PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Prospective teachers' Awareness about Global Citizenship Education: A Descriptive study** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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Date

ABSTRACT

Title: Prospective teachers' Awareness about Global Citizenship Education:

A Descriptive study

The present study was designed to assess the awareness of global citizenship education among prospective teachers, in public sector universities and colleges who are in their graduating semester. The objectives of the study were to examine the awareness of global citizenship among prospective teachers and to determine awareness based on demographic variables. For the current study convergent mixed-method (quantitative +qualitative) and descriptive research design were used .The population of this study were 2004 prospective teachers in public sector universities and colleges located in Rawalpindi and Islamabad. The sample of the study was 203 prospective teachers of graduating semester. The research instrument global citizenship education was adapted which consisted of four variable global citizenship education, social justice, rights, and culture global links. Data were analyzed using SPSS, applying mean t-test and ANOVA, whereas the qualitative data were interpreted through thematic analysis. The major findings of the results showed that prospective teachers were neutral about global citizenship, Rights, Social justice. They slightly agreed with Global links and Global conflicts. No significant difference was found in the awareness of prospective teachers about Global citizenship education with reference to age and gender. It was concluded that majority of prospective teachers were not much aware about global citizenship education so it may be included in the curriculum to enhance their knowledge for quality of education. It is recommended that activities about global citizenship education such as collaborative learning, problem solving, group discussion method, brainstorming, global learning, videos, creative art, and activity based teaching may be followed in order to enhance prospective teachers' awareness global citizenship education.

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LIST OF ABBREVIATIONS

GCE	Global citizenship education
Prospective teachers'	the students of education department who were enrolled in a teacher education program
UNESCO	United Nations Educational, Scientific and Cultural organization
SDG4.7	Sustainable development goal four target Number 4.7
UN	United Nation
GEFI	Global Education First Initiative
B.ED	Bachelor of Education
PISA	Programmed for International Student assessment
DES	Department of Education and Skills
FJWU	Fatima Jinnah Woman University
IIUI	International Islamic University Islamabad
NUML	National University of Modern Languages Islamabad
PMASAAU	Pir Mehr Ali Shah Arid Agriculture University
BPGCW	Bilquis post Graduate College for women
FCE	Federal College of Education

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DEDICATION

I dedicate this piece of work to my loving husband, daughter and son whose love, support and appreciation is my real strength and treasure.

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Global citizenship education is an educational approach that aims to get knowledge, skills, values, attitudes and, understanding of global challenges. It seeks to foster social responsibility, and active engagement at local level while also contributing to global agendas for promoting tolerance, equity social justice, intercultural understanding, culture of peace and peace everywhere in the world and decrease problem of violation, human right and inequality, poverty, to develop peaceful society (Karats (2021).

According to Peterson (2020) global citizenship education is a border concept it includes human rights, peace education, social justice, understanding of culture diversity, and future education. Global citizenship education focuses on all of these components but some other themes include as well such as, education for sustainable development, understanding of widespread global trends, such as, technological development, migration, food insecurity/security, diseases (pandemic), political system, globalized business system, and international trade. Thus learner should be globally conscious as planetary who actively participates in global communities.

According to (UNESCO 2018, p. 2) global citizenship education is the response of these challenges at these levels can be achieved to enable the student learn and understand that these are global but not regional or community level issues and to become effective, more peaceful, tolerant, inclusive, stable for the wellbeing of humanity and global community as well. (Tarozzi & Inguaggiato, 2018) Goren & Yemini (2017) Express to response to these problem and issues, Global citizenship education rely on getting knowledge skills, values, and character which are required for achieving tolerance, equity, and peace

everywhere. These feelings of global citizenship focus on diplomatic, Economic, social, and cultural interrelationship. Furthermore, these feelings help connecting to regional, national, and international level as well.

According to (UNESCO, 2021) global citizenship education is a type of education which means to enable learner of all ages to take participation at all levels such as locally and globally to make societies, more peaceful, tolerant, inclusive, stable, and secure for the wellbeing of humanity.

It also links with SDG 4.7 which sets a target all students to acquire necessary knowledge and skills important for sustainable development by 2030. This includes promoting sustainable education and life styles for every individual, fostering human rights, achieving gender equality, creation of a culture of peace and non-violence, the development global citizenship, and rising the awareness about significance of cross cultural understanding for sustainable development.

Viola (2021) claimed that Students' education at university level should be based on global policies and curriculum that assert to give students an awareness about Global citizenship. It is not only definition but many scholars argue that it involves global issues and consciousness about social responsibility and civic work in the society and problem and issues at global level such as; everyone is responsible at local level but should improve the global level plan. Global citizen is someone who knows to plan for global development.

Mohan , Kumar, Ramachandran et al (2021) highlighted global citizenship purposes to empower every individual to understand their own identity and their position in a system of different association such as (friends, family members in their local, national, and global community) which is the foundation for awareness of global elements of citizenship. Everyone must know about the structures of global, and national and local government, the rights, duties and responsibilities of every citizen. Respect for cultural differences and

multiple identities to live peacefully with empathy and tolerance with other.

Jahanbegloo (2020) suggested University should educated students about global citizenship like civil right problems, and cross-national association for every nation for the sustainable development and pace of the society. Every education system wants their students to become responsible citizen for the national development and prepare them for the challenges of their life, country and the world as a whole. Such as global citizenship is essential for students to empower them as responsible, innovative, and critical citizens. Education systems are responsible for providing them intercultural open-mindedness and an understanding of difference in cultures; such as, across political borders, cultures, religions, and developing ethical global values because students spend most of their time in their respective educational systems.

Scot and Cnaan (2020) argued that engagement in various civic activities and volunteering within communities not only improve one's ability to live, work and engage globally but also help to develop a unique identity as global citizen. Education for global citizenship empowers students to actively engage in civic involvement, social responsibility, enable them to deal with the complexities of rapidly changing world it also provides opportunities for practical life in rapidly evolving and interdependent world .In this regard, this descriptive study focuses on prospective teachers' awareness of global citizenship education.

1.2 Rationale of the Study

In 2012 ,the secretary- General of the United Nations introduced Global education First Initiative(GEFI) which emphasized the significance of global citizenship education by ranking it third in terms of importance. This initiative aimed to promote global citizenship education and achieve global goals. Educating people about global citizenship empower them to know about their self or identities, freedom, equal opportunities and

their involvement in community. This creates critical thinking regarding the overall planet and create the social change mandatory (Davidson & Liu, 2020).

According to (OECD/ Asia Society, 2018)   Global citizenship education enhance the improvement and growth of global competence in learner such as to explore local ,global and intercultural problems ,recognize and respect the perspective and viewpoint of others ,understand culture diversity and engage learner in proper and productive interaction with individuals from different culture ,act for common and common wellbeing.

Sen (2020) argues that it presents global citizenship as an important topic in higher education because of the uniqueness and elements of cross cultural sustainable development, human rights, and peace in society, tolerance, and conflicts among people. Eliminating poverty, maintaining social justice, equal resources for all, and power control in this regard need to globalize theses bases by promoting global citizenship to their students.

Goodier et al. (2018) suggested global citizenship education provides opportunity to students to participate actively in locally, nationally and globally in making the world more peaceful, tolerant, sustainable, and safe societies for themselves and other as well. Furthermore, it also involves them in civic engagement.

OECD (2018) stated that global citizenship education provides global competences to students to improve their skills for dealing with the social problems and issues. Global citizenship education is a type of civic education that is essential for the students to get knowledge, values, skills, and attitudes which are essential for them. For instance, students will develop the characteristics like tolerance, equity, and peace in the world which are needed for today's society.

Davidson & Liu (2020) claimed that education about global citizenship has so far been followed in western nations including, European countries, the United Kingdom,

United States, and Canada etc.

Saddiqa et al (2020) argues this education of global citizenship stresses the economic, social, cultural interconnection and also makes interconnection among the local, national and the global societies for their welfare. Moreover, it gives students environmental awareness for which they have to take action for avoiding environmental degradation and can gain environmental stability. It can give students lifelong learning for better citizenry.

Global citizenship education is essential for our education system and the global awareness is one of the 21st century skills. Global citizenship education gives awareness about question, the assumptions that target the status quo, developing the skills, and a thought to end the traditional thinking of people (UNESCO, 2018).

Sen (2020) express that global citizenship education is essential topic for prospective teachers' and university students' overall education due to increasingly inequality and element of culture diversity, sustainable development, peace everywhere, human right, conflicts among people in society, tolerance, social justice, power, discrimination, and control. In this way, institutions looking for "internationalize" their grounds by promoting awareness about global citizenship to their learner. Recognizing the significance of global citizenship education.

Teachers are the main figures for promoting global citizenship, but the quality of teachers is essential for promoting global citizenship that can be achieved through quality education system. Quality education can be achieved through global citizenship education. Prospective teachers are the future teachers so it is essential to conduct a descriptive study that assesses prospective teachers' awareness about global citizenship education. (UNECO, 2018, p. 5).

1.3. Statement of the Problem

There is a dire need to empower learners with knowledge, values, and skills to enable them to actively engage in a globalized world and have a stable and sustainable life style as global citizens. Thus, global citizenship education is an essential need of learners in today's society for sustainable development. Global citizenship competence is increasingly necessary in today's growing society; hence, there is a need to create awareness about global citizenship education in prospective teachers. Thus, the prospective teachers will have the competence to effectively teach in a multicultural classrooms and to foster global competence and global mindset in their future students as well. Therefore, the problem under investigation of the research study was to find out the Prospective teachers' awareness regarding global citizenship education.

1.4 Research Objectives

1: To examine Global citizenship awareness of prospective teachers.

1a: To assess the prospective teachers' awareness about Global citizenship education with reference of rights.

1b: To assess prospective teachers' awareness about Global citizenship education with reference of social justice.

1c: To assess prospective teachers' awareness about Global citizenship education with reference of culture global links and global conflicts.

2: To find out prospective teachers awareness about Global citizenship education based on demographic variables.

2.1: To find out prospective teachers awareness about Global citizenship education with reference to age.

3: To find out prospective teachers awareness about Global citizenship education with reference to teachers' education institutions based.

4: To compare male and female prospective teachers' awareness about Global citizenship education.

4a: To compare male and female prospective teachers' awareness about Global citizenship education with reference of rights.

4b: To compare male and female prospective teachers' awareness about Global citizenship education with reference of social justice.

4c: To compare male and female prospective teachers' awareness about Global citizenship education with reference of culture global links and global conflicts.

5: To explore prospective teachers views about Global citizenship education.

1.5 Null Hypotheses of the Study

$H_0 1$: There is no significant difference in the awareness of prospective teachers.

About Global citizenship education with reference to age.

$H_0 2$: There is no significant difference in the awareness of prospective teachers.

About Global citizenship with reference to teachers education institutions based.

$H_0 3$: There is no significant difference in the awareness about Global citizenship education of male and female prospective teachers.

$H_0 3$ a: There is no significant difference in Global citizenship education awareness of male and female prospective teachers with reference of rights.

$H_0 3$ b: There is no significant difference in Global citizenship education of male and female prospective teachers with reference of social justice.

$H_0 3$ c: There is no significant difference in Global citizenship education with reference to culture global links and global conflicts of male and female prospective teachers.

1.6 Theoretical Framework

1.6.1Elements of Global citizenship

This study aimed to examine prospective teachers' awareness about Global citizenship. The

theoretical framework was based on Davies, (2006) its details are as follows:

1. An apprehension for social justice.

2. Awareness of privileges and their implications.

3. Consideration for culture, global connections and cultural conflict.
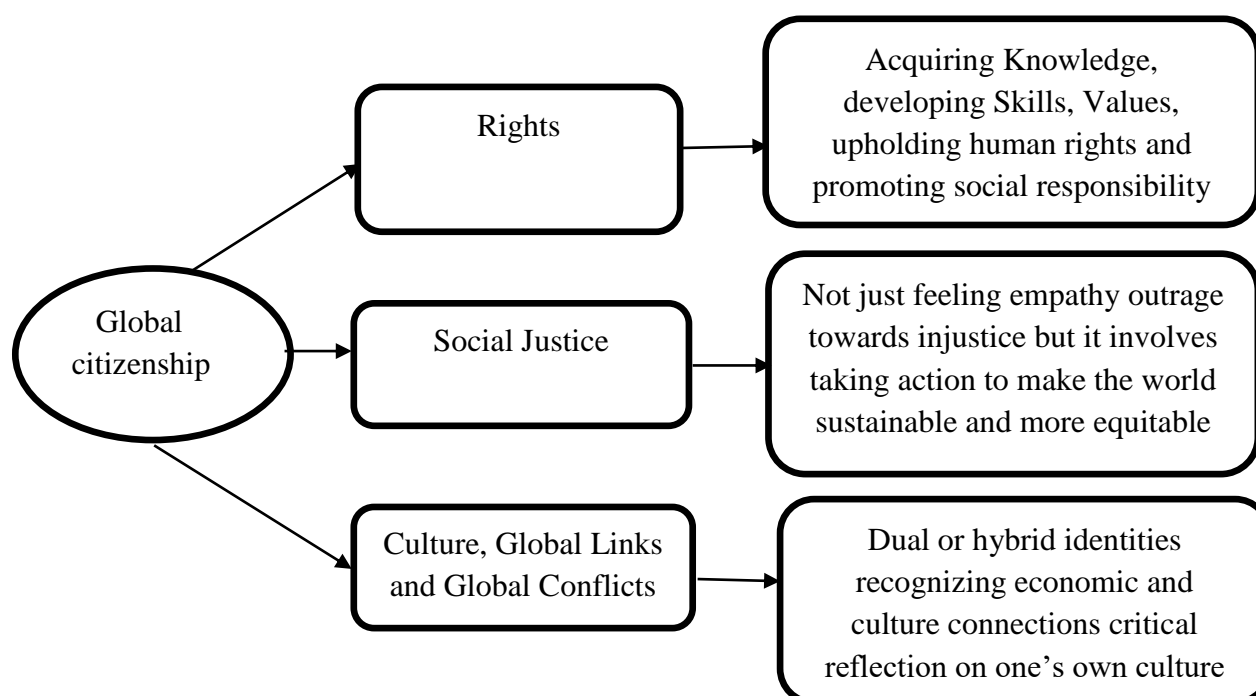
Fig 1.1: Three elements of an active global citizenship.

Source: Global citizenship: the learner's requirements (Davies, 2006).

1.6.2 Rights

The primary element of being an effective and active citizen is possessing a comprehensive

understanding of rights. Derived from Griffiths, this concept mean aware of one's rights

and taking appropriate action to uphold them (Griffiths, Rao, & Valencia, 2009) According

to him effective citizen must have knowledge, support and value for social responsibility and human privileges. According to device (2006) to make the earth common home for the wellbeing of humanity. According to him human being not only belong to any particular culture, nationality, political civil, or any economic status but ethically on equality .Global citizenship is mainly focus on right and responsibility and action for them. But any of action, mood, attitude, with in ethical boundaries of social justice and dignity of human being. Approach is human being for the welfare and commonweal of public with sense of civic responsibility of the society.

1.6.3 Social Justice

Global citizenship is viewed as a shared space for humanity such as Davies, (2006) highlighted the three important element of an effective citizen. According to him an effective citizen not only knowledgeable about human rights but also possesses the skills to actively implement and take actions towards creating a world that is more just, peaceful, tolerant and sustainable. He emphasizes that being a global citizen goes beyond mere awareness of the world; it aims to transform individuals into more effective and impactful individuals rather not have only awareness about the world. Global citizen is an individual who have understanding and awareness about the wider world and what is happing within and around it. Take action for injustice and have the ability to face global challenges. Ethically take action for justice of society respect for everyone and promoting common wealth for every one wellbeing for society sense of civic obligation.

1.6.4 Global Culture, Links and Conflict

According to Davies being of globalized world people have double and hybrid identification. He believe Global citizenship education is understanding and reflecting about own culture and the cultures of other and their values .Global citizenship education focus on human right, culture ,global connection, conflicts and social ,justice double or

hybrid identification ,cultural connection and critical reflection of a person on their culture. Global citizen not only sensitive towards injustice but also take action against to make the world sustainable and more just. Global citizenship education focus on Knowledge, Skills, values, human rights and social responsibility. Australian Curriculum (2019) have created a specific curriculum for an effective, efficient and well informed members of society (Reynolds, et al., 2019). In 2015, the second UNESCO forum on global citizenship held in Paris France, with the aimed to establish peaceful and sustainable societies. The forum emphasizes the importance education that goes beyond cognitive skills and also emphasizes affective and psychomotor capibilites.it argued that preparing young people of all ages with knowledge, skills, and attitudes based on human rights, social justice equality, gender parity, and environmental sustainability is crucial. The objective was to empower students to develop awareness and sense of global citizenship. Global citizenship education provide students the potential to chance and understand their rights and responsibility to contribute towards a more improved world and a brighter future for all of humanity (Akkari, & Maleq, 2019).

1.7 Significance of the Study

This research study is beneficial for learners is it highlights the Global citizenship education promote the development of global competence in learners such as to examine local, national and global, intercultural matters, understand and respect the perspective and viewpoint of others, understand culture diversity and engage learner in open, appropriate and effective interactions with individuals from different cultures, it encourages leaners to take action for common and collective wellbeing.

Global citizenship education enable learner to know about social justice, equality and develop sustainable society. Students have the opportunity to engage with their local, national, worldwide communities for improving, and give the same interest to all for the

common wellbeing and sustainable development.

This study can helpful for teachers' and educators to educate and develop future prospective teachers' who possess global competence but also, possess the ability cultivate global competence in their students to include Global citizenship education skills in their future teaching pedagogy. Enable the prospective teachers to teach in a multi-culture classroom and develop global competence in them.

The study is advantageous for community as a whole such as social, and culture awareness among learners. Such cultural diversity deal with a positive way, social justice, and equality for sustainable development. To provide the view Global citizenship education awareness.

The study is helpful for, curriculum planners, Educational policy makers can add Global citizenship education to curriculum and policies, because Global citizenship is essential for sustainable development of any community, country, and the world as whole.

The study is helpful for, universities and institutions in to developing inductive programs for students or offering separate subjects or short courses for student.

Through this study SDG4.7. Targets can be achieved which is "Efforts will be made to ensure that every students acquire knowledge and skills necessary for sustainable development, education focused on sustainability and a sustainable lifestyle for each individual. This include promoting human rights, gender equality, cultivating a culture of peace and non-violence, fostering Global citizenship, and rising awareness about cross cultural understanding and the significance of culture in sustainable development"

1.8 Methodology

The following procedure was adopted to conduct this study:

1.8.1 Research Approach

The research approach of the study was convergent mixed method (quan + qual) research. Quantitative research was conducted at preliminary stage and moves to qualitative

phase.

1.8.2 Research Design

This is a descriptive type study and is based on convergent mixed method approach. Basically, the data was collected through survey therefore, the data was collected through questionnaire.

1.8.3 Population

Population of the study was Public sector universities and colleges of Islamabad and rawalpinidi.so all prospective teachers of educational sciences department public sector universities and colleges located in Islamabad and Rawalpindi were population of the study.

1.8.4 Sampling technique

Purposive sampling technique was used to obtain data from desire sample of the study.

1.8.5 Sample Size

Sample of the study was all the graduating students (last semesters) of educational sciences department of public sector universities and colleges of Islamabad and Rawalpindi.

1.8.6 Research Instrument

A comprehensive questionnaire on a 5 point Likert scale was adapted for the collection of required data. The questionnaire was adapted from Saddiqa, (2020) which was based on four sections: Global citizenship education, social justice, rights and Culture global links and global conflicts. Questionnaire had 42 close ended statements. Further four open-ended questions were added in the instrument to check the opinion of prospective teachers about global citizenship education.

1.8.7 Pilot Testing

In order to check the questionnaire, content reliability a pilot test was conducted before the small scale of quantitative survey through questionnaire.

1.8.8 Data Collection

The research data was collected through adapted questionnaire from Tahira Saddiqa (2020) which was based on four sections Global citizenship education, social justice, rights and Culture global links. Data for the research was collected from students in Public sector universities and colleges of Islamabad and Rawalpindi.

1.8.9 Data Analysis

The collected data was analyzed using Statistical Package for Social Sciences (SPSS) and thematic analysis was applied to analyze the result of the study and Make conclusion of the research study. Mean score, Independent Sample *t*- tests and ANOVA were applied to analyze the collected data. The second step thematic analysis was done to analyze the result of the open ended questions of the study.

1. 9. Delimitation

1. Considering limited time and resources, the research study was only focused on prospective teachers 'from public sector universities and colleges of Islamabad and Rawalpindi.

2. The study was delimited to faculty of social science department of educational sciences.

3. The research was further delimited to graduating semester for data collection

1.10 Operational Definition

Prospective teacher: the students of educational sciences department who were enrolled in a teacher education program and in their final semester of education. Who were future Teacher candidate.

Global citizenship Education: According UNESCO (2020), is an educational approach which purpose to gain knowledge, skills, values and attitudes awareness essential for promoting tolerance, equity, peace, and social justice, human rights, global links and

cultural conflict.

Global citizenship: An apprehension for social justice. Awareness of privileges and their implications, consideration for culture, global connections and cultural conflict.

Rights; Acquiring Knowledge, developing Skills, Values, upholding human rights and promoting social responsibility.

Social Justice; Not just feeling empathy or expressing outrage towards injustice but it involves taking action to make the world sustainable and more equitable.

Culture, Global Links and Global Conflicts; Having dual or hybrid identities involves recognizing the economic and culture connections between different aspects of one's owns identity, and engaging critical reflection about one's own culture.

Graduate students: students who has/have in their final semester of bachelor's degree in educational sciences department.

Teachers' education institutions: referred to in this study are public sector universities and colleges of prospective teachers' of Islamabad and Rawalpindi.

CHAPTER2

REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive review of the literature related to prospective teachers 'awareness about Global citizenship education. The chapter has been divided into five sections. This section, first of all, includes the introduction of the research variable Global citizenship education which is helpful for the reader to understand the tern Global citizenship, the second section: Teachers' and Global citizenship education, third section: Global citizenship and Social justice, fourth section: Global citizenship education rights, and the fifth section: Global Culture, Links and Conflict.

Global citizenship education is an apprehension for social justice, awareness of privileges and their implications, consideration for culture, global connections and cultural conflict. Global citizenship education is a type of civic education which relies to get knowledge skills, value, character, need for achieving tolerance, equity, and peace everywhere. A global citizen is anyone who have knowledge and understands of the world, his role and place in the world. A global citizen is flexible, creative, critical, and proactive thinker as well. He /she plays active role in community and works for its betterment and development. Global citizenship education enables students to cultivate knowledge and skills, to comprehend the world problems, and to become active members of society. (Fernández & Gonzalez, 2019).

According to Black, Wilby, Paravattil et al. (2022) the primary objective of Global Citizenship education to train learners to be capable of serving in competitive Global world. For sustainable life style, such as, a successful and effective citizen to "think globally" but for this purpose, act on local level for the positive change in society is a result of their positive and effective act and social responsibility in their own surroundings. To develop citizen that think about and focus on every individual to work for Sustainability of whole

populations.

