Integrating Global Citizenship Education into Ghana's Common Core Programme: Pathways to Empowering 21st Century Learners

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ABSTRACT

Ghana's Common Core Programme (CCP), introduced as part of recent educational reforms, aims to equip students with 21st-century competencies, including critical thinking, ethical reasoning, and intercultural collaboration. While the CCP provides a promising framework for incorporating Global Citizenship Education (GCE), the extent to which global citizenship principles are fully integrated within the curriculum remains a critical issue. Grounded in Transformative Learning Theory, this study examines the integration of GCE within the CCP and its potential to prepare students for active roles in an increasingly interconnected world. The study employed a convergent parallel mixed-methods approach, targeting a population that included teachers, head teachers, and curriculum leads in basic schools across Ghana's Central, Ashanti, Western, and Savanna regions. Using a multistage sampling method, a total sample size of 427 participants was selected. Data were collected through questionnaires, interviews, and focus group discussions, and the analysis combined path-coefficient calculations with inductive thematic analysis. The findings reveal that skills (path coefficient = 0.335) exert the most significant influence on the CCP curriculum, reflecting the programme's strong emphasis on critical thinking, problem-solving, and practical competencies essential for global citizenship. Knowledge (path coefficient = 0.305) and attitudes and values (path coefficient = 0.303) also play critical roles, highlighting the CCP's commitment to fostering global awareness, empathy, respect for diversity, and inclusivity. Furthermore, the high path coefficient between the CCP and GCE (0.930) demonstrates a strong positive alignment with GCE objectives. The study also reports high R² values for CCP (0.739) and GCE (0.865), suggesting a well-structured curriculum designed to promote global citizenship competencies. These results conclude that the CCP is successfully aligning with the broader goals of GCE by equipping students with the knowledge, skills, and values needed to thrive in a globalized world. To further enhance the integration of GCE within the CCP, the study recommends that the Ministry of Education strengthen ongoing professional development for educators and provide additional resources to support effective teaching practices.

Keywords: Civic Engagement, 21st Century Learners, Common Core Programme, Curriculum, Global Citizenship Education

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I. INTRODUCTION

As the world becomes increasingly interconnected through globalization, the role of education in preparing students to navigate and contribute to this global landscape is becoming increasingly critical. Today, educational systems are expected not only to impart traditional knowledge and skills but also to cultivate globally competent individuals who can understand and address complex global issues. In this context, Ghana's educational reforms, particularly the implementation of the new Common Core Programme (CCP), aim to equip students with the skills, knowledge and attitudes necessary to engage effectively in a globalized world. However, the extent to which Global Citizenship Education (GCE) has been integrated into the CCP remains unclear.

GCE is essential for fostering students' ability to think critically about global issues, appreciate cultural diversity, and collaborate on problem-solving initiatives (Bosio et al., 2023; Waghid, 2023; Parejo et al., 2022). Xiong (2024) asserted that the aim of GCE was to understand and appreciate global issues, respect cultural diversity, and foster a sense of shared responsibility among students. This shift in educational focus is particularly relevant for countries like Ghana, where the integration of GCE into the curriculum can play a crucial role in preparing students for the challenges and opportunities of the 21st century (Addae et al., 2024; Ng, 2020). Without a clear and comprehensive integration of

GCE into the curriculum, students may not develop the global competencies required to contribute meaningfully to both local and international communities. This integration is not merely an academic requirement but a crucial element in ensuring that students are prepared to positively impact society at all levels, from local communities to the global stage (Banks & Williams, 2022).

In this regard, González-Valencia et al. (2022) and Ng (2020) stated that the curriculum requires a careful balance between global and local perspectives, as well as the provision of adequate resources and training for educators to effectively teach GCE concepts. The prospects for integrating GCE into the CCP are promising, given the Ghanaian government's commitment to educational reform and the growing recognition of global citizenship's importance in today's world (Addae et al., 2024). However, to fully realize these prospects, policymakers, educators, and stakeholders must collaborate effectively in overcoming challenges and seizing the opportunities presented by this educational initiative.

1.1 Statement of the problem

The integration of GCE into the CCP is of utmost importance as it fosters global awareness, enhances critical thinking, and equips students with the skills needed to navigate and contribute to an interconnected world. Thus, GCE is increasingly regarded as crucial for raising students' awareness of global challenges, supporting sustainable development, and promoting social cohesion in Ghana's culturally diverse society (Addae et al., 2024; Pacho, 2021). Nonetheless, there is a notable literature gap regarding the integration of GCE into the CCP and whether the curriculum adequately prepares students to become informed, engaged, and responsible global citizens. This gap in the literature poses a significant challenge for educators, policymakers and curriculum developers who are tasked with ensuring that the CCP not only meets students' academic needs but also equips them for the complexities of the globalized world. Without a clear understanding of how well GCE is integrated into the CCP, students may not be adequately prepared to address global issues, engage in critical thinking, and actively participate in both local and global communities.

Considering these concerns, this study aims to assess the influence of GCE in the development of CCP in Ghana. This study sought to contribute to the ongoing dialogue on educational reform in Ghana and provide insights that could inform the development of a curriculum better suited to preparing students for the demands of 21st century globalised world.

1.2 Research Objectives

The objective for the study was to:
  (i) Examine the extent to which the integration of knowledge component of GCE influences the development of the CCP in Ghana.
  (ii) Investigate how the incorporation of attitudes and values of GCE contributes to shaping the CCP in Ghana.
  (iii) Explore the extent to which the inclusion of skills of GCE influence the development of the CCP in Ghana.
  (iv) Assess how the CCP influences the preparation of learners for global citizenship.

1.3 Research Hypotheses

H_1: The integration of knowledge components of GCE positively influences the development of the CCP in Ghana.
H_2: The incorporation of attitudes and values components of GCE positively contributes to shaping of the CCP in Ghana.
H_3: The inclusion of skills components of GCE positively influences the development of the CCP curriculum in Ghana.
H_4: The CCP positively influences the preparation of learners for global citizenship.

II. LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 Transformative Learning Theory

The study is structured around Mezirow's Transformative Learning Theory, which provides a foundational framework for understanding how learning can foster meaningful change in individuals. According to Mezirow (2003), transformative learning is a process through which individuals critically reflect on their assumptions, revise their frames of reference, and adopt more inclusive, discriminating, and integrative worldviews. This theory is particularly relevant to studies on Global Citizenship Education (GCE), as it aligns closely with its goals of fostering critical thinking, cultural appreciation, and ethical responsibility in an increasingly globalized world.

The key tenets of Transformative Learning Theory—critical reflection, experiential learning, and perspective transformation—are integral to the study. Transformative learning begins with critical reflection, where learners analyse their existing beliefs and assumptions to identify biases and limitations. This reflective process is essential for students to question and deconstruct previously unexamined worldviews, enabling them to develop a more nuanced understanding of global issues. Transformative learning also emphasizes experiential learning as a pathway to change.

Mezirow (2003) asserts that meaningful transformation often occurs through activities that challenge learners' frames of reference. Ultimately, transformative learning culminates in perspective transformation, where individuals adopt a broader and more inclusive understanding of the world. This shift enables learners to navigate and contribute meaningfully to an interconnected global environment, reflecting the pivotal goal of integrating GCE into educational curricula (Bosio et al., 2023). In the context of this study, the integration of GCE into CCP encourages students to reflect on global issues such as human rights, social justice, and cultural diversity (Addae et al., 2024). GCE is framed as a transformative process that equips students to move beyond traditional learning goals and embrace new ways of thinking about the interconnected world. This directly aligns with Mezirow's emphasis on reflective and experiential learning as key to transformation.

