Situational Analysis for GCED Curriculum Development & Integration (CDI) Project in Pakistan

**GCED CDI PROJECT
ROUND 5**

Situational Analysis for
GCED Curriculum Development & Integration (CDI) Project in Pakistan (2025 Edition)

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This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its **GCED Curriculum Development and Integration Project (GCED CDI)** in Pakistan (2024-2026).

Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)

In the face of the global challenges of the 21st century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system, specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1st Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2nd Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021), the 3rd Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023), and the 4th Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024) of the Project and is currently operating the 5th Round (Morocco, Nepal, Pakistan, and Thailand, 2024-2026) and the 6th Round (Fiji and Uzbekistan, 2025-2027).

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Acronyms

APCEIU	Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
GCED	Global Citizenship Education
GCED CDI	Global Citizenship Education Curriculum Development and Integration Project
SED Punjab	School Education Department Punjab
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations Educational, Scientifi c and Cultural Organization
UNESCO UIS	UNESCO Institute for Statistics
UNICEF	United Nation Children's Fund
PCTB	Punjab Curriculum and Textbook Board
QAED	Quaid-e Azam Academy for Educational Development, Punjab

Executive Summary

This situational analysis was commissioned by APCEIU as a preliminary report to inform key issues and strategies for its GCED Curriculum Development and Integration (GCED CDI) Project in Pakistan (2024-2026). The report aims to support the implementation of Global Citizenship Education (GCED) into the primary school curriculum in Punjab, Pakistan. Since 2015, global initiatives have aimed to promote GCED to help learners address emerging global challenges, with SDG 4.7 emphasizing education that promotes global citizenship, human rights, gender equality, and peace. The Asia-Pacific Centre of Education for International Understanding (APCEIU) has been instrumental in supporting UNESCO Member States, including Pakistan, to achieve SDG 4.7, focusing on curriculum research and development to strengthen national education systems. The current report focuses specifically on three key subjects in the Punjab curriculum: English, General Knowledge, and Social Studies.

The report follows a four-step methodology: 1) desk review, 2) field visits, 3) situational analysis, and 4) formulation of recommendations. It uses a conceptual framework of GCED that includes liberal, postmodern, critical, and postcritical approaches (together with cognitive, socio-emotional, behavioral, and affective-relational dimensions of GCED) to identify opportunities for embedding GCED into the curriculum. The analysis focuses on key policy documents, curriculum guidelines, and textbooks from Punjab. The report is structured into four sections that reflect the methodology: an introduction with a pluralistic conceptual framework, an overview of the social and educational context, a situational analysis, and specific recommendations for implementing GCED. The report emphasizes that the integration of GCED should be viewed through diverse approaches – liberal, postmodern, critical, and postcritical – to support the development of educators and students as informed and responsible global citizens.

The social and educational context of Pakistan, and Punjab specifically, presents both opportunities and challenges for GCED implementation. With a population of 241.5 million, of which 96% are Muslim and 61% live in rural areas, Pakistan faces challenges such as

high poverty rates (35% live below the poverty line) and disparities in education between urban and rural regions. While Punjab, the most populous province, has relatively higher literacy rates and better school access, it still faces issues of educational inequality, particularly in rural areas and among disadvantaged groups. Furthermore, the country's declining educational expenditure (from 3% of GDP in 2017 to 1.9% in 2023) has hindered efforts to improve educational quality. The report identifies these disparities as significant factors to consider when integrating GCED in Punjab's primary school curriculum.

The analysis of the English curriculum for Grades 1-5 reveals that the existing curriculum aligns well with GCED principles, including themes such as ethics, peace, gender equality, cultural awareness, and participatory citizenship. Key themes such as "Ethics and Values", "Peaceful Co-existence", "Gender Equality", and "Participatory Citizenship" are present as entry points for fostering GCED values in young learners. The curriculum incorporates both liberal and postmodern approaches, with activities that promote empathy, respect for diversity, and critical thinking. Early-grade content especially focuses on building self-awareness, cultural respect, and environmental responsibility through activities like role-playing and group discussions. By Grades 3-5, the curriculum then encourages critical engagement with global issues such as climate change and gender equality, facilitating cognitive and socio-emotional development while promoting transformative action.

In the General Knowledge curriculum for Grades 1-3, the content is structured to gradually introduce students to concepts of ethics, responsibility, and citizenship through science and social studies themes. The earlier grades emphasize liberal GCED approaches, with a focus on respect for differences and empathy. In Grade 2, themes expand to include human rights, social justice, and fairness, while Grade 3 introduces more complex ideas such as conflict resolution and environmental sustainability. The textbooks for these grades incorporate themes of respect, ethics, and environmental responsibility, using age-appropriate activities to foster understanding and compassion. These foundational lessons in respect, diversity, and conflict resolution lay the groundwork for later engagement with more complex societal issues.

The Social Studies curriculum for Grades 4-5 further integrates GCED through cognitive, socio-emotional, behavioral, and affective-relational dimensions, covering six domains: Citizenship, Culture and Diversity, State and Government, History, Geography, and Economics. These subjects promote a balanced mix of liberal, postmodern, critical, and

postcritical approaches, encouraging students to engage with global social responsibility and environmental sustainability. Topics like culture and diversity, history, and geography are used to foster an understanding of global interdependence and the importance of respecting diversity, while critical approaches encourage problem-solving and active participation in societal issues. All in all, the Social Studies curriculum nurtures students' ability to think critically about local and global issues, emphasizing not just knowledge acquisition but the development of critical thinking, empathy, and relational awareness.

The report stresses the need to develop curricula that cultivate critical and postcritical capacities in students, enabling them to engage constructively with contemporary social challenges. The existing curriculum primarily reflects liberal and postcritical approaches, focusing on tolerance, diversity, and relational awareness, but there is room for deepening these elements. A stronger emphasis on relational awareness, helping students understand how their actions affect others and the world, is particularly important as students transition from primary to secondary education. The report identifies several subject-specific entry points for GCED, particularly in English, General Knowledge, and Social Studies, where a focus on self-reflection and global interdependence can enhance GCED integration.

The report concludes with eight preliminary recommendations for strengthening GCED in Punjab's primary school curriculum. These include implementing strategies based on the findings of the contextual and curriculum analyses, ensuring cultural relevance, and aligning the curriculum with global educational practices. The report emphasizes the importance of further stakeholder involvement in the future, including interviews and surveys with school administrators, teachers, parents, and students, to ensure a comprehensive approach to GCED integration. By fostering an inclusive approach to GCED, the report aims to help develop global citizens who are equipped to navigate and address the interconnected challenges of today's world.

Part 1. Background

1. Introduction

Since 2015, the international community has significantly expanded efforts to promote global citizenship education (GCED) to help learners at all levels address emerging global challenges through education in a constructive and collaborative manner. Sustainable Development Goal (SDG) 4.7, in particular, advocates for education that fosters global citizenship, human rights, gender equality, and a culture of peace (UN SDGs, 2015). In support of these goals, APCEIU has played a leading role in advancing GCED, helping UNESCO Member States work towards achieving the SDGs, with a specific focus on Target 4.7. To ensure GCED is effectively disseminated and integrated, APCEIU has been conducting curriculum research and development in participating countries to identify strategies for strengthening and complementing national education systems through GCED.

This report focuses on identifying opportunities for incorporating GCED into the Punjab, Pakistan curriculum, with particular attention to early grade subjects such as English, General Knowledge, and Social Studies. It aims to support the development of effective Punjab region curricula, including guidelines, pedagogical materials, syllabi, textbooks, and teaching resources on GCED. A key emphasis is placed on establishing sustainable mechanisms for the integration of GCED into curricula, as well as enhancing the capacity of educators to develop and implement GCED-focused curricula and teaching in the local context.

2. Methodology, Analysis and Structure

The report is based on a review of curricular and teaching materials to identify potential areas for implementing GCED in Punjab. Relevant offices in Lahore provided essential

information and primary data, including policy documents, curriculum guidelines, and textbooks. These materials were analyzed through a pluralistic lens of GCED, incorporating liberal, postmodern, critical, and postcritical perspectives (described in the next section) to generate insights and recommendations for effective GCED implementation.

The methodology followed a four-step process: 1) desk review, 2) field visit and data collection, 3) situational analysis of GCED within the curriculum and teaching materials, and 4) formulation of recommendations. The analysis focused on identifying key entry points for integrating and strengthening GCED already in the existing curriculum and instructional resources, guided by the conceptual framework outlined in the following section.

The report is structured into four key sections, each reflecting the methodology and analysis process. Part 1 provides an introduction and outlines the conceptual framework. Part 2 offers an overview of the social and educational context. Part 3 presents the findings from the situational analysis of the curriculum and teaching materials. Finally, Part 4 outlines specific recommendations for implementing GCED.

3. Conceptual Framework

GCED takes different approaches in each context and indeed in each classroom. Classic approaches to GCED include *liberal, postmodern, critical, and postcritical* (see Cho & Mosselson, 2018; Kester, 2023; Pais & Costa, 2017; Pashby et al., 2020). We explain each of these approaches together with indicators and entry points into Grades 1-5 education to support successful GCED application within Punjab's educational context (see Table 1).

