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[GCED in Action] Enhancing Bangladeshi Secondary Teachers' Understanding on GCED and Curriculum Integration: A Case Study of a Disadvantaged School

- 19/12/23



The project by Rokshana Bilkis (Alumna of 2023 Asia-Pacific Training Workshop on EIU/GCED), titled “Bangladeshi Secondary Teachers’ Understanding and Curriculum Integration of Global Citizenship Education: A Case Study of a Disadvantaged School,” aimed to educate secondary teachers so that they can become informed and responsible global citizens. Recognizing the significance of Global Citizenship Education (GCED) in addressing global issues, the Bangladeshi government has already taken some initiatives to introduce GCED into the National Curriculum. In line with this, the project aimed to provide the target teachers with a clear understanding of GCED and to take initiatives to add GCED elements to the existing school curriculum of the respective schools.



The project focused on ‘Cosmo School and College,’ a highly disadvantaged institution in the remote and hilly region of Lama, Bandarban, Bangladesh. In specific, a 2-day training workshop was held on 3-4 November 2023, engaging 40 teachers. With experts, participants gained knowledge and insights on GCED and its themes, including human rights, global justice, multicultural diversity, peace, and sustainable development. This workshop also aided them in improving lesson planning to integrate GCED aspects into their teaching practices. Participants actively engaged in the workshop through hands-on activities, including group discussion, poster-making, and role-playing.



Moreover, the project gathered valuable data through survey questionnaires and Focus Group Discussions (FGDs) with teachers and school authorities. Policy suggestions will be presented through its analysis, guiding the school authority to integrate GCED into the existing curriculum.



The key outputs of the workshop include equipping teachers with a clear understanding of GCED with comprehensive ideas for lesson planning and the reflection of these ideas in classroom teaching and activities. Additionally, policy suggestions will introduce the school authority's steps towards curriculum integration.

Despite being a small-scale project, Ms Rokshanabelieves in its significant impact. Approximately one hundred teachers from this disadvantaged school are set to benefit, fostering a ripple effect as they share their experiences with peer teachers and students. This initiative is seen as a step towards creating a more peaceful society, emphasizing the importance of continued efforts and responsible action by members of the society, including educators.

[GCED in Action] Enhancing Capacities of Secondary Level Teachers in Bangladesh via GCED Training Workshop

- 20/12/23



Project ‘Capacity Building Training Workshop for the Secondary Level Teachers in Bangladesh’ is designed by Masud Rana (Alumna of the 2023 Global Capacity-Building Workshop on GCED).