2.2 Empirical Review
2.2.1 Knowledge Component of Global Citizenship Education in the Common Core Programme

The integration of the knowledge component of GCE into Ghana's CCP plays a critical role in shaping a curriculum that provides students with a deep understanding of global interdependencies. This component of GCE emphasises essential topics such as human right, social just, cultural diversity, and global inequality, which are instrumental in fostering students' awareness of global challenges and opportunities (Khoo et al., 2021; Kazi, 2024). According Khoo et al., (2021) and Kazi (2024), by embedding these themes into the CCP, students are introduced to a curriculum that not only addresses academic requirements but also broadens their perspectives, enabling them to appreciate the interconnected nature of the global community. Crawford et al. (2020) and Camilleri (2016) argued that the inclusion of global perspectives in curricula helps students develop a critical awareness of their roles within a globalized society. This aligns closely with the objectives of the CCP, which seeks to balance national developmental goals with a global outlook. Similarly, Ydo (2023) emphasised that the knowledge component of GCE allows students to critically engage with issues such as globalization and its implications for both local and international contexts. This critical engagement fosters an understanding of human right, social just, cultural diversity and global interdependence, which is particularly relevant for advancing Ghana's developmental agenda {Adam-Yawson et al., 2021 and Angyagre & Quainoo, 2019). Moreover, knowledge-oriented GCE fosters global literacy by introducing students to complex issues, such as climate change and global inequality, equipping them with the intellectual tools necessary to navigate and address these challenges effectively.

Addae et al. (2024) asserted that embedding GCE knowledge into the CCP aligns seamlessly with Ghana's developmental priorities by enabling students to critically analyse and address local challenges through a global lens. They further indicated that the inclusion of climate change in the curriculum helps students understand how global environmental phenomena directly impact their immediate surroundings, including agricultural practices and water management systems, both of which are vital for Ghana's economy. Similarly, analysing migration from a global perspective enables students to critically examine rural-urban migration trends in Ghana and their broader implications for national development. Furthermore, the work of Edwards Jr. et al. (2020) on global education highlights the importance of incorporating international frameworks, such as the Sustainable Development Goals (SDGs), into national curricula. This integration prepares students to engage actively in global initiatives while contextualizing these themes within Ghana's unique socioeconomic realities. By aligning the CCP with international goals such as sustainable development, students are encouraged to see themselves as active contributors to both local and global efforts, thus fostering a sense of shared responsibility and purpose. By leveraging insights from these studies, the CCP in Ghana has the potential to bridge the gap between local and global perspectives, preparing students for active participation in a complex and interconnected world.

The attitudes and values component of GCE are essential in fostering empathy, respect for diversity, and a sense of shared responsibility among students. Buchanan et al. (2018) and Ferguson and Brett (2023) emphasize that this dimension of GCE encourages learners to view themselves as integral members of a global community, promoting a sense of interconnectedness and accountability toward others. This perspective is particularly significant in Ghana, where the nation's socioeconomic and cultural diversity presents both challenges and opportunities for promoting social cohesion and mutual respect (Addae et al., 2024).

By embedding attitudes and values into educational practices, students are exposed to foundational concepts such as equity, justice, and sustainability. These values are not merely theoretical abstractions but are woven into everyday learning experiences, enabling students to understand and appreciate their relevance to both local and global contexts. Chankseliani et al. (2021) assert that integrating these elements into the curriculum builds a culture of empathy and commitment to social justice, equipping students with the moral framework to engage constructively with societal issues.

In Ghana, where classrooms reflect the nation's rich cultural and socioeconomic diversity, the inclusion of GCE values is critical for nurturing mutual respect and fostering a shared sense of purpose among students. This component of GCE provides a platform for students to explore their individual identities while developing an appreciation for the

perspectives and experiences of others. Such engagement fosters an environment where students learn to navigate differences constructively, contributing to a more cohesive and inclusive society. Moreover, embedding attitudes such as respect for diversity into the curriculum extends beyond fostering interpersonal harmony. It equips students with the tools necessary to address broader societal challenges, including inequality, discrimination, and environmental degradation. For instance, Ferguson and Brett (2023) highlight that students who internalize values like sustainability and justice are more likely to take proactive steps to confront pressing global issues, such as climate change and social inequities. This transformative potential of GCE is particularly relevant in Ghana, where these challenges have localized impacts on communities and livelihoods.

Addae et al. (2024) further underscore the importance of fostering attitudes and values that empower students to contribute positively to both their local and global communities. For example, cultivating empathy within the curriculum helps students better understand the lived experiences of marginalized groups in Ghana, while instilling a sense of shared responsibility inspires collective action toward societal improvement. By nurturing these values, GCE not only enriches students' moral development but also lays the foundation for a more equitable and sustainable society. Evidence from international contexts reinforces the importance of attitudes and values in education. Waghid (2024) and Ydo (2023) argue that these components are critical for developing students' critical consciousness and moral reasoning, which are indispensable for addressing local and global challenges. Similarly, González-Valencia et al. (2022) emphasize that fostering global citizenship through values such as respect and equity equips students with the skills to navigate cultural differences with sensitivity and confidence, which are invaluable in today's interconnected world.

2.2.2 Attitude and Values Component of Global Citizenship Education in the Curriculum

The attitudes and values component of Global Citizenship Education (GCE) plays a vital role in cultivating empathy, respect for diversity, and a sense of shared responsibility among students. Buchanan et al. (2018) and Ferguson and Brett (2023) emphasize that this aspect of GCE encourages learners to perceive themselves as integral members of a global community, fostering interconnectedness and accountability toward others. This perspective is particularly relevant in Ghana, where the nation's socioeconomic and cultural diversity presents unique challenges and opportunities for promoting social cohesion and mutual respect (Addae et al., 2024).

By embedding attitudes and values within educational practices, students are introduced to essential concepts such as equity, justice, and sustainability. These values are not abstract ideals but are integrated into daily learning experiences, enabling students to understand their practical relevance to both local and global contexts. Chankseliani et al. (2021) argue that incorporating these elements into the curriculum fosters a culture of empathy and commitment to social justice, equipping students with the moral framework needed to address societal issues constructively.

In Ghana, where classrooms often reflect the nation's rich cultural and socioeconomic diversity, the integration of GCE values is particularly important for nurturing mutual respect and fostering a shared sense of purpose. The attitudes and values component provides a platform for students to explore their individual identities while appreciating the perspectives and experiences of others. This dynamic fosters an environment in which students learn to navigate differences constructively, contributing to a more cohesive and inclusive society. Furthermore, embedding attitudes such as respect for diversity into the curriculum extends beyond interpersonal relationships. It equips students with the skills necessary to engage with broader societal challenges, including inequality, discrimination, and environmental degradation. Ferguson and Brett (2023) note that when students internalize values like sustainability and justice, they are more likely to take proactive steps to address pressing global issues such as climate change and social inequities. This transformative potential of GCE is particularly significant in Ghana, where such challenges often have localized impacts on communities and livelihoods. Addae et al. (2024) emphasise the importance of fostering attitudes and values that empower students to contribute positively to both their local and global communities. For instance, promoting empathy within the curriculum helps students better understand the lived realities of marginalized groups in Ghana, while instilling a sense of shared responsibility encourages collective action toward societal improvement. By cultivating these values, GCE not only enriches individual students' moral development but also lays the foundation for a more equitable and sustainable society.