[Table 1] A Comprehensive Framework for GCED Implementation:
Diverse Approaches and Dimensions

Approach	Description	Indicators (cognitive, socio-emotional, behavioral, affective-relational dimension)	Entry points into Grades 1-5 education
Liberal	Emphasizes universal human rights, equality, and rational deliberation	Cognitive: Knowledge of rights and world cultures. Socio-emotional: Empathy and respect for diversity. Behavioral: Advocacy for fairness. Affective-Relational: Engagement with shared values of global humanity.	Incorporating lessons on global history and international studies into the curriculum. Using stories and activities (debates and role playing) to introduce themes of fairness and justice.
Postmodern	Challenges universal truths and explores cultural and social complexities.	Cognitive: Awareness of diverse narratives and subjectivities. Socio-emotional: Openness to ambiguity. Behavioral: Questioning norms and stereotypes. Affective-Relational: Building dialogue among diverse groups.	Introducing lessons on world cultures, multiple histories, encouraging open-ended questions, and promoting creative, exploratory learning methods like collaborative projects and debates.
Critical	Focuses on addressing systemic injustices, addressing inequalities, and fostering transformative action.	Cognitive: Understanding systems of power and injustice. Socio-emotional: Commitment to equity and justice. Behavioral: Social activism and collective action. Affective-Relational: Solidarity with marginalized communities.	Using case studies of historical and contemporary injustices, facilitating participatory learning, and engaging students in real-world problem-solving and social justice projects.
Postcritical	Emphasizes embodiment in learning, trust in the wisdom of learners and their understanding of the educational context, as well as recognition of a variety of ways to practice critical education.	Cognitive: Reflexivity and contextual learning. Socio-emotional: Relational trust Behavioral: Co-creation of knowledge, new ways of being, practicing ethical coexistence Affective-Relational: Authentic relationships and mutual respect. (Ethical engagement)	Allowing student-led projects, fostering experiential and embodied learning, and incorporating mindfulness and reflection to align learning with lived experiences.

The liberal approach emphasizes universal values, human rights, and rational discourse in global citizenship education. Its strength lies in strong alignment with Pakistan's constitutional values of equality, justice, and universal rights, resonating deeply with national education goals (Halstead, 2004). Liberal approaches also prioritize the development of global citizenship as a single moral community, grounded in institutional frameworks such as the United Nations Universal Declaration of Human Rights and international governance systems. However, this approach faces challenges in culturally conservative areas where global rights norms may conflict with traditional values, particularly regarding gender and minority rights (Banks, 2006). To address these challenges, recommendations include incorporating case studies of Pakistani leaders like Muhammad Ali Jinnah and Malala Yousafzai and leveraging Islamic principles of justice as bridges to discuss universal human rights, ensuring cultural alignment while promoting global citizenship values. Additionally, lessons on critical media literacy and AI ethics – focusing on transparency, fairness, and accountability – can be introduced in civics and ICT education to address emerging ethical challenges in governance and technology (Bibi et al., 2024; Raza et al., 2024; UNESCO, 2022[1]).

The postmodern approach encourages critical questioning of cultural narratives and exploration of social, political, and economic complexities. Its strength emerges from alignment with Pakistan's diverse ethnic, linguistic, and historical context, particularly in fostering critical inquiry into colonial legacies and regional inequalities. This approach challenges universalist ideals by highlighting conflicting narratives, fostering a pluralistic understanding of global and local identities, and encouraging critical engagement with global inequalities. The primary challenge lies in potential resistance from government offices and local constituents prioritizing standardized curricula and traditional knowledge hierarchies. Recommendations focus on utilizing Pakistan's rich regional histories and partition narratives to explore multiple perspectives, as well as leveraging media literacy activities to analyze stereotypes about others, and to address issues of gender, ethnicity,

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[1] The guidance emphasizes the need for education systems to prepare individuals to live and work alongside AI. This includes integrating critical media & AI literacy into curricula and ensuring that educators are equipped with the necessary skills and knowledge to effectively utilize AI tools. It also highlights the importance of developing low-cost AI technologies to support Sustainable Development Goal 4 (SDG 4) and ensuring that the interests of low- and middle-income countries are represented in AI-related discussions and decisions.

and regional disparities. Debates on colonial legacies, such as the economic impacts of imperial rule, and the digital divide shaped by global inequalities today, can enrich this approach.

The critical GCED approach addresses systemic challenges. Its strength lies in its relevance to addressing educational inequities, rural-urban divides, and gender disparities while promoting participatory learning. Critical approaches emphasize confronting systemic injustices, challenging global power imbalances (e.g., Global North and Global South disparities), and advocating for social equity through active engagement with real-world issues. However, advocacy for systemic change faces political sensitivity, particularly when questioning established power structures (e.g., militarism, neoliberalism, patriarchy, etc.). Recommended entry points include local case studies on socioeconomic inequalities and climate justice, such as flood impacts in a specific region, and engaging students in action projects addressing water scarcity or waste management, while grounding discussions in Islamic social justice principles for cultural relevance. Integrating lessons on labor rights, automation, media consumption, and the ethics of AI may further ensure that this approach remains attuned to modern global challenges.

The postcritical approach emphasizes embodied, contextual, and collaborative learning, showing particular promise in Pakistan's community-oriented society. Its strength lies in addressing relational and ethical dimensions of education through co-creation and interdependence (Biesta, 2015). Postcritical approaches go beyond traditional humanist ideals of universal human values and shared worldviews, instead emphasizing the coexistence of diverse ways of being and knowing. Postcritical approaches move beyond simply questioning existing narratives, as seen in postmodern approaches, by emphasizing actions and relationships that foster new ways of being and understanding (e.g., alternative lifestyles; see Andreotti et al., 2015). Rather than focusing solely on critique, postcritical approaches aim to create learning environments where students actively engage in building connections and practicing ethical coexistence. These approaches value different perspectives and cultural ways of living, helping students rethink their role in an interconnected and diverse world while promoting deep, meaningful change in how they relate to others and themselves. The primary challenge involves substantial teacher training requirements and need for systemic flexibility within Pakistan's centralized curriculum structure. Recommendations include implementing student-led community

projects, incorporating mindfulness practices rooted in local cultural or religious traditions like Sufi reflection[2], and utilizing experiential learning methods to align education with lived realities. Projects that emphasize ethical relationality and collaborative problem-solving, such as addressing digital literacy, climate change and socioeconomic gaps exposed during the pandemic, can foster ontological shifts by encouraging learners to rethink their relationships with technology, community, and global systems. These projects aim to transform not only what students know but also how they understand their role and responsibilities in an interconnected world.

Together, this pluralistic framework of *liberal, postmodern, critical,* and *postcritical GCED* supports a thorough analysis of the potential for GCED curriculum integration in the Punjab region (see [Table 2] for keywords/indicators for each approach and dimension). The analysis reveals strengths in incorporating culturally relevant practices while maintaining alignment with GCED ideals. While implementation challenges may persist, particularly regarding teacher capacity-building and systemic flexibility, significant opportunities exist for strengthening aspects of GCED in the current curriculum toward advancing Pakistan's goals of unity in diversity, global participation, and addressing local challenges through excellent education. All in all, the framework provides a comprehensive foundation for integrating GCED approaches while respecting cultural sensitivities and educational objectives. Incorporating emerging themes like critical media literacy, AI ethics and the new post-covid normal strengthens this framework, preparing students for the complexities of a rapidly evolving global landscape. This framework is used in Part 3 of this report to examine the existing curriculum and textbooks in Punjab for possible entry points to strengthen GCED in the curriculum.

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[2] Example of Sufi cultural practices related to postcritical GCED: https://www.youtube.com/watch?v=kbmvUhsd7h0

[Table 2] Keywords for GCED Approaches and Dimensions

Approach	Dimension			
	Cognitive (C) Keywords	Socio-emotional (SE) Keywords	Behavioral (B) Keywords	Affective-Relational (A-R) Keywords
Liberal	"human rights", "universal values" , "global citizenship"	"equality" "respect", "tolerance", "democracy", "civic responsibility" "rational deliberation"	"volunteering", "advocacy", "civic participation", "duty and responsibility"	"global community", "cosmopolitanism", "shared humanity", "mutual respect", "belonging"
Postmod-ern	"world cultures", "multiple perspectives", "power dynamics" , "narrative diversity", "social constructs"	"interrogating assumptions of what is normal", "openness to ambiguity", "perspective-taking"	"questioning norms", "deconstructing stereotypes" "dialogue"	"cultural dialogue", "relational diversity"
Critical	"social justice", "inequality," "systemic oppression", "agency"	"care for others", "commitment to equity", "justice-oriented attitude"	"challenging power structures", "collective action", "transformative learning", "critical dialogue"	"community empowerment", "active solidarity"
Postcritical	"dialogic reflexivity" ,"embodied understanding", "contextual learning", "co-construction of knowledge"	"appreciation for complexity and discomfort", "relational autonomy", "mutual recognition", "inclusion"	"experiential learning", "communal engagement", "interdependence"	"mutual recognition", "embodied reflection", "trust-based practices", "mindfulness", "interconnectedness", "holistic", "nature"

Part 2. Contextual Analysis

1. Social Context

According to the first digital census collected by the Pakistan Bureau of Statistics (2023), the population of Pakistan is at just under 241.5 million with more than 96% of the population Muslim and approximately 61% living in rural areas. The life expectancy is approximately 67 years at birth, and almost 35% of the population lives in poverty (2011 PPP) (UNESCO UIS, n.d.). More than half the population of Pakistan lives in the Punjab region of this study, making this curricular intervention particularly important to help inform GCED in other regions of the country.