According to Hadley (2021) the purpose of Global citizenship education is to build the learners awareness about the world such its structure, culture, and connection of culture. Provide them the skills and positive attitude which is need for global community and engage to solve problems which is local or global. Encourage students as a member of global community, educate them about global social justice for a sustainable world.

Black, Wilby, Paravattil (2022) claim global citizenship have so many definitions but one of them is "Global citizen", a self-awareness and self-responsibility as inward in individual and outward as action and different dimension to take for personal and social change.

Black, Wilby, Paravattil (2022) further explain a global citizen is someone who erases stereotypes belonging to specific countries or any particular cultures but knows and understands about global view and follow them accordingly. Although all individuals have the common fundamental needs, but the ways are vary to fulfil those. They have Differences in, culture, religion, ethnicity, language, gender, class, all these variations is shaping identity. As a result, Global citizen promotes understanding among different cultures and promote to follow global governance and laws.

According to Akkari & Maleq (2020) Global citizenship education prepare learners for challenges such as global challenges, and prepare them is responsible global citizen .as a result they contribute peacefully, just, inclusive and sustainable in society. This is a new concept of UNESCO policy of Global Education.

Chivunda (2020) expresses citizen means a member of a particular community or country, however UNESCO, describe global citizenship is belonging to a broader community and shared humanity emphasizing on interconnectedness among local, national, and global levels encompassing cultural, political, economic, environmental, and social

interdependency.

Torres and Bosio (2020) Believe Global citizenship education is an essential instrument to build across borders understanding and advance the culture but social, economic, political, and environmental interdependence is essential to address local and global issues and their solution.

Karats (2021) mentioned the purpose of global citizenship education to focus on gaining knowledge, skills and different competence to up skill citizen with a global vision. To promote sustainability, human rights, social justice and sensitive to problems globally and responsible. Therefor Respect cultural differences, and non-discrimination, equality, living in solidarity, and create awareness of global citizenship education to know and to respond to world's current and future challenges.

According to Denial & Charl (2020) Global citizenship education is a border concept it includes human rights, peace education, social justice, understanding of culture diversity, and future education. Global citizenship education focuses on all of these components but some other themes include as well such as, education for sustainable development, understanding of widespread global trends, such as, technological development, migration, food insecurity/security, diseases (pandemic), political system, globalized business system, and international trade. Thus learner should be globally conscious as planetary who actively participates in global communities.

Guimaraes and Finardi (2021) stated that many researchers argued Global citizenship education is multidimensional term in context of globalization and internationalization of education for all citizens.

The primary concept of global citizenship to prepare learners to play active and effective role in the competitive global world. Global citizen have the ability to think on global scale while action at local level for the purpose of positive change in their

environment and global, as well as aiming to develop a learner not only to care for individual work but beyond individuals for sustainability of the world as a whole (Black, Wilby, Paravattil, 2021).

According to Chivunda (2020) Global citizenship education   is a layout to response to current world problems. The purpose of Global citizenship education to inculcate values, behaviors, and attitudes in citizens and students which is helpful for them to live with their responsibility together in a sense of global and societal diversity.

According to Namrata (2020) the theme of Global citizenship education to take urgent action or measures and consideration for the world as a citizen of the earth. The word "global citizen" may be used (rather than world or global citizen) the UN (united nation) is also in its favor such as their network of Harmony with nature.

Davies et al (2018) international community and their members realize that education regarding Global citizenship and sustainable development is main role in peace and justice in the world globally.

According to Hadley (2021) Citizen commonly defines is an individual position as a member of community which have many responsibilities and rights. Global citizenship have the most essential element of citizen it give the individuals particular rights and responsibilities .Global citizen mean a citizen of the world which behave in a positive way and respect the rights of other citizen ,focus on social justice ,and contribute in the world in a positive way or around them, this is also called active citizen.

Global citizenship concept encompasses various dimensions and various definitions, the commonly accepted definition of Global citizenship is "global citizen" have both internal qualities   such as awareness and commitment and external qualities (action) have the capacity to work together for the process of both personal and societal change (Black, Wilby& Paravattil, 2021).

Global citizenship education, also called Global studies, has first come and known when this was taught in UK schools in 1970 Global citizenship is also needed in present situation of globalization. Global citizenship education   is required to maintain peace with positive changes everywhere .We also need Global citizenship education   in our education System, especially at university level education (Davies, 2006).

According (UNESCO, 2021) Global citizenship education is a type of education which enable learner of all ages to take participation at all levels such as locally and globally to make societies, more peaceful, tolerant, inclusive, stable, and secure for the wellbeing of humanity.

Bosio (2022) illustrated that Global citizenship education expands the learner 'Global understanding' 'cross culture awareness' self-awareness' a feeling of responsibility for accomplishing well-being at local, national and international levels, and take action against issues for the common humanity ,values, empathy social justice ,solidarity towards sustainability.

Alberto & Bosio (2020) In current education system the promotion of Global citizenship education is the main goal of every education system from local to national, and international, because of Globalization, culture diversity, power, social injustice, and inequality.

 According to Torres (2019) there is three justification to include Global citizenship education in today's education system the first one Global citizenship education that supports peace globally, the second one is to promote actions aimed to address economic, social, and cultural disparities that can alleviate global poverty, and last one is to develop framework for of civic virtues it make society more democratic

OECD (2020) argued that there is an immediate requirement to assess Global citizenship education in education system. OECD mentioned global citizenship and "global

competence'' are the most important needs of learner. They also described Global competence multiple dimensions such as;

Assess challenges of local, global and cultural importance.

Comprehend and respect the ideology and perspective of others.

Participate in inclusive, effective and convenient relationship between different cultures.

Take steps for the common welfare and sustainable development.

Global citizenship is a basic need of learner and education systems as given in figure 2.1

.2.1 Model OF Global Citizenship Education
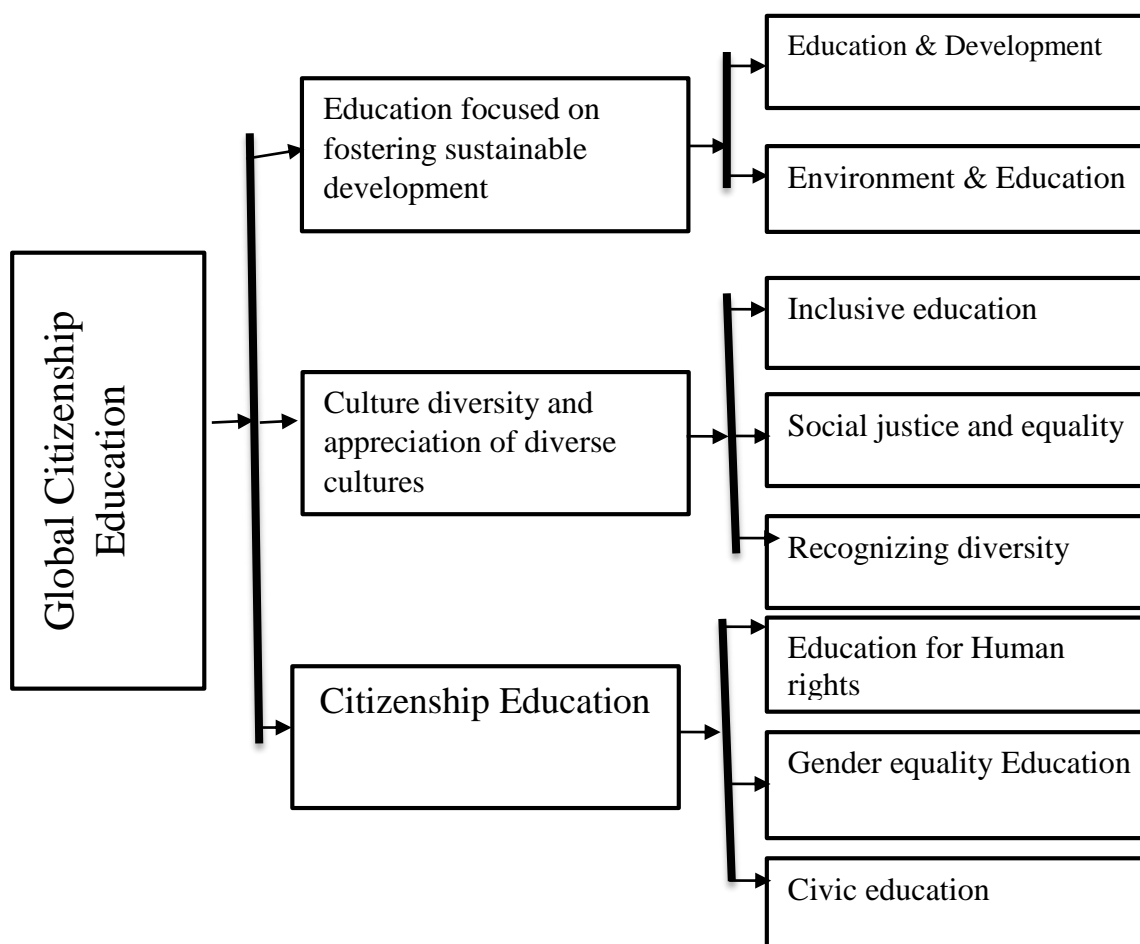
Figure 2.1, Models of Global citizenship education, Katzarska-Miller and Reysen's (2019)

Global citizenship education can implement education regarding sustainable development. Global citizenship education focuses on inter /multicultural education such as understanding of culture diversity, developing skills in students such as to address about

social justice and give them knowledge about social justice, and critical awareness. Global citizenship education can also implement citizenship education such as awareness about civic, moral education, and human rights, gender equality, (Katzarska and Reysen's 2019).

 OECD, (2020) further described Global citizenship is needed to support the agenda of 2030 for Sustainable Development Global Change of present and future. Global competences is the need for a better future career of students and society for the improvement of societal challenges. For this purpose, learner must have awareness of Global challenges, understanding of cultural diversity and tolerance.

Karatas, (2021) further described that teachers' should also have global citizenship competence if they have global citizenship competence they will give to their student's global citizenship competence. If the teacher have global competence the will transform to their students. Which can change the education system and transform to global citizenship perspective.

According to Nasser (2019) the goal of education not only to produce individual who have only able to read, write and arithmetic, rather than this the main role of education to help people, live with harmony, safe, moderate, and make society inclusive and sustainable. Which is the concept of Global citizenship education also.

If the teacher have global competence the focus on their students' to acquire knowledge, skill and values like social justice and equality, critical thinking, identity and difference and also valuing differences.so prospective teachers' need to focus on developing their thoughts ,moral boundaries about global citizenship through different teachers' training programs (Janmaimool et al., 2019).

Davide, Jones. Kunnari | et al. (2022) all further described that Global competence is the ability to beware and give value to culture diversity in a context to develop effective relation among different culture and people to take action for common wellbeing and

sustainable development.

   According to OCED (2018) Global Citizenship Education demonstrate a broad social, ideological consideration regard the main purpose of education .there are many views that Global citizenship education help students to develop competence to become more effective in the global economy. And promote values globally to encourage students about social engagement about local and global issues.

   Claimed OECD, (2018, 2019, 2020) Global citizenship education not only aligns with the objectives 2030 agenda for sustainable development but also addressing global future challenges. However it also focus on Global competence which enable students for better career and improve societal issues and problem.

According to UNESCO (2018) Global citizenship education is formation of education that aim to enable learner of all ages to play active and effective roles at local and Global level.to develop a more peaceful, inclusive, tolerant and safe societies for everyone.

   Giles (2019) stated that finally global citizenship deal with the civic education to prepare future learner to "participate and contribute actively and effectively in society from local levels to Global levels for sustainable development".

Pashby (2018) claimed that mostly scholars believe that present form of national citizenship demand to create awareness about Global citizenship education. Many scholars think that every modern nation state requirement to reset their complication about Global citizenship education.

   Biccum (2018) highlighted to create positive change in societies which is economically structured and need to move within the existing Global world for sustainability and development.

Khoo & Jorgensen (2021) stated in present situation of Globalization, there is an urgent need to enable students for Global citizenship and realize the importance of Global

citizenship. However, deal with challenges of Global citizenship and understand these challenges and their solutions. Understand and shape Global citizenship education practice into full form in education system.

Poorter & Forero (2020) claimed UNECO is struggling to include Global citizenship education in education system and policies. However, still the characteristics and elements of Global citizenship education do not efficiently exist in academia and policy making, so there is a need to adopt powerful initiatives about Global citizenship education in educational system and policies.

According to Vaccari & Gardinier (2019) Educational policy making needs to be globalized to fulfill the objective of 2030 agenda for sustainable development. There is more effort needed, especially in developing countries, to accomplish these goals of sustainable development to decrease global inequalities and focus on Global quality education. For this purpose, UNESCO and OCED have struggling to implement Global citizenship education, but there is need on local level to achieve these goals of quality global education.

Fernando Reimers (2020) highlighted the actual challenges regarding Global citizenship educations and their solution. One proposed approach is to include Global citizenship education into the curriculum bringing the gap between theory practice implementation. The main problem is not to implement theory into practice in teaching learning process.

Torres and Bosio (2020) suggested Global citizenship education is a basic need of learner for their progress and critical consciousness and positive social change for sustainable development.

To develop critical Global citizenship awareness in students in the present situation of globalization, they need globally interconnected environment. (Bosio and Torres 2019)

Pashby et al. (2020) claimed Global citizenship education is broad term, many educators and researchers used it at national and international level in context of internationalization of education which relates to Globalization citizenship or Global citizenship education. Global citizenship education can be developed through various means, such as culture awareness, and language of other people.

Davidson & Liu (2020) emphasized the significance of achieving global citizenship education which was officially recognized and prioritized by the UN Secretary General in 2012 through the global citizenship education, first initiative (GEFI) positioned global citizenship education on third priority with in initiative. It is because of educating individual according global citizenship education empower people to comprehend their various identities in society, promoting s equality, and active engagement in their society.

Bolus & Garry et al. (2020,) claimed as scholar activists and practitioners, they have reached to a wider formal and informal learning in the south Globe. They implemented special imaginary social learning such as environmental development and social justice and its implementation because Global citizen made strong connection between critical pedagogies, public policy, and citizenship at local, national, international or global levels, and their cultures. They struggle for education to implement beyond classroom in a society and made a strong learning network.

As stated UNDP (2021), Global citizenship education has been included in the UN for sustainable development goals. It is particularly linked to SDG 4.7, particularly concerning the attainment of quality education.

According to Pashby et al. (2020) Global citizenship education and education for sustainable development are actually same, both of them support SDGs especially SDGs 4.7. They both have designed to achieve quality education and common welfare. Both education have designed is a critical tools and frame to support people and develop their

positive mind set up to play their effective role in universal development process .and prepare them for global challenges.

2.2 Teachers' and   Global citizenship education.

Global citizenship education according to UNESCO (2020) is a form of civic learning, which purpose is to get the knowledge, skills, values and attitude awareness essential for promoting tolerance, equity, peace, and social justice, global connection and cultural conflict.

In present situation, Global citizenship education is important topic for prospective teachers' and university students' overall education due to increasingly inequality and element of culture diversity, sustainable development, peace everywhere, human right, conflicts among people in society, tolerance, social justice, power, discrimination, and control. In this way, institutions looking for "internationalize" their grounds by promoting awareness about Global citizenship to their learner (Sen, 2020).

According to Karataş (2021) "Global citizenship" course can be include in teachers' training program to enable prospective teachers' to have value of global citizenship. For this purpose the concept of social justice, rights, critical and reflective thinking, intercultural communication skills, empathy and co-operation with others, sustainable development, participation and cultural integration.as a result teacher can create opportunity of learning for everyone equally in the classroom to create culturally sensitive environment and engage students in different global citizenship aspect .

 It would be decided in which way Global citizenship can be included in curriculum for the students, their concepts, and awareness about Global citizenship can effect on their thinking, to show what type of citizen they are. It would also show the institution or organization in which they learn how to teach their students. But mostly in the 21st century, majority of the teachers have not enough knowledge about Global citizenship or even they

do not know about that. Furthermore, without Global citizenship their pedagogies are not effective for students. From teachers' it is expected to use different teaching methods, strategies and techniques to make learners socially responsible to contribute in the society humanistic behavior to build a pleasant community (Bruce et al., 2019; UNESCO, 2018). From teachers' it is expected to use different teaching methods, strategies and techniques to make learners socially responsible to contribute in the society humanistic behavior to build a pleasant community (ISTE, 2018).Bosio (2019) highlighted that higher education level needs to adopt values based curriculum for promoting global citizenship education such as understanding, acceptance and responsibility, and obligation for common humanity to bring positive change in the world. To bring change, there is a need to promote Global citizenship from the local community, respect for culture diversity, living together with peace and civic engagement, and Global awareness at higher education level. Learners need to get knowledge and act upon it as well. They must be able to make connection between learning and its practical implementation.

Davies et al (2018) claimed, however, Global citizenship education must be included in learning process of learners because Global citizenship education is responsive to current changes in the perception of citizenship and their practices as well. Global citizens find out global challenges like social, political, environmental, and economic aspect. Therefore, Global citizenship education play important role in achieve sustainable development.

Teachers are the main figures for promoting Global citizenship, but the quality of teachers is essential for promoting Global citizenship that can be achieved through quality education system. Prospective teachers are the future teachers to get Global citizenship education (UNECO, 2018, p. 5).

Global citizenship can be beneficial for the problems of Peace. It is essential for any

society to develop kindness among human beings. Learners and teachers have important roles to educate other students about Peace as they feel responsible for developing peaceful generation or student especially a prospective teacher who will be fair to others. Global citizenship is an approach that many educational institutions have realized in the United States. It mostly includes into the social studies curriculum for the peace of the world and society (Aydin *et al.*., 2019).

Abdeljalil & Kathrine (2020) in the past few years Global citizenship education became the center of national and international education system and polices.to contribute to the collective agenda of 2030 SDGs 4.7 targets. For this purpose, to incorporate Global citizenship education system at the local level, national, and international levels, particular emphasis on teaching learning process.

Schneekloth, Williams, & Dyett (2019), illuminated that educators in international development studies require to keep up step by step change from Global citizenship education to global experimental education and their effect on students and society. For example, students have to take the street as a type of Global civic engagement which is an advance from Global citizenship education to develop a volunteerism in students.

Sultana (2019) claimed that in present situation, there is a need to develop decolonizing (shift towards a political, economic, educational, cultural, psychic independence of society) learning in students like international development learning which starts from local level and gets connected with national and international levels. According to Barrett (2020) this is a special occasion for international development studies when to include decolonizing pedagogy in learning such as climate action.
Prospective teachers or pre-service teachers should be provided transformative exposure to make them Global citizens to promote humanity to the Global community. It is important to offer education on emotion awareness, and encourage initiative that result positive

change (UNESCO, 2018).

Globalization and international law have made Global citizenship education (GCE) which is an important goal of universities all over the world to claim the responsibility to prepare students as a Global professionals creating intercultural awareness among them in teaching learning process (Hammond, Keating 2018: Pais, Costa 2020).

Global citizenship competence is more needed for today growing society to create awareness about Global citizenship education in students. Thus the prospective teachers will have the ability to instruct effectively within multicultural classrooms and instill global competence in their future students (Davide, 2022).

OCED (2018) further described that Global competence can be defined as the ability to investigate local, Global, and cross cultural issue to know and understand perspectives and viewpoints of other and engage in a suitable and effective relation with different cultures and people. There is a need to take action for common wellbeing and sustainable development which can be possible through Global citizenship education.

2.3 Principle of Global Citizenship Education

In figure 2.2 (Bosio, 2019) stated the following principles for Global citizenship education
to be included in pedagogy

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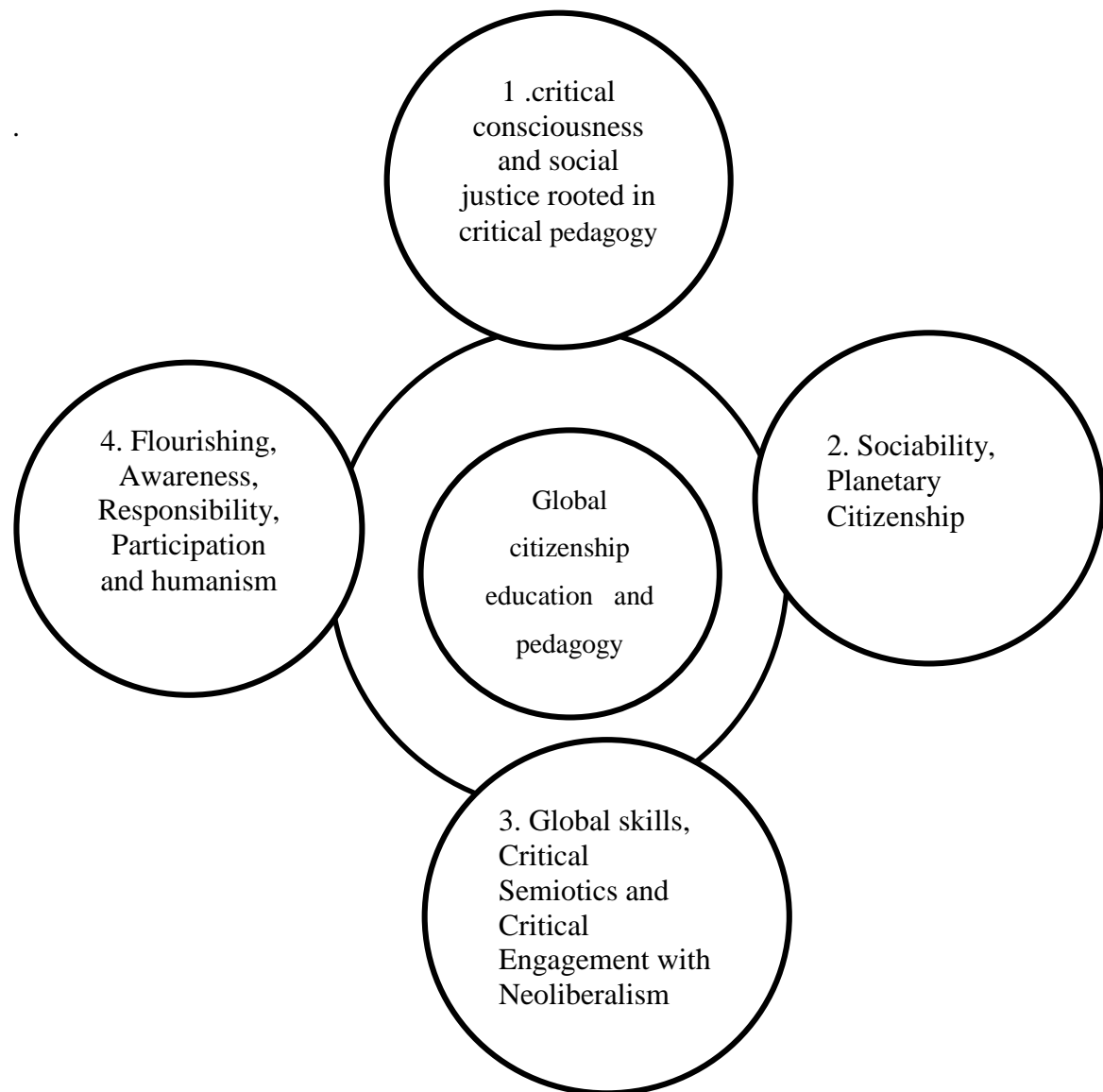
Figure 2.2   Principle of Global citizenship education, (Bosio, 2019)

1. Critical consciousness such as, developing the ability in student's against inequality and

understanding of the world social political situation .and social justice should be rooted in

pedagogy.