Evidence from international contexts further underscores the significance of attitudes and values in education. Bosio et al., (2023) highlights that these components help students develop critical consciousness and moral reasoning, which are essential for addressing local and global challenges. Similarly, Sharma et al., (2021) underscores that fostering a sense of global citizenship through values like respect and equity enables students to navigate cultural differences with sensitivity and confidence—skills that are indispensable in today's interconnected world. The attitudes and values component of GCE is a powerful mechanism for promoting social cohesion, empathy, and global responsibility. In Ghana, where diversity is both a strength and a challenge, embedding these elements into the curriculum is crucial for shaping students who are prepared to contribute meaningfully to their communities and beyond. By fostering respect for diversity, a commitment to justice, and a shared sense of responsibility, this approach aligns education with broader goals of social inclusion, equity, and sustainability.

2.2.3 Skills Component of Global Citizenship Education in the Common Core Programme

The skills component of Global Citizenship Education (GCE) plays a pivotal role in equipping students with the competencies required to navigate and address the complexities of an increasingly interconnected world. GCE emphasizes the development of critical thinking, ethical reasoning, and problem-solving abilities—skills essential for tackling global challenges such as climate change, economic inequality, and social injustice (Bosio et al., 2023). These competencies enable students to critically analyse global issues, propose innovative and sustainable solutions, and act as responsible citizens, contributing meaningfully to both local and global communities.

Kerkhoff and Cloud (2020) highlight the importance of integrating global themes into education, asserting that such integration enhances students' capacity for ethical reasoning and critical problem-solving. Through this approach, learners engage with real-world issues from a global perspective, not only acquiring knowledge but also developing the ability to connect their learning to broader systems and structures. This fosters an understanding of the interdependence between local and global contexts, illustrating how actions in one part of the world can have far-reaching consequences elsewhere. Kim et al. (2019) corroborate this assertion and indicated that integrating these skills into educational practices bridges the gap between theoretical knowledge and practical application, empowering students to address immediate community challenges while contributing to global progress.

Ghana's Common Core Programme (CCP) embodies these principles by embedding a skills-oriented framework within its educational objectives. The CCP emphasizes critical thinking, ethical reasoning, and practical problem-solving as key elements of its mission, preparing students for the demands of a dynamic and interconnected world. This alignment with GCE ensures that students are equipped not only for academic success but also for informed and active citizenship. For example, the CCP encourages learners to critically examine global phenomena such as environmental degradation, economic disparity, and social inequality, contextualizing these challenges within Ghana's unique sociocultural, economic, and environmental realities. By doing so, students develop a deeper understanding of their immediate environment while maintaining a global perspective.

Furthermore, the CCP's focus on critical thinking enables students to approach problems from diverse perspectives, fostering the development of creative and evidence-based solutions. For instance, students are guided to analyse the root causes and long-term implications of global issues such as climate change, poverty, and migration. This analytical approach not only sharpens their intellectual abilities but also instils a sense of responsibility and urgency in addressing these pressing challenges (Kim et al., 2019). By engaging with these topics, students are encouraged to take informed actions that contribute to both local development and global sustainability.

The integration of GCE principles into Ghana's CCP represents a forward-thinking approach to education, ensuring that students are prepared to navigate the complexities of the 21st century. This alignment underscores the significance of cultivating skills that transcend traditional academic disciplines, emphasizing ethical awareness, global engagement, and the ability to address real-world problems. By bridging local relevance with global applicability, Ghana's education system is empowering students to become adaptable, responsible, and proactive participants in shaping a more equitable and sustainable future. This holistic approach positions learners as both beneficiaries of education and catalysts for societal transformation and global progress.

2.2.4 Preparation of Learners for Global Citizenship

The integration of GCE into the CCP offers numerous benefits that are essential for students' holistic development. By embedding GCE into the curriculum, students gain a deeper understanding of global interdependencies and the challenges posed by issues such as climate change, migration, and global inequality (Khoo et al., 2021). This understanding is crucial in helping students develop the skills necessary to navigate the complexities of the global landscape (Kazi, 2024; Kim et al., 2019). Moreover, GCE plays a vital role in enhancing students' critical thinking and complex problem-solving abilities, which are essential for both academic success and active citizenship. By engaging with global issues, students learn to analyze problems from multiple perspectives, think critically about potential solutions and develop a sense of ethical responsibility. Chankseliani et al. (2021) highlighted that integrating GCE into the curriculum allows educators to foster a culture of empathy, respect for diversity, and commitment to social justice among students, thereby contributing to the creation of a more inclusive and equitable society. In the context of Ghana, where socioeconomic and cultural diversity is significant, GCE can play a pivotal role in promoting social cohesion and fostering mutual respect among students from diverse backgrounds. Addae et al. (2024) argued that GCE is essential for building a shared sense of purpose and responsibility among Ghanaian students, enabling them to contribute positively to both local and global communities. The inclusion of GCE in the CCP not only enhances students' academic competencies and equips them with the tools needed to become informed, engaged, and responsible global citizens (Angyagre & Quainoo, 2019).

Despite its many benefits, the successful integration of GCE into the CCP faces several challenges that must be carefully addressed to ensure its effectiveness (Ministry Of Education, 2018). According to MOE (2018), one of the key challenges is the need to design a curriculum that effectively incorporates GCE concepts while ensuring that these

concepts are taught in a way that aligns with the Ghanaian context. This requires a careful balance between global and local perspectives and the provision of adequate resources and training for educators to effectively teach GCE concepts (Poole & Russell, 2015). Poole and Russell (2015) and Holden and Hicks (2007) emphasized that the successful integration of Global Citizenship Education (GCE) depends on teachers' readiness, who must have the necessary skills and knowledge to effectively deliver GCE content. However, educators may lack the necessary training and resources to implement GCE successfully. This challenge is particularly pronounced in developing countries like Ghana, where educational resources are often limited and resistance to incorporating global perspectives into curriculum exists due to a focus on national development goals (Nijhuis et al., 2012; Chubb et al., 2024).

Furthermore, there is a significant gap in empirical research regarding the effectiveness of GCE integration within the CCP and whether the curriculum adequately prepares students to become informed, engaged, and responsible global citizens (McCowan et al., 2022; Trang, 2021). This lack of evidence poses a challenge for educators, policymakers and curriculum developers who are tasked with ensuring that the CCP not only meets the academic needs of students but also equips them for the complexities of the globalized world (Addae et al., 2024; Pacho, 2021; Helm et al., 2024). However, to fully realize this potential, policymakers, educators and stakeholders must work together effectively to address the challenges and capitalize on the opportunities presented by this educational initiative. Integrating GCE into the CCP is crucial for raising students' awareness of global issues, supporting sustainable development, and fostering social cohesion within Ghana's culturally diverse society.