Pakistan is the second largest country in South Asia and not a member of the OECD. However, as a member of the UNDP, it is in the process of aligning its education system with international agendas, and the government is receiving funding from the OECD and other international organizations, such as the World Bank, Global Partnership for Education, and UNICEF, for these purposes (Samar, 2024). Key social sectors such as education are primarily the responsibility of provincial governments, of which there are four (Punjab, Sindh, Khyber Pakhtunkhwa, and Balochistan), in addition to a federal capital (Islamabad Capital Territory) and two federally administered areas (Gilgit-Baltistan and Azad Jammu and Kashmir) (Government of Pakistan, 2019). In addition to English and Urdu, the national languages taught in schools, there are different major languages spoken in different parts of Pakistan. These other languages are sometimes taught in schools as additional languages.

In Punjab, the province of this study, the majority (67%) speak Punjabi, approximately 21% speak Saraiki, and 7% speak Urdu, with the remaining 5% speaking other languages. While the population of Punjab is far higher than other provinces at more than 127 million people (Sindh is second at 56 million), the share of Punjab has consistently declined over the years (now at 52.9% compared to 60.9% of the population in 1951). The other provinces

have steadily increased in size. As with Pakistan as a whole, Punjab has also seen a rise in urbanization, with the urban population increasing to 41% from 37% in 2017 (Pakistan Bureau of Statistics, 2023).

2. Educational Context

Education contributes significantly to the economic and social well-being of Pakistan. In fact, the country has been expanding its effort at the global, national, and provincial level. At the global level, for example, Pakistan has been committed to the achievement of SDG 4 to ensure quality education for all. However, the government's spending on education has been declining over recent years from 3% of GDP in 2017 to 2.6% in 2019, and even further to just 1.9% in 2023 (UNESCO UIS, 2024). This figure is getting strikingly lower than other nations in the region, where countries allocate twice as much on education. Insufficient funding has led to fewer classrooms, lack of quality teachers, and a mismatch in resources, which significantly affects the quality of education (Akhtar et al., 2024).

At the national level, Article 25A of the Constitution mandates the state to provide free and compulsory education to all children from the age of five to sixteen. This commitment is reflected in the diverse education system in Pakistan: public, private, religious seminaries (e.g. Madrassas/madaris), and the military institutions. In the case of public schools, the Ministry of Education is in charge of providing the curriculum and the medium of instruction is in English and Urdu. The Ministry also oversees the development of textbooks, conducts assessments, and manages the education facilities. For private schools, on the other hand, they are operated by entrepreneurs and regulated by the government. The private sector is bound to follow the curriculum developed by the Ministry of Education, although they may extend the curriculum further to include other dimensions (e.g., International Baccalaureate Diploma). Lastly, Madrassas are managed by diverse Islamic organizations focusing on Islamic Education (Zaheer, 2022). One of the key factors behind the heterogeneity of Pakistan's school system is the diversity seen in the country's geographical and cultural landscape (Akhtar et al., 2024). The lack of uniformity in Pakistan's education system further contributes to inequalities and different perspectives on societal issues (Khushik & Diemer, 2020).

Since the 18th Constitutional Amendment decentralized education to the provincial level in 2010, now each province is in charge of developing education policy, curriculum and standards for the province. In the case of Punjab province, where this analysis is situated, the School Education Department has the responsibility to provide quality teaching and learning. In recent years, there has been significant investment in education, which has contributed to school access, especially at the primary level (Government of Punjab, 2023). Although Punjab has the highest literacy rate and lowest percentage of out-of-school children among the four provinces in Pakistan (Pakistan Bureau of Statistics, 2023), there is still much that needs to be done to achieve universal primary education. In Punjab, the completion rate (i.e., effective transition rate) for primary education to middle (lower secondary) school is 82%, and 89% for lower secondary to upper secondary education (Pakistan Institute of Statistics, 2024). At the primary level, girls are the most vulnerable group due to the cultural norms and social bias in the country (Akhtar, 2024), however, at the middle school and secondary level, boys tend to fail more in completing their education. Furthermore, learning disparities are evident, with urban and wealthy children performing better in reading and numeracy, while 57% of 7-14 year old children from the poorest population lack foundational skills (UNICEF, 2022).

3. Key policies pertinent to GCED implementation in Punjab

Minimum Standards for Quality Education in Pakistan (2016)

The Minimum Standards for Quality Education was developed with the acknowledgement that going beyond access to education to quality education is a vital component for sustainable national development. Through a collaborative, highly participatory interprovincial process, this document takes a holistic approach in outlining standards for seven categories: standards for learners, curriculum, textbooks and other learning materials, teachers, assessment, early learning and development, and the school environment. Sustainable implementation of these minimum standards remains a challenge to be addressed at the provincial level. The goal is to provide quality education that transforms lives by enabling students to be creative, constructive, values driven change agents that break the cycle of poverty and contribute to the social and economic development of society. This document

provides a basic framework to evaluate attempts toward this aim. The focus of the plan aims to be in line with Sustainable Development Goal 4.

National Curriculum Framework (2017)

The National Curriculum Framework is a policy document created by the National Curriculum Council (NCC) to steer curriculum development towards national unity in Pakistan. In addition to a need for uniformity across provinces after the 18th Constitutional Amendment, this document addresses the need for cohesion among the four distinct systems of education (the public school system, private school system, Deeni Madaris system, and non-formal education system) that each had its own curriculum and assessment systems. This document not only contains information about what students should know, understand and value on completion of a specific level of schooling, but also the principles, processes, policies, and strategies involved in curriculum development as well as curriculum implementation and evaluation. In addition to curriculum, this framework provides guidelines for developing textbooks and learning materials, teacher education and professional development, learning environment and resources, medium of instruction and language policy, assessments and examinations, feedback and research, and information sharing for harmonization.

National Education Policy (2017)

This policy is a revision of the 2009 policy, taking into account national and international developments, including the perspective of the 18th Constitutional Amendment, the Article 25-A, and the commitment to Sustainable Development Goals, to address gaps in the planning and implementation of education. It presents the overall goals and key policy areas from early childhood education to higher education. Some of the key areas include an ideology based vision, character building, holistic development of children (e.g. physical, social, intellectual, moral, spiritual, cognitive, etc), and the universalization of primary education. Some of the main objectives for primary education are providing financial incentives to disadvantaged children, creating inclusive school environments, reforming teacher training systems, and improving quality education through interventions in curriculum, textbooks, and materials. Some elements that align with the pedagogical goals

of GCED include an emphasis on learner-centered teaching, interactive and participatory learning methods, values-based education, community involvement, and incorporating emerging issues in the curriculum.

Punjab Education Sector Plan (2019-2024)

This plan aims to address persistent challenges in Punjab's education sector by focusing on three critical pillars: quality, access, and governance. In *Quality and Learning Outcomes*, the focus area is on critical thinking, sustainable development elements, and teacher training, to name a few. Key initiatives include advancements in assessment, teacher-training on critical teaching practices, STEM initiatives to promote creative learning, and 21st century skills development. Under *Access and Equity,* remarkable progress has been achieved in the afternoon schools program, completion rates, and a gender parity index milestone. The *Governance and Management* component highlights a shift to e-Governance and the development of a holistic integrated management information system, as well as enhanced leadership and management training (School Education Department, Government of Punjab, 2023).

4. Key stakeholders for curriculum development and integration

School Education Department, Punjab

The School Education Department, Punjab is the government body, operating under the provincial government, responsible for overseeing and managing primary and secondary education in the Punjab province of Pakistan. As one of the largest and most populous provinces in the country, Punjab plays a critical role in shaping the educational landscape of Pakistan. The department is tasked with formulating educational policies, developing curricula, setting standards for schools, and ensuring the implementation of educational reforms at the provincial level. By extension, the successful integration of GCED in the Punjab curriculum may offer a guiding light for other provinces to follow as they seek to embed GCED within their own local curricula.

Quaid-e Azam Academy for Educational Development (QAED), Punjab

The Quaid-e-Azam Academy for Educational Development (QAED), Punjab is a key institution under the School Education Department of Punjab, Pakistan, dedicated to enhancing the quality of education in the province. Established in honor of Pakistan's founding father, Muhammad Ali Jinnah (known as Quaid-e-Azam, the "Great Leader"), QAED plays a critical role in supporting educational reforms and teacher professional development with over 340,000 teachers (55% at the primary level) in Punjab. As a center of excellence for educational development, QAED focuses on strengthening the capacity of educators and educational administrators through a variety of training programs, workshops, and seminars. QAED will be important in supporting effective pre-service, in-service, and continuous professional development of GCED capacity building for teachers.