Project Background

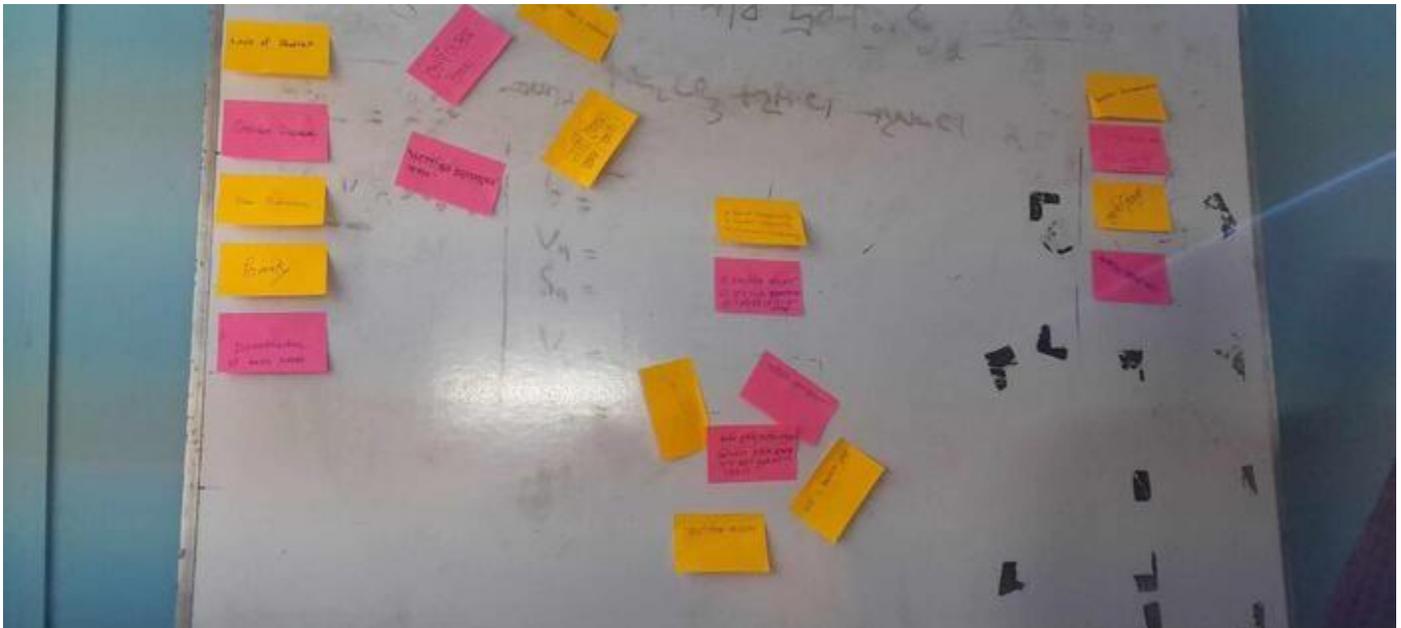
Teaching techniques and methods are constantly changing. However, teachers in Bangladesh are not getting enough opportunities to equip them with skills and knowledge necessary for facing these challenges. While the Bangladeshi government provides some training for teachers from the government and semi-government schools, those working for self-financed institutions hardly receive relevant support and training.

Project Implementation

Being aware of these realities in Bangladesh, Masud Rana, a Teacher Trainer, proposed a project titled “Capacity Building Training Workshop for the Secondary level teachers in Bangladesh” and was awarded seed funds from APCEIU for this project. The project was implemented during 24-26 November 2023 at Dinajpur Holy Land College, Bangladesh. 20 secondary-level teachers participated in this workshop. These teachers were selected on the basis of age group, gender, ethnicity and subject areas. Mr. Rana and his team invited a college principal, a vice principal, and members of College Governing Body, a university professor, an NGO officer, 2 journalists, and an Upazilla education officer.



The workshop consisted of lectures, power point presentations, pair work, group work, simulation, talk show and video show. The training sessions were conducted on the following themes of GCED: Human Rights, Glocal Justice, Nonviolence Education, Multicultural Diversity and Education for Sustainable Development.



Participants actively took part in every activity, share their opinions and provided valuable comments. Mr. Tareq, an English teacher, commented:

“Before joining this workshop I thought GCED is the issue of western countries only, but now I understand that I am also a global man. I got many ideas from this training and want to work hard to make many global country men who will build a peaceful country. In addition I want to say that every people have these good qualities, we can just say them to practice it and inspire others to expand them. And we the teachers can do the most.”

Dr. Md. Habibullah, Head, Department of Political Science, Vatendra University, Rajshahi, Babgladesh, also shared his reflections on the workshop:

“[I always thought] It is already late to start building a peaceful and inclusive society. This workshop opened my eyes and inspired me to think differently. I am very much impressed and convinced with the GCED themes. I will take steps to design a separate curriculum on GCED and give proposal to the University Authority to take steps to open a subject on GCED. I want to give thanks to APCEIU UNESCO to think about the world especially for the country like Bangladesh.”



Teachers were asked to make a lesson plan based on GCED themes and practice them into different classroom activities. Mr. Rana and his team will continue to provide support for teachers in this process. Ultimately, students will benefit from this workshop once the participants start integrating these issues in the curriculum and other activities like debates, projects, club activities, field trips and film shows.

Mr. Rana and his team think that such initiatives will motivate teachers from this college as well as those in the neighboring institutions. The total change may not be feasible but it can be a starting point to create a more just, peaceful and inclusive society.