2. 3 Conceptual Framework

To effectively integrate global citizenship education into the curriculum, a holistic approach is required—one that seamlessly incorporates knowledge, skills, attitudes, and values across subjects and learning experiences. The conceptual framework in Figure 1 shows the components of the GCE and their influence on CCP.
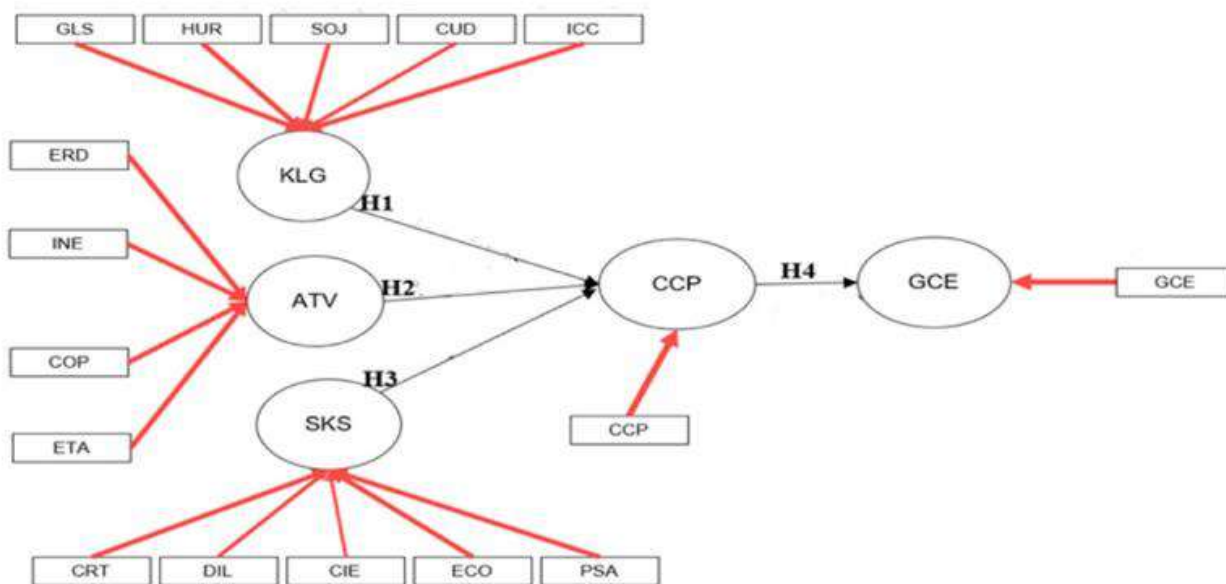

Figure 1: Conceptual Framework
Keys:
CCP= Common Core Programme
KLG= KNOWLEDGE
ATV = attitude and values.
SKS=SKILLS
GCE= Global Citizenship Education

As shown in Figure 1, well-structured curriculum should equip students with a comprehensive understanding of global systems, human rights, social justice, environmental sustainability, and cultural diversity, fostering an awareness of interconnectedness and collective responsibility. Equally crucial is the development of essential attitudes, such as empathy, respect for diversity, responsibility, and commitment to peace, inclusion, and equity, that encourage ethical action in a globalized world. These cognitive and attitudinal components should be complemented by the cultivation of key skills, including critical thinking, problem-solving, effective communication, intercultural

collaboration, digital literacy, and civic engagement. Experiential learning activities—such as project-based learning, debates, community service, and cross-cultural exchanges—provide practical opportunities for students to apply these competencies to real-world challenges. By embedding global citizenship education across disciplines, cocurricular programmes, and experiential learning, schools can create an environment where students can become reflective, responsible, and active participants in both local and global contexts. This comprehensive approach ensures that learners not only acquire the competencies necessary for global citizenship but also internalize the values and motivation required to contribute meaningfully toward a more just, sustainable and peaceful world.

III. METHODOLOGY

3.1 Research Design
This study employed a mixed-methods research design anchored by a convergent parallel design. In this study, qualitative and quantitative data were collected and analysed separately but concurrently. The results of each method were then compared and integrated during the discussion phase. The quantitative component provided statistical insights into the degree of GCE integration, whereas the qualitative component delved deeper into the experiences and perspectives of key stakeholders. The mixed-methods approach was chosen to enable triangulation of findings from different data sources, thus enhancing the credibility and reliability of the research outcomes (Creswell & Plano Clark, 2018).

3.2 Target Population
The target population for this study comprised teachers, head teachers, and curriculum leads in Central, Ashanti, Western and Savanna Regions of Ghana. The multistage method was used in selecting the sample for the study. The target population is about 89,416. These are the people engaged in the implementation of the curriculum in Ghana.

3.3 Sampling Procedure and Sample Size
Multi-stage sampling was used to select sample for the study. In the first stage, Ghana, with its 16 regions, was divided into three geographical zones based on their socio-cultural and geographical dynamics: the Coastal Belt, Middle Belt, and Northern Belt. From these zones, four regions (Central, Ashanti, Western and Savanna) were randomly selected. These regions were selected to reflect diverse geographical, cultural, and economic contexts within Ghana. At the second stage, four districts within each region were randomly selected, totalling 16 districts. In the next stage, 5 schools were also randomly selected from each of the districts selected. The total number schools selected were 80. After the schools were selected, teachers were randomly chosen using a simple random sampling method, ensuring that the sample was unbiased. Only teachers who had been continuously teaching in school for a minimum of six years were eligible for the study. In all, a sample size of 427 was selected using Krejcie and Morgan's sample size determination table. The sample distribution is shown in Table 1.

Table 1
Sample Distribution

Geographical Zone	Number of Regions	Number of Regions Selected	Number of District selected	Number of Schools Selected	Number of Teachers Selected
Coastal Belt	4	1	4	20	104
Middle Belt	7	2	8	40	216
Northern Belt	5	1	4	20	107
Total	**16**	**4**	**16**	**80**	**427**

Table 1 shows the number of regions, district, schools, and teachers selected from each geographical zone.

The survey consisted of structured questionnaire primarily featuring closed-ended questions. The items of the questionnaire measured the presence of GCE themes in the curriculum and perceptions of GCE's effectiveness in enhancing student engagement and global awareness. The questionnaire items were assessed using a five-point Likert scale, where participants may indicate their level of agreement or disagreement, ranging from "strongly disagree" to "strongly agree." The scale accurately measures attitudes and perceptions. A numerical number ranging from 1 to 5 was assigned to each response. We conducted a pilot test involving 20 teachers for the purpose of ensuring clarity and reliability. The Cronbach's Alpha of the 42 items yielded 0.85 and this high value suggests internal consistency among the items in the questionnaire. A Cronbach's Alpha of 0.85 is considered acceptable, indicating that the items effectively measure the study's core constructs.

Qualitative data were collected through semi-structured interviews and group focussed discussions. Semi-structured interviews were conducted with curriculum leads and headteachers of the selected schools. In each district,

ten interviews were conducted for the qualitative data. For this study, saturation was reached after the 10th informant in each district, as the information provided began to repeat similar elements already expressed by previous informants. In all, the total interviews conducted were 160 in the 16 districts selected for the study. The 10 participants used in each district were appropriate and reliable since data saturation in qualitative studies can be reached in an array of interviews from 2 to 17 (Yin, 2018; Hennink & Kaiser, 2022). These interviews were conducted to explore the participants' views on the integration of GCE and their assessment of the CCP's effectiveness in promoting global citizenship. Also, seven focus group discussions, each involving six teachers, were conducted in each of the 16 districts.

Quantitative data collected from the stakeholders were analysed using descriptive and inferential statistical methods. Descriptive statistics, including percentages and mean were used to summarise biodata. Inferential statistical techniques, such as t-tests, chi-square tests, and ANOVA, were used to test the hypotheses and determine whether significant differences exist in GCE integration in CCP. Qualitative data from interviews and focus group discussions were inductively analysed based on themes.

The research adhered to ethical guidelines, and consent was obtained from all participants prior to their involvement in the study. Participants received a detailed information sheet explaining the study's purpose, procedures, potential risks and benefits, and their rights as participants, including the right to withdraw from the study at any time without penalty. To protect participants' identities, pseudonyms were used in place of real names in all data records and publications.