2. Sociability, teacher should develop pleasant relations with their students and also among

themselves. It will make them planetary citizen to understand whole humanity and focus on the overall development and welfare.

3. Global skills, Critical Semiotics and Critical Engagement, such as to develop skills in students to work in the global economy, and intercultural communication such as engagement with different cultures and know about different cultures and their symbols and their use.to engage with the globalized world.

4. Flourishing, Awareness, Responsibility, Participation and, Humanism, teachers should encourage growth of everyone, awareness to develop the ability to think and know in students like reason beyond everything. For responsibility and participation, teacher and policy maker may offer courses that show the world interconnected and interdependent unit in a sense of economic development, food, agriculture ,environmental issues ,such as Global warming ,poverty , public health , public security and immigration etc. for the whole humanity.

According to Stein (2018) teachers use many educational approaches as tools to prepare students for local and Global challenges for positive social change. To use these approaches, students can cultivate their self-reflection, intellectual curiosity, historical awareness, and strong sense of responsibility such as, critically-informed, socially-accountable citizen.

A key factor to convert theory to practice may be used for conceptual, creative participatory methods of teaching like storytelling, audio visual aids: charts, tables, and models in workshops. To promote actual learning and stop mischief in the society, in the present challenging situations to create positive change as a Global citizen (Walker and Boni, 2020).

 According to Bolus, Garry et al (2020) such methodology bridges theory with practice in a society. Moreover, no one can critique in a society in education, nature of education, and

the knowledge which is provided to students. Additionally, it develops a society with justice and rights.

Davide, Jones, Kunnari et al. (2022) Highlighted that teachers have competence or should be able to teach their students like future citizen to face Global challenges in their lives or living contexts. They also prepare future teachers such as prospective teachers for this purpose to have competence making them globally competent.

Parmigiani, Jones et al (2022) Global competence is growingly more essential character in today's society. For the purpose, to achieve the goal of education and teachers to develop skills in learners and enable the prospective teachers to teach in a multi-culture classroom and develop global competence in them.

Davide, Jones, Kunnari (2022) express Global competence is an umbrella term which has direct relation with teaching profession like collaboration, team work, inclusion, multicultural dialogue. Thus, Global citizenship education   and Global competence is most essential for teachers.

 According to OCED (2018) global competence refers to the capacity to understand and appreciate the diversity of both local and global cultures and their controversy and understand them and respect each other's points of view and differences and develop effective relationship with different cultures and people and think about collective wellbeing and sustainable development. Hence, Global competence is the basic need of teacher and learner in their education system for a quality education and Global citizenship. Since global competence is not only skill but also an active involvement that is needed for diverse culture and societies which are related to lives of every individual. This involvement is the need for sustainable future of the world.

Hammond and Keating 2018, Pais & Costa (2020) mentioned Globalization and internationalization have made Global citizenship education a greater priority for university

students all over the world and claimed that universities are responsible for preparing students as Global citizens or professionals. To develop intercultural competence among students, it is essential for promoting Global citizenship education which is essential for sustainable development of society. Global citizenship education is already included in curriculum of Canada, UK, Australia, and New Zealand.

Nuffic (2018) argues Global citizenship education basically focuses on educating the learners with an open or broad view about the world, empower them to know about traditions, customs, laws, rules and regulations, and the political realities of some country. Davide, Jones, Kunnari et al. (2022) argued that Global citizenship education essential character for today's society especially for future teachers .because they needed the ability to effectively instruct in a multicultural classrooms and also cultivating global competence in their future students.

Global citizenship education policies need to include strategies for marginalized and less powerful citizen. For example, schools have many problems like multifaceted goal to control the economic, political, cultural, and gender subordination. There is a problem in school system such as privileged class and under privileged class (like private and public school system) such class system is difficult to promote equality in society especially in education system in any society (UNESCO 2018).

UNESCO (2018) further described one main barrier in implementation of Global citizenship education is highly competitive school system or education system. In a competitive education system, a healthy and positive relation is impossible among students which is not better for peace in society.

According to Ross and Davies (2018) however, in present situation especially in a globalized world, there is more need to prepare students for Global challenges. Global citizenship education   is the foremost element to prepare students for these challenges. For

this purpose, Global citizenship education concept and content are continuously added to national curriculum internationally.

Yokohama International School the first school to offer "Global citizen diploma" a program that emphasizes communication, Global perspectives and community involvement" through this program equip students with social and academic skills to their students to empower them in fulfilling's their potential, ability as responsibly Global citizens (Sotogrande International School, 2019).

Dürr (2019) stated University of Klagenfurt in Austria introduces the master degree course of Global citizenship education since, 2012 and in, 2019/2020 updated their curriculum for global learning and got the sustainability award for teaching global citizenship curricula in 2018.

Chivunda, (2020) stated the importance of Global citizenship education that Zambia is a university in Lusaka, they included special subject for Global citizenship education   in their curriculum from early childhood to senior secondary school such as Social Studies, Social, Emotional, Spiritual and Moral Development, and social interaction. Civic Education is a compulsory subject. In this subject, particularly the global citizenship themes are discussed with cross cultural issues. Therefore, in every institution, it is essential to include such approaches which emphasizes on Global citizenship education, because most of the teachers in schools do not apply such interactive teaching methods that focus on Global citizenship education.

According to UNESCO (2019) there is a great deal of challenges according global citizenship education to fit into overcrowded curriculum. Global citizenship education goes beyond just a subject however it is a comprehensive framework to support learning process. For this purpose, teacher and learner need to make connections between learning and their lives. It is also essential to provide teachers' professional development training accordingly

to make connection between learning and global citizenship education.

Bourn (2021) highlighted Global citizenship education is an integral component of teaching and learning to empower learners along knowledge, values, and skills to actively involvement in globalized world .Thus, global citizenship education is essentially needed of learner in today's society for sustainable development.

Bosio (2021) stated that the term "Global citizenship education'' is seen everywhere as a mission statement of universities, ethical policies of companies even in international policy makers, and civil society organization these days. It is a recognition and significance placed on global citizenship education throughout the worldwide.

It is a desire for learners to seek knowledge skills to engage in the globalized economies and world communities. All of these show the significance of global citizenship education both for learners and teachers.

Bosio and Huang (2021) argues that expectation for possible internationalization future like a Global citizenship education in institution is compulsory subject. For this purpose, firstly, there is a need to implement it in schools than higher education. Whereas, most researchers stress on first implement in universities than schools.

UNESCO (2018, para.1) further described the importance of Global citizenship education that such education prepares learners at every stage of life to play active roles. For example, both at the local and global levels to build are more peaceful, tolerant, secure, and inclusive societies for everyone. Therefore, Global citizenship education   is the most essential need for today's learners.

UNESCO (2018, Para.2) further explained Global citizenship education is rooted in three fundamentals elements of, Cognitive, Socio emotional, and Behavioral learning. Cognitive learning is based on, knowledge, thinking ability, which is required for better knowledge and understanding of the world and their complications. Socio-emotional

learning, like values, attitudes and interpersonal skills that empower individual to foster positive relationship, navigate challenges, emotionally and socially, to stay peacefully and politely with others. Behavioral learning, behaviors, conduct, action, performance, and relation with others. Basically all this learning mentioned above is the need of today's classrooms as well for a global citizen. When students are equipped with these learning in reality, the society becomes peaceful which is central theme of Global citizenship education.

Reynolds et al. (2019, p.114),) Reynolds et al (2019, p.114),) highlighted that further struggle needs to realize the significance of Global citizenship education that it best for teachers' and learners. For instance, to realize the significance of Global citizenship education, teachers need to get initiative from the curriculum like Australian curriculum providing assistance to teachers in conveying the elements of Global citizenship education to learners. For example, to focus on promoting justice, and equality at individual and Global levels. This is included in their curriculum for the purpose to create a better world. Like Australian curriculum, every curriculum needs to include Global citizenship education in it to promote Global citizenship education.

Kim (2019, p. 182) further described South Korean education system that Global citizenship education is viewed in textbooks to empower students with knowledge, and skills essentials for economic development, social, and culture awareness among learners. Such cultural diversity creates a positive way, social justice, and equality for sustainable development. This is required in today's classrooms to promote Global citizenship education especially in developing countries.

Karatas (2021) express everyone should recognize that they survive in a global world and must have global citizenship awareness.in this regard it is essential for teachers' 'to have knowledge, skills and pedagogical approach concerning for global citizenship.it is

the responsibility of teachers' to raise individuals who can live in globalizing world .to educate the individuals of the next generation regarding global citizenship perspectives such as social justice and equality in their students in their classroom activities .with the help of a number of participatory teaching ,learning teaching method such as discussion, role-playing, cause and effect activities, and research work in group, critical thinking, question answer technique, interaction and collaboration can build up the development of global citizenship .

Boise (2020) mentioned that Global citizenship education entails practice of thought and action which is based on connection with human, social concern, and individual autonomy. For this purpose, teacher plays important roles to guide students towards carefulness for humanity, social concern, and autonomy to be responsible and live with others. All these characteristics cannot be naturally acquired by Global citizens. However, to develop students' autonomy and carefulness is not an easy task .but teachers are the only power to create interaction between students such as social , political, and in classroom situation with the help of Global citizenship education. Teachers may also encourage student's social justice, cultural education, humanity, peace, and education for this purpose.

2.4 Core Elements of Global Citizenship Education

According to Chivunda (2020) Global citizenship education has a particular component which is essential for teachers and learners. This component should be included in pedagogy as a main theme to know about its elements as explained in figure 2.3 below.

2.4.1 Human Rights Education

Chivunda (2020) human right education should be included in teaching education because it is the basic right of every individual from 1948 when presented rights as part of them that every individual must get at least basic education. Education can be used as tool

to teach and learn about human rights. It is essential for learners and teachers to know about human rights and to respect them.
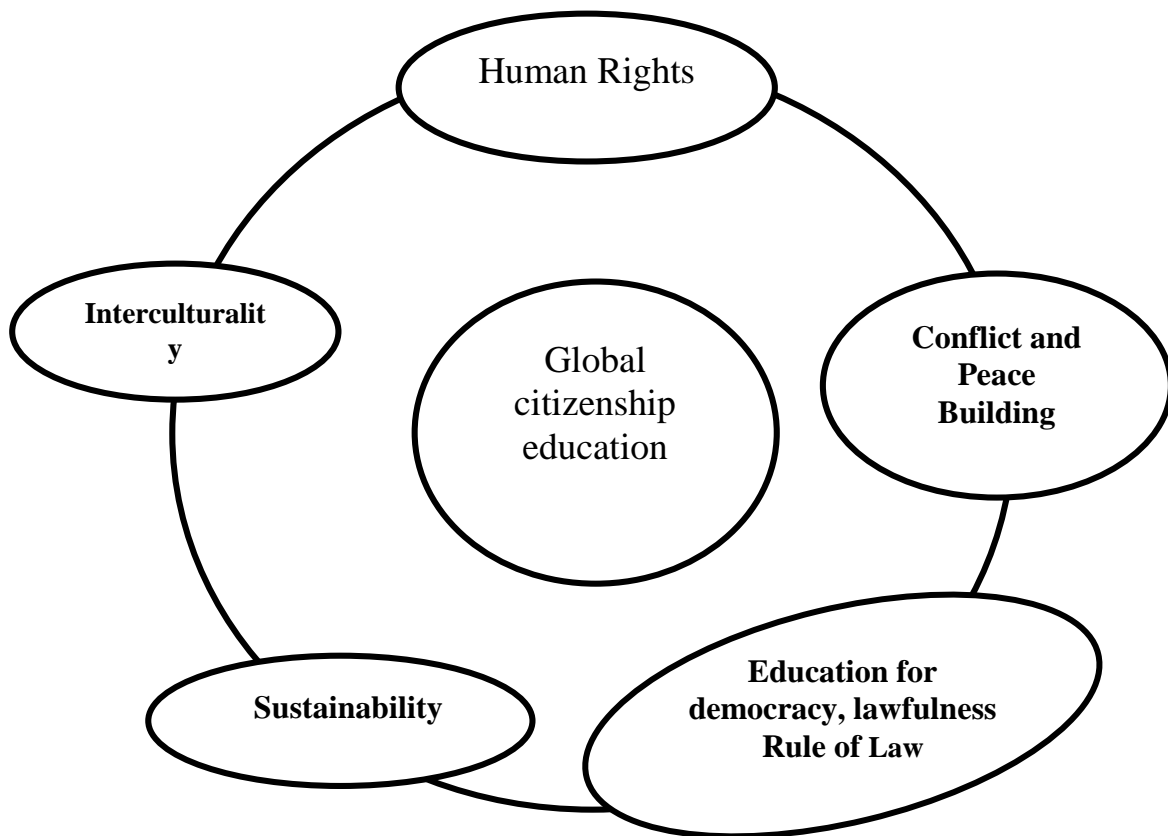
Figure 2.3 Core elements of Global citizenship education, Chivunda Kaumba. (2020).

Teacher should build friendly environment in classroom for the promotion of human rights, discuss about universal and country laws of human rights. Teachers and learners should know about their rights and responsibilities which are important for peace, tolerance, equity, and social justice. Teachers and learners have mutual respect inside and outside of classroom. Learner have freedom of opinion, and education system should be inclusive and avoid discrimination. The main purpose of Global citizenship education is personal development and protection of human rights. For this purpose, learners need to actively participate in society, develop understanding and friendly relation, and tolerance.

2.4.2 Conflict and Peace Building

Chivunda (2020) learners should develop deep understanding of discrimination and violence in their circle at local, national, and Global level. Learner should be able to look into their real life problems and every topical issues that cause conflict and violence in their communities. Like environmental degradation, poverty, inequalities, religious or ethnic conflicts unequal distribution of resources. To resolve these issues, learners need to know the importance of interconnectedness and interrelationship through Global citizenship education, and think about their solution. Teachers need to create discussion about conflicts, violence, intolerance, and peace in a positive sense through Global citizenship education.

2.4. 3 Sustainability

Chivunda (2020) education system is struggling for a good quality life for all human beings to achieve sustainable present and future. For sustainable future today's need is to use resources in sustainable ways such as natural environment. Learners and citizens need to positively contribute in the ecological management for sustainable development through their action. Learner must get knowledge, skills, critical thinking and values which are the requirements for sustainable development of future. Today's world is suffering from degradation such as land, water, and air pollutions. Global citizenship education and education for sustainable development are critical to address these current problems.

2.5.4 Interculturality

Chivunda (2020) culture is one of the most important part of human life Culture is a compound that contains knowledge, custom, beliefs, arts, law, morals, and many other things such as habits, Ways of thinking, behavior of a member of a society. Culture is always different from community to community such as languages, region, and behavioral traits. So as human there is a need to have open-minded and create understanding and tolerance about each other cultures. Such as intercultural communication or interacting with

different cultures. Hence when interacting with different culture there is a need when interacting with different culture to respect for diversity and social justice.to understand that everyone is equal but culture is different thus learners need to know about these differences and respect them. Live together peacefully with diversity. Everyone must behave like a Global citizen with justice and follow the law.

2.4.5 Education for Democracy, lawfulness, and Rule of law

Chivunda (2020) teaching of democracy is need of communities which have diversity and have division of political, economic, social lines to develop such sustainable society there is need to promote Global citizenship education. Learner must know about values, tolerance, rules, law. Rules and law of society must be respected by everyone regardless their class, position, religious, or political affiliations.

According to Bosio (2019) Gaudelli (2018) in last 10 years many researches, publication and discussion about Global citizenship education shows that this concept is the need in current education system because the notion of this concept is becoming increasingly relevant for teachers and students to develop a peaceful world for everyone.

OCED (2018 p.2) suggested teachers' need to teach ,moral ,economic ,and civic elements essentially in classrooms because this is need of changing and interconnecting global world .for example teachers' teach morals elements like a Global citizens to prepare students for globalized world which consists of multicultural communities. Such is Global citizenship education enables students to respect culture diversity in multicultural communities. Economic elements for learners in a classroom prepare them for future global markets like a global citizen. And civic learning is most essential elements for learner such as "effective communication and appropriate behaviors" it helps learner to understand multicultural communities and deal with them, and develop Global competence among them.

Giles (2019, p. 15) claimed Global citizenship education   prepares future citizens to actively participate in community to put them up from local level to global levels .such as "Global citizenship education   develops understanding and acts upon local problems in a global connection such as the Global Declaration of Human Rights, for Sustainable Development Goals (SDGs)" taking action for rights at local level which is a Global agenda.

According to OCED (2018) Present curricula and frame work of Global citizenship education   focused on Global interconnectedness in growing and changing world. Such as Global citizenship education   focused on elements of multidimensional function of Global competence .which is basic need of learner in today's society to prepare inclusive, sustainable world.

According to OECD (2018, p. 3) global competence as a "multidimensional domain" it includes skills, behavioral, cognitive, and socio emotional knowledge. Further OCED described there are four domains of Global competence

1. Examine intercultural, and local and Global level problems.

2. Recognize and respect others perspective and point of view.

3. Involve in inclusive, meaningful and productive interactions with others

4. Take action for common wellbeing and sustainable development.

Giles (2019, p. 13) expresses Global citizenship education focuses on accountability to respect and promote human rights, cultural diversity, environmental peace, responsibility such as to behave like a Global citizen.

Bosio & Giroux (2021) expresses that educators must behave as a critical public facilitator in a way to improve students educational experiences and also helpful for the formation of a democratic society. Especially in schools or every educational institution level such as teacher make connection between theory and practice especially educating

students about Global citizenship education. Educators also plays special roles for economic and political condition through Global citizenship education. In this view, their students are their academic labor to train them properly through Global citizenship education. For this purpose, teachers require time and resources to produce curricula according to the requirements of students and a peaceful community.

Giroux (2021) further described Global citizenship education is an effective tool to develop democratic community. Democratic community is a society that respects every individual and their rights and decision, social justice, equity. Especially at university level, teachers need to be supported to develop such society for themselves and their students as well. Educators should considers that teacher are a public intellectuals who provides, critical ideas, traditions, values, and disciplines to citizens.

According to Giroux (2021Teachers not only include Global citizenship education in classroom to think critically and question, but to act positively .Teacher must be concerned for providing knowledge ,skills, values to students .to enable them for every responsibility of society.

Chivunda (2020) suggests the role of teachers is important to bring a positive change in society through Global citizenship education .the role of a teacher is like models and is a knowledge bank to build the attitude ,nature, potentials and skills of learner and citizen as well. Teachers have the ability to empower learners to adopt responsibility and cultivate a sense of independence is a Global citizen because Global citizenship education prepares learners for challenges in their society through quality education system and teachers.

According to APCEIU, UNESCO (2018) Global citizenship education, and is umbrella term which includes elements such as to avoid violent ,extremism and promoting of law and rules, human right, peace and education for sustainable development. For this purpose teachers needs to equip with skills that empower them to respond to different needs

of learners within context of Global citizenship education. For this purpose, teachers should be trained to emphasis on "what to teach "but also know about "how to teach as "well.

2.5 Global Citizenship Education Domains

Chivunda (2020) believes when teachers delivers Global citizenship education in classroom, they should think how it can be included in teaching and learning. The bearing attention towards such questions, what to teach? Why teach? What will the effect of that on learner? These questions find out the reason behind every lesson .so Global citizenship education can be taught for the sake of three contexts such as knowledge, values, and skills. Teacher should teach to recognize goal not only for the sake of job but for transformative learning of learners.

Chivunda (2020) further described in figure 2.4and briefly explains how Global citizenship education can be implemented in classroom. According to Chivunda (2020) there are three domains of Global citizenship education. Cognitive domain, Socio-emotional and Behavioral.

Cognitive
Knowledge
Critical
thinking

Socio-Emotional
Empathy
Respect
Shared
values

Behavioral
Acting
effectively
and
responsibly
Peaceful and
sustainable
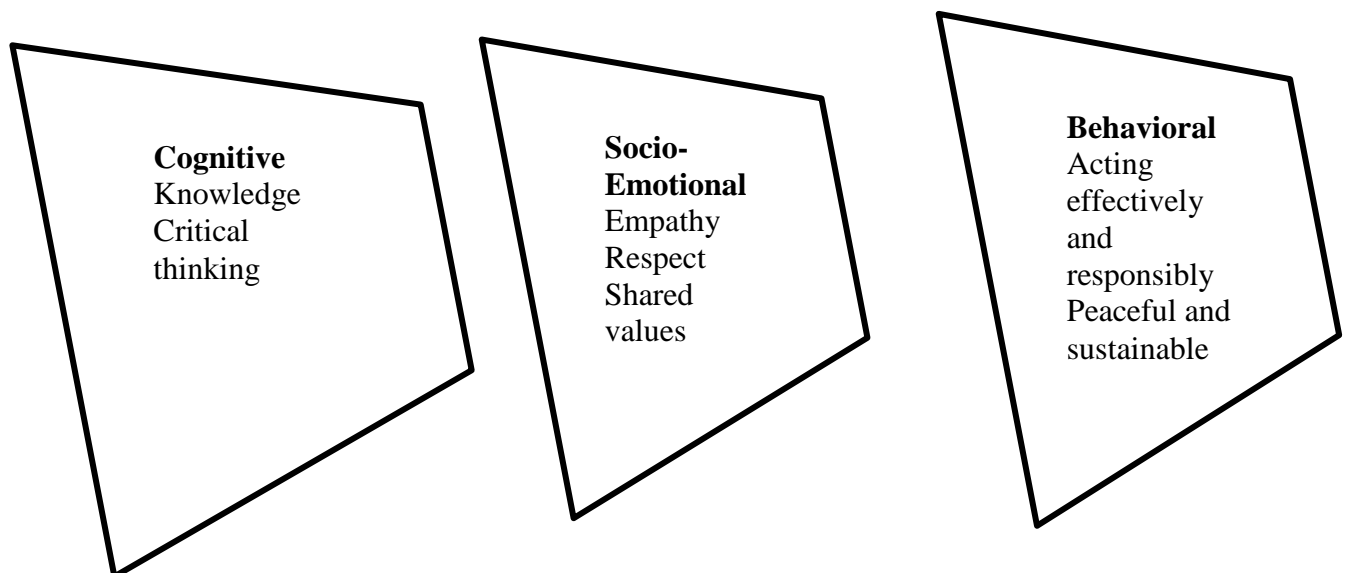
Figure 2.4 Global citizenship education Domains and its pillars of learning. (Chivunda Kaumba, 2020).