Punjab Curriculum & Textbook Board (PCTB)

The Punjab Curriculum & Textbook Board (PCTB) is a governmental body in the province of Punjab, Pakistan, responsible for the development, approval, and regulation of curricula and textbooks used in schools across the region. Established under the Punjab Curriculum and Textbook Board Act 1987, PCTB plays a crucial role in shaping the educational framework and ensuring that the content taught in schools aligns with national educational standards and policies. Specifically, PCTB develops curriculum, approves and publishes textbooks (for both public and private schools), ensures quality, and supports teacher training. PCTB will be an integral agency involved in the implementation of GCED curriculum in the region.

Part 3. Curriculum and Textbook Analysis

1. Thematic contents

1.1. English G1-5

a. Curriculum

The Curriculum of Pakistan (2022-2023) for English Grades 1-12 outlines a comprehensive framework based on four competencies of language learning: Oral Communication Skills, Reading and Critical Thinking, Vocabulary and Grammar, and Writing. Additionally, it provides guidelines for Appropriate Ethical and Social Development, which are not grade specific, but emphasize integrating ethical and social values into all four competencies through themes relevant to Pakistan. Among the 22 themes provided in the guideline, this analysis identified seven key themes that are highly relevant to GCED principles and developmentally appropriate for Grades 1-5, thereby showing potential as entry points for fostering GCED values. First, "Ethics and Values" (p. 110) focuses on universally desired personality traits like patience, tolerance, empathy, fairness and respect. Second, "Peaceful co-existence/peace education" (p. 110) includes friendship and cooperation as well as awareness of challenges faced by individuals with disabilities. Third, "Self, people and places" (p. 111) includes understanding people from different backgrounds such as religions, ethnicity, language and nationalities. Fourth, "Gender Equality" (p. 111) focuses on balanced access to basic needs and the role of women in societal development. Fifth, "Festivals and cultural events" (p. 111) highlights diverse festivities from Pakistan and the World. Sixth, "Participatory Citizenship" (p. 115) incorporates interconnected elements of understanding individual responsibilities, obeying rules and regulations, and respecting community resources. Seventh, "Avoiding Social Evils" (p. 117) relates to discouraging social discrimination involving class, color, religion, language, ethnicity, and so on. All these seven themes within the curriculum have the opportunity to reflect critical and postcritical approaches to GCED if they are implemented in ways that move beyond basic

understanding by engaging students in reflexivity and transformative action.

Based on the analysis of the English curriculum for Grades 1-5, there is a balance of liberal and postmodern approaches across dimensions and grades (see Table 3). In the cognitive dimension, activities for Grades 1-2 involve "talk about a story to show understanding" (p. 32) and "write opinion pieces" (p. 97) for Grades 3-5. Particularly, activities such as "Discuss important features of a talk, contributing to new ideas with unfamiliar group settings" (p. 11), seen in Grades 4 & 5, may encourage students to be aware of diverse narratives and subjectivities, which are essential steps for implementing GCED. When it comes to socio-emotional and behavioral dimensions, there are common activities found across all grades. For example, within the socio-emotional dimension, Grades 1-3 incorporate activities such as "engage in role play" and "enact a short drama" (p. 7) for Grade 4 onwards. These are foundational activities to nurture empathy and respect for diversity. Within the behavioral dimension, there are also similarities with activities such as "participate in group discussion" for Grades 1-2 that also advance to more complex interactions such as "debates" (p. 10) in Grades 3-5. These may foster interpersonal awareness and dialogue. Notably, the affective-relational dimension was not found within the curriculum (though it is within the textbooks, as explained below), reflecting potential areas for further development. It is also crucial to note that given the cognitive developmental stage of primary students, the approaches reflected in the English curriculum are closely aligned with liberal and postmodern aspects of the above framework, as critical approaches may be too challenging for young children.

b. Textbooks

The identified themes in the English textbooks (Grades 1-5) align closely with GCED principles, progressing from foundational liberal and postmodern approaches in the early grades to more critical elements in higher grades. Postcritical elements are spread throughout the textbook as they relate to caring and harmonious relations with others and with nature. The identified themes are as follows:

Environmental Education: Units like *Let's Plant Trees* (Grade 2, Unit 3), *Gifts of Nature* (G3, U2), *Beauty of Nature* (G4, U2) and *Amazing Planet* (G5, U5) emphasize the importance of plants, trees, and sustainability, fostering ecological responsibility.

<u>Ethics and Values</u>: Subthemes in units such as *Sharing* (G1, U5), *Honesty* (G2, U6), *Helping Others* (G2, U9), and *Respect for Elders* (G2, U11) promote honesty, patience, tolerance, and respect, encouraging social harmony.

<u>Participatory Citizenship</u>: Topics like classroom manners, traffic rules, and collaborative tasks in a theme of *Participatory Citizenship* (G2, U5; G3, U4 & U5 & U6; G5, U8) build civic responsibility and participation.

<u>Cultural Awareness</u>: Units such as *My Culture - My Pride* (G3, U9) and *Festivals* (G5, U10) celebrate national pride and cultural diversity, fostering inclusivity and respect for shared traditions.

<u>Peaceful Coexistence</u>: Themes of resolving conflicts, avoiding social evils, and managing anger are explored in Units like *Sharing is Caring* (G1, U5) and *Together We Live* (G5, U14), promoting empathy and understanding.

In Grades 1-2, the textbook curriculum content emphasizes foundational themes such as self, people, places, and the globe, encouraging young learners to engage with the world through relatable activities like taking care of animals (U2) and respecting the dignity of labor (U4). These reflect the liberal approach, as they focus on universal values such as fairness, discipline, and responsibility. Responsible actions, such as keeping the environment clean (U9), align with cognitive and behavioral domains by teaching students about their duties to others and the environment. Relational skills, such as teamwork and helping family members (U9), hint at postcritical elements by fostering early relational awareness and ethical interactions through activities like role-playing and collaborative problem-solving. Units such as *Let's Plant Trees* (G2, U3) further emphasize environmental awareness and ecological responsibility, laying the foundation for responsible citizenship. These themes are reinforced through simple yet effective activities like songs, stories, and group discussions, emphasizing environmental awareness, ethical behaviors, and social cooperation in developmentally appropriate ways.

In Grades 3-5, the curriculum builds on these foundations by introducing more complex themes such as civic responsibility (G3, U4, 5, 6), cultural pride and identity (G3, U9), and global interconnectedness (G4, U3). Units focusing on cultural diversity and pride, like *My Culture - My Pride,* reflect the postmodern approach by offering opportunities to explore shared values and cultural uniqueness through comparisons with global

traditions. Environmental education becomes more critical in nature, with units like *Advocacy for Environmental Conservation* (G4, U2) encouraging students to reflect on systemic challenges and take action for sustainability. The unit *The Journey of Chocolate* introduces an excellent entry point for critical discussions on global systemic inequality and fair trade, even though it does not explicitly address these themes. Activities such as making classroom rules (U8) and stories like *The Fox and The Stork* (U11) encourage postcritical learning by fostering perspective-taking and relational reflexivity, where students consider multiple viewpoints and ethical coexistence. In Grade 5, the curriculum further incorporates critical approaches by introducing systemic challenges like the climate crisis (U5) and gender (in)equality (U3). Themes of participatory citizenship (U12) and transformative actions for the environment (U8) have potential to align with critical GCED principles, encouraging students to critically analyze local issues such as waste management or resource scarcity while proposing actionable solutions. Additionally, the inclusion of holistic approaches to climate change within a religious framework (U2 and 5) reflects postcritical priorities, as it encourages students to connect ethical reasoning with relational and embodied experiences. The poem in *Together We Live* (G5, U14) uses the story of quarreling kittens to help students reflect on the consequences of conflict and the value of cooperation in maintaining harmony. Aligned with the postcritical approach, it fosters relational learning by emphasizing interdependence and ethical coexistence.

[Table 3] Analysis of English Curriculum and Textbooks

	Cognitive (C)		Socio-emotional (SE)		Behavioral (B)		Affective-relational (A-R)	
Gr.	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook	Cur-ricu-lum	Textbook
1	Talk about a story to show un-derstand-ing (L)	U2: Self, people, places and the globe (L) U4: Dignity of labor (L)	Engage in role play, enacting simple characters (L)	[Ethics and Values] [Peaceful Coexis-tence] U4 & U5: Respect for elders (L) [Env.Edu.] U11: Caring for nature (L)	Participate in small group discussion (L)	[Peaceful Co-existence] U4&U5: Help-ing others (L) U9: Respon-sible actions (L) U11: Taking care of ani-mals (L)		Some ac-tivities (e.g., role-playing or col-laborative problem-solving) hint at relational and experi-ential learn-ing (PC)
2	Identify and de-scribe story char-acters, recogniz-ing that they may be from different times and places (PM)	[Ethics and Values] U6&U9&U11: How to re-spect and help others (L)	Engage in role play, enacting simple characters (L)		Participate in group discussion (L)	[Env. Edu.] U3:Focusing on resource conservation and nature appreciation (C)		Relational skills such as making friends and working in teams are emphasized (PC)
3	Infer meanings beyond the literal, e.g., mo-tives and character (PM) Write opinion pieces in-troducing a book (L)	[Participatory Citizenship] -U4&U5&U6: Emphasizes school rules, cooperation, and community respect, aligning with civic responsibility principles (L)	Engage in role play from a story script (PM)	[Env. Edu.] U2: Foster an emotion-al bond with the environ-ment (PC) [Cultural Awareness] U9: Cultural pride and apprecia-tion of cul-tural diver-sity (PM)	Participate in group discussions and debates (PM)			