IV. FINDINGS & DISCUSSION

4.1 Findings

In all 388 questionnaires were retrieved representing 90.9% of the respondents. This section presents the results of the path analysis and structural equation modelling (PLS-SEM) conducted to examine the relationships between the independent variables (Knowledge (KLG), Attitudes and Values (ATV), and Skills (SKS)) and the dependent variable (GCE). The study sought to test four key hypotheses related to how these latent variables influence the CCP curriculum and the impact of the CCP on fostering GCE in students. The demographic characteristics of respondents are indicated in Table 2.

Table 2
Demographic Characteristics of Respondents

Characteristics	Freq.	Percent
Gender		
Female	164	42.23
Male	224	57.7
Total	**388**	**100.0**
Age (years)		
20 - 30	26	6.7
31 - 40	130	33.5
41 - 50	146	37.6
51 – 60	86	22.2
Total	**388**	**100.0**
Highest academic qualification		
Diploma	194	50.0
First Degree	165	42.5
Second Degree	29	7.5
Total	**388**	**100.0**
Years Teaching Experience		
6 - 16	128	33.0
17 - 27	187	48.2
28 - 38	59	15.2
Above 38	14	3.6
Total	**388**	**100.0**

The demographic data in Table 2 highlights a diverse and experienced respondent pool, characterized by balanced gender representation, a wide age range, substantial teaching experience, and strong academic qualifications. These attributes suggest that the respondents are well-positioned to provide valuable insights into curriculum management and teaching practices. The predominance of mid-to-late career educators with higher qualifications further reinforces their capacity to engage critically with the study's themes, offering a robust foundation for exploring issues in pedagogical beliefs and practices.

This study employed structural equation modelling (SEM) approaches. These statistical techniques were essential for elucidating the relationships between observed variables and their corresponding latent constructs. The Table 3 aimed to delineate how each manifest variable correlates with its associated latent variable, to assess cross-loadings, and to evaluate the overall fit of the model. Such analytical procedures are critical for validating the theoretical underpinnings of latent structures within the dataset and for refining measurement models. Table 3 and Figure 3 present the empirical findings in detail.

Table 3

Correlation, Cross-Loading, and Model Assessment

Latent variable	Manifest variables	Standardized loadings	Loadings	Location	Commu-nalities	Redun-dancies	Standardized loadings (Bootstrap)	Standard error	The critical ratio (CR)	Lower bound (95%)	Upper bound (95%)
KLG	GLS	0.823	0.823	0.000	0.677		0.824	0.017	49.580	0.793	0.856
	HUR	0.789	0.789	0.000	0.622		0.781	0.032	24.845	0.703	0.862
	SOJ	0.459	0.459	0.000	0.210		0.455	0.072	6.382	0.314	0.595
	CUD	0.440	0.440	0.000	0.193		0.434	0.052	8.488	0.318	0.556
	ICC	0.806	0.806	0.000	0.650		0.806	0.026	31.368	0.750	0.849
ATV	ERD	0.829	0.829	0.000	0.687		0.831	0.014	60.779	0.793	0.854
	INE	0.707	0.707	0.000	0.500		0.705	0.038	18.395	0.629	0.773
	COP	0.650	0.650	0.000	0.423		0.639	0.046	14.111	0.525	0.721
	ETA	0.687	0.687	0.000	0.472		0.687	0.033	21.100	0.609	0.753
SKS	CRT	0.773	0.773	0.000	0.597		0.769	0.027	28.717	0.702	0.814
	DIL	0.430	0.430	0.000	0.185		0.424	0.066	6.565	0.244	0.546
	CIE	0.275	0.275	0.000	0.076		0.260	0.077	3.576	0.119	0.423
	ECO	0.689	0.689	0.000	0.475		0.694	0.044	15.801	0.590	0.771
	PSA	0.768	0.768	0.000	0.590		0.768	0.034	22.502	0.698	0.835
CCP	CCP	1.000	1.000	0.000		0.739	1.000	0.000		1.000	1.000
GCE	GCE	1.000	1.000	0.000		0.865	1.000	0.000		1.000	1.000
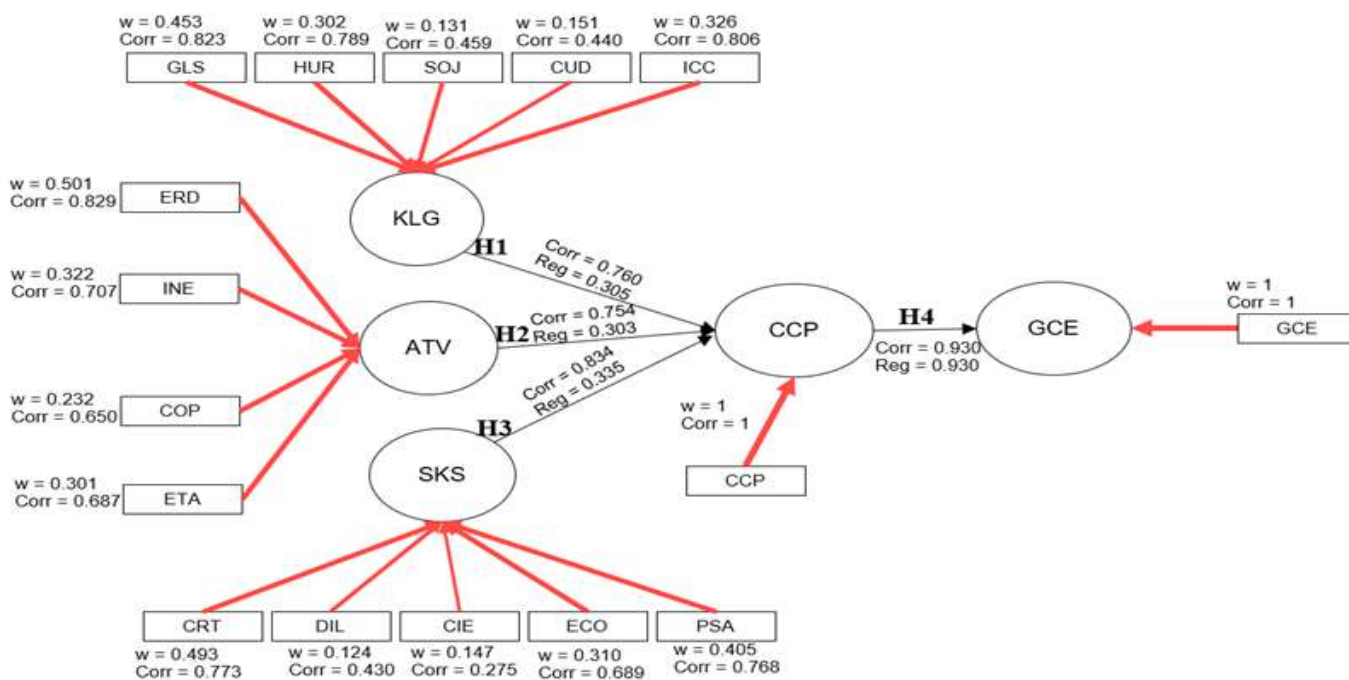
Figure 3
Path Coefficients

Definition of variables

Independent Variable	**CCP= Common Core Programme**
Latent variable 1:	KLG= KNOWLEDGE
Manifest Variables	GLS=Global System
	HUR=Human Right
	SOJ= Social Just
	CUD=Cultural Diversity
	ICC= Inter-cultural Collaboration
Latent variable 2:	ATV = attitude and values.
Manifest variables	ERD = Empathy and respect for diversity
	INE = inclusive and equity
	COP=Commitment to peace
	ETA=Ethical Action
Latent Variable 3	SKS=SKILLS
Manifest Variables	CRT=Critical Thinking
	DIL=Digital Literacy
	CIE=Civic Engagement
	ECO=Effective Communication
	PSA=Problem Solving Abilities