2.5.1 Cognitive domain

Chivunda (2020) cognitive domain focuses on knowledge, critical thinking and comprehension of local, national, and Global issues that pertain to learner surrounding .to know about these issues. It can be included in learning such as in different subjects and classroom discussion, activities, and class participation of learner to share their view about the issues and problems (political, social, and economic)

2.5.2 Socio-emotional is a form of civic learning and interacting with world around learner. Socio-emotional learning is a feeling of respect for common humanity, diversity these are also the important elements of Global citizenship education. Learners need to care about issues around them and beyond as well. Such as to involve in voluntary activities social, political, economic, respecting the elderly people, donating their items if possible for them, care for their environment (Chivunda, 2020)

2.5.3 Behavioral Domain

It focuses on learners to act responsibly with in their society and beyond as well. Their action should be peaceful and effective to enable learners to involve as responsible citizens in their local, national and international issues. Teachers need to pay critical behavior towards development of students and prepare them for their responsibility as responsible citizens (Chivunda, 2020).

Huang (2018) illuminated that teaching is the main component to deliver Global citizenship education approach and their implementation for this purpose Transformative and critical teaching methods are needed to achieve positive social change in society. These two pedagogies are essential for teaching Global citizenship education and real learning which empower learners to critically analyze the phenomena, give them knowledge, beliefs, attitude, values, recognize diversity, and critical thinking, behavioral transformation towards conflict, and environment. Thus their learnings will become real such as to develop connection among theory and practice. In critical pedagogy, teachers

need to create dialogue among students and provide freedom of expression and questions like co-creators with teacher.

According to Chivunda (2020) Teachers should implement Global citizenship education that is a transformative learning to bring change in learners. Teacher's use of interactive methods such as, inquiry based, participatory, and creative, which develop learners socio-emotional and behavioral ability for their action. For participatory learning, teachers need to use every method which produces participation with a particular competence and value to be achieved at the end of lesson. Such as, group discussion develops values of tolerance, and competence to work together. Plan the objection, content, competencies, values which will be achieved after every lesson.

Chivunda (2020) believes Global citizenship education can be incorporated in all subject such as in civic education /social studies for example learners participate in local community or school activities or to write about any civic issue. In history, it can also be included such as conflicts which resolved in the past history of other countries .Global citizenship education can be incorporated in language and literature to enhance communication skills to write the story about any issues. Global citizenship education can be included in creative arts as well to draw, design, poster, diagram about any local, national or Global issue and their solution. It can also be incorporated in religious education, to teach about peace and tolerance, and in natural sciences to teach about any chemicals and their effect on environment and human.

Bosio (2022) explained Global citizenship education has five components for learners and teachers. These components are called Ethical Global Citizenship Education that is essential for learner.

Value creation ,value the creation of global citizenship education link with developing real interconnection with various type of people and their live with common understanding

.based on humanistic rules .for this purpose teacher encourage learner to develop peaceful societies with social justice.

Identity progression, identity progression is related to empower human to actively participate in special values such as social responsibility in sense of attitude to action not only for one's home, country, town but focus on Global as a one unit.

Collective involvement, Global citizenship education focuses on common good. Which need to take proactive measure to promote these values within society and politics as well through teaching.

Global disposition, Global citizens are engaged in developing societies in term of various levels such as local , regional , national, and international, communities. Global citizenship means to respond to diversity of values, minds within these context.

Intergenerational mindset, Intergenerational mindset, mind set of Global citizenship focuses on present ,past and future.to recall past with consideration of future with responsibility for learning and awareness of present problems and their solution .such as civil right ,discrimination ,gender equality, environmental issues, health.

According to Bosio and Torres (2019) Global citizenship education is learning about interdependence or an educational process to promote learning about differences to appreciate differences rather than similarities. On the other hand, it is a process to get knowledge and skills so appropriate pedagogical response need to develop these components in learners.

Bosio (2019) further described that Global citizenship education curriculum should be based on ethics which teachers know about the essence of knowledge in the process of education and acquiring knowledge regarding Global citizenship education. Every ideology has different principles which can create conflicts among learners. Teacher should always focus on common good and equality, and social justice among learners.

Andrew (2020) claimed it is inadequate for quality education system to bring out individual who can only write, read, and count. A quality education system should be transformative to develop the shared values in individual. Individuals have quality skills to actively care for their surrounding and world. They must know about technology, political affairs, financial, without this sustainable development is not possible. For this purpose, there is a need to transform individual's mindset and behavior to implement global citizenship education effectively into classrooms. Education system requires to play central role to develop peaceful, tolerance, inclusive society which is possible through global citizenship education.

According to UNESCO (2019) Global citizenship education is a concept to learn to stay together and focus on developing local and country level context. There should be not any conflict among local, national development. Teachers should focus on environmental awareness of learners

PISA(Programmed for International Student Assessment) (2018, 2020) launched global competence measures which focus students learning and participating in complicated, interdependence and diverse societies is the need of todays Globalized world not a luxury. According to them, global competence is the capacity to comprehend and address local, global, and intercultural matters, while acknowledging and horning the viewpoint and prospective of others, develop open effective and appropriate interaction with individuals from different backgrounds and cultures. Think about common wellbeing and sustainable development as a global citizen.

Andrew (2020) suggested that Globalization has changed the nations, world, state, and societies. To face these changes and challenges of globalization, there is a need to act as a "Global citizen" for this purpose, learners need to comprehend and understand about global citizenship education and practically implemented into societies.

Education Council (2019) declares that the main aim of education for learners to become active, creative, confident, and successful individual if society as a Global citizen. Equip learner's with knowledge, skills, values and attitudes to become a responsible citizen of local and global community.

According to Kim (2019, p187) Global citizenship education main aim is to transform learner's values and attitude going beyond mere knowledge acquisition. In many examination in written form of education is not asking about values and attitude such as environmental issues .for example to ask about adequate measure to solve this issue.to change learners values and attitude, teachers need to develop co- friendly relation with learners

Furstenburg (2018) provides difference among citizenship and Global "citizenship Global citizenship" global citizen is someone that care about the planet everywhere is own choice of individual. But citizenship (national) is given to you, so global citizenship is a feeling of responsibility that one think about the world. Learners or prospective teachers need to learn about Global citizenship education as world citizen.

Kim (2019) argues the most essential factor of global citizenship education is learners 'experiences with different culture, people and environment (such as culture diversity).Particularly students who have had the opportunity to travel and gain exposure to different countries develop a sense of fearlessness towards diverse people and culture. To know about them and understand them because they think themselves is a global citizen and get immersed in different people and culture. So teachers need to incorporate global citizenship aspect of culture diversity in their teaching.

UNESCO (2019) Global citizenship education strives to enable students to recognize that all individuals are human aside from any culture or background or country. It empowers learners to love nature and humanity and earth as well. Global citizenship is

learning to live together with people at local, national, and international levels.it also gives awareness to know about the world, what is happening at local, national, and Global level. Global citizenship is not only awareness about issues but to take action against them as well.

UNESCO (2019) further described Global citizenship education gives learners power to develop good character ,critical thinking ,skills ,connect them with common good, and knowledge .enable teacher and learner to think creatively ,critically to develop understanding of themselves and their surroundings to actively participate as a global citizen for common good .it focus on individual and collective responsibility. According to universal principle of responsibilities such is the responsibility to practice the expression of everyone freedom and dignity as a global citizen or citizen of the world.

UNESCO (2019) further described Global citizenship education is mainly focused on 'we' not 'us' and them but basically does not mean the loss of culture, national, or indigenous identity. But it is responsible to maintain balance among cosmopolitanism and nationalism as a global citizen.

Bouran (2021) Express Global citizenship education concept and discussion about it rises question for higher education system and aim of universities in the era of globalization how do universities only use formal curriculum but there is a need to learn about culture, diversity, lifestyle and encourage graduates not only for working but prepare them as a Global citizen and engage in Globalized world.

Bouran (2021) further described that UK universities at all levels have been recognized that teachers, and educators need to prepare graduates with global outlook .because they need a sense of global social responsibilities and awareness to effort for a sustainable way of living. The term global citizenship needs to include in future policies of education and offer some of optional global citizenship course for students, or organize special lectures because

the term global citizenship education is an essential market tool.

Bouran & Bosio (2021) argues Global citizenship education not only enhances learning about Global awareness, Global issues but also looking from different perspectives such as Global citizenship active and participatory learning about group work , develop skills, working cooperatively and learn how to change /modify viewpoint and self as a global citizen.

Bouran (2021) expresses that Global citizenship should be included in pedagogical approach which is required to encourage and promote as integral part in student learning .the term Global citizenship can be used as 'global skills' because it develops what and how in students or critical thinking and enable them to respond to globalization.

Bosio (2021) mentioned in today's modern and globalized world that in work place there is required some competencies and skills .which can be provided to learners by educational institution through Global citizenship education. Especially at university level such as knowledge, values, skills, disposition .which is needed for today modern globalized work place.

Bosio (2021) stated that higher education requires to include Global citizenship in their curriculum in term of issues such as environmental related ,hierarchies issues such as ranking of individual and power, knowledge and these should be include in higher education in pedagogy. Learning should meaningful at higher education level which can be seen in their mission and vision.

According to Sen (2020) in today's Globalized world, global citizenship education is an essential discussion in higher education because it has unique elements such as culture diversity, human rights, sustainable development, tolerance society, social justice, conflicts, in this regard institutions needs to implement Global citizenship education worldwide.

According to UNESCO (2018) education is a powerful tool. To educate learners it is not only enough to read, write, and count through education learners need to get knowledge, skills, to improve their life and develop their environment education should be transformative for learner such as Global citizenship education .which include values, ethics, social responsibility civic engagement in society .to develop more peaceful , just, tolerant and inclusive. This can be achieved through the implementation of Global citizenship education.

Bosio (2021) described Global citizenship education is an integral part of the process which develops graduates and empowers them to fight for equality, peaceful society locally and globally. Learner also needs to full participate in the process of Global citizenship education .teachers to include all the component of Global citizenship education into pedagogy.

Gaudelli (2021) argues mostly higher education is responsible to engage young people in Global citizenship education. And make it a part of curriculum example discipline based subjects be included at universities level. The reason is academic course work is mostly focused on knowledge formation of learners but what they need more are the skills and dispositions which are needed for a global citizen .on the other hand learners need to participate in multiple activities other than study such as fieldwork, global conferences , and excursions to develop peaceful and sustainable community worldwide.

A recent analysis showed which was conducted to assess the impact of flipped classroom in the realm of higher education which revealed an enhancement in the quality education as result of global citizenship education which also align with SDG 4.7 (Udvari &Vizi 2023)

Al, Abri & colleages, highlighted in (2022) Global citizenship education has held a prominent position in educational polices worldwide since the early 19190s

According to Colak et al. (2019) Global citizenship education purpose to enable individual with the essential knowledge, skills and attitude like a citizen of a global world. Global citizenship education means to build up sense of responsibilities and rights in learner and young people in communities at local level, national and global .meanwhile global citizenship education is an educational approach that is founded on principles of social justice, and human rights, cultural diversity, responsibility and critical thinking.

UNESCO (2018) cooperation with UNODC, stated to promote Global citizenship education need to expend resources for teachers and policy maker to achieve SDGs goals 4 /four and its target 4.7 and promote education for human rights, promote gender equity, culture of peace and non-violence, understand culture diversity and global citizenship, and empower institution at all level to achieve SDGs 16 as well.

UNESCO (2018) cooperation with UNODC, further describes Global citizenship education approach for rule and laws. Always do the right things means to strengthen the position of policy maker, teachers, trainers, educators and curriculum developer's .to promote rules and laws through education Teachers and other professional in education need to empower learner with knowledge, skills, to responsibly engage in society and promote social justice with support of effective and accountable institution everywhere.

UNESCO (2018) stated educational professionals need to understand comprehensive meaning of laws and rules and its implication in education. There is a need to develop strategy for primary and secondary educators to enable equip learner with values and skills to promote laws and rules in both formal and non -formal education system such as Global citizenship education approach.

According to OECD (2018) Global citizenship education is requirements of learners because it improve the development of global competence in learner such as to understand about local, global and intercultural challenges, recognize and respect the perspective of

others, understand culture diversity and encourage learners to actively and respectfully engage meaningful interaction with individual from diverse cultures collaborates for the common good and sustainable development

According to UNESCO (2018) teachers play important role in education beside to only transfer knowledge, content to learner. Teacher need to develop conducive environment for learning to enable learner as productive ethical and moral, responsible citizen in fast changing globalized world .To do so, teachers need sound knowledge about subject, content and to have classroom management skills flexible to new technology, and sensitive to diversity because the quality of education directly linked to the quality of teachers and their teaching. To meet these challenges for teachers and education Global citizenship education is the first priority.

UNESCO (2018) further described that it is found by Global First Initiative that teachers lack capacity it is a barrier to promote global citizenship education .but teachers have a l ot of problems as well to ensure quality education. They need updated curriculum and training to strengthen their knowledge and skills as need of the changing world as well. For effective teaching, teachers need a high quality training and continuous practice to empower them with skills and knowledge for quality teaching.

UNESCO (2018) suggested prospective teachers or pre-service teachers' education need to include Global citizenship education .to do so it will develop strong and effective base for future teachers and become the Global citizen by themselves. Thus teachers should be encouraged to include Global citizenship education in their lesson plan and activities to empower learners with Global citizenship education.

According to Hernandez (2019) Global citizenship education develops a sense to respect for all and a shared sense humanity and empower students take responsibility of becoming active and   responsible and active Global citizen. Global citizenship education

main purpose to enable learner to play active role in resolving Global problems and challenges and enable learner a proactive supporters of a more peaceful ,tolerant , inclusive, and safe world for everyone.

Debroey (2020) suggests Global citizenship education has become broadly common education system in the world and has been included as part in curriculum in many education systems in the world. Its education about development, and 21st century citizen, climate change, environmental issues etc. to address these issues in a comprehensive way. There in need to aware the learner's especially prospective teachers about Global citizenship education to prepare them for these global challenges.

Debroey (2020) further described through Global citizenship learner fosters the growth of empathy and feeling of connection to collective human experience and the welfare of all individuals, it promote mutual respect an comprehension of the culture variation among different people. Global citizenship education creates awareness in learners about Global challenges and issues and their solutions

2.6 Global Citizenship and Social Justice

Social Justice encompasses more than just feeling empathy and outrage towards injustice; it involves actively taking steps to create faire and sustainable world. The implementation of Global citizenship education as a curriculum with social justice focus can serve a transformative approach to identify and address issues related to , social, economic and cultural inequalities 'arise from migration, Globalism on local and Global levels (Cho & Mosselson ,2018)

Cho & Mosselson (2018) further described Global citizenship education as an educational curriculum with a transformative approach that center around addressing inequalities within the framework of social justice such political, economic, social, and cultural which is caused by immigration which is not tolerant to change at local level and

Global respectively .

However social justice observes to direct their attention to the main ground of citizenship to know about the most suffering for the minimum levels of human rights and justice as well and take action for them (Khoo & Kleibl 2020).

According to Sund and Pashby (2020) the post humans believe that there is an ethical question about human non-human how to develop a socially just global society with their limited ontology and thinking for the wellbeing of every one.in which everyone have social justice and equal rights.

Waghid (2018, p. 49) elaborates that Social justice "is a sustainable act ethically for human living whereby human awareness and consciences about social justice is essential .to take action agonist doing wrong with human, natural environment, to prevent injustice from society.to restore justice by enhancing human interconnectedness and social justice education as a responsible citizen".

2.7 Global Citizenship and Social Justice

Global citizenship education is not just educational element but a concept from national level to international level .this concept focuses on individual Global mildness, responsibility towards social and environmental sphere, as presented in figure 2.3. Bosio (2021) Global citizenship education prepares learners to face challenges and take action in their biosphere such as in equality and Global social justice. The Prospective teachers' have the ability to point out injustice realize their own privilege and being able to enjoy rights and freedoms that may be not equally shared by others, and able to make change in the society is responsible citizen to respect all living things.

2.8 Global Social Justice Frame Work
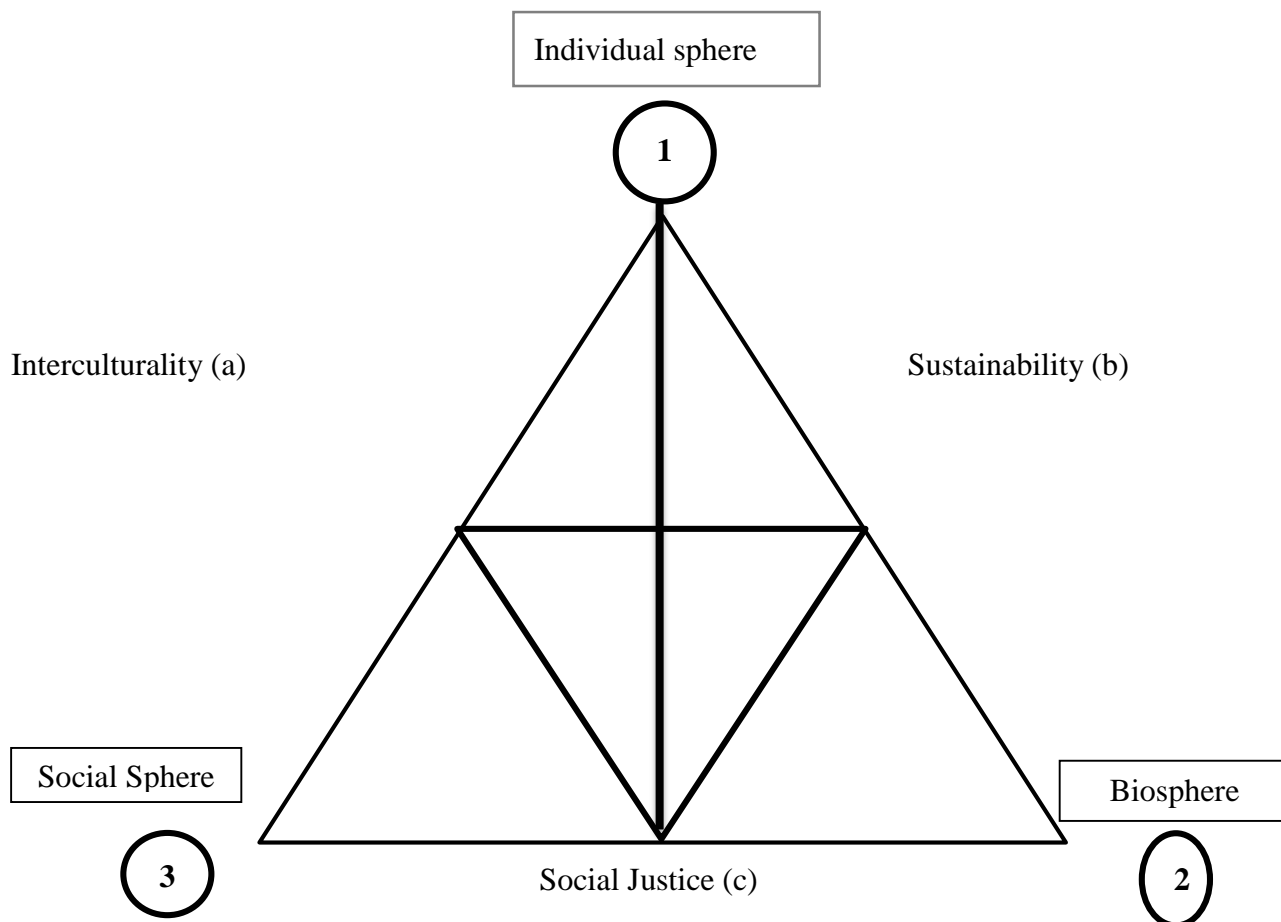
Figure 2.5   Global social justice frame work, Bosio (2021).

In individual sphere, social justice and equal rights for every individual along with their responsibilities towards social community and natural environment. Such as at local, national and Global level equally important for sustainability of society. Such as biosphere environment, natural resources or the planet where living organism exist should provide them social justice for this purpose learner need to know about diversity unequal society so to provide them intercultural education with social justice .and create awareness about all of these sphere and their rights .all of these sphere triangulation relation with social justice, stability, intercultural, equality to make a sense of holistic Global view of sustainable development.

Gezer (2020) expressed that Social justice mean to import equality in a society,

*r*especting cultural diversity, social unity, it beats, discrimination, inequality and injustice. If any society have the ability of social justice, it mean and expected that there will be no race discrimination or rejection of cultural differences.

The curriculum need to include effectively "power'' and equity and critical thinking skills, its support the development of "justice-oriented" citizens. Because it fosters the acquisition of comprehensive knowledge and comprehension regarding the significance of law and the justice system within a society for learners and how laws are shaped and enforced in a society. Such as Global citizenship main theme is that all human beings is part of one human race and belong from shared humanity and everyone is possess equal value and worth. However everyone all individual should be entitled to equal fundamental rights and be treated impartially (Gordon Eldridge, 2020).

Tarozzi & Inguaggiato mentioned, (2018, p 34) Global citizenship education focuses on human rights, environmental sustainability, peace, social justice equality and positive attitude towards culture diversity ethnic diversity .Global citizenship education also encourage learner to take action for all of above mentioned .in this regard Global citizenship education is basic and important need of today's society.

According to Abdeljalil and Kathrine (2020) in a present situation of globalized and interconnected world violation of human rights put at risk peace and environmental stability of the world especially in developing countries. Global citizenship education means to address these challenges by providing potential solutions is to prepare learner for these challenges. In practical term the sole path towards achieving sustainable development, possible solution is to promote global social justice. For this purpose, institution has a basic role to enable learners to become responsible, active Global citizen.

UNESCO (2018a, p. 6) further described for this purpose institution need to contribute peace and security to encourage the advancement of Global citizenship

education, and collaboration in a nation through education .from science and culture point of view stress on universal respect for social justice, equality and freedoms for every citizen of the world without their religion, language, identity, race, and sex.

Global citizenship education must be linked with national citizenship education and educational policies. Like hum rights and social justice .it is also recognize that every individual regarding their rights and freedom and decisions such political, economic, and, social, cultural rights (UNESCO, 2018).

Veugelers (2020) explained that Global citizenship education is basically struggling for social justice, inequality, human dignity, sustainability, empowerment of marginalized people, personal freedom, and concern for common good. For this purpose, UN (United nation) develops SDGs goals which focus on sustainability and human rights of everyone. But there is a need to focus on the achievements of these rights .such as human rights, economic equality, social justice, equal power and equivalence among different cultures.

According to Bouran, (2021) the term Global citizenship can be used as a "Global skills" because it encourages learning different ways of skills developing such as global social justice and responsibilities in learners. It develops Global skills rather than employment in the market but skills for life to face challenges of Globalization .to achieve more peaceful and sustainable world in which the concept of global social justice is possible Global citizenship education compulsory for students.