	Cognitive (C)		Socio-emotional (SE)		Behavioral (B)		Affective-relational (A-R)	
Gr.	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook	Curric-ulum	Textbook
4	Discuss important features of a talk, contributing to new ideas with (un)familiar group settings (PM) Investigate how settings and characters are built up from details and identify keywords and phrases (PM)	U3: Understands global interconnectedness through journey of chocolate (L) U12: Internalizes social rules and regulations under participatory citizenship (L)	Enact a short drama (PM)	U4&U6&U7: Lessons on moral character, national pride, and respect for special role models as national heroes (L) U7: Appreciate different religious and cultural festivals in Pakistan (PM)	Participate in group discussions and debates (PM)	[Env.Edu.] U2: Raising awareness and advocacy for environment conservation (C) U8: Making own classroom rules (L)		U11: Em-bodied understanding of friendship through The Fox and The Stork (PC)
5	Discuss important features of a talk, contributing to new ideas with (un)familiar group settings (PM) Identify the point of view from which a story is told (PM) Write opinion pieces (L)	U3: Introduces gender equality (women as role model and female education) (L) [Env. Edu.] U5: Addresses systemic challenges like climate crisis (C)	Engage with empathy and respect (L)	U1: Patience, tolerance, and ethical behaviors reinforcing universal human values (L) [Cultural Awareness] U10: Religious and cultural festivals such as Eid-ul-Azha (PM)	Participate in group discussions and debates (PM) Attentive listening (PM)	[Participatory Citizenship] U8: Encourages individual transformative action for environment by "doing what's right" (C)		U2 &U5: Holistic approaches to nature/climate crisis within religious belief (PC) [Peaceful Coexistence] U14: Managing emotions and resolving conflicts (PC)

*L: Liberal approach, PM: Postmodern approach, C: Critical approach, PC: Postcritical approach

1.2. General Knowledge G1-3

a. Curriculum

The General Knowledge (GK) curriculum includes science and social studies content for grades 1-3 (see Table 4). Starting from Grade 4, science and social studies are taught as separate subjects. From a review of the 2022-2023 National Curriculum of Pakistan for General Knowledge Grades 1-3 using the conceptual framework described above, we can see that the current curriculum standards reflect all four dimensions of GCED. While there are age-appropriate student outcomes that are laid out for each grade level, the curriculum ensures vertical alignment and coherent progression through six "domains" that cut across all three grade levels. This analysis focuses mainly on three domains that align well with GCED themes: "Discovering Self and Environment," "Ethics and Values," and "Responsible Citizenship."

The Grade 1 curriculum adopts a liberal GCED approach, emphasizing respect for differences across cognitive, socio-emotional, behavioral, and affective-relational dimensions. Students learn to recognize their own and others' likes and dislikes, fostering mutual respect and collaboration. In these ways, students are encouraged to "Recognize that they should respect everyone" (p. 5). Under "Responsible Citizenship," the curriculum notably mentions the importance of exercise for "differently-abled groups," showing a potential entry point for a more critical approach to GCED by addressing inequalities related to able-bodyism. This critical approach can also be seen in the Grade 2 curriculum, which highlights the achievements of celebrated Pakistanis including women, minority groups, and differently-abled groups. While this is under the "Goods and Services" domain, it is included here for its justice-oriented attitude that stands out within a more prevalent attitude of civic duty and responsibility.

Building on the idea of respecting differences, a liberal GCED approach continues in Grade 2 with a focus on human rights and kindness for others. This involves a cognitive aspect of knowing the rights to food, free education, protection, equality, and health care for all citizens, as well as identifying similarities and dissimilarities based on the different provinces and areas where people live, religion, culture, ethnicity, and profession. Students are also expected to acknowledge that all people deserve respect despite these differences, and to be able to display this through behaviors that advocate for fairness.

In the affective-relational dimension, Grade 2 students learn to go beyond building relationships based on likes and dislikes into building friendships that help each other in times of need, transcending these differences. They also begin to think about taking responsibility towards others and reconciling relational conflicts, as well as taking responsibility toward the natural world. The focus on community and embodied learning in the affective-relational dimension reflects a postcritical GCED approach.

We see more of this postcritical approach in Grade 3, particularly in its focus on conflict resolution. Students are expected to be able to identify reasons for disagreements with family and friends at home, school, and in the local community at the cognitive level, and identify the emotions of people involved in conflict situations. While there is still a liberal approach to the behavioral aspect of being able to demonstrate good citizenship in ways such as "playing fairly, helping others, following rules, taking responsibility for one's actions, and having a sense of ownership of public goods" (p. 7), students also learn to build authentic relationships and ethical coexistence through discussion and using problem solving methods to work out disagreements. This connects to the affective-relational dimension of exploring how conflicts are resolved through genuine care for others. The Grade 3 curriculum also shows potential for a critical approach in the "Responsible Citizenship" domain where students are expected to identify key societal problems in the local area, possibly creating a space that could foster transformative action.

b. Textbooks

An English version of the General Knowledge textbooks (Grades 1-3) is being developed and is currently at the piloting phase with only the first three units available for each grade. The Urdu-language version of the textbook is composed of sixteen units; this report includes an analysis of both versions of the textbook. The identified GCED themes (across the English and Urdu texts) are as follows:

> Respect and Social Awareness: Units like *My Family and My Friends* (Grade 1, Unit 2) and *Respecting Others* (G2, U3) emphasize the importance of empathy, inclusion, and building positive relationships that transcend differences.

> Ethics and Values: Units such as *Good Manners and Habits* (G1, U4), *Helping Others* (G2, U2), and *Being Just and Fair* (G2, U5) promote responsible citizenship by

encouraging behaviors reflecting mutual respect and compassion.

Participatory Citizenship: Units like *Rights and Duties* (G2, U3) and *Role of Government and Citizens* (G3, U9) introduce the importance of civic participation and the role of government in meeting community needs.

Conflict Resolution: Units like *Forgiveness* (G2, U4) and *Working out Disagreements* (G3, U3) are geared towards building a culture of peace through dialogue and problem solving at home, school, and in the local community.

Environmental Education: Units such as *The Water* (G2, U6) and *Resources and Their Types* (G3, U2) focus on the importance of natural resources and sustainability, fostering awareness about scarcity and encouraging responsible resource use.

The curriculum integrates a theme of Respect and Social Awareness through a predominantly liberal GCED approach across Grades 1 and 2. Grade 1 introduces concepts of empathy and inclusion, encouraging students to practice mutual respect and kindness within their immediate environment. Unit 3 in Grade 1 displays this in the statement: "Dear friends! I have many friends in school who speak different languages. They also belong to different areas of Pakistan. I have a foreign friend also. We all respect and help each other" (p. 19). Grade 2 builds on this foundation, emphasizing peaceful coexistence with individuals from diverse cultural and religious backgrounds. Activities across both grades highlight the importance of respecting differences in language, lifestyle, and beliefs while recognizing shared values, fostering an early awareness of global interdependence and inclusivity.

Ethics and Values are central to the curriculum in Grades 1 and 2, reflecting a liberal approach by promoting responsible citizenship through compassion and fairness. Grade 1 emphasizes good manners and helping others in everyday situations, while Grade 2 extends these lessons to include providing support during natural disasters and advocating for equality and justice through consideration of underprivileged areas and people groups. Historical reflections, such as the life history of Arab leader Hazrat Muhammad, who helped establish Islam, inspire students to reflect on interdependence and their responsibility toward others, deepening their commitment to ethical behavior. These lessons help foster societal responsibility, preparing students for justice-oriented thinking. These lessons link the liberal and postcritical approaches to GCED.

Conflict Resolution spans Grades 2 and 3, with both liberal and postcritical GCED approaches. In Grade 2, students learn structured behavioral practices such as forgiveness and fairness, and in Grade 3, students engage in embodied reflection exercises to recognize their emotions and practice negotiation and mutual understanding. Conflict resolution methods taught in Grade 3 particularly promote socio-emotional and affective-relational engagement, enabling students to address disagreements constructively through exercises with clear entry points for GCED such as the conflict resolution model "Stop, talk and listen, think, and choose" (p. 25) that can help instigate an awareness of diverse narratives and subjectivities. Another example is the self reflection exercise that has students rate themselves on a scale of "never-seldom-always" for questions such as "I listen to others" and "If it is my mistake, I accept it" (p. 27), helping students to align their learning with their own experiences and responsibilities, while fostering peace and equity in their communities.

Participatory Citizenship is emphasized in Grades 1 to 3, encouraging active engagement in community life. Grade 1 introduces students to the concept of belonging and contributing positively to their community by sharing, listening, and respecting others (p. 5). In Grade 2, students expand this understanding by exploring their rights, responsibilities, and the importance of helping others, especially in times of need (p. 8). Activities promote active participation, fostering responsible citizenship and laying the groundwork for global citizenship education (GCED) by highlighting the impact of individual actions on the community.

