning outcome will help explore the adaptability of teaching methods across different subjects. It will encourage teachers to identify opportunities for integrating global citizenship into diverse subjects. Also it will develop skills in selecting appropriate teaching methods for specific learning outcomes.	Divide participants into subject-specific groups. Ask groups to identify common themes or concepts that can be explored across different subjects. Discuss how teaching methods can be adapted to address these shared themes.
		6. Can be used to plan and prepare lessons to meet the needs of all students.	This learning outcome will help equip teachers with strategies for inclusive lesson planning and to integrate global citizenship education into lesson planning. It will also develop teachers' skills in differentiating instruction to meet diverse learner needs.	Introduce lesson planning models (e.g., backward design, Universal Design for Learning). Discuss how to incorporate global citizenship elements into lesson objectives and assessments. Explore strategies for differentiating instruction to meet diverse learner needs (e.g., tiered assignments, flexible grouping, learning centers).

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		7. Able to effectively manage classrooms by applying various teaching methods and techniques.	This learning outcome will help to enhance teachers' understanding of classroom management in the context of global citizenship. It will develop strategies for creating inclusive and respectful classroom environments. It will also equip teachers with tools to address diversity and promote intercultural understanding.	Analyze different teaching methods (e.g., cooperative learning, inquiry-based learning, project-based learning) in terms of their potential to foster global citizenship. Discuss how to adapt teaching methods to meet the needs of diverse learners. Explore the use of technology to promote global citizenship and classroom management.
		8. Emphasis on assessment for learning during teaching-learning.		
		9. Reduction of test-based summative assessment.		
		10. Alternative assessment (self-assessment, peer or group assessment, etc.) systems in place.		

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		11. Ensure assessment of competencies.	This learning outcome will develop teachers' understanding of assessment for global citizenship education. It will equip teachers with strategies to assess global citizenship competencies. Also it will align assessment practices with curriculum goals and learning outcomes.	Provide a framework of global citizenship competencies (e.g., critical thinking, intercultural, understanding, empathy, sustainability). Discuss the importance of assessing these competencies beyond traditional subject-specific assessments.
		12. Follow the principles of assessment.		
		13. Maintenance and management of consistent records of evaluation.		
		14. Leadership	This learning outcome will help teachers to define leadership in the context of global citizenship education. It will develop teachers' understanding of the role of leadership in fostering global citizenship. Also it will equip teachers with strategies to cultivate leadership skills in students.	Present a global challenge (e.g., climate change, inequality, conflict). Divide participants into groups to develop leadership plans to address the challenge. Share and evaluate the plans, focusing on the leadership qualities demonstrated.

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		15. Reflective skills		
		16. Information and communication technology skills	This learning outcome will equip teachers with ICT skills essential for global citizenship education. It will explore how ICT can be used to enhance students' understanding of global issues. It will also develop teachers' ability to critically evaluate digital information and promote digital literacy.	Divide teachers into groups to brainstorm how ICT can be used to address specific global issues (e.g., climate change, inequality, human rights). Share and discuss ideas, focusing on the potential of online collaboration, research, and communication tools.
		17. Teaching-Learning Practices		
2	Students' Development	1. Develop knowledge and understanding of child development and learning behavior.	This learning outcome will help deepen teachers' understanding of child development stages. It will encourage teacher to connect child development theories with global citizenship education. It will also equip teachers with strategies to address diverse learning needs and styles.	Introduce different learning styles (visual, auditory, kinesthetic). Discuss Gardner's theory of multiple intelligences. Explore strategies for addressing diverse learning needs in the classroom.
		2. Practicing strategies to develop student learning skills.		