According to Massimiliano (2021) Global citizenship education made people conscious and open their eyes and minds about, justice, human rights, and equity for all individuals in the world. Global citizenship education can be understood as an education about, development, human rights, education for sustainable development, sustainability, and education for peace and conflict resolution, and intercultural awareness in reality it's the

main global dimension of education for citizenship.

Massimiliano (2021) further described Global citizenship education fundamental themes are social justice, sustainability, and Interculturality. These are the global dimensions of education such as cultural diversity and social justice. The main focus of Global citizenship education is on culture diversity, social justice, rights, and sustainability. Mohan (2021) argues to implement global citizenship education in local schools because there are need to end inequality, injustice. It can be possible when schools implement global citizenship education. They need at least resilience at school level to internationalization at various contexts like global citizenship education.

According to UNESCO (2019) Global citizenship education stress on the meaning of citizenship "citizenship is a form of involvement in society "It is a concept of global dimension in education to show relation with equity, human rights, social justice, and rules and laws implementation for common good of society. Hence the teachers' need to develop awareness about Global citizenship education among learners.

2.9 Global Citizenship and Rights

Rights are a form of knowledge, skills and values, human rights and social responsibility. According to UNESCO, (2018) human rights is a long lasting process of human life that enhances individual knowledge, skills, develop their attitude, understanding, and behavior and equip them to build, improve and contribute to build, and promote human rights culture universally. Human rights purpose to universally respect for fundamental freedom and human rights and develop knowledge and skills in individual to empower them to promote universal culture of human rights**.**

According to Nasser (2019) global citizenship education also provide to learners and individual the competencies *possibilities* to get advantages from their rights. And be responsible for their action and obligations and promote the base of better future for their

self and other people of the society.

Nasser (2019) further explained global citizenship education also focus on many areas like human rights education, peace education and Global understanding education which is associate with the objective of promoting education for sustainable development. Global citizenship education raises question and takes action for social injustice, poverty, inequality and social exclusion at the community national and global scale. Everyone has socially and educationally equal rights such as quality education, human rights, along with values such as respect, diversity, tolerance, and solidarity for everyone. Therefore, Global citizenship education should be made an educational goal for learners and teachers (Luhmann, 2019, p. 14).

According to UNESCO (2019) global citizenship education main notion is to be responsible and respect for the promotion of human rights, culture diversity, environmental stability, peace, living together, and behave in a responsible way which can be expected from others. Thus, global citizenship education provides a sound philosophical basis for teachers and learners.

According to Namrata, (2020) peace and   non-violence are the essential components of human rights .It can be developed through learning such as learners must provide the knowledge, skills, values and attitudes that empower them to address unlawful socio political economic and circumstances. This prepares learners to deal with contradictions or paradoxes and violence which the students face in their society in real life.to engage them in a real world of non -violence in a sustainable world. ESD, GCE is developed with reference to SDGs and human rights issues.

OECD's (2018) argues Global citizenship education develops understanding of the students to focus on local issues that connect to Global level like the universal declaration of human rights, focus on connectedness as a responsible citizen for sustainable

development. In present situation of Globalization, Global citizenship curricula and frame work stress to know about the fast changing Global world and Global connectedness to develop multidimensional skills of learners such as Global competence which is the right of every student.

According to DES (Department of Education and Skills) (2020) organization and educational institutions should be based on equality. For instance every student needs equal educational opportunity regardless of their culture and nationality or affiliation with any country, place, village, town, city but every student needs to learn in same classroom, provide same curriculum to get equal education opportunity. In other words, ensure the provision and integration of in a multicultural learning environment and everyone have equal rights.
For human rights Global citizenship education is critically committed provide equal educational opportunity, peace, social justice, economic parity, and positive mindset towards culture diversity that should be adopted by every individual to have equal rights (Tarozzi &Inguaggiato 2018, p.34).

Pickel & Pickel (2019) claimed that migrant people cannot participate in economic, political and social, life of the community because they people are avoid by powerful group that they are not belong from that community or the different from us. These people are prevented to practice their rights because they are "migrant", or "foreigner" or they have different religion. So citizenship education focus on human right, culture, global connection, conflicts and social ,justice double or hybrid identification ,cultural connection and critical reflection of a person on their culture.

Porto (2019) suggested that students should be aware of the issues of identification, human rights, and political rights through Global citizenship education. Thus they can challenge inequalities and promote sensitivity towards empathy and unity with others. These characteristic of Global citizenship produce emotionally effective members of society.

Giles, (2019, p. 13) express Global citizenship education focuses on accountability to respect and promote human rights, culture diversity, environmental peace, responsibility, and to behave like a Global citizen. In a sense of citizenship, Global citizen stresses on harmony with others to actively participate in common welfare of public and their rights for universal sustainable development.

The broad and hopeful opportunity of Global citizenship education for sustainable development is linked with SDGs goals. It be appeared as a blissing and idealistic for the assistance of individuals and provision of equal rights. It also achieves these goals in wider range. According to United Nations World Programmed Human rights education is training, information, mean to provide knowledge to learner about human rights but enable them to take action for human rights and they have skill, attitude, and behavior, to apply human rights in the society for everyone. (Khoo & Floss 2020).

According to Vaccari and Gardiner (2019) it is examined that policy of UNESCO and OCED are based on Global citizenship education and global competence. It is the Conception of Global competence and Global citizenship are same to the SDGs agenda of 2030, it also includes international institutions world culture theory, Global education policy, the beliefs that all people have equal respect and rights, cosmopolitanism, human capability, and capital theory. Human capability means to achieve all kinds of equal rights such as good health, safe environment, and relations etc. Human capital such as knowledge, skills, and realize their potential in a society as member.

According to Chivunda (2020) Human rights are based Global citizenship education content that need to be included in national education programmes. For example, UNESCO promoting education of human rights is to enable learners act against violent extremism. With the help of transformative teaching method, education sector can empower learners with knowledge, skills, attitude, values, behavior, which will give them the ability to act

against violent extremism.

Torres and Bosio (2021) explains that Global citizenship education provides new prospective of citizenship such as innovative and inter culture education, innovative and intercultural education in a diverse society and globalized world human rights and respect for differences rather than old citizenship perspective.

UNESCO (2018) cooperation with UNODC (2018) has established rules of law and lawfulness of culture through global citizenship education. They strive to enhance the ability of teachers, educators, and policy makers to plan educational activities to enable learners to take productive decision ethically and responsibly like a global citizen, and to support justice, human rights, and develop powerful institution to defend them.

UNESCO (2018) cooperation with UNODC (2018) further describes that it is important to promote law rules through education. To respect for rules and law to follow international human rights and fundamental freedom of every individual to understand accountability, equality, and fairness, the learners need knowledge, skills, values, and attitude to positively contribute in society. Therefore, learners need encouragement for non-violent, peaceful approach such as global citizenship education and must be incorporated in every institution.

According to (COE,2018,p39) the main idea of Global citizenship education is democracy protecting, human rights, intercultural communication or relation, and competence, such as , knowledge, skills, values, attitude, and their critical understanding for rights and human rights promoting.

According to (UNESCO, 2019, p. 5) Global citizenship education mainly focuses on issues that affect humanity at Global level. These mainly include human rights, migration, equality, degradation of natural resources, climate change, and nuclear threat.so to face these challenges teachers need to include Global citizenship education in their pedagogy to

prepare learners and contribute for human rights and these challenges. Teachers' need to empower learners with critical thinking and capabilities, self-management not just knowledge and skills, but both in formal and informal education system.

According to Abdeljalil and Kathrine (2019) Global citizenship education central objective is to prepare young learners of all ages with the awareness human rights, social equality, social justice, varied variety, gender uniformity and natural maintainability.it enable learner to have knowledge of world mindful worldwide. Global citizenship education empower learner to take action agonist inequality, human rights, discrimination, to create a peaceful world.

2. 10 Global Culture, Links and Global Conflicts

Culture, global connection and global Conflicts is the notion of dual or hybrid identities exploring economic and cultural interconnections and encouraging critical introspection about one's own culture.

Chrysi , & Evagorou (2020) highlighted culture literacy as a certain code principle and disposition that can be created through productive dialogue with people from different cultures these are important skills of the twenty -first century developed world in which immigration is continuously increasing Thus global citizenship education   and culture literacy are extremely essential elements for learners. Students, in the present situation of globalization are comforted by globalized society that connects learners with one another. There is a need for competencies in technological, digital, and cultural integration skills to be developed in students to become effective global citizens.

Kaltmeier and Breuer (2020) claimed that cultural understanding develops the understanding of social justice. Therefore, social inequalities can occur in political, cultural, and economic aspect, depending on the process of globalization. However, social inequalities could be prevented by people who have a real sense of social justice and

knowledge and, skill about global citizenship education. It stresses that global citizens are those who know about social justice and equality, and care about it, accept cultural diversity by understanding how cultural differences have an effect on others individual.

Yuksel and Eres (2018) highlighted that cultural intelligence plays an essential role in understanding multicultural and global citizenship perception awareness. However, cultural intelligence is an essential factor for interacting with individuals from other cultures, being socially cooperative, maintaining relationships, and interacting effectively by respecting differences.

Yuksel and Eres (2018) suggested that social justice knowledge is an essential component in the development of the global citizenship level of individual's .For this purpose, cultural understanding is important. If an individual has sufficient knowledge of social justice and culture, they will have the capacity to develop global citizenship knowledge and skills. The learner needs training in cultural understanding to understand cultural differences, social justice, and global citizenship education.

Hadley (2021) Global citizenship education prepares learners for a global competitive knowledge economy, providing knowledge skills to fulfil the demands of the digital economy. However, it produces successful global workers who adjust to different social situations in an interconnected world.

According to Fozdar and Martin (2020), in the education process, learners should be supported and encouraged to develop knowledge, attitudes, and behaviors such as active citizenship, sophisticated values and identities, social justice, responsible behavior globally locally, and critical self- awareness, which is a need of the current education system, especially in developing countries.

According to Kester (2021), the main purpose of global citizenship education is peace, human rights, and social justice for every individual in the world everywhere. In

different cultures, or culture diversity respect for every one point of view to develop a culture of peace, resolve conflicts among different people, and promote sustainable development and peace everywhere.

Global citizenship education focuses on important topics such as culture diversity and learning with collaboration, as many people face difficulties during the Covid-19 pandemic in collaborative learning (Cho, Mosselson et al., 2018).

In any society, conflicts of interest and disagreements are inevitable. Therefore, there is an ongoing necessity to establish laws, rules, customs, and systems that promote reasonableness and fairness for all individuals. Matters concerning peace and conflict are inherently intertwined with aspects of social justice, equality, and human rights. Global citizen is one who understands the principles of the world and their laws, governance, and their importance for promoting cultural understanding (Hammond, Keating 2018 & Pais, Costa 2020).

Lutomia et al. (2018, p. 113) express that one of the dangers or application to assess someone culture race, ethnicity, gender, or background behavior all these aspects lead to conflict and affect participation, collaboration, and productivity of a country. Global citizenship education emphasizes collaboration and respect for cultural diversity and the opinions of other people.

According to chapman et al. (2018,p155) in the teaching learning process, teachers positively nee to avoid the promotion of human values and overlook that creates inequalities faced by marginalized groups in a society, especially migrant people or people who have dual or hybrid identities, behave with them constantly like non-humans and like not a global citizen.

Davies et al. (2018) further describe global citizenship education with a special focus on challenges to examine the concept of global citizenship through the viewpoint of

marginalized communities or people who have faced any type of inequalities in their surroundings. Global citizenship education stresses the intercultural dimension, especially it helps to support minorities' citizens and their rights, cultural, social, and economic rights, especially in countries where opposition to immigration discourse is more (Akkari & Maleq 2020).

Global citizens must have knowledge about different people and their culture, such as pupils in the age of fifteen, who are well aware of global and intercultural challenges. They must show respect for different cultures and their people and have enough problem solving skills at the local level that connect to the national and international level and actively work for global goals (Weis *et al…,* 2020, p. 6).

Global citizenship education   is about a person's knowledge and experience for improving human living position in a peaceful world primarily rooted in the principle of honoring and embracing diversity. However, global citizenship education is mainly linked to the agendas of SDGs goals and worldwide organizations (Abdeljalil & Kathrine, 2020, p. 4).

Ralf Gaus (2021) suggested that global citizenship can be implemented as follows:

Learner knows and acquires knowledge about other people's values, world view, and way of life to understand values such as tolerance and diversity as basic needs of global citizenship. The learner not only understands them but also takes action for them.

For this purpose, learners need to provide opportunities to connect with different people and come in contact with different cultures. This will give them social, personal experience and develop their positive values and, attitudes.

To know and understand the values and attitudes of others' diversity tolerance, provide them opportunities such as suitable places and environments such as schools, colleges, and universities where these values can be found.

Davies et al. (2018) argues that Global citizenship education   universal form are still not exist. According to them, there are two main issues or controversy agonists promoting global citizenship education: culture diversity and social justice. When learners understand culture diversity and social justice, they can become global citizens.

According to OCED (2018), global competence is the ability to know about the local and global culture diversity and their issues, to know about different people and cultures and their perspectives and points of views and respect them to develop appropriate and productive interactions among different cultures and individuals from diverse cultures collaborating for collective well-being and progress. They argue that global competence is not only about knowledge and skills but also enables learners for these active engagements as well a global competence.

OECD (2019, p. 99) presented a report that highlights the need for multicultural and langue's for teacher assistance and the importance of multilingual and cultural needs. This becomes the third highest need for teachers' professional development and mentions this special need for students.

Once it was investigated in Austria and Ireland, which was used as an example for every country. The realize that teacher education is composed of three main elements, such as institutional structure, teacher students, and curriculum implementation. All of these three elements examine how teachers deliver curricula in these countries in classrooms for different cultural groups. To do so changes in content and their delivery to make them peaceful for every culture groups   basically to understand migration-related diversities. (Eurydice, (2019) OECD, (2019).

OECD, (2018) argues for a different type of education, such as global citizenship education, that empowers learners to stay peacefully "with people of multicultural and think and act for common wellbeing and sustainable development' 'which is possible to promote Global

citizenship education among students.

Bosio (2019) stated that global citizenship education's main focus is on peace, human rights, respect for diversity, especially culture or inter-culture understanding, tolerance, and openness like a good citizen. When learners are equipped with these skills, they can respond to globalization with the concept of civic education to adopt ethical values like a global citizen to promote peace and human rights. A very common understanding of global citizenship at the higher education level to educate learners is to develop a sense of association with a wider community, common humanity, beyond any conflicts to develop connection at the community, countrywide, and global scale.

Torres and Bosio (2021) believe in the global dimension that cultural diversity is closely linked to global migrations, their outcasts, and problems. Especially the migration effect on students as well. For them to understand global citizenship education, which can be helpful for their problems and issues, they need to provide a suitable phenomenon because culture diversity is closely related to global mobility and inequalities. Migration is also linked to sustainability because of its effects on the global economy, culture, and environment, such as climate change, resource depletion, pollution, and desertification, which are among the reasons behind conflict, poverty, and climate. Therefore, global citizenship education is essential to address and find solutions to these problems. From this prospective, global citizenship education provides an essential contribution to the SDGs goals, especially SDG 4.7.

Barrett (2018, p.95) Teacher should focus on developing understanding and communication among learners from different cultural backgrounds to develop their intercultural competency. For this purpose, they need values, skills, positive attitude, knowledge, and understanding, which is the need to recognize anyone from different backgrounds or cultures, or adjust to different environments with tolerance and social

justice like a global citizen.

According to UNICEF (2018), in the world, teachers are facing difficulty in dealing with conflicts and violence in students' lives. They need to resolve these conflicts for global sustainable development. There are many conflicts regarding education such as terrorism and intercultural conflicts among people in which children are not getting education anymore.

According to UNESCO (2019)) Global citizenship education provides an opportunity to address issues regarding peace in the "one world context" which is to respect the interconnectedness and interdependence of all things. To deeply understand the meaning of interconnectedness and interdependence, every individual and community should accept that their safety and wellbeing of families depend on the safety and wellbeing of other community and families. This understanding connects the ideas of us and them to develop awareness of the world system, such as inequality, conflicts, and competitiveness.

2.11 Related Studies to Global Citizenship Education

The researcher reviewed the latest study of UNESCO, on Global citizenship UNESCO, (2019) and Education for sustainable development. They found the relation of these three domains and participated with practitioner's policy makers they reveled these have a positive relation. A study was conducted by UNESCO to examine global citizenship in different countries through document analysis of a total of 263 documents. This study focuses on Education for Sustainable Development and Global Citizenship Education. This study showed that different countries have different levels of global citizenship education, and they find that global citizenship can be promoted through teacher education (UNESCO, 2019).

A study was conducted at the University of England "Global Citizenship Education in Secondary Teachers' Perspective of Global Education. This study examines teachers'

perspectives on global citizenship education and their implications on students and classrooms. The result of this qualitative study found that school students need awareness, particularly in secondary school (Shannon, 2019).

A study was conducted at the University of Auburn, Alabama, USA, about the importance of global citizenship for youth. The study result showed that students have a lake of awareness of global citizenship. They also mentioned that the policy also needs the content of global citizenship.

Another study was also conducted in the US, regarding Global Citizens in the classroom of 21st-Century that was a Mixed-Method Study of aspects of Global Awareness. It focused on Global citizenship in the classroom. Of the students were uncertain about global citizenship education and needed in-depth knowledge.

A study was carried out in Turkey on global citizenship and teachers 'training programme for future teachers. The main focus of this study was to understand the effectiveness of global citizenship education in training programmes. This study focused on teacher training arrangements for prospective teachers. This study showed that this activity was very useful but still needs more content about global citizenship education (Derya, 2018).

2.12 Literature in Pakistan

In Pakistan, only few studies have been conducted on global citizenship education. The study conducted in Pakistan this study was about Global Citizenship promotion through ICT among Undergraduates of Pakistan and was designed for students to promote Global citizenship education through ICT. The study also showed that information communication technology promotes global citizenship in Pakistani undergrad university students (Shagufta, 2017).

A qualitative study was conducted in Pakistan about Global Citizenship Education that was Comparative Analysis of two levels, Secondary School and Higher Secondary School

Curriculum. This showed a seriously lacking is found in many textbooks about global citizenship education in global context, which revealed the current study that prospective teachers, were neutral about of Global citizenship education.

(Aniqa, 2021).

Only two studies were conducted in Pakistan on global citizenship education. This was the reason for conducting a research on this topic "prospective teachers' awareness about global citizenship education: A Descriptive study".

2.13 Books on Global Citizenship Education

The researcher acquired following books on related topics:

A. peterson & P. warwick, Global learning and education (2015) Daniel& Charl, Global Citizenship Education and Teacher Education (2020). Abdeljalil & Kathrin, Global Citizenship for Adult Education, Global Citizenship Education Critical and International Perspectives, (2020). William J. Hunter and Roger Austin, Blended and Online Learning for Global Citizenship (2020). Bosio, E., Conversations on Global Citizenship Education (2021). Jian Li, Global Higher Education Shared Communities (2019). C. Carter, Teaching and Learning for Comprehensive Citizenship Global Perspectives on Peace Education (2021). Namrata, value-Creating Global Citizenship Education for Sustainable Development Strategies and Approaches (2020). Andrew .P, Global Citizenship Education in Australian Schools (2020).

2.13 Chapter Summary

This chapter is based on a review of related literature that includes a detailed definition of research variables in global citizenship education. Also discussed teacher and prospective teachers' awareness of global citizenship education and its need and importance. This chapter also included a detailed description of research variables. First, we discussed the introduction of the term Global citizenship education which is helpful for the reader to

understand the tern Global citizenship, and then Teachers' and global citizenship

education, third section, Global citizenship and social justice, fourth section, Global

citizenship education rights, and the fifth section, Global Culture, Links and Conflict, also

include related theories.

CHAPTER 3

RESAERCH METHODOLOGY

3.1 Research Methodology

This chapter of the study includes methodology and process that was used to complete the Study. This study was descriptive research which was aimed to find out the prospective teachers' awareness about Global citizenship education. It includes research approach, research design, and population, sample size of research study, sampling technique, research instrument, and validation of tool, item total correlation and its details, data collection, data analysis, research ethics, and delimitation of the research study. The detail of the research study is here.

3.2 Research Approach

The research approach of the study was based on mixed – method .the research mainly include quantitative and qualitative data. The research was based on convergent mixed -method (QUAN + qual) which was greater emphasis placed on the quantitative method and the qualitative method was used in a secondary role. Quantitative research was conducted at preliminary stage and moves to qualitative phase. Convergent mixed methods approach, researcher collected both quantitative and qualitative data in single research phase. Subsequently, compare the findings from both data sets to gain a deeper understanding of the research problem .this method enables researchers to obtain more comprehensive understanding of the results.

Researcher selected this approach because it was used to calculate the problem through creating numerical data or data which can be converted into statistics and qualitative data through open-ended questions which was conclude through thematic analysis.

Using a mixed method research design incorporating both qualitative and quantitative

research approach provides a more comprehensive understanding of the results, by considering the benefit of both quantitative and qualitative methodologies it allows for a deeper analysis that incorporates both numeric data and qualitative data (Jonson, Onwuegbuzie, & Tuner, (2007).

3.3 Research Design

The research design of the study was descriptive survey because the researcher attempted to find out the awareness of prospective teachers of public sector universities and colleges located in Rawalpindi and Islamabad. Descriptive research is as a research method that describes the situation or phenomena that is being studied. It focuses more on answering "how, what when, and where" question about the phenomena under the study i.e. to examine Global citizenship awareness of Prospective teachers. And to find out prospective teachers' awareness about Global citizenship education based on demographic variables. The study was convergent mixed method research so questionnaire was used for the data collection. In this research survey method was used to investigate the prospective teacher's awareness about global citizenship education and it was a descriptive study. The convergent mixed method approach helped the researcher to get data in quantitative and qualitative form for research study and get clear results. The data collected was converted into numeric figures and thematic analysis so that the quantitative data was statistically analyzed in SPSS 20th version and qualitative data in words form for making the conclusions to further draw the recommendations.

3.4 Population

In the research study prospective teachers' awareness about global citizenship education were find out in public sector universities and colleges of Islamabad and Rawalpindi. So all prospective teachers of public sector universities and colleges located in Islamabad and Rawalpindi were population of the study. The population of the study is concluded as

follow.

Table No 3.1

Population of the study (Prospective Teachers)

S.N	Universities, Colleges	Male	Female	Total
1	Fatima Jinnah Woman University	0	231	253
2	International Islamic University Islamabad	101	665	766
3	National University of Modern Languages Islamabad	109	305	414
4	Pir Mehr Ali Shah Arid Agriculture University	40	90	130
5	Bilquis post Graduate College for women	0	82	82
6	Federal College of Education	47	334	381
	Total	297	1707	2004

3.5 Sample Size

Sample of the study was graduating students (last semesters) of public sector universities and colleges of Islamabad and Rawalpindi. Which was based on 203 Prospective teachers' 'from public sector.