Environmental Education begins in Grade 1, focusing on the care and protection of nature. Students learn about local plants and animals and ways to protect them. Grade 2 deepens this knowledge, addressing issues like pollution and deforestation, and encourages sustainable practices. By Grade 3, students explore the interconnectedness of ecosystems and the importance of conserving natural resources (p. 18). Activities and discussions on environmental challenges aim to instill a sense of responsibility, linking personal actions to broader environmental sustainability goals in line with GCED principles. These lessons relate to critical and postcritical approaches to GCED.

[Table 4] Analysis of General Knowledge Curriculum and Textbooks

Gr.	C		SE		B		A-R	
	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook
1	[Responsible Citizenship] Importance of exercise for better health for girls, boys, and differently abled groups (C) [Discovering Self and Environment] Recognize and explain that individuals have different needs and qualities, and different likes and dislikes (L)	U1: Understand personal identity and good ethics, including self-awareness and positive traits (L) U2: Learn the basic structure and functions of the human body and its importance for health (L)	[Discovering Self and Environment] Recognise that they should respect all family members and friends (L) [Ethics and Values] Recognize that they should respect everyone despite differences (L)	U1: Promote empathy for others (L) U3: Respect friends who speak different languages, regions and countries (PM) U4: Build emotional awareness of the role of family and friends (PC) U7: Develop respect for diverse religions and their practices (PM)	[Ethics and Values] Demonstrate aspects of good charac-ter (punctual-ity, speaking politely and honestly) (L) [Responsible Citizenship] Demon-strate the importance of collaboration by participat-ing in group activities and games (L)	U1: Take care of relatives and friends in times of need (L) U4: Practice respectful behaviors like showing gratitude and helping family and friends (L) U5: Follow game rules and demonstrate teamwork and fairness in group settings (C)	[Discover-ing Self and Immediate Environment] Explore simi-larities and differences in relationships with others with respect to likes and dislikes (PC)	U3 Building relationships by helping each other despite differences (PC) U12: Build emo-tional connec-tions through courteous interactions and mutual respect (PC)
2	[Discovering Self and Environment] Differentiate between lifestyles of people living in different areas (L) [Ethics and Values] Identify ways in which all human beings are similar and different (L) [Responsible Citizenship] Recognize all citizens have basic rights (L) [Goods and Services] Recognize achievements of celebrated Pakistani women/ minority groups/ differently abled groups (C)	U1: Char-acteristics of different areas (cities and towns, villages, kachi abadiyan) (L) U3: Understand all human beings have equal rights to dignity and respect (L) U4: Learn about Eid and other religious and cultural festivals celebrated in Pakistan (PM) U14: Recognize the equality and rights of all individuals, regardless of family, religion, or culture (L)	[Ethics and Values] Identify that all human beings deserve respect regardless of religion, family, culture, abilities, ethnicity, and professions (L) [Responsible Citizenship] Practice respect for all places of worship and all religions (L)	U1: Under-stand that we must be kind, and coex-ist in peace and harmony with people from different religious and cultural back-grounds in our community (L) U3:Understand that people feel happy when they are given respect, and one must give respect to earn respect (L) U3:Understand importance of respecting dif-ferent places of worship for all religions (L) U3:Respect to women (L) U14: Develop empathy for others' needs, interests, and feelings and understand the value of respect (L)	[Ethics and Values] Recognise the importance of sharing things. (L) [Ethics and Values] Demonstrate ways in which they can show respect for all (L) [Ethics and Values] Differentiate between fair and unfair behavior in daily lives (L)	U1: We should be friendly and help those from different religious and cultural backgrounds as ourselves (L) U1: Identify ways to advocate for development in underprivileged areas (L) U12: Demonstrate helpful behaviors, such as sharing and assisting others (L) U15&16: Demonstrate acts of kindness, apologies, reconciliation and practice neutral behavior in situations requiring fairness and avoid favoritism in daily interactions (L)	[Discovering Self and Environment] Recognize that people from different areas, religions, and cultures can be friends (PC) [Ethics and Values] Identify ways in which people help each other in times of need (PC) [Ethics and Values] Identify ways in which we can reconcile relational conflicts (PC) [Responsible Citizenship] Reflect on their responsibilities towards the natural world (PC)	U2&16: Foster equitable relationships and build trust through impartial decision-making and identify ways to provide help to a community affected by flooding (PC) U10: Build a commitment to preserving land and forest resources for future generations (PC) U12: Foster compassion and a sense of belonging through mutual support and kindness (PC) U15: Build emotional resilience and stronger relationships through forgiveness and compassion (PC)

	C		SE		B		A-R	
Gr.	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook
3	[Ethics and Values] Identify reasons for disagreements with family and friends at home, school, and community (PC) [Responsible Citizenship] Identify key societal problems in the local area (C)	U3: Recognize different conflict resolution methods (PC) U10: Identify reasons for conflicts and understand strategies for resolving disagreements at home, school, and in the community (L)	[Ethics and Values] Identify feelings of people in different conflicting situations (PC)	U3: Recognize own emotions using shapes (PC) U10: Recognize the emotional impact of disagreements and the value of empathy and communication (PC)	[Ethics and Values] Apply discussion and problem-solving methods to work out disagreements (PC) [Responsible Citizenship] Identify ways they can demonstrate good citizenship (L)	U2: Demonstrate responsible use of resources and participate in activities that highlight their importance (L) U3: Practice different methods of conflict resolution (PC) U9: Practice good citizenship by following rules, helping others, and addressing community problems (L)	[Ethics and Values] Explore the ways in which people have disagreements and resolve conflicts at home, school, and local community (PC)	U1: Explore national impacts of scientific developments and ways to engage in preparing for the future (L) U3: Embodied reflection of conflict resolution (PC) U10: Foster relational harmony by practicing empathy and respectful conflict resolution (PC)

L: Liberal approach, PM: Postmodern approach, C: Critical approach, PC: Postcritical approach

1.3. Social Studies G4-5

a. Curriculum

Based on the National Curriculum (2022-2023) for Social Studies Grades 4-5, there are several opportunities for integrating GCED (see Table 5). The curriculum outlines six subject specific domains such as Citizenship; Culture and Diversity; State and Government; History; Geography; and Economics. After reviewing these through the GCED dimensions (e.g., cognitive, socio-emotional, behavioral, and affective-relational) in the conceptual framework, it is noticeable that all four dimensions are seen in the curriculum with cognitive elements still being the most commonly identified at both Grades 4 & 5.

In Grade 4, all four approaches can be seen across the four dimensions. The liberal approaches focus on foundational activities like defining "global citizen and citizenship," "human rights," and "diversity" (p. 2) in the cognitive dimension. Within the socio-emotional

dimension, terms such as "tolerance," "respect for elders", and "helping others" (p. 3) are highlighted under the citizenship domain. Activities such as resolving conflicts through discussions can be found within the behavioral dimension. Postmodern approaches, on the other hand, can be seen only in the cognitive and socio-emotional dimensions where the emphasis is on "recogniz[ing] the causes of disagreements" (p. 3), and "living in harmony" activities focus on identifying "major diverse groups and their characteristics in Pakistan society" (p. 4). These dimensions outline the importance of living in harmony with each other through accepting differences. Lastly, critical and postcritical approaches are found within the affective-relational dimensions of the geography domain by incorporating activities that "describe the consequences of unsustainable actions" and "emphasize the importance of sustainability in how people interact with their natural environment" (p. 9). These encourage students to critically evaluate the impact of human behavior on the community and beyond, which highly aligns with GCED critical and postcritical principles.

In Grade 5, all four approaches remain visible across the dimensions. As the liberal approach to GCED emphasizes the promotion of democratic ideals, these are commonly found within the citizenship domain in the curriculum to "identify the norms of a multicultural society," "describe the concept of democracy" (p. 4) in the cognitive dimension, "establish that all individuals have equal rights" (p. 2) in the socio-emotional dimension, and "demonstrate the importance of freedom of speech" (p. 2) in the behavioral dimension. Since the postmodern approach encourages fostering pluralistic understanding of identities and exploring cultural diversity, in the culture and diversity domain can be found activities such as "describe the term interfaith harmony" (p. 4) in the cognitive dimension, "describe inclusion and explain its benefits for a nation" (p. 4) in the socio-emotional dimension, and "explain shared values and norms among diverse cultures of Pakistan" (p. 4) in the affective-relational dimension. These activities foster awareness and respect for diversity by appreciating multicultural norms and recognizing the contributions of diverse groups in society.