Dependent Variable	**GCE= Global Citizenship Education**

4.1.1 Objective 1 the Integration of Knowledge Components of GCE into CCP

The path coefficient as shown in Table 3 and Figure 3 for the relationship between Knowledge (KLG) and the Common Core Programme (CCP) is 0.305, suggesting a moderate but meaningful positive impact of GCE knowledge integration in CCP curriculum development. This finding, with a highly significant critical ratio (CR) of 35.164 and a 95% confidence interval between 0.289 and 0.324, reinforces that knowledge acquisition within this curriculum is both substantial and statistically reliable. In the analysis of key knowledge components within the Knowledge of Global Linkages (KLG) domain, specifically, Global Systems (GLS) and Human Rights (HUR)—the standardized loadings were found to be notably high, at 0.823 and 0.789, respectively. These figures underscore the substantial contribution of these components to the curriculum, reinforcing the inference that the CCP's focus on global awareness and human rights is strategically aligned with the overarching educational objective of cultivating globally competent students. Additionally, perspectives gathered from interviews with respondents regarding the incorporation of GCE knowledge into the CCP are outlined below:

> *Incorporating the knowledge components not only rejuvenates the curriculum but also increases its effectiveness in equipping students to become knowledgeable, ethical, and active participants in the global community. This enhanced curriculum deepens students' comprehension of global systems, covering the complexities of international trade, environmental sustainability, and international legal frameworks—crucial knowledge for addressing the challenges of the 21st century.* (Headteacher 4)
>
> *This enriched curriculum framework, through the integration of components like global systems, human rights, social justice, cultural diversity, and intercultural collaboration, positions the Common Core Programme (CCP) in Ghana at the forefront of contemporary educational practices.* (Headteacher 7)
>
> *This curriculum framework, developed through the integration of elements such as global systems, human rights, social justice, cultural diversity, and intercultural collaboration, places Ghana's Common Core Programme (CCP) at the forefront of contemporary educational methodologies. By weaving these broad and globally pertinent components into the curriculum, the CCP not only meets international educational benchmarks but also caters to the complex needs of today's students.* (Curriculum Lead 2)

The feedback obtained through focussed discussions and interviews underscores a broad consensus that elements of Global Citizenship Education (GCE) have been effectively incorporated into the Common Core Programme (CCP). Additionally, the participants' responses highlight the significant role that GCE plays in shaping the CCP, with an anticipation that learners will acquire the requisite knowledge essential for navigating the complexities of the 21st century.

4.1.2 The Incorporation of Attitudes and Values Components of GCE into CCP

The path coefficient of 0.303 as shown in Figure 2 indicates a moderate positive impact of Attitudes and Values (ATV) on shaping the Common Core Programme (CCP) curriculum, a finding close in strength to the influence of Knowledge (KLG). The critical ratio (CR) of 36.689 was statistically significant, and the 95% confidence interval reinforced its reliability, underscoring the importance of attitudes and values. This finding aligns with the growing emphasis on affective domains in education, which many scholars regard as fundamental for preparing students to engage thoughtfully and responsibly within diverse global and local contexts. The standardized loadings shown in Table 3 for specific components under ATV—Empathy and Respect for Diversity (ERD) at 0.829 and Inclusion and Equity (INE) at 0.707—further affirm the importance of these values in the CCP's curriculum structure. High loadings for these values indicate that the CCP curriculum intentionally prioritizes empathy, respect for diversity, and inclusion, aiming to cultivate not only knowledgeable students but also ethically and socially responsible individuals. The focused group discussions revealed that the CCP incorporates specific components of GCE that enhance learners' abilities to understand and appreciate diverse cultures. These components, including empathy, respect for diversity, and inclusion, are integral to the curriculum. Confirmatory interviews with selected respondents supported these findings, with several participants expressing views that align with the integration of these GCE elements within the CCP:

> *The integration of empathy within the curriculum enables students to develop emotional intelligence by learning to understand and share the feelings of others, thereby fostering a supportive classroom environment. Such cultivation is essential for nurturing ethical sensitivity, which forms the bedrock for responsible behaviour both within the community and in broader societal contexts.* (Headteacher 26)
>
> *The curriculum's emphasis on respect for diversity and inclusion mirrors the rich tapestry of cultural, social, and personal perspectives present in society. This educational strategy not only teaches students to value differences but also ensures that all students feel recognized and supported, thereby providing them with equitable opportunities to achieve excellence. (Curriculum Lead 12)*
>
> *Furthermore, the incorporation of equity into the curriculum involves tailoring resources and pedagogical approaches to meet the varied needs of all students. This commitment to fairness addresses systemic inequalities and promotes justice, ensuring that every student has the chance to succeed, irrespective of their background.* (Curriculum Lead 27)
>
> *A commitment to peace is also central to the curriculum, equipping students with vital skills in conflict resolution and non-violent communication. These skills are crucial for fostering peaceful interactions and constructively resolving disputes, thereby contributing to societal stability.* (Curriculum Lead 13)
>
> *Moreover, the curriculum's focus on ethical action guides students to make decisions based on moral principles and to act with integrity. This preparation fosters the development of conscientious leaders and citizens, who are capable of ethical decision-making in their personal, professional, and civic lives.* (Headteacher 64)

The quotations from participants and the insights garnered from focused group discussions suggest that integrating foundational values such as empathy, respect for diversity, and inclusion into the CCP not only enhances academic achievement but also develops students into conscientious individuals prepared to address contemporary challenges. This holistic educational approach is crucial for nurturing students who are not only well-informed but also ethically sound and socially responsible, thereby enabling them to contribute positively to society.

4.1.3 The Inclusion of Skills Components of GCE into CCP

The path coefficient of 0.335 indicates that Skills (SKS) exert the most substantial influence on the development of the Common Core Programme (CCP) curriculum compared with the other latent variables of Knowledge (KLG) and Attitudes and Values (ATV). The high critical ratio (CR) of 62.413 and the 95% confidence interval of [0.323, 0.347] confirm the robustness of this relationship, establishing Skills as the most influential factor shaping the CCP curriculum. This result aligns with the global shift in educational priorities, where skills acquisition, particularly in critical thinking and problem-solving, is increasingly recognized as essential for preparing students for the complexities of the 21st century.

The manifest variables within Skills, specifically Critical Thinking (CRT) and Problem-Solving Abilities (PSA), exhibit strong standardized loadings of 0.773 and 0.768, respectively. These values confirm that these competencies are integral to the CCP's design, emphasising the programme's focus on equipping students with practical and cognitive abilities. The integration of essential skills like critical thinking, problem-solving, civic engagement, digital literacy, and effective communication significantly enhances the CCP curriculum's capacity to prepare students for global citizenship. This has been echoed by respondents as stated below.