Table No 3.2

Sample of the study (Prospective Teachers)

S.N	Universities, Colleges	Male	Female	Total	Rate of Return
1	Fatima Jinnah Woman University	0	42	42	27
2	International Islamic University Islamabad	18	40	58	45
3	National University of Modern Languages Islamabad	10	26	36	26
4	Pir Mehr Ali Shah Arid Agriculture University	10	25	35	31
5	Bilquis post Graduate College for women	0	19	19	17
6	Federal College of Education	9	51	60	57
	Total	47	203	250	203

3.6 Sampling Technique

It was not possible to accumulate data from all semesters of BS education. So purposive Sampling technique was used to obtain data from desire sample. Purposive sampling is a type technique in which particular area of knowledge from skilled or concern people are required which have particular characteristics.it is known is non-probability, selective or subjective sampling technique. The focus of the study to investigate Prospective teachers' awareness about Global citizenship education from faculty of social sciences and department of educational sciences. There for purposive sampling technique was used to include all Prospective teachers' or graduating semester students is a sample for the study. The research population include total four universities two universities of Rawalpindi (PMASAAU & FJWU), and two universities of Islamabad (NUML & IIUI) were selected and two college's (BPGCW) of Rawalpindi and (FCE) of Islamabad which was based on 203 students of public sector.

3.7 Research Instrument

The data was collected through questionnaire. The questionnaire was adapted from Saddiqa, (2020) to measure Global citizenship education. The questionnaire was divided into two sections; closed ended items and open ended questions. It contained four sections including;

1. Global citizenship education

2. Social justice

3. Rights

4. Culture global links and global conflicts

 The demographic variables of the questionnaire are age, gender and institutions. Questionnaire had 42 close ended statements. The questionnaire was based on five points Likert scale .The expression of the responses discussed below.

Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4,   Strongly Agree = 5

Further four open-ended questions were added in the instrument to check the opinion of prospective teachers about global citizenship education, rights, social justice, culture, Global Links and global Conflicts.

Table No 3.3

Research instrument Item description.

S No	Item description	Representative item
1	Global citizenship education	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18
2	Rights	19,20,21,22,23,24,25,26
3	Social justice	27,28,29,30,31,32,33,34
4	Culture, Global Links and global Conflicts	,35,36,37,38,39,40,41,42
5	Open ended questions	Q1,Q2,Q3,Q4

3.7.1 Demographic Information Domain

The Demographic Information based on the demographic characteristics of the respondents, gender, age, institutions. The demographic details of questionnaire is gender (male and female) age years (19- 20), (22 -23),   (More than-23) Institutions, public sector prospective teachers' educations institutions, of Rawalpindi and Islamabad.

3.8 Validation of the Research tool

For checking the validation of questionnaire researcher referred to the field of expert of the study. Firstly researcher formed a documents in which request for validity, cover latter of questionnaire, objective of the study, theoretical frame work, questionnaire and certificate of validity were attached. The suggestions and minor grammatical mistake in the research instrument identified by the experts were made corrected by the researcher. Researcher personally visited to each of these experts and their valuable suggestions and comments were considered for improvement of the research questionnaire before the pilot testing procedure. Research instrument and validation certificates and changes are attached in

appendix D.

3.9. Pilot Testing

Pilot study was carried out to assess the reliability of the tool, Pilot testing was accomplish before the small scale of quantitative survey through questionnaire to assessing the correlation within the single items and the sub portion of the research tool. Researcher were personally distributed 100 Questionnaires, 87 were returned. The sample for pilot testing were excluded from the actual sample of population.one Public Sector College and two universities were chosen for plot testing.

3.10 Reliability of the Questionnaire

Table No 3.4

Cronbach's Alphas Reliability Results of pilot study (N= 42).

Tool	Sub Sections	No. of Items	Reliability
Prospective teachers' awareness about Global citizenship		42	.911
	Global citizenship	18	.801
	Rights	8	.734
	Social justice	8	.716
	Culture Global	8	.795

The above table 3.4 represents that all the items were reliable at the .911 of the scale which indicate that instrument is highly reliable for the study. After pilot testing it was considered that questionnaire was suitable for the study. The overall reliability of the questionnaire was .911 which was considered as excellent for the research tool. While the reliability of the four section Global citizenship .801, rights .734, social justice .716, culture global .795 respectively.

Table 3.5

Values of Cronbach's alpha for reliability of overall research instrument

Reliability Statistics	No. of Items	Cronbach's Alpha value
Research instrument	42	.911

The above table 3.5 shows the values of Cronbach's alpha for the overall research instrument based on total number 42 items and values of Crobach's alpha was 0.911 which means the research instrument is accepted.

3.11 Inter Item Correlation

The table 3.6 shows the inter item wise correlation among the scale according to table the highest correlations .602**.it was specified that these 42 items were reliable for final data collection.

Table No 3.6 *Correlation of Prospective teachers awareness about Global   citizenship*

(inter item wise)

No Items	Correlations	No Items	Correlations	No Items	Correlations	No Items	Correlations
GC1	.424**	GC13	.373**	GCR7	.478**	GCCGL3	.499**
GC2	**.602****	GC14	.398**	GCR8	.399**	GCCGL4	.443**
GC3	.425**	GC15	.443**	GCSJ1	.422**	GCCGL5	.499**
GC4	.490**	GC16	.408**	GCSJ2	.434**	GCCGL6	.499**
GC5	.490**	GC17	.307**	GCSJ3	.449**	GCCGL7	.439**
GC6	.444**	GC18	.479**	GCSJ4	.395**	GCCGL8	.465**
GC7	.443**	GCR1	.509**	GCSJ5	.523**		
GC8	.377**	GCR2	.454**	GCSJ6	.443**		
GC9	**.305****	GCR3	.491**	GCSJ7	.329**		
GC10	.317**	GCR4	.433**	GCSJ8	.479**		
GC11	.371**	GCR5	.499**	GCCGL1	.523**		
GC12	.369**	GCR6	.366**	GCCGL2	. 509**		

Table 3.6 represents the correlation between the items included in the Prospective teachers'

awareness about Global citizenship education questionnaire were significantly correlated

with in the range of **.**305** to .602**.

Table No 3.7
Inter-section Correlations of Prospective teachers awareness about Global citizenship (N=42) pilot testing

	Global citizenship	Rights	Social justice	Culture Global
Global citizenship	1			
Rights	.550**	1		
Social Justice	.600**	.697**	1	
Culture Global	**.520****	.630**	**.700****	1

The above table 3.7 represent the inter item section correlation of Prospective teachers' awareness about Global citizenship scale were significantly correlated with each other .the table shows that all item were statistically correlated with each other at 0.01 level of significance. The highest correlation was among social justice and culture Global (.700**) the lowest correlation was between Global citizenship and culture global (.520**).

3.12 Data Collection

After the process of pilot testing the researcher received reference letter from the Department of educational sciences of the (NUML) to collect the final research data. In selected public sector universities and colleges of Islamabad and Rawalpindi the reference letter was then shown to the relevant authorities for approval to collect the data. The data was collected through questionnaire. In this regard personal visits were made by the researcher herself to the respondents to collect the data. Data was collected from prospective teachers of universities and colleges of Islamabad and Rawalpindi in one phase through questionnaire which was based on close ended and open ended questions. The data was collected at same time on the same individuals who are participating in both the quantitative and qualitative phases of the study.

3.13 Data Analysis

The collected data was analyzed using the software; Statistical Package for Social Sciences (SPSS) and thematic analysis. Statistical tests were applied to analyze the quantitative part of the study while thematic analysis was done to analyze the result of the open ended questions of the study. For thematic analysis reading of data, and codes were created by researcher to highlight the pattern in the data. Similar pattern were used to generate themes.

Table 3.8

Details of research objectives, hypothesis and statistical test

S. No	Objectives	Research hypothesis	Statistical test
1	To examine Global citizenship awareness of Prospective teachers.		Mean
(a)	To assess prospective teachers awareness about Global citizenship education with reference of rights.		Mean
(b)	To assess prospective teachers awareness about Global citizenship education with reference of social justice.		Mean
(c)	To assess prospective teachers awareness about Global citizenship education with reference of culture global links and global conflicts		Mean
2	To find out prospective teachers awareness about Global citizenship education with reference to age.	H_01: There is no significant difference in the awareness of prospective teachers.	ANOVA

		About Global citizenship education with reference to age.	
3	To find out prospective teachers' awareness about Global citizenship education with reference to teachers education institutions based.	$H_0$2: There is no significant difference in the awareness of prospective teachers. About Global citizenship with reference to teachers' education institutions based.	ANOVA
4	To compare male and female prospective teachers' awareness about Global citizenship education. 4a: To compare the level of male and female prospective teachers' awareness about Global citizenship education with reference of rights. 4b: To compare male and female prospective teachers' awareness about Global citizenship education with reference of social justice.	$H_0$3: There is no significant difference in Global citizenship education of male and female prospective teachers. $H_{0.}$3a: There is no significant difference in Global citizenship education awareness of male and female Prospective teachers' with reference of rights. H_0 3 b: There is no significant difference in Global citizenship education of male and female Prospective teachers with reference of social justice.	t-test t-test t-test t-test

4c: To compare male and female prospective teachers' awareness about Global citizenship education with reference of culture global links and global conflicts.	$H_0.3c$: There is no significant difference in Global citizenship education with reference to culture global links and global conflicts of male and female Prospective teachers.	
5: To explore prospective teachers views about Global citizenship education.	1: What is benefit of Global citizenship education for learner? 2: What is your view about rights of people globally? 3: How can inequality and injustice be eradicated from society? 4: How can you represent your culture globally?	thematic analysis

3. 14 Research Ethics

Researcher ensure the protection of participants such as physical and psychological well-being during the research process .Firstly, acknowledge that all respondents was taken by guaranteeing their respect, namelessness and protection. The obtained data was only used for research purpose only which is part of my course. Privacy of the information was ensured to keep all information shared was remain confidential and was only reported as data without any personally identifiable information. Permission was taken for Research instrument from the author.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter includes data analysis and interpretations. This study was descriptive in nature, which was to determine prospective teachers' awareness of global citizenship education. The data was collected through prospective teachers' awareness of the Global Citizenship Education questionnaire. The questionnaire was adapted from Saddiqa (2020), which was based on four sections: Global citizenship education, social justice, rights, culture global links, and global conflicts. The qualitative portion was added to adapt the questionnaire in the research context of this study. The questionnaire had 42 closed- ended statements. Four open-ended questions about global citizenship, rights, social justice, cultural global links, and global conflicts were added to answer the research questions. For the analysis of open-ended questions, the researcher read all the responses carefully and highlighted the respondent's main ideas. Finally, generate the codes and themes. The close-ended questions are based on a five-point Likert scale and the expression of the responses discussed below.

Strongly disagree = 1 (SD)

Disagree = 2 (D)

Neutral = 3 (N)

Agree = 4(A)

Strongly Agree = 5 (SA)

4.2 Descriptive Analysis and Interpretation

Table No. 4.1

Demographic sample data of universities and colleges female and male prospective Teachers (n=203).

Gender	Frequency	Percentage
Male	42	20.7 %
Female	161	79.3 %
Total	203	100 %

The above table reveals the gender-wise distribution of prospective teacher. This table shows that 20.75% (42) respondents were male prospective teachers 'and most of the respondents 79.3% (161) female prospective teachers 'the total number of respondents was 203.
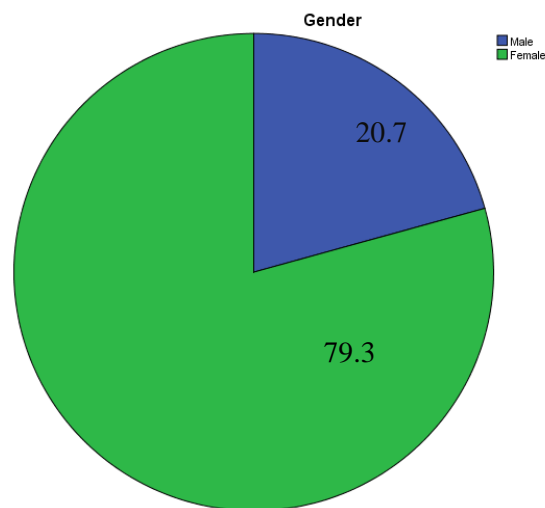
Fig. 4.1 Gender-wise division of universities and colleges prospective teachers.

Table 4.2: demographic sample data of universities and colleges prospective Teachers (N=203)

Age	Frequency	Percentage
19-20 years	32	15.8%
22-23 years	129	63.5%
23-24	42	20.7%
	203	100%

The table shows the age-wise distribution of prospective teacher. Age range: 19–20 years, 22-23 years. This table shows that 15.85 % (32) prospective teachers 'were from 19 to 20 years, 63.55% (129) prospective teachers 'were from 22–23 years, and 20.7 % (42) prospective teachers 'were from 23-24 years. The total number of respondents was 203.
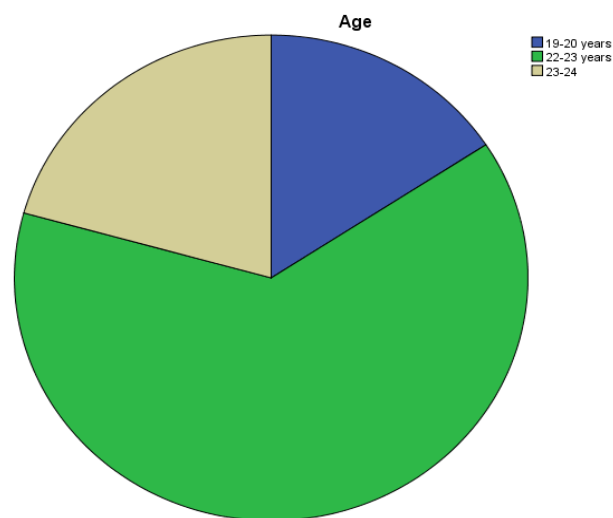
Fig. 4.2 Age-based division of universities and colleges prospective teachers.

Table 4.3: Universities and Collages based distribution of Sample Size

University	Frequency	Percentage
National University of Modern Languages, Islamabad	26	12.8%
International Islamic University, Islamabad	45	22.2%
Pir Mehr Ali Shah Arid Agriculture University	31	15.3%
Fatima Jinnah Woman University	27	13.3%
Bilquis Post Graduate College for women	17	8.3%
Federal College of Education	57	28.1%
Total	203	100%

Table 4.3 shows the distribution of universities and colleges in the sample. According to this table, a total of four universities, two universities of Rawalpindi, PMASAAU and FJWU, two universities of Islamabad, NUML and IIUI, were selected, and two colleges, BPGCW of Rawalpindi and FCE of Islamabad. NUML had 12.8 % (26) respondents, IIUI 22.2% (45) respondents, and PMAS 15.3 % (31) prospective teachers. FJWU had 13.3% (27), BPGCW 8.3% (17), FCE 28.1% (57), which is the maximum response rate, while the minimum was 8.3% (17) from BCEW. Total number of prospective teachers'203.
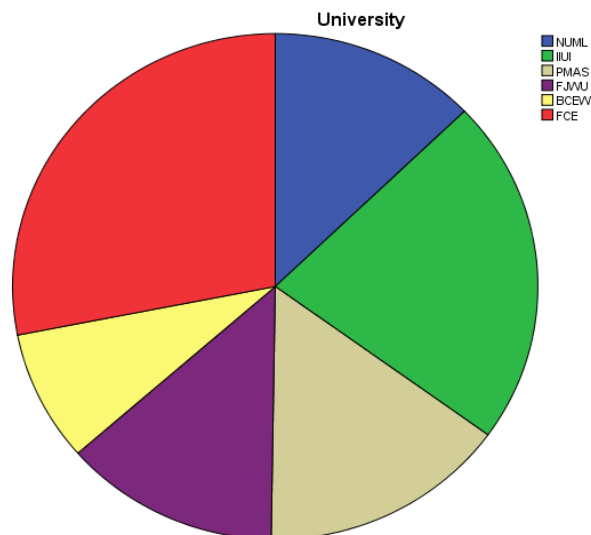
Fig. 4.3 Division of universities and colleges

Objective No.1: To examine the global citizenship awareness of prospective teachers.

Table No. 4.4

Global citizenship awareness of Prospective teachers (n=203).

Variable	Mean	Remarks
Global citizenship	3.31	Neutral
Rights	3.46	Natural
Social justice	3.39	Natural
Culture Global links	3.56	Slightly Agree
Overall global citizenship awareness of prospective teachers.	3.40	Neutral

Table No 4.4 shows the mean value of global citizenship awareness of Prospective teachers' global citizenship awareness has four constructs. The mean score values ranged from 3.56 to 3. 31. The mean value for global citizenship was 3.31; it means that global citizenship awareness of prospective teachers' neutral with construct of global citizenship they have low awareness about global citizenship. The mean score value for the second construct, which is rights, was recorded as 3.46, which is a neutral mean low awareness regarding

rights. The mean score value for social justice was recorded as 3.39, it mean prospective teachers' neutral about social justice. The mean score value for culture global links and global conflicts was recorded as 3.56, which is the highest value of the table. This means that prospective teachers slightly agreed with culture global links and global conflicts. The overall mean score for global citizenship awareness was recorded as 3.40, which means prospective teachers were neutral to all items of global citizenship.

Objective No.2: To find out prospective teachers' awareness about global citizenship education with reference to age.

$H_0 1$: There is no significant difference in the awareness of prospective teachers.

About Global citizenship education with reference to age.

Table No. 4.5

Prospective teachers awareness about global citizenship education with reference to age (n=203).

Age	N	Mean	F	*Df*	Sig
19-20 Years	32	139.3	1.756	200	.175
22-23 Years	129	146.1			
23-24 Years	42	136.4			

Table 4.5 shows that there is no significant difference in prospective teachers' awareness about global citizenship education with reference to age. The value of F (1.756) was which is statistically significant at P=0.05. Hence, the $H_0 1$ "there is no significant difference in the awareness of prospective teachers about global citizenship education with reference to age" failed to reject. This shows that there is no significant difference in prospective teachers' awareness about global citizenship education with reference to age. The mean scores of all age groups are identical and closer to each other, which shows that there is no

difference in prospective teachers' awareness about global citizenship education with reference to age.

Objective No.3: To find out prospective teachers awareness about global citizenship education with reference to teachers' education institutions based.

$H_0 2$: There is no significant difference in the awareness of prospective teachers
 About Global citizenship with reference to teachers' education institutions based.

Table No. 4.6

Prospective teachers awareness about global citizenship education with reference to teachers education institutions based (n=203).

Institutions	N	Mean	F	*Df*	Sig.
National University of Modern Languages, Islamabad	26	121.1	11.557	197	.000
International Islamic University, Islamabad	45	132.3			
Pir Mehr Ali Shah Arid Agriculture University	31	135.0			
Fatima Jinnah Woman University	27	161.2			
Bilquis Post Graduate College for women	17	173.2			
Federal College of Education	57	148.2			

The table shows that there is a significant difference in prospective teachers' awareness about global citizenship education with reference to teachers' education institutions based. The value of F (11.557) is statistically significant at 0.05 from which it can be assumed that hypothesis 2 "There is no significant difference in the awareness of prospective teachers about global citizenship with reference to teachers' education institutions based". Is failed to accept or we can say, that there is a significant difference in prospective teachers' awareness about global citizenship education with reference to teachers' education

institutions based. The mean score of BPGCW is higher compared to other institutions. It means that BPGCW prospective teachers' awareness about global citizenship education with reference to teachers' education institutions is higher compared to other institutions.

Table 4.7

Institution- wise difference (post Hoc test)

Institutions	Institutions	Sig
National University of Modern Languages, Islamabad	International Islamic University, Islamabad	.589
	Pir Mehr Ali Shah Arid Agriculture University	.434
	Fatima Jinnah Woman University	.000
	Bilquis Post Graduate College for women	.000
	Federal College of Education	.001
International Islamic University, Islamabad	National University of Modern Languages, Islamabad	.589
	Pir Mehr Ali Shah Arid Agriculture University	.999
	Fatima Jinnah Woman University	.001
	Bilquis Post Graduate College for women	.000
	Federal College of Education	.055
Pir Mehr Ali Shah Arid Agriculture University	National University of Modern Languages, Islamabad	.434
	International Islamic University, Islamabad	.999
	Fatima Jinnah Woman University	.006
	Bilquis Post Graduate College for women	.000
	Federal College of Education	.283
Fatima Jinnah Woman University	National University of Modern Languages, Islamabad	.000
	International Islamic University, Islamabad	.001
	Pir Mehr Ali Shah Arid Agriculture University	.006
	Bilquis Post Graduate College for women	.739
	Federal College of Education	.360
Bilquis Post Graduate College for women	National University of Modern Languages, Islamabad	.000
	International Islamic University, Islamabad	.000
	Pir Mehr Ali Shah Arid Agriculture University	.000

	Fatima Jinnah Woman University	.739
	Federal College of Education	.019
Federal College of Education	National University of Modern Languages, Islamabad	.001
	International Islamic University, Islamabad	.055
	Pir Mehr Ali Shah Arid Agriculture University	.283
	Fatima Jinnah Woman University	.360
	Bilquis Post Graduate College for women	.019

Table 4.7 shows no statistically significant NUML with the Institution of IIUI (p=.589), PMASAAU (p=.434). However, a statistically significant difference was found in NUML with FJWU (.000), BPGCW (.000), and FCE (.001). IIUI was not significant with NUML (.589), PMASAAU (.999), and FCE (.055) but was significant with FJWC (.001) and BPGCW (.000). PMASAAU was not significant with NUML (.434) IIUI (.999) and FCE (.283) but was significant with FJWU (.006) and BPGCW (.000).

FJWU was not statistically significant with BPGCW (.739), FCE (.360), and PMASAAU (.006), but FJWU was statistically significant with NUML (.000) and IIUI (.001).

BPGCW was not statistically significant with FJWU (.739) and FCE (.019), but BPGCW was statistically significant with NUML (.000), IIUI (.000), and PMASAAU (.000).

FCE is not statistically significant with FJWU (.360), PMASAAU (.283), and IIUI (.055), but FCE is statistically significant with NUML (.001) and BPGCW (.019).hence the H_02 failed to accept

Objective No. 4: To compare male and female prospective teachers' awareness about Global citizenship education.

H_0: 3 there is no significant difference in the awareness about global citizenship education of male and female prospective teachers.

Table No. 4.8

Comparison of male and female prospective teachers awareness about global citizenship education (n=203)

Variable	Groups	N	Mean	t value	*Df*	Sig
Global citizenship	Male	42	149.95	1.602	201	.111
	Female	161	141.22			

*p>0.05

Table No. 4.8 shows a gender-based comparison of prospective teachers' awareness about global citizenship education. An independent t-test was applied to compare the difference in the mean score of male and female prospective teachers about global citizenship education. It showed gender-wise comparison of prospective teachers' awareness. This table shows that the mean score value of male prospective teachers is 149.95, although the mean score value of female prospective teachers is 141.22. The *t* value (1.602) and significant value (p) is (.111), which is greater than the (0.05) level of significance; therefore, the null hypothesis is failed to reject. This indicates that there is no difference found between male and female prospective teachers' awareness about global citizenship education. Thus, the null hypothesis failed to reject .111 confidence level it is conclude that there is no significant difference in male and female prospective teachers' awareness about global citizenship education.