There is also a notable increase in critical and postcritical aspects at this level. The critical approach to GCED addresses systemic inequalities and fosters social equity with aspects found in almost all domains (e.g., citizenship, culture and diversity, history, and geography). For example, "describe the role of minorities in the creation and development of Pakistan" (p. 7) and "explain the concept of global warming" (p. 8) in the cognitive dimension,

"propose ways to create peace and harmony", "list ways in which Pakistan can be made more inclusive for women, religious and mixed groups" (p. 4), "analyze the impact of global warming on climate change" (p. 8), and "examine how common natural disasters occur and how they affect human life" (p. 9) in the behavioral dimension. These activities are ways to promote social awareness and collective action. Lastly, postcritical approaches to GCED can be found in all four dimensions within the citizenship domain. For instance, "how to deal with differences of opinion" (p. 2) in the cognitive dimension, "appreciate and respect differences in opinion" (p. 2) in the socio-emotional dimension, "demonstrate the importance of discussion for resolving conflicts" (p. 2) in the behavioral dimension, and "reflect on their own and society's common etiquettes" (p. 2) in the affective-relational dimension. These activities emphasize ethical coexistence by promoting reflection on societal issues and the impact of natural disasters on the community, highlighting relational connections with the community and beyond.

b. Textbooks

Grades 4 & 5 Social Studies textbooks build on foundational themes and introduce more complex issues such as civic duty, global interconnectedness, and systemic inequalities. In Grade 5, students explore critical topics like climate change (G5, U5) and gender equality (G5, U3), applying critical thinking to real-world issues. The content of textbooks also fosters participatory citizenship, social responsibility, and environmental sustainability through engaging discussions, collaborative activities, and real-world applications. The textbooks emphasize the following key themes related to GCED:

> Ethics and Values: Themes such as *Human Rights* (G4, U1 & G5, U1) emphasize values like fairness, tolerance, moral courage, and respect for rule of law.

> Peaceful Coexistence: Themes like *Peace and Conflict Resolution* (G5, U1) and *Life in Different Regions of Pakistan* (G5, U5) explore diversity, conflict resolution, social justice, and building peaceful relationships.

> Cultural Awareness: Units like *Cultural Diversity in Pakistan* (G5, U2) and *Historical Personalities of Pakistan* (G4, U4) promote national pride and appreciation for cultural diversity.

> Participatory Citizenship: Units like *The Role of Citizens* (G5, U3) and *Political Parties*

(G5, U3) focus on civic responsibility and active participation in the democratic process.

Environmental Education: Units like *Physical Features of Pakistan* (G4, U5) and *Weather and Climate* (G5, U5) focus on understanding natural environments, climate factors, and the impact of human activities.

These themes align with the GCED framework by integrating liberal, postmodern, critical, and postcritical approaches and collectively nurture global citizens by engaging cognitive, social-emotional, behavioral, and relational dimensions. *Ethics and Values* (G4, U1; G5, U1) are strongly integrated into the curriculum, with a focus on fairness, responsible citizenship and moral courage, reflecting the liberal approach. Grade 4 introduces students to the role of historical figures like Muhammad Ali Jinnah and Allama Muhammad Iqbal, promoting values such as justice and equality (G4, U4) (p. 55). Grade 5 extends these lessons through more complex topics like human rights and gender equality (G5, U1) (p. 1), encouraging students to critically reflect on these values and their importance in global citizenship, reflecting both liberal and critical approaches to GCED.

Peaceful Coexistence (G5, U1; G5, U5) emphasized across both grades, with lessons on conflict resolution, social justice, and building peaceful relationships, reflecting the postmodern approach. In Grade 5, *Peace and Conflict Resolution* (G5, U1) (p. 4-6) promotes dialogue, negotiation, and empathy, encouraging students to engage with diverse narratives and adopt postmodern and postcritical perspectives. Activities such as role-playing and problem-solving enable students to practice resolving conflicts constructively, aligning with the socio-emotional and affective-relational dimensions of GCED. *Cultural Awareness* (G5, U2; G4, U4) emphasizes diversity and relational trust, combining postmodern and postcritical approaches.

Participatory Citizenship (G5, U3) focuses on civic responsibility, community engagement and justice, linking with liberal and critical approaches. In Grade 4, students learn about community needs and government roles (G4, U3) (p. 29), while Grade 5 focuses on the rights and duties of citizens (G5, U3) (p. 25), emphasizing the importance of active participation in democratic processes. These units encourage students to engage with their communities, promoting active citizenship and social responsibility in line with the liberal and critical approaches to GCED.

Environmental Education (G4, U5; G5, U5) addresses climate change and sustainability, embodying the critical approach. In Grade 4, the focus is on natural environments and human impact (G4, U5) (p. 69), progressing to more complex discussions of climate change and sustainability in Grade 5 (G5, U5) (p. 75). These themes foster a deeper understanding of environmental challenges, encouraging students to take personal responsibility for protecting the environment and supporting global sustainability goals, aligning with critical and postcritical approaches to GCED.

[Table 5] Analysis of Social Studies Curriculum and Textbooks

Gr.	C		SE		B		A-R	
	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook	Curriculum	Textbook
4	[Citizenship] - Define concepts like global citizen, citizenship, and "Human Rights" (L) - Recognize the causes of disagreements (C) [Culture and Diversity] - Describe the term 'diversity' (L) - Identify the major diverse groups and their key characteristics in Pakistani society (PM)	U1: Explains key citizenship concepts like rights, diversity, and tolerance (L) U2: Describes cultural diversity, religious harmony, and communication mediums (PM) U4: Highlights contributions of civilizations and minorities to Pakistan (PM)	[Citizenship] - Describe the term "Tolerance" - Describe the importance of living in harmony with each other by accepting differences (social and cultural) (PM) - Identify common etiquettes (e.g. politeness, respect for elders, helping others, etc) (L)	U2: Encourages respect for diverse traditions and harmony (PM) U3: Develops respect for democracy and civic duties (L)	[Citizenship] - Resolve conflicts through discussions (L) [Economics] - Demonstrate the interdependence of consumers and producers (L)	U3: Encourages active citizenship and respect for the law (L) U5: Encourages sustainable practices and disaster preparedness (L) U6: Promotes ethical consumption and entrepreneurship (L)	[Geography] - Explain how human activities have changed the natural environment (C) - Describe the consequences of non-sustainable actions (C) - Emphasize the importance of sustainability in how people interact with their natural environment (PC)	U5: Fosters interconnectedness between people, places, and nature (PC)
5	[Citizenship] - How to deal with differences of opinion (PC) [Culture and Diversity] - Identify the norms and advantages of a multicultural society (L) - Describe the term "Interfaith Harmony" (PM) [State and Government] - Describe the concept of democracy and its importance for the people (L) [History] - Describe the role of minorities in the creation and development of Pakistan (PM) [Geography] - Explain the concept of global warming (C)	U1: Understand the key concepts of citizenship, human rights, freedom of speech, and conflict resolution, and their importance in promoting a peaceful society (L) U2: Learn about the cultural diversity in Pakistan, and the importance of communication tools like mass media (PM) U4: Learn about the historical contributions of ancient civilizations (Greek, Roman, Gandhara) and important historical personalities in Pakistan's independence (PM)	[Citizenship] - Establish that all individuals have equal rights irrespective of religions and ethnic differences (L) - Appreciate and respect differences in opinion (L) [Culture and Diversity] - Describe inclusion and explain its benefits for a nation (PM)	U2: Appreciate and respect cultural differences, fostering a sense of belonging in a multicultural society while recognizing the emotional impact of communication (PM) U3: Recognize the emotional significance of living in a fair, just society governed by the rule of law, fostering civic pride and responsibility (PC)	[Citizenship] - Explain and demonstrate the importance of freedom of speech (L) - Propose ways to create peace and harmony (C) - Demonstrate the importance of discussion and negotiation as tools for resolving conflicts at home and school (PC) [Culture and Diversity] - List ways in which Pakistan can be made more inclusive for women, religious and ethnic minorities, and mixed ability groups (C) [Geography] - Analyze the impact of global warming on climate change (C)	U1: Actively practice responsible digital behavior, resolve conflicts peacefully, and demonstrate respect for human rights, diversity, and societal norms (L) U2: Practice inclusivity, respect for cultural traditions, and ethical communication across various platforms (L) U5: Demonstrate responsible environmental practices and engage in activities that promote geographic literacy, sustainability, and disaster preparedness (C)	[Citizenship] - Reflect on their own and society's common etiquettes (L) [Culture and Diversity] - Explain shared values and norms amongst diverse cultures of Pakistan (PM) [Geography] - Examine how common natural disasters occur and how they affect human life (C)	U2: Cultivate pride in Pakistan's diverse cultural heritage and develop positive relationships based on respect for differences (L) U5: Foster a sense of responsibility for the environment by actively engaging in practices that promote geographic literacy, sustainability, and preparedness for natural disasters (PC)

L: Liberal approach, PM: Postmodern approach, C: Critical approach, PC: Postcritical approach

Part 4. Recommendations

1. Gaps in existing approaches

Prior research highlights a gap in existing educational efforts for global citizenship, peace, and coexistence education in Pakistan (Durrani et al., 2017). Specifically, there has been minimal emphasis on fostering social cohesion through education in Punjab, underscoring the urgent need to develop GCED curricula that cultivate critical and postcritical capacities in learners. These capacities are essential for enabling students to engage constructively and transformatively with contemporary social challenges. Our analysis identifies numerous opportunities within the existing curriculum to address these gaps and enhance GCED integration. As emphasized throughout this report, the conceptualization of GCED – whether through liberal, postmodern, critical, or postcritical approaches – significantly influences the strategies for instilling peace and global citizenship in Punjab. While the current curriculum predominantly reflects liberal and postcritical approaches, which emphasize tolerance, respect for diversity, and relational awareness, there is room to deepen these elements. A stronger focus on relational awareness – how individuals affect and are affected by others – can establish a robust foundation for teaching global rights and responsibilities, particularly as students move from primary to the secondary education level.