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		3. Practicing skill development strategies for personal empowerment of students.		
		4. Practicing strategies to develop students' basic skills and practical and social skills.	This learning outcome will encourage teachers to understand the importance of basic, practical, and social skills in global citizenship education. It will develop strategies for incorporating these skills in implementing the curriculum. And, it will equip teachers with practical tools for assessing and developing these skills.	Conduct hands-on activities that focus on developing practical skills (e.g., problem-solving, critical thinking, decision-making). Discuss how to make these activities relevant to global citizenship.
		5. Practicing ways to develop expected values among students.		
3	School Development	1. Ensure proper implementation of service delivery commitments at the school level.		
		2. Enhancing teacher capacity in identifying key tasks of school management.	This learning outcome will enhance teachers' understanding of the key tasks of school management. It will develop teachers' ability to identify the intersection between school management and global citizenship. And, it will equip teachers with strategies to contribute to school management for a global citizenship-focused environment.	Discuss how school management decisions can impact global citizenship education. Explore examples of schools that successfully integrate global citizenship into their management practices. Identify areas where teachers can contribute to a global

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
				citizenship-focused school.
		3. Enhancing capacity to formulate and implement plans for overall school development.		
		4. Ensuring health protection and a safe environment.	This learning outcome will enhance teachers' understanding of health, safety, and environmental issues. It will develop teachers' capacity to create a safe and healthy learning environment. It will also equip teachers with strategies to promote global citizenship through health and safety education.	Explore strategies for promoting mental and emotional health. Identify ways to create a physically safe and accessible school environment. Discuss global health challenges (e.g., climate change, infectious diseases, access to healthcare). Explore how local actions can impact global health. Discuss the role of education in promoting global health and sustainability.

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		5. To achieve the overall development of the school through the participation of all stakeholders.	This learning outcome will enhance teachers understanding of the role of stakeholders in school development. It will develop skills in effective stakeholder engagement and collaboration. It will also integrate global citizenship principles into school development processes.	Conduct a stakeholder analysis of the school. Identify the key stakeholders and their roles in school development. Discuss the potential contributions of each stakeholder group to global citizenship education.
4	Professionalism and Commitment	<p>1. Able to explain responsibilities to the profession;</p> <p>2. Can achieve their professional development in various ways.</p>	This learning outcome will explore various professional development partners and connect professional development with global citizens' education. It will also develop a personal professional development plan.	Discuss how professional development can contribute to developing globally-minded educators. Identify global citizenship competencies that can be developed through professional learning. Explore examples of professional development opportunities with a global focus.

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		3. Comply with employment regulations.	This learning outcome will enhance teachers, understanding of employment regulation. It will develop planner awareness of their rights and responsibilities. It will also help explore the connection between employment regulation and global citizenship.	Provide a brief overview of key employment regulations (e.g., labor laws, contracts, working hours, benefits). Discuss the importance of understanding these regulations. Identify resources for accessing and understanding employment information.
		4. Lifelong learning can be continued through self-care.	This learning outcome will help teachers understand the connection between self-care and lifelong learning. It will explore the role of self-care in promoting global citizenship. It will also develop strategies for incorporating self-care into professional development.	Discuss the concept of global citizenship and its connection to well-being. Explore how self-care contributes to intercultural understanding and empathy. Identify opportunities for global engagement through self-care practices.
		5. Can explain responsibility to the school.		
		6. Demonstrate responsibility to the school in a variety of ways.		

Serial No.	Learning Pillars	Learning Area and Learning Outcome	Scope of GCED Integration	Recommended Activities
		7. Will strive for the overall development of the school considering various situations.	This learning outcome will enhance teachers' understanding of the role of teachers in school development. It will develop skills in identifying and addressing school challenges. It will also integrate global citizenship principles into school improvement initiatives.	Discuss how global citizenship can be integrated into school improvement plans. Explore examples of schools that have successfully implemented global citizenship initiatives. Identify key indicators of a globally oriented school.

The End

National Dissemination in Action 23 November 2024





Actions of GCED Curriculum Development and Integration Project (2022-2024) –Bangladesh







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**Ministry of Primary and Mass Education (MoPME)
Bangladesh**