Objective No. 4a: to compare male and female prospective teachers' awareness about global citizenship education with reference of rights.

$H_0 3$ a There is no significant difference in global citizenship education awareness of male and female prospective teachers with reference of rights.

Table No. 4.9

Comparison of male and female prospective teachers' awareness about global citizenship education with reference of rights (n=203)

Variable	Groups	N	Mean	t value	*Df*	Sig
Rights	Male	42	28.7619	1.169	201	.244
	Female	161	27.4472			

*p>0.05

Table 4.9 displays the mean score value of male prospective teachers' is 28.7619, while the female mean score value of prospective teachers' is 27.4472. The *t* value (1.169) and significant value (p) is (.244), which is greater than the (0.05) level of significance; therefore, the null hypothesis is failed to reject. This defines that there is no difference found between male and female prospective teachers' awareness about global citizenship education with reference of rights. Thus, the null hypothesis is failed to reject at .244 confidence level it is conclude that there is no significant difference in male and female prospective teachers' awareness about global citizenship education with reference of rights.

Objective No. 4b: To compare male and female prospective teachers' awareness about global citizenship education with reference of social justice

$H_0 3$ b: There is no significant difference in global citizenship education of male and female prospective teachers with reference of social justice.

Table No. 4.10

Comparison of male and female prospective teachers awareness about global citizenship education with reference of social justice *(n=203).*

Variable	Groups	N	Mean	t value	*Df*	Sig
Social justice	Male	42	28.6429	1.661	201	.098
	Female	161	26.7578			

*p>0.05

Table 4.10 displays the mean score value of male prospective teachers' is 28.6429, while the female mean score value of prospective teachers' is 26.7578. The *t* value (1.661) and significant value (p) is (.098), which is greater than the (0.05) level of significance; therefore, the null hypothesis is failed to reject. This defines that there is no difference found between male and female prospective teachers' awareness about global citizenship education with reference of social justice. Thus, the null hypothesis is failed to reject at .098 confidence level it is conclude that there is no significant difference in male and female prospective teachers' awareness about global citizenship education with reference of social justice.

Objective No. 4c: To compare male and female prospective teachers' awareness about global citizenship education with reference of culture global links and global conflicts.

$H_0 3$ c: There is no significant difference in global citizenship education with reference to cultural global links and global conflicts of male and female prospective teachers.

Table No. 4.11

Comparison of male and female prospective teachers awareness about global citizenship education with reference of culture global links and global conflicts (n=203).

Variable	Groups	N	Mean	t value	*Df*	Sig
Culture	Male	42	30.1429	1.688	201	.093
Global Links	Female	161	28.0559			

*p>0.05

Table 4.11display mean score value of male prospective teachers' is 30.1429 while female mean score value of prospective teachers' is 28.0559 The *t* value (1.688) and significant value (p) is (.093), which is greater than (0.05) level of significance; therefore, the null hypothesis is accepted. This defines that there is no difference found between male and female prospective teachers' awareness about global citizenship education with reference

of culture global links and global conflicts. Thus, the null hypothesis is failed to reject at .093 confidence level it is conclude that there is no significant difference in male and female prospective teachers' awareness about global citizenship education with reference of culture global links and global conflicts.

4.3 ANALYSIS OF OPEN-ENDED ITEMS IN THE QUESTIONAIRE

There were four open-ended questions in the questionnaire. The data collected for these four questions are analyzed by thematic analysis. For thematic analysis, the researcher read the data multiple times and find out the major ideas create notes and generate interpretations and codes. After this, the researcher generates themes to analyze the data. The first open-ended question was about global citizenship education. Global citizenship education is a type of civic education, which knowledge, skills, values, and attitudes awareness of global concerns, a feeling of social responsibility, and degree of civic involvement at local levels that foster global agendas for promoting tolerance, equity social justice, cross culture, culture of peace, and peace everywhere in the world and decrease problems of violation, human rights and inequality, poverty, to develop peaceful society (Fernandez & Gonzalez 2019).

Respondent were asked what is the benefit of global citizenship education for learner. Major themes generated from respondent data for this question are given in the table below.

Table No. 4.12

Table of research questions, themes, and codes

S.No	Research questions	Themes	Codes
Q1.	What is the benefit of global citizenship education for learner?	Global citizenship	Good citizen, social responsibility, culture, value, awareness of culture diversity, problem solving, create critical thinking, social skill, competence, knowledge, Rights, culture understanding, peace education, Social Justice, sustainable society, awareness of global issue, decision making.

Table No. 4.13

What is the benefit of global citizenship education for learner?

S.No	Responses	No. of respondent	Percentage
1	Good citizen	28	13.7 %
2	social responsibility	22	10.8 %
3	Culture	6	2.9 %
4	Value	18	8.8 %
5	Awareness of culture diversity	14	6.8 %
6	Problem solving	14	6.8 %
7	Creates critical thinking	10	4.9 %
8	Social skill	12	5.9 %
9	Competence	26	12.8 %
10	Knowledge	35	17.2 %
11	Rights	13	6.4 %
12	Culture understanding	14	6.8 %
13	Peace education	8	3.9 %
14	Social justice	15	7.3 %
15	Sustainable society	11	5.4 %
16	Awareness of global issues	34	16.7 %
17	Decision making	15	7.3 %

The above table shows the number of respondents and percentage for the question "What is the benefit of global citizenship education for learner".

According to data out of 203 respondents, 28 codes were generated from the answer of

benefit of global citizenship education for learners to become good citizens of future and present.

22 Prospective teachers stated that global citizenship education benefits for learner to make them socially responsible, at local, national, and global levels. Six respondents said that they know about their culture and other cultures as well. According to 18 respondents, global citizenship education is beneficial for learners to know about their values and think about them. According to 14 Prospective teachers 'benefits of global citizenship education to support culture diversity and learners will know about different cultures and diversity of cultures and make them informed citizen.14 Prospective teachers stated that with global citizenship education learners are able to solve problems and enhance their problem-solving skills. According to 10 respondents' Global citizenship helpful for learners to think critically, creatively, effectively and make decisions independently like a Global citizen so enhance their critical thinking. According to 12 respondents, they improved their social skills such as group work to work with others well.26 Prospective teachers stated that global citizenship education enhances their overall competence such as thinking critically, creatively, effectively, social skills, and soft skills. According to 35 respondents, global citizenship enhances knowledge skills awareness about the world of learners. According to 13 respondent's learners know about rights and focus on human rights to implement in society. According to 14 respondents, global citizenship is beneficial for learners to understand different cultures in the world and understand cultural diversity. Understand other cultures or open-mindedness to cultures of other links between intercultural, national, and international levels. Eight respondents stated that global citizenship education gives learners the idea of peace education to live with others peacefully in the world. According to 15 respondents, global citizenship education can implement social justice all over the world for everyone. Eleven respondents stated that global citizenship education has positive

effects such as social justice, equality, and the development of sustainable societies.34 Respondents believe that global citizenship education helps learners to build their own understanding of world events, awareness, and knowledge about global issues. According to 15 respondents, global citizenship education helps learners to think critically and make independent decisions like a global citizen.

According to thematic analysis of the abovementioned data, fewer respondents are aware of the benefits of global citizenship education for learners.

The second open-ended question was about respondents' views about rights of people globally. Global citizenship education raises questions and takes action for social injustice, poverty, inequality, and social exclusion at the local, national, and global levels. Everyone has socially and educationally equal rights such as quality education, human rights, and values such as respect, diversity, tolerance, and solidarity. Therefore, global citizenship education should be made an educational goal for learners and teachers (Luhmann, 2019, p. 14). They are asked to give their views about the rights of people globally. The following themes were generated from the respondents' data for the question "What is your view about rights of people globally"

Table No 4.14*Table of Research Questions, Themes, and codes*

S. No	Research questions	Themes	Codes
Q2.	What is your view about the rights of people globally?	Rights, Privileges	human rights, social responsibilities, peaceful, justice, skills, civic obligation, education, equity, social justice, Equality, respect, value, ethical boundaries, diversity, tolerance, human values, peaceful. Freedom, awareness.

Table No. 4.15

What is your *view about the rights of people globally?*

S.No	Responses	No. of respondent	Percentage
1	human rights	62	30.5 %
2	social responsibility	20	9.8 %
3	Peaceful	7	3.4 %
4	Justice	18	8.8 %
5	Skills	4	1.9 %
6	civic obligation	8	3.9 %
7	Education	9	4.4 %
8	Equality	34	16.7 %
9	Social justice	9	4.4 %
10	Respect	13	6.4 %
11	Value	3	1.4 %
12	ethical boundaries	5	2.4 %
13	Freedom	25	12.3 %
14	Awareness	19	9.3 %

Table 4.15 shows the view about rights of people globally "*What is your view about rights of people globally*"

According to 62 respondents view of people globally human rights "concerned with human rights locally and globally, respect human and their ideas regardless of their color, race, and nationality". View of 20 respondents about rights of people globally to focus and respect for human rights is social responsibility to feel responsible for the world's

inequalities and problems to solve. View of seven respondents about the rights of people globally to respect other cultures, values, and support each other in a peaceful way is the right of everyone. According to 18 respondents, the view of human rights of people globally is to implement justice for everyone rights in society such as the right to speak, education, work, and protection. According to four respondents' effective and active citizen and have proper knowledge and skill about the rights of people to take action for their rights and other as well. According to the eight respondents, the rights of people globally are a civic obligation of every individual to feel responsible for world inequalities and problems to solve of people rights and take keen interest in social and environmental issues globally. According to nine respondent's view of human rights of people globally need education especially global citizenship education "to educate yourself and other about rights of people". Arrange awareness programme about justice, equality, and take action agonist rights of people in positive way. According to 34 respondents, everyone should be treated equally and given equal rights. For rights of people globally, equality should be implemented at every level local and global, regardless of sex, race, religion, language, and nationality. According to the view of nine respondents to implement rights of people globally, social justice is the main element for human rights of all human beings, regardless of their language, religion, or any other status. 13 respondents stated their view about rights of people globally to respect all citizens equally without discrimination for that purpose freedom of speech, freedom to think, freedom to democracy, freedom to living are needed to respect all of these of every individual. Three respondents stated their view about the rights of people globally to practice the values of fairness and social justice, create awareness about the rights of people globally, and improve their moral values. According to five respondents view about rights of people globally to take action agonist rights of people within ethical boundaries of social justice and dignity of human beings. Freedom

according to 25 respondents, every individual has right and liberty, freedom from slavery and torture, and freedom of opinion. According to 19 respondents' views about rights of people globally, creating awareness of human rights in society at every level. People need to know about their rights and take action to protect their rights.

The third open-ended question was about how inequality and injustice can be eradicated from society. Because social justice and equality are the needs of a peaceful and develop, sustainable society. Therefore, there are a need to eradicate inequality and injustice from society. Respondents were asked how inequality and injustice can be eradicated from society. Major themes are generated from data for this question in the table below.

Table No. 4.16

Table of research questions, themes, and codes

S. No	Research questions	Themes	Codes
Q3.	How can inequality and injustice be eradicated from society?	social justice	Inequalities, injustice, equity, justice, law and rules, value, human rights, civic obligation, global education, peaceful.

Table No. 4.17

How can inequality and injustice be eradicated from society?

S.No	Responses	No. of respondent	Percentage
1	Inequalities	21	10.3 %
2	Injustice	28	13.7 %
3	Equality	31	15.2 %
4	Justice	26	12.8 %
5	Law and rules	29	14.2 %
6	Values	6	2.9 %
7	Human rights	18	8.8 %
8	Civic obligation	12	5.9 %
9	Global education	18	8.8 %
10	Peaceful	16	7.8 %

The above table represents data obtained for the question "How can inequality and injustice be eradicated from society"

According to 21 respondents, inequalities and injustice can be eradicated from society "if we reduce or end inequality and injustice from our society and give equal rights to everyone such as the right to education, job opportunities, and other services in society". 28 respondents stated that inequality and injustice should be eradicated from society by giving equal opportunity to people where they belong to lead and lower class, this can eradicate injustice and inequality. According to 31 respondents, inequality and injustice can be eradicated from society by treating the people living in different societies equally, giving equal opportunities to all kinds of people, irrespective of their color, sex, religion, and culture. 26 respondents stated that inequality and injustice can be eradicated from society

with justice from the local level to the national level to treat everyone equally with justice. Law and rules according to 29 respondents' inequality and injustice can be eradicated from society through law and rules to strictly follow law and rules regulation for everyone equally and globally. Six respondents stated that inequality and injustice can be eradicated from society through justice, values of fairness to treat everyone with justice, and values of fairness . According to 18 respondents, inequalities and injustice can be eradicated from society with equal human rights, which are the basic right of people to live in the world with freedom equally.12 Respondents stated that inequality and injustice should be eradicated from society through civic obligation learners need to fulfil their moral duties and responsibility to actively participate for the equal rights of all human beings. According to 18 respondents, inequality and injustice should be eradicated from society through global education, especially young people and youth need to know about global citizenship education. Peaceful according to 16 respondents' inequality and injustice be eradicated from society peacefully protest about injustice at local, national and international level.so there is need to give proper education of Global citizenship education.

The last open-ended question was about how to represent culture globally. Global citizenship education focus on to know about others cultures or open-mindedness to culture of other links between intercultural, national, international, levels and representation of culture globally (Comparative & International Education Society, 2018). Therefore, respondents were asked "How can you represent your culture globally"

Table No. 4.18

Table of research questions, themes, and codes

S. No	Research questions	Themes	Codes
Q4.	How can you represent your culture globally?	culture, global links, and cultural conflict	Peace building, social justice, values, culture connection , peacefully with diversity, interconnectedness, global citizenship education

Table No. 4.19

How can you represent your culture globally?

S.No	Responses	No. of respondent	Percentage
1	Peace Building,	12	5.9 %
2	Social justice	5	2.4%
3	Values	5	2.4%
4	Culture connection	12	5.9%
5	Peacefully with diversity	43	21%
6	Interconnectedness	22	10.8%
7	Global citizenship education	17	8.3%

The above table represents data obtained for the question "How can you represent your culture globally"

According to 12 respondents, to represent culture globally, adopt my behavior and mannerisms when interacting with other cultures peacefully. Five respondents stated that to represent culture globally, there is a need for equality and equal rights and social justice

for everyone to respect people equally and their ideas belong from other cultures. According to five respondents, to represent culture globally, one needs to value one's own culture and respect other cultures as well. To respect one's own values and others also. According to most of the responses to this question, 43 respondents represented culture globally peacefully with diversity by adopting culture peacefully without any violence to respect our culture and other equally, support culture diversity. According to 22 respondents to represent culture globally provide them connection with different cultures, provides students with the opportunity to visit different places within or outside the country to interact with different cultures to represent their culture and know about other cultures as well, and interact with others globally. According to 17 respondents, culture can be represented through global citizenship education globally. Learners need awareness about global citizenship education. If they have global citizenship education, they can represent their culture globally.

Thematic analysis revealed that prospective teachers lack of awareness about global citizenship education. Many of them have lack of awareness about the importance and principles of global citizenship education. This may result in a limited ability to effectively promote global citizenship education in their future classrooms. Which is critical in 21st century for education. Because global citizenship education promotes the development of knowledge, skills, and values that are needed for prospective teachers to understand and engage with global issues and work towards a more just and sustainable world. Hence, there is a need to improve the awareness and understanding of prospective teachers about global citizenship education.

CHAPTER 5

Summary, Findings, Results, Discussion, Conclusions, and Recommendations

5.1 Summary

The aim of the current study was prospective teachers' awareness about global citizenship education. It was a descriptive study. The research was conducted to achieve the main objectives. To examine the global citizenship awareness of prospective teachers. To find out prospective teachers' awareness about global citizenship education based on demographic variables (age, institutions, and gender).

The population was based on all prospective teachers of public sector universities and colleges located in Rawalpindi and Islamabad. Purposive sampling technique was used to obtain data from the desire sample of the study. Sample of study was 203 prospective teachers were selected .Graduating semester students of education department the senior students, so it was decided to collect data from them through questionnaire to know their awareness level about Global citizenship education. The questionnaire was adapted from Saddiqa (2020), which was based on four sections: Global citizenship education, social justice, rights, culture global links, and global conflicts. For tool validation, the questionnaire was thoroughly examined by experts. Grammatical mistakes in the research instrument identified by the experts were corrected by the researcher. The questionnaire had 42 closed- ended statements, and the qualitative portion was added to adapt the questionnaire in the research context of this study. The questionnaire is based on a five-point Likert scale. The expression of the responses was strongly disagree =1, Disagree=2, Neutral=3, Agree=4   strongly Agree = 5. A pilot study was conducted to check the reliability of the tool. After pilot testing, the data were collected. For this purpose, the

researcher personally visited to the respondents. The sample of the study was 203 graduating students (last semesters) from public sector universities and colleges in Islamabad and Rawalpindi. Mean, independent t-test, and ANOVA were applied to analyze the quantitative data with the help of software (SPSS) and thematic analysis was used for qualitative data.

Findings of the research study revealed that there is lack of awareness in prospective teachers regarding global citizenship education.

5.2 Findings

In this section, the findings of the present study was discussed in detail step by step below based on objectives and hypotheses.

1. Global Citizenship Awareness of Prospective Teachers

According to the first objective "To examine global citizenship awareness of Prospective teachers".

Data obtained for this objective revealed prospective teachers 'awareness. Mean of Global citizenship (3.31), Rights (3.46), Social justice (3.39), Culture Global links (3.56), (table No 4.4) and Overall Global citizenship awareness of Prospective Teachers. (3.40) total Mean of Global citizenship awareness of Prospective teachers' fall in neutral likewise the result shows that Prospective teachers' neutral about Global citizenship, Rights, Social justice, and slightly agreed with culture Global links and Global conflicts. The results show prospective teachers have lack of awareness about global citizenship education (table No 4.4)

2. Prospective teachers' awareness about global citizenship education with reference to age.

The second objective was based on the demographic variable "to find out prospective teachers awareness about global citizenship education with reference to age". "There is no

significant difference in the awareness of prospective teachers 'about Global citizenship education with reference to age". The table 4.5 illustrated value of (F=1.756 and value of p=.175) which is statistically significant at P=0.05 hence the $H_0$1"here is no significant difference in the awareness of prospective teachers about global citizenship education with reference to age''. The mean scores of all age groups are identical and closer to each other, which shows that there is no difference in prospective teachers'

3. Prospective teachers' awareness about global citizenship education with reference to teachers' education institutions based

To find out prospective teachers' awareness about global citizenship education with reference to teachers' education institutions based.

$H_0$2: There is no significant difference in the awareness of prospective teachers 'about Global citizenship with reference to teachers education institutions based.

Table No 4.6 illustrated the value of (F 11.557) and value of (p=.000) that was significant at p=0.05 level of significance. Thus, there is a significant difference in the awareness of prospective teachers' about global citizenship with reference to teachers' education institutions based.

4. Comparison of Male and Female Prospective Teachers' Awareness about Global Citizenship Education.

The fourth objective and hypothesis of the study is "To compare male and female prospective teachers' awareness about global citizenship education". "There is no significant difference in the awareness about global citizenship education of male and female prospective teachers".

The result revealed that the t value of male and female prospective teachers' awareness about global citizenship education (1.602, p=.111) which is greater than 0.05 level of significance. The mean score value of male prospective teachers is 149.95, although the

mean score value of female prospective teachers is 141.22. Therefore, there is no mean difference between male and female prospective teachers' awareness about global citizenship education. The results showed that there is no significant difference in the awareness about global citizenship education of male and female prospective teachers, so $H_0 3$ was failed to reject. (Table No 4.8).

4.1 Comparison of Male and Female Prospective Teachers Awareness about Global Citizenship Education with Reference of Rights

"$H_0 3$ a: There is no significant difference in global citizenship education awareness of male and female prospective teachers with reference of rights".

The result revealed that the t value of male and female prospective teachers' awareness about global citizenship education (1.169, p=.244) which is greater than 0.05 level of significance. The mean score value of male prospective teachers is 28.7619, while female mean score value of prospective teachers is 27.4472. Therefore, there is no mean difference between male and female prospective teachers' awareness about global citizenship education with reference of rights. The results showed that there is no significant difference in the awareness about Global citizenship education with reference of rights of male and female prospective teachers, so H_0 3a failed to reject. (Table No 4.9).

4.2 Comparison of Male and Female Prospective Teachers Awareness about Global Citizenship Education with Reference of Social Justice

$H_0 3$ b: There is no significant difference in global citizenship education of male and female Prospective teachers with reference of social justice.

The result revealed that the t value of male and female prospective teachers' awareness about global citizenship education (1.661, p=.098,) which is greater than 0.05 level of significance. The mean score value of male prospective teachers is 28.6429, while female mean score value of prospective teachers' is 26.7578.Therefore there is no mean difference

between male and female prospective teachers' awareness about global citizenship education with reference of social justice. The results showed that there is no significant difference in the awareness about Global citizenship education with reference of social justice of male and female prospective teachers, so H_0 3b was failed to reject. (Table No 4.10).

2.3 Comparison of Male and Female Prospective Teachers Awareness about Global Citizenship Education with Reference of Culture Global Links and Global Conflicts

The result revealed that the t value of male and female prospective teachers' awareness about global citizenship education with Reference of Culture Global Links and Global Conflicts (1.688, p= (.093) which is greater than 0.05 level of significance. The mean score value of male prospective teachers is 30.1429 while female mean score value of prospective teachers' is 28.0559. Therefore, there is no mean difference between of male and female prospective teachers' awareness about global citizenship education with reference of culture global links and global conflicts. The results showed that there is no significant difference in the awareness about global citizenship education with reference of culture global links and global conflicts of male and female prospective teachers, so H_0 3c was failed to reject. (Table No 4.11).

5.3 Discussion

The purpose of the current study was to find out the prospective teachers awareness about global citizenship education. The result of the study showed that prospective teachers' awareness about global citizenship education at the graduating level was not found positive. Prospective teachers' awareness about the graduating level and the level of global citizenship education was found low due to the novelty of this concept in Pakistan. It is a new concept for prospective teachers and not yet being introduced as a subject in universities. Therefore, the current study revealed that prospective teachers were neutral

about global citizenship education. However, no significant difference was found in the awareness of prospective teachers about global citizenship education with reference to age and gender. Similarly, no significant difference was found with reference to rights, social justice, culture, and global links. However, a significant difference was found in global citizenship education awareness with reference to teachers' education institutions based.

The present study is also seen with the findings of Bano and Hina (2020), which supported finding of main objective who investigated "Global Citizenship Education and Sustainable Development in the Curriculum of Pre-Service teachers'" the stress on Global citizenship education can be introduced as separate subject for quality education and content in curriculum .

Likewise, the study was conducted by Bruce, North, and Patrick (2019) Pre service teachers' views of global citizenship and teachers' views of global citizenship and their implications. The result of that study is in agreement with the result of the fourth and first objectives that pre service teachers' 'uncertain about the idea of global citizenship social justice, privilege, cultural.