This report argues that each of these approaches – liberal, postmodern, critical, and postcritical – has a unique role to play in addressing various educational objectives. Liberal and postmodern approaches foster values of diversity, inclusion, and tolerance, while critical approaches develop key behavioral capacities such as cooperation, non-violent communication, conflict resolution, and creative problem-solving. Postcritical approaches build on these by emphasizing care for others, ethical relationships, and interconnectedness with nature. Together, these approaches provide a comprehensive framework for integrating GCED into different levels of education, offering multiple entry

points for effective implementation. This holistic and comprehensive approach opens many different entry points for GCED throughout the curriculum, as explained herein. Especially, we find that English, General Knowledge, and Social Studies – among all the curriculums of Punjab, with others including Biology, Chemistry, Geography, Pakistan Studies, Physics, and Science – shows a high frequency of potential entry points for GCED integration. Our findings highlight the potentiality for greater engagement in primary school that prioritizes self-reflection, relationally, and (local-national-regional-global) interdependence in the lessons.

2. Implementation strategies

To address the gaps identified in GCED integration and to enhance its effectiveness in the primary school curriculum of Punjab, the following implementation strategies are proposed. These strategies are grounded in the findings of the contextual analysis and curriculum content analysis, ensuring cultural relevance and alignment with good global educational practices.

2.1. Linking Local Ethical Traditions with GCED Themes

Findings from the contextual analysis reveal that over 96% of Pakistan's population identifies as Muslim, highlighting the potential to integrate Islamic ethical teachings as one culturally relevant framework for GCED. To ensure inclusivity, such integration should respect and reflect the pluralistic identity of Pakistan, incorporating values that resonate universally across various traditions. For instance, Quranic teachings on avoiding wastefulness and advocating for equality, as it says, "And give the relative his right, and [also] the poor and the traveler, and do not spend wastefully. Indeed, the wasteful are brothers of the devils, and ever has Satan been to his Lord ungrateful (Surah Al-Isra 17:27)" resonate with GCED's focus on sustainability and human rights. Building on this, curriculum content in subjects like Social Studies can connect Islamic values (and teachings of Pakistan's other minority religions) to global challenges such as climate change, poverty alleviation, and gender equality. Similarly, the holistic view of nature found in poems and writings in English textbooks can be used to deepen students' understanding

of their ethical relationship with the environment. By linking Islamic ethical principles with GCED themes, the strategy ensures cultural relevance while fostering a global perspective among students.

2.2. Promoting Multilingualism and Cultural Diversity in Education

The contextual analysis highlights Pakistan's rich linguistic diversity, with Punjabi, Saraiki, and other regional languages spoken across provinces. The content analysis further emphasizes themes of "Cultural Awareness" and "Respect for Diversity" in textbooks, presenting opportunities to integrate multilingualism and cultural heritage into GCED strategies. By encouraging language-based projects, students can explore traditions, proverbs, and stories from different linguistic groups in Pakistan, connecting local cultural diversity to global concepts of inclusion and harmony. For example, lessons can explore the significance of regional festivals and the contributions of minority groups to Pakistan's history, fostering empathy and inclusivity. Storytelling workshops, involving elders from diverse communities, can deepen students' appreciation of cultural and linguistic interdependence while promoting intergenerational learning. Embedding such strategies in the curriculum ensures that students develop a nuanced understanding of diversity, rooted in local contexts, while gaining the global awareness central to GCED principles.

2.3. Reframing Curricula to Address Global Issues

There are several other potential implementation strategies to be discussed in addition to those presented before. For example, one key strategy for delivering GCED is to shift the focus from domestic concerns alone to global issues. For example, recurring themes within the English Grades 1-5 curriculum predominantly focus on domestic issues, making it difficult to identify topics related to global culture or fostering a global mindset. To address this, there is potential to reframe English as an international language and expand the curriculum in ways that align with GCED. This could involve connecting existing citizenship-related themes and topics to global perspectives. For instance, while patriotism is a recurring theme, often illustrated through discussions of national heroic figures, these lessons could be expanded to align with a broader critical and postcritical GCED approach by introducing discussions on global leaders who embody both national pride

and international collaboration (e.g., the theoretical physicist Abdus Salam or the poet Jazib Qureshi). Such themes could be incorporated into pre- and post-reading activities, providing opportunities for students to critically analyze and reflect on how patriotism and global citizenship can coexist.

2.4. Strengthening Socio-Emotional and Relational Learning

Moreover, given that English is not the first language for most students, there is a wide range of language proficiency levels within classrooms. As such, an overemphasis on cognitive dimensions in the incorporation of GCED into the English curriculum may not be effective for all students. Instead, developing lesson plans that prioritize socio-emotional and affective-relational dimensions would be more suitable for the English language domain. These approaches could focus on building empathy, fostering interpersonal skills, and encouraging collaborative learning through activities like role-playing, group discussions, and reflective exercises. By placing greater emphasis on socio-emotional and affective-relational domains, curriculum, textbooks, and lesson plans can help students connect emotionally and socially with GCED concepts, even as they develop their language skills. The postcritical approach would be particularly effective here, as it emphasizes relational and embodied learning, encouraging students to understand their connections to others through ethical and experiential interactions. The postcritical approach can also further complement postmodern and critical approaches by integrating ethical reflexivity and relational engagement to support diversity, inclusion, and social justice. These combined approaches ensure students' deep engagement with GCED principles while developing their cognitive, socio-emotional, behavioral, and affective-relational capabilities.

2.5. Enhancing Conflict Resolution Skills

Similar strategies may be followed in the General Knowledge and Social Studies curricula and textbooks. As shown in the review of General Knowledge, conflict resolution skills are integrated as key learning objectives for students. These lessons could further emphasize the global dimensions of conflict resolution by examining conflict at different levels from interpersonal conflicts in schools and local communities to conflict resolution at the global level, thus raising awareness of global issues, including global poverty, climate

change, human rights, and regional and international peace. This would segue well into the Social Studies curriculum where students might engage these concepts and skills further in Grades 4-5. At this level, the students could examine examples of exemplary local and global peacebuilders who have creatively addressed global issues. Importantly, key examples from Pakistan should be included alongside global examples to present a cross-cultural and comparative perspective.

2.6. Embedding GCED Messages in Everyday Learning Materials

An innovative and scalable entry point for embedding GCED into Punjab's educational framework, as highlighted by PCTB during field visits, involves integrating public awareness messages into the printed jackets of school textbooks. These messages can serve as subtle but effective tools for reinforcing GCED themes in students' daily learning environment. Examples include advocating for child protection, water conservation, caring behaviors, traffic safety, anti-drug use, energy conservation, and promoting peaceful coexistence. This approach aligns well with findings from the contextual analysis and curriculum analysis, which emphasize the need for practical, contextually relevant methods to address both local and global challenges. See examples of this approach in [Figure 1-3] below.

[Figure 1] Child Protection, printed in the English Grade 1 Textbook
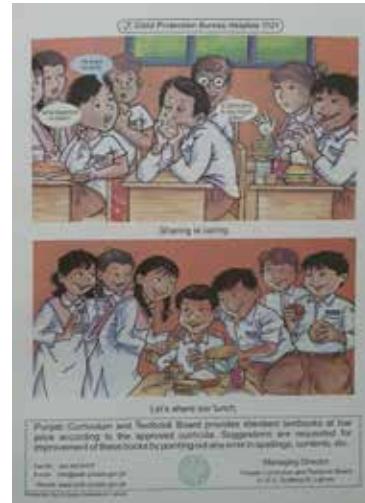
[Figure 2] Sharing is Caring, printed in the General Science Grade 5 Textbook

[Figure 3] Saving Electricity, printed in the English Grade 5 Textbook

To resonate with students, the messages should reflect their cultural and social contexts. For example, water conservation messages could incorporate references to regional water scarcity challenges, linking them to broader discussions on climate change and sustainability. In doing so, highlighting local examples, such as community leaders or initiatives in Pakistan that promote child protection or peacebuilding, can help students relate global principles to their immediate surroundings.

2.7. Empowering Teachers through Targeted Training

Additionally, it is critical that teachers' capacities are strengthened through workshops and teacher training – through a partnership between PCTB and QAED – to better support educators to integrate GCED into teaching and learning. This should focus on experiential learning, relational teaching methods, and postcritical approaches that emphasize reflexivity and inclusivity. For instance, training programs can include workshops on facilitating activities such as group discussions and self-reflection exercises, which have been identified as key opportunities for GCED integration based on the analysis of textbooks and curricula. Piloting innovative programs and conducting longitudinal evaluations would also help identify effective practices, ensuring a sustainable approach to GCED integration.

2.8. Stakeholder Engagement and Ongoing Assessments

Finally, this report serves as a preliminary analysis for GCED integration in the primary school curriculum in Punjab; the report has highlighted numerous areas for strengthening the already existing GCED elements of the current curriculum, as well as new areas for GCED implementation. Going forward, it is recommended for APCEIU and the Punjab School Education Department to conduct further examinations of the curriculum and in-depth interviews with stakeholders to ascertain additional possibilities for GCED. For instance, surveys with an expanded group of stakeholders (e.g., school administrators, teachers, parents, and students) would be valuable to complement the curriculum and textbook analysis conducted herein. A comprehensive approach to GCED is recommended for robust integration of concepts across the curriculum.

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