> *The curriculum's focus on critical thinking enables students to thoroughly analyse information from a wide range of sources and perspectives. This skill is crucial for global citizenship as it equips students to make informed decisions, recognize biases, and understand complex global issues. Additionally, it*

encourages them to reflect on the ethical implications of their decisions and actions on both local and global scales. (Curriculum Lead 14)

Problem-solving skills are vital for navigating the complex challenges of global interconnectedness. The CCP curriculum develops these skills, equipping students to tackle real-world problems, create innovative solutions, and navigate the uncertainties of the global landscape. This skill set is increasingly important in a world where economic, environmental, and social challenges require cross-border cooperation and creative solutions. (Headteacher 32)

The integration of civic engagement skills into the curriculum enables students to actively engage in their local communities and the wider global context. These skills, which include an understanding of civic rights and responsibilities, community service, and participation in democratic processes, foster a sense of responsibility and a commitment to positively influence society. (Headteacher 29)

In today's rapidly digitalizing world, digital literacy is essential for global citizens. It encompasses effective use of digital tools, understanding of digital content and platforms, and ethical engagement online. Digital literacy provides students with the ability to access international information, connect with global networks, and participate in worldwide discussions—key components for effective global citizenship. (Curriculum 11)

Crucial for global citizenship, effective communication skills allow students to clearly and persuasively express ideas, actively listen, and engage in dialogues across cultural and linguistic barriers. These skills are critical for building relationships, collaborating internationally, and advocating for changes in a globally interconnected world. (Curriculum 34)

By cultivating these key skills, the CCP curriculum not only provides students with the necessary tools for academic and personal success but also prepares them to actively engage with and contribute to the global community. These skills ensure that students are not just informed about the world but are active participants in shaping it, ready to take on leadership roles in various international contexts. This comprehensive skill set is essential for developing students who are informed, engaged, and capable of making significant positive impacts globally. (Headteacher 53)

The quotations and interactions with focused groups highlight that critical thinking and problem-solving skills are considered essential components of contemporary education. Their prominent inclusion in the Common Core Programme (CCP) resonates with the findings of Kazi (2024) and Wang (2023), who argue that such skills equip students to critically and constructively address real-world issues. Furthermore, Khoo et al. (2021) emphasize that curricula emphasizing skills development not only bolster students' capabilities to tackle various challenges but also foster lifelong learning. This approach ensures that students are prepared to adapt continuously to the changing demands of society.

4.1.4 The CCP Positively Influences the Preparation of Learners for Global Citizenship

The path coefficient of 0.930 between the Common Core Programme (CCP) and Global Citizenship Education (GCE) signifies a strong positive impact, indicating that the CCP curriculum plays a substantial role in advancing GCE objectives. This finding is bolstered by a critical ratio (CR) of 57.662, highlighting the statistical significance of this relationship, and an R^2 value of 0.865, which reveals that 86.5% of the variance in GCE outcomes can be attributed to the CCP curriculum. This high coefficient suggests that the CCP curriculum is not only aligned with the goals of GCE but is also an effective framework for cultivating globally competent students.

The comprehensive integration of GCE elements such as Knowledge, Attitudes and Values, and Skills within the CCP curriculum underscores its commitment to fostering competencies essential for global citizenship. This commitment is reflected in the sentiments expressed by participants during focused group discussions and interviews, as summarized below

The CCP curriculum introduces students to crucial global challenges such as sustainability, human rights, and international relations. This exposure is critical in helping students understand the complexities of global systems and the effects of both individual and collective actions on an international scale. Such insights are crucial for developing well-informed global citizens who are conscious of the world beyond their local environment. (Headteacher 44)

Central to GCE is the skill of critically engaging with global issues. The CCP encourages this by prompting students to explore challenging content, participate in debates viewing multiple perspectives, and draw well-supported conclusions. These activities are vital in boosting students' ability to critically evaluate both global and local issues, thus preparing them to effectively tackle these challenges. (Headteacher 57)

Ethical reasoning, a core component of global citizenship, involves applying ethical principles in decision-making processes. The CCP curriculum emphasizes values like justice, equality, and respect for diversity, which are essential in guiding students' actions on a global scale. Through discussions

and reflective activities, students learn to address the ethical dimensions of global issues and advocate for fair solutions. (Headteacher 19)

Effective communication and collaboration are essential for participation in global networks. The CCP enhances these skills through group projects, presentations, and discussions that require precise articulation of ideas and collaborative efforts. These interactions are crucial in helping students develop the ability to navigate cultural and linguistic differences, thereby enhancing their capacity for international cooperation. (Curriculum Lead 37)

Beyond educating students about global issues, GCE aims to actively involve them in addressing these challenges. The CCP supports this objective by encouraging civic engagement and community involvement, engaging students in projects and initiatives that apply their learning in practical settings. This hands-on involvement fosters a sense of responsibility and empowers students to contribute positively both locally and globally. (Headteacher 5)

The CCP employs an interdisciplinary approach to help students see connections between various academic subjects and their relevance to global issues, such as linking science with social studies to enhance understanding of environmental sustainability. This comprehensive approach promotes a deeper appreciation of how different disciplines intersect within global contexts, enriching the overall learning experience. (Curriculum Lead 12)

These remarks underscore the importance of incorporating GCE into the CCP as a means of developing well-rounded learners who comprehend global issues, value diversity, and act responsibly in both local and global contexts. By integrating GCE, the CCP not only enhances academic learning but also empowers learners to make significant contributions to a more inclusive society.

4.2 Discussion of Findings

The integration of knowledge components such as global systems, human rights, social justice, cultural diversity, and intercultural collaboration significantly influences the development of the CCP in Ghana, as evidenced by the data. The quantitative analysis reveals a path coefficient of 0.305, indicating a moderate yet substantive positive impact of GCE on the CCP curriculum development. This statistical finding is robust, supported by a critical ratio (CR) of 35.164 and a 95% confidence interval that spans from 0.289 to 0.324, affirming the substantial and statistically reliable integration of this knowledge into the curriculum. The standardized loadings for specific components like Global Systems (GLS) and Human Rights (HUR) are particularly high at 0.823 and 0.789, respectively. These metrics not only validate the substantial contributions of these elements to the curriculum but also reinforce the strategic intent of the CCP to align with global educational objectives, promoting a comprehensive understanding of global interdependencies and human rights issues as integral to developing globally competent students. Complementing these quantitative insights, qualitative data derived from interviews and focused group discussions offer deeper understanding into how these integrations translate into educational practice. The inclusion of key global education components revitalizes the CCP curriculum, significantly enhancing its effectiveness in equipping students to become knowledgeable, ethical, and proactive global citizens. Studies by Bosio et al. (2023) and Waghid (2024) support this finding that curricula emphasizing global systems and human rights better equip students to think critically and ethically about international issues and encourage active global citizenship. Furthermore, Lourenço (2021) confirmed that knowledge-focused curricula foster students' understanding of their roles in both local and global contexts, which is a core goal of the CCP. However, Addae et al. (2024) argued that in diverse contexts like Ghana, balancing global knowledge with local cultural understanding is crucial to enhance curriculum relevance needed for the 21st century. Participants in these discussions consistently affirm the effective incorporation of GCE into the CCP, highlighting its pivotal role in shaping the curriculum and ensuring that learners are well-prepared to handle global complexities with informed perspectives and critical thinking skills.