The results of the current study were aligned with previous research by Andrews and Aydin (2020) that pre-service teachers are unaware about global citizenship, social justice, human rights, and cultural awareness, which is consistent with the results of the current study with objectives first and fourth.

A study conducted by Kim (2019) the findings shows that there are a number of barriers and hurdles that teachers face and the deep-rooted ideologies behind these hurdles, which contribute to the marginalization of global citizenship education. Which showed behind these hurdles teachers have lack of awareness about global citizenship education, which is nearly similar to the current study result.

 A qualitative analysis was done in current study to examine prospective teachers'

awareness about global citizenship education. The result contradictory with findings of a previous qualitative study conducted in the Sultanate of Oman on document analysis of education policies, which revealed that global citizenship, social justice, human rights, and culture of peace were the dominant topics in the their documents. (Al'Abri, Ambusaidi &Alhadi, (2022).

The same result was found from the study of Saddiqa, Anwar, and Khizar (2020), which shows that the perspective of university teachers about global citizenship education of university teachers was low and they had a lack of awareness about global citizenship education. Their participants were in favor of including cultural diversity, human rights, gender equality, and social justice in the curriculum. The supported the finding of the first objective and sub-objectives.

Likewise, qualitative research conducted by Davide et al. (2022) was in favor of the current study. That revealed pre-service teachers have lack of awareness about global citizenship. Revealed that there is a need to include in the education system of learners and teachers, social engagement, multicultural dialogue, "Global Competence". Which is also reflect by the results of the current study.

The finding of Osler (2020), learner need to include social justice and equality, human rights education, global citizenship education, intercultural education, and its elements in education system and polices of education, which indicates the current study result as well.

Yemini, Goren and Maxwell (2018) the result of this study revealed that global citizenship education enables students to adjust to different cultures within the conflict-resoling ability in marginalized a conflict-ridden society. Which is also indicates the finding objectives (1c) and (4c) of the current study.

A study was conducted in Austria and Ireland Barbara, Martin, et al. (2022). The result of that study was in favor of the current study to prepare teachers for multicultural classrooms.

The curriculum needs to include the concept of diversity and an up-to-date educational system. In addition, the curriculum should include gender equality, social justice, culture, religion, etc., so that school environments should be responsive to a multicultural society. A study was conducted by (Aniqa, 2021) in Pakistan. This study was the result of that study supported the result of current study that a seriously lacking is found in many textbooks about global citizenship education in global context, which revealed the current study that prospective teachers, were neutral about global citizenship education. It also shown that textbooks have very little content related to global citizenship education; therefore, there is a need to include quality and quantity of global citizenship education in these textbooks.

 Similarly, another study was conducted in Pakistan by Shagufta (2017) about the promotion of global citizenship through ICT in undergraduate students. The result of the study contrasts with the current study, which showed that most of students know about globalization to serve as a responsible global citizens. The study also showed that ICT promotes global citizenship in Pakistani undergraduate university students.

   According to Felipe, Guimaraes, and Kyria (2021), the result is in favour of the current study. There is a need for alternative approaches for global citizenship education, in order to incorporate the important topics such as intercultural exchanges and collaborative learning for learners in the education system, which is also indicated by the current study. Develop global citizenship education that supports local, national, and global understanding in learners by including these approaches in the curricula of higher education institutions.

5.4 Conclusion

The current study explored prospective teachers' awareness about global citizenship education. Because of the study findings, it was determined that Prospective teachers 'were neutral about global citizenship, rights, social justice, and slightly agreed with cultural

global links and global conflicts and not much aware about global citizenship education. According to thematic analysis, prospective teachers lack awareness about global citizenship education rights, social justice culture, global links, and global conflicts. Many of them lack of awareness about the importance and principles of global citizenship education. Global citizenship education is a type of education that enables learners of all ages to participate at all levels, locally and globally, to make societies more peaceful, tolerant, inclusive, stable, and secure for the wellbeing of humanity. Prospective teachers should be aware about global citizenship education. Based on the research findings, it was indicated that global citizenship education may be included in the education system, policies, teaching, and learning process to develop a more peaceful, inclusive, tolerant, and safe societies for everyone.

 The study explored global citizenship education awareness of prospective teachers' graduating students (last semesters). At that level, students are more mature and almost completing their degree. At that level, they must be able to make connection between learning and its practical implementation. Because teachers are the main figures for promoting global citizenship, the quality of teachers is essential for promoting global citizenship education that can be achieved through a quality education system. Prospective teachers are the future teachers to get Global citizenship education   for this purpose, the implementation of Global citizenship education in education system is the basic need especially in teaching learning process. It was concluded that prospective teachers are not much aware of global citizenship education. Therefore, it is essential to promote global citizenship education, which is essential for the sustainable development of society. The study examined global citizenship awareness of Prospective teachers 'to what is the awareness level of prospective teachers.

The results suggest that male and female prospective teachers should be aware about global

citizenship education, which can be included in the curriculum for the students, their concepts, and awareness about global citizenship education can their thinking, to show what type of citizen they are. It would also show that teachers 'need to know about strategies and methods of teaching in order to teach their students. But mostly in the 21st century, the majority of teachers have not enough knowledge about global citizenship, or even they do not know about it.

Furthermore, without global citizenship, their pedagogies are not effective for students. Require well-trained teachers to teach effectively in multicultural classrooms and to create dispositions of global competence in their students. Global citizenship education enables students to acquire knowledge and skills essential for economic development, social, and cultural awareness among learners. Such cultural diversity creates a positive way, social justice, and equality for sustainable development. This is required in today's classrooms to promote global citizenship education, especially in developing countries. The themes of global citizenship education may be included in teachers 'training for both in services and prospective as well for quality of education.

5.5 Recommendations

1   It is recommended that activities about global citizenship education, such as collaborative learning, problem solving, group discussion method, brainstorming, global learning, videos, creative art, and activity-based teaching, be followed to enhance prospective teachers' awareness of global citizenship education.

2   The content of global citizenship education may be included in teachers 'training for both in services and prospective teachers, as well as incorporated in the National Professional Standard document for teachers, National Accreditation Educational Programmes for teachers.

3   Universities and colleges may use more digital and updated resources primarily based on global citizenship education for prospective teachers' awareness.

4   Policy makers may include in the curriculum the concepts of global citizenship education, skills, attitudes / values, social justice, human rights, culture diversity, culture global links, and conflict. Through curricular or co-curricular activities such as peer or cross-phase learning to avoid gender bias.

5   Universities and institutions may offer separate subjects or offer degrees or short courses about global citizenship education for the achievement of quality education goals four of the SDG.

6   Prospective teachers may be provided opportunities for community services regarding social justice, economic, social, and environmental issues through projects and field work to develop a sense of responsibility to contribute a positive change in their community and the world.

7   University management may develop inductive programmes for the students, such as exposing them to different cultures, exhibitions, funfairs, sports, seminars, online platforms both locally and globally, debates ,educational trips, etc., which promote understanding about cultural diversity .

5.5.2 Recommendations for future researchers

1. The researcher has given the following recommendations for future researchers.

It is recommended for future researchers to include private sector colleges and universities located in Islamabad and Rawalpindi. Which was not included in this study.

2. Research can also be carried out in public and private sector schools in Islamabad and Rawalpindi.

3. This study was conducted on prospective teachers' only researcher can also be conducted in other disciplines at the university level.

4. There has been limited research done on global citizenship education. It is recommended that research can also be conducted in universities and college curriculum.

5.6 Limitations of the study

1. The researcher collected data from prospective teachers of public sector universities and colleges in Islamabad and Rawalpindi due to limited resources and time. This study can be conducted in other departments within public and private sector universities

2. The sample of the study was delimited to the graduating semester of public sector universities and colleges in Islamabad and Rawalpindi. The data may also be collected from other semesters and programmes.

3. This study can be conducted at the secondary school level and the higher secondary level as well.

4. Gender- based studies about global citizenship can also be conducted at the school and college levels.

5. A qualitative study can also be conducted about teachers' awareness about global citizenship education.

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PPENDECIES

APPENDIX A   RESEARCH TOPIC APPROVAL LETTER

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2021/Edu   Dated: 27th June 2022

To: Saleha
22 MPhil/Edu/S21

Subject: **APPROVAL OF MPHIL THESIS TITLE AND SUPERVISOR**

1.   Reference to Letter No, ML.1-4/2021-Edu, dated 27-06-2022, the Competent Authority has approved the title and supervisor in 13th BASR meeting dtd 1st June 2022 on the recommendations of Faculty Board of Studies vide its meeting held on 12th April 2022.

    a.   **Supervisor's Name & Designation**
       Dr. Farkhanda Tabassum (Supervisor)
       Assistant Professor
       Department of Education, NUML, Islamabad.
    b.   **Thesis Title**
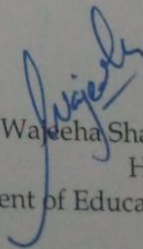
Prospective Teachers' Awareness about Global Citizenship Education: A Descriptive Study

2.   You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submit within described period **by 31st December 2023** positively for further necessary action please. *(Timeline attached)*

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4.   Thesis is to be prepared strictly on NUML's format that can be taken from (Dr Saira Nudrat, Coordinator MPhil/PhD)

Telephone No: 051-9265100-110 Ext: 2094
E-mail: snudrat@numl.edu.pk

Dr. Wajeeha Shahid
Head
Department of Education

Distribution:

Saleha (MPhil Scholar)

Dr. Farkhanda Tabassum (Thesis Supervisor)

APPENDIX B   RESEARCH INSTRUMENT

Cover Letter of Questionnaire

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY

Dear respondent,

I am Saliha, student at National University of Modern Languages Islamabad. I am conducting research on topic **"Prospective teachers' awareness about Global citizenship education: A Descriptive Study"**

For the requirement of my MPhil degree. I request you to please spare few minutes from your precious time to fill the questionnaire. Your participation will help me to complete my research project. Your response will be kept confidential, and it will be used for research purpose only.

Thank you.

Saliha

MPhil Scholar

National University of Modern Languages Islamabad.

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY

Demographics

Gender	Male (1)	Female (2)	
Age (year)	19- 20 (1)	22 -23 (2)	More than-23 (3)
Institutions	NUML (1)	IIUI (2)	PMASAAU (3)	FJWU (4)
BPGCW (5)		FCE (6)	
Semester	8(1)		

Instruction

You are requested to give your responses against option ranging from 1 to 5 indicating your preference of responses.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
S.DA = 1	D = 2	N = 3	A = 4	S.A = 5

Sr. NO	Code		Strongly Disagree	Disagree Agree=2	Neutral=	Agree=4	Strongly Agree=5
		Global citizenship is a form of civic learning, which purpose to get knowledge, skills, values and attitudes awareness of Global issues, social responsibility, and degree of civic engagement at local levels that build up Global agendas. (GC)					
1	GC1	I am aware about the term of Global citizenship education.	1	2	3	4	5
2	GC2	I am able to define the Global citizenship education.	1	2	3	4	5
3	GC3	I comprehend the concepts of Global citizenship education and the relevant kind of education.	1	2	3	4	5
4	GC4	I am familiar with the objectives of Global citizenship education.	1	2	3	4	5
5	GC5	I know the different aspects of Global citizenship education.	1	2	3	4	5

6	GC6	I know the content and themes for Global citizenship education.	1	2	3	4	5
7	GC7	I can practice knowledge about Global citizenship education.	1	2	3	4	5
8	GC8	I am able enough to understand cope up the Global issues.	1	2	3	4	5
9	GC9	I think that Global citizenship education implemented in universities as a separate subject.	1	2	3	4	5
10	GC10	I am interested in Global citizenship education.	1	2	3	4	5
11	GC11	I compose and deliver information or assignment on Global citizenship education.	1	2	3	4	5
12	GC12	I am interested to join prospective teachers training session on Global citizenship education awareness.	1	2	3	4	5
13	GC13	I get pleasure from learning different languages.	1	2	3	4	5
14	GC14	Global citizenship education will prepare the students as Global citizens in future.	1	2	3	4	5
15	GC15	I think that Global citizenship education is the need of the hour.	1	2	3	4	5
16	GC16	It is requirement to impart Global Citizenship Education by EIU (education for international understanding).	1	2	3	4	5
17	GC17	It is required to impart Global Citizenship Education by international development education.	1	2	3	4	5
18	GC18	It is required to impart Global Citizenship Education by ESD (education for sustainable development).	1	2	3	4	5
	2	**Rights** (human rights and social responsibilities)(GCR					
19	GCR1	Global citizenship focuses respect for human rights.	1	2	3	4	5
20	GCR2	I think it is required to impart Global Citizenship Education by human right education.	1	2	3	4	5
21	GCR3	I feel responsible for the world's inequities and problems to solve.	1	2	3	4	5

22	GC R4	I know how to develop a place to help mitigate a Global environmental or social problem.	1	2	3	4	5
23	GC R5	I am concerned about the rights of all people, locally and Globally as well.	1	2	3	4	5
24	GC R6	I am interested in addressing economic issues Globally.	1	2	3	4	5
25	GC R7	I am interested in addressing social and environmental issues globally.	1	2	3	4	5
26	GC R8	I like to practice values of fairness and social justice, and demonstrate skills to analyses inequalities.	1	2	3	4	5
	3	**Social justice (**to make the world more equitable and sustainable) (GCSJ)					
27	GCS J1	Global citizenship emphasizes gender equality and social justice.	1	2	3	4	5
28	GCS J2	I am concerned with the rights of all people Globally.	1	2	3	4	5
29	GCS J3	I am concerned about the Social responsibility, Global interconnectedness and personal responsibility.	1	2	3	4	5
30	GCS J4	I always like peaceful protest against social injustice In different people locally, nationally and internationally.	1	2	3	4	5
31	GCS J5	I perceive the world from social perspectives.	1	2	3	4	5
32	GCS J6	I think critically about civic and political issues around the world	1	2	3	4	5
33	GCS J7	I am active participant who promote positive change for planetary and humanitarian sustainability at the local, national, and Global levels	1	2	3	4	5
34	GCS J8	I am aware about eradicating inequality and injustice in all their forms.	1	2	3	4	5
	4	**Culture Global links and Global conflicts** Dual or hybrid identities economic and culture linkage critical reflection on one's own culture. (GCCGL					
35	GC CG L1	Global citizenship education supports cultural diversity.	1	2	3	4	5

36	GC CG L2	I can help any needy one, irrespective of color, creed, race and religion.	1	2	3	4	5
37	GC CG L3	There is a need to impart Global Citizenship Education by multicultural education.	1	2	3	4	5
38	GC CG L4	It is need to impart Global Citizenship Education by peace education.	1	2	3	4	5
39	GC CG L5	There are ways for promotion of Global citizenship education in classrooms by nurturing a Global citizenship friendly environment.	1	2	3	4	5
40	GC CG L6	I accept other people ideas regardless of their different cultures and background.	1	2	3	4	5
41	GC CG L7	I fellow humans, regardless of race, gender, age, religion, or political views.	1	2	3	4	5
42	GC CG L8	I adapt my behavior and mannerisms when I am interacting with people of other cultures.	1	2	3	4	5

Q1. What is benefit of Global citizenship education for learner?
_____
_____
_____

Q2. What is your view about rights of people globally?
_____
_____
_____

Q3. How can inequality and injustice be eradicated from society?

_____

_____

_____

Q4.How can you represent your culture globally?

_____

APPENDIX C

PERMISSION LETTER OF RESEARCH INSTRUMENT

M Gmail

(no subject)
4 messages

Wed, Feb 2, 2022 at 3:27 PM

saliha imran <salihatalash@gmail.com>
To: tahirasaddiqa087@gmail.com

Dear mam As-Salaam-Alaikum hope you are fine

I am **saliha** M PHIL scholar education department NUM L Islamabad.iam doing research about Global citizenship education. I found your article about" **Global Citizenship Education in Pakistan: Awareness, Attitude and Challenges,** which is related with my study I appreciate your Article because it is very comprehensive and good edition in knowledge request you to allow me to use your questionnaire in my research work I will be **very thankful** to you

Waiting for your response please

Wed, Feb 2, 2022 at 8:41 PM

TAHIRAH SADDIQA <tahirasaddiqa087@gmail.com>
To: saliha imran <salihatalash@gmail.com>

Aslam o alaikum

Yes, You are permitted to use my questionnaire by following SOPS in this regard.

Stay blessed and stay healthy

Good luck

Best regards
TAHIRA SADDIQA
LECTURER EDUCATION

[Quoted text hidden]

saliha imran <salihatalash@gmail.com>
To: TAHIRAH SADDIQA <tahirasaddiqa087@gmail.com>

Wed, Feb 2, 2022 at 10:54 PM

wsalam thank you so much
ok mam
[Quoted text hidden]

saliha imran <salihatalash@gmail.com>
To: TAHIRAH SADDIQA <tahirasaddiqa087@gmail.com>

Wed, Feb 2, 2022 at 8:54 PM

Wsalam thank you so much
[Quoted text hidden]

APPENDIX D VALIDITY CERTIFICATE

Letter of Request for Validity

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY

Subject: <u>Request for validation</u>

Respected Sir/Madam

I am Saliha scholar of MPhil Education at National University of Modern Languages Islamabad. I am conducting research on "Prospective teachers' awareness about Global citizenship education: A Descriptive Study" for the requirement of my MPhil degree. An adapted version of Global citizenship education developed by Tahira Saddiqa (2020) will be used as instrument in the said research. I would like your expertise to validate the instrument before administering it to the participants, knowing your experience in the field of research and education. I have attached the questionnaire and validation certificate here. I will be glad to hear your suggestions and comments for the improvement of tool and I will be honored if you will validate the instrument by filling the validation certificate.

LIST OF EXPERTS

1   Dr.Zarina Akhter   Assistant professor

                                       Department of Education

                                       International Islamic University Islamabad

2   Dr. Aisha Bibi   Assistant professor

                                       Department of Education

                                       National University of Modern Languages Islamabad

3   Dr.Shazia Zamir   Assistant professor

                                       Department of Education

                                       National University of Modern Languages Islamabad

        Dr.Jameela Ashraf   Assistant professor

4

                                       Department of Education

                                       National University of Modern Languages Islamabad

Validation Certificate of Research Questionnaire

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY.

By

Saliha M.Phil. Scholar at Department of Education, National University of Modern Languages Islamabad.

It is hereby certified that the tool adapted by the scholar from Global citizenship education in Pakistan: Awareness, Attitude and Challenges developed by Tahira Saddiqa (2020) for the research topic "Prospective teachers' awareness about Global citizenship education: A Descriptive Study" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate face and content Validity according to the purpose of research, and can be used for data collection purpose by the researcher with fair amount of confidence.

Validated by: Dr. Zarina Akhtar

Signature: ....

Designation: AP (Education)

Institution: IIU, Islamabad

Date of validation: 9-9-2021

Validation Certificate of Research Questionnaire

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY.

By

Saliha M.Phil. Scholar at Department of Education, National University of Modern Languages Islamabad.

It is hereby certified that the tool adapted by the scholar from Global citizenship education in Pakistan: Awareness, Attitude and Challenges developed by Tahira Saddiqa (2020) for the research topic "Prospective teachers' awareness about Global citizenship education: A Descriptive Study" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate face and content Validity according to the purpose of research, and can be used for data collection purpose by the researcher with fair amount of confidence.

Validated by: ...DR. SHAZIA ZAMIR.........

Signature: ....

Designation: ...ASSISTANT PROFESOR...

Institution: .....NUML.....................

Date of validation: ...7-09-22.........

Validation Certificate of Research Questionnaire

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY.

By

Saliha M.Phil. Scholar at Department of Education, National University of Modern Languages Islamabad.

It is hereby certified that the tool adapted by the scholar from Global citizenship education in Pakistan: Awareness, Attitude and Challenges developed by Tahira Saddiqa (2020) for the research topic "Prospective teachers' awareness about Global citizenship education: A Descriptive Study" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate face and content Validity according to the purpose of research, and can be used for data collection purpose by the researcher with fair amount of confidence.

Validated by: ..... Dr. Aisha Bibi

Signature: ...... Aisha

Designation: .... Assistant Professor

Institution: ..... NUML

Date of validation: .... 12 - 09 - 2022

Validation Certificate of Research Questionnaire

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY.

By

Saliha M.Phil. Scholar at Department of Education, National University of Modern Languages Islamabad.

It is hereby certified that the tool adapted by the scholar from Global citizenship education in Pakistan: Awareness, Attitude and Challenges developed by Tahira Saddiqa (2020) for the research topic "Prospective teachers' awareness about Global citizenship education: A Descriptive Study" has been assessed by me. It is considered that the research instrument, adapted for the research above titled, is according to the objectives, questions and hypotheses of the research study, assures adequate face and content Validity according to the purpose of research, and can be used for data collection purpose by the researcher with fair amount of confidence.

Validated by: Dr. Jameela Ashraf

Signature: ....

Designation: Assistant Professor

Institution: NUML – Islamabad

Date of validation: 09/09/2022.

Suggestion of the experts

S#	Name of expert	Suggestions
1.	Dr.Zarina Akhter	1. Use the terms "required" instead of requirement" Use "prospective teachers "instead of "students teacher". And use "about '' instead of "with". And use "help '' instead of "donate

		blood".
		2. I have plenty of knowledge Global citizenship education "change to "I can practice knowledge about Global citizenship education" (statement no…).
2.	Dr. Aisha Bibi	1. spelling and grammatical mistakes
		2. Use the terms "I aware" instead of "I heard" and use "I am able" instead of "I can define" (statement no…). 3. Restate two items.
3.	Dr.Shazia Zamir	Grammatical mistakes
4.	Dr.Jameela Ashraf	1.Use the terms "I understand " instead of " I can be" and use "focused " instead of "emphasis '' And use "need " instead of "requirement" (statement no…).
		2. Restate two items (No.) and rewrite them to make two separate statement from one.

The above table shows the suggestion that were given by educational experts of different universities. The suggestions and comments the researcher got from experts, most of them were to change words of the items.

APPENDIX E POPULATION DETAIL

NATIONAL UNIVERSITY OF MODERN LANGUAGES
(DEPARTMENT OF EDUCATIONAL SCIENCES)

STUDENTS' STRENGTH - Spring 2023 (Morning)

S.No	Name of Classes & Semester	Foreigners Male	Foreigners Female	Local Male	Local Female	Total
1	B.Ed Bridging Semester	-	-	4	15	19
2	B.Ed (Hons) 1st Semester	-	-	12	19	31
3	B.Ed (Hons) 2nd Semester	-	-	17	29	46
4	B.Ed (Hons) 3rd Semester Section A	-	-	4	13	17
5	B.Ed (Hons) 3rd Semester Section B	-	-	7	14	21
6	B.Ed (Hons) 4th Semester Section A	-	-	4	19	23
7	B.Ed (Hons) 4th Semester Section B	-	-	1	21	22
8	B.Ed (Hons) 5th Semester Section A