In terms of attitudes and values, the path coefficient of 0.303 underscores a positive and impactful integration into the CCP curriculum. This moderate influence, closely rivalling the impact of knowledge integration, is statistically significant, with a CR of 36.689 and solid confidence intervals that underscore the reliability of these findings. The qualitative feedback from focused group discussions reveals that the curriculum effectively fosters these values, crucial for cultivating an understanding and appreciation of diverse cultures. It also enhances the social and ethical sensitivity of students, enabling them to act conscientiously within their communities and in broader societal contexts. This is supported by Banks and Williams (2022), who emphasized that curricula embedded with empathy and inclusivity encourage students to develop a deeper understanding of societal challenges and motivate them to contribute to positive social change. Similarly, Pacho (2021) argued that attitudes like empathy and respect for diversity are essential in education systems, particularly in multicultural contexts, as they foster social cohesion and a shared sense of responsibility. However, despite the clear value of fostering these attitudes, challenges are associated with integrating affective learning into the curriculum. Angyagre and Quainoo (2019) highlighted the difficulty of effectively implementing values-based education, noting that success depends heavily on teachers' ability to model and teach these

attitudes. They argued that without sufficient training and resources, educators may struggle to convey complex values such as empathy and inclusion meaningfully. This concern is echoed by Golden (2016), who found that the effective integration of values into curricula requires educators who are themselves proficient in these skills and who have access to support systems that reinforce the affective aspects of learning. Moreover, while attitudes and values play a crucial role, scholars such as Chubb et al. (2024) caution against the need to carefully maintain the balance between affective and cognitive components. They suggest that while values like empathy and equity are essential, they must be integrated alongside academic knowledge to avoid diluting the curriculum's focus on measurable learning outcomes. This view is relevant in the context of Ghana's CCP, where national educational goals must balance both cognitive rigor and ethical development. The path coefficient of 0.303 and the high loadings for ERD and INE substantiate the CCP's strong orientation toward integrating values such as empathy, diversity, and inclusion.

The strongest influence among the latent variables studied is attributed to the integration of key skills, with a path coefficient of 0.335 indicating that skills such as critical thinking, problem-solving, civic engagement, digital literacy, and effective communication are paramount in shaping the CCP curriculum. This finding corroborates a global educational shift towards prioritizing such skills acquisition, recognized as essential for preparing students to effectively navigate and respond to the complexities of a globalized society. Lourenço's findings align with those of Ferguson and Brett (2023), who posit that these skills foster an adaptable, resilient mindset, essential for students to thrive in both local and global contexts. The focus on such skills in the CCP curriculum indicates that it is strategically aligned with global educational standards, which prioritize cognitive flexibility and problem-solving as core components of student development. Despite these findings, some studies have raised important considerations regarding the implementation of skills-focused curricula. Poole and Russell (2015) argued that while critical thinking and problem-solving skills are essential, effectively integrating these skills into the curriculum requires substantial teacher training and resources. Without appropriate support, educators may face challenges in effectively delivering these competencies, which could undermine the intended impact on students. Furthermore, Chankseliani et al. (2021) cautioned that an overemphasis on skills without adequate knowledge integration may result in superficial learning experiences in which students lack a strong theoretical foundation to apply their skills meaningfully Nonetheless, the strong path coefficient (0.335) and high loadings on CRT and PSA indicate that the CCP curriculum is designed with a strong orientation toward practical and cognitive skill development. This focus is not limited to theoretical instruction but emphasizes the application of knowledge through problem-solving and critical engagement with content. The CCP's prioritization of these competencies aligns with contemporary educational frameworks, as described by Angyagre and Quainoo (2019), who emphasize the role of skills-based learning in preparing students for active citizenship and meaningful contributions to society. This skills-oriented approach equips students to address complex, real-world challenges, reflecting an educational vision aligned with global standards for 21st-century learning. For optimal impact, however, these findings highlight the importance of providing teachers with the necessary training and resources to support skills-based learning fully, ensuring that the CCP effectively fosters both practical skills and foundational knowledge for holistic student development. The curriculum's emphasis on these skills significantly enhances students' capacity to engage critically with complex issues, innovate solutions to real-world problems, and participate actively in both their local communities and the global arena.

The high R^2 value of 0.865 further underscores the CCP curriculum's effectiveness in promoting GCE. This level of explanatory power suggests that the CCP's design is deeply aligned with global citizenship goals, creating a learning environment in which students can cultivate a sense of global responsibility. Lourenço (2021) corroborates this finding, arguing that high-impact educational frameworks for GCE provide structured opportunities for students to understand and address global challenges. In Lourenço's view, effective GCE curricula prepare students to appreciate cultural diversity, engage in civic responsibility, and develop an ethical orientation toward global issues—outcomes that are evident within the CCP framework. Studies by Bosio et al. (2023) and Waghid (2024) emphasized that an effective global citizenship curriculum must incorporate a balance of cognitive, affective, and practical skills to address the complexity of global issues. Bosio et al. (2023) specifically highlighted that curricula fostering critical thinking, cultural empathy, and global awareness prepare students to navigate diverse social and cultural contexts, thus contributing to their readiness for global engagement. This aligns closely with the CCP's focus on equipping students with the knowledge, values, and skills necessary to engage responsibly and ethically in an interconnected world.

However, some studies have raised concerns about the challenges inherent in such ambitious curriculum integration. McCowan et al. (2022) pointed out that while GCE goals are increasingly embedded in national curricula, practical obstacles—such as inconsistent teacher training, resource limitations, and varying interpretations of GCE content—can hinder the full realization of GCE outcomes. In contexts like Ghana, where resources may be constrained, the CCP's success in promoting GCE may depend heavily on teacher readiness and ongoing professional development. Golden (2016) and Angyagre and Quainoo (2019) argued that for GCE integration to be sustainable and impactful, teachers must be equipped with both the pedagogical skills and the resources to deliver content effectively. Without this support, the ambitious goals of GCE may be challenging to achieve, regardless of curriculum quality. Additionally, while the strong path coefficient indicates that the CCP curriculum has a substantial positive effect on GCE, scholars such as

Addae et al. (2024) highlight the importance of balancing global competencies with local contextual understanding. They caution that without integrating local perspectives, GCE may inadvertently alienate students by focusing too heavily on global issues at the expense of local relevance. This perspective is particularly relevant to Ghana, where integrating both global and local citizenship education may enhance students' ability to act as engaged citizens within both their immediate communities and the broader world.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study's findings demonstrate that the CCP is strongly aligned with the transformative goals of GCE, providing a robust framework for equipping students with competencies essential for navigating the complexities of a globalized world. The high path coefficients for skills (0.335), knowledge (0.305), and attitudes and values (0.303) underscore the curriculum's emphasis on fostering critical reflection, global awareness, and ethical action—hallmarks of transformative learning. These components are vital for cultivating students' ability to address global challenges, engage with diverse perspectives, and contribute meaningfully to their local and global communities. Both quantitative and qualitative findings together underscore a comprehensive and impactful approach to curriculum development that meets global educational standards. Overall, the findings from this study confirm that the CCP is a pioneering educational initiative that robustly integrates global citizenship education at its core, setting a benchmark for curriculum development in Ghana and potentially influencing other educational systems globally. As this programme continues to evolve, it holds the promise of shaping generations of students who are well-prepared to meet the challenges of the 21st century with confidence, competence, and a compassionate understanding of the world around them.

5.2 Recommendations.

To further enrich the CCP's effectiveness in fostering a holistic understanding among students, it is recommended to strengthen interdisciplinary teaching approaches. This could involve more integrated projects and assignments that require students to apply knowledge from various disciplines to solve complex problems, thus reflecting real-world global issues more accurately. The success of any curriculum heavily depends on the competency and preparedness of its educators. Therefore, ongoing professional development should be provided to ensure that teachers are not only familiar with the content of GCE but also skilled in delivering it effectively for the demands of the 21st century.

To deepen students' understanding of global citizenship and encourage practical application of their learning, the CCP should increase opportunities for community engagement. This could involve partnerships with local and international NGOs, community service projects, and initiatives that allow students to engage with global issues on a local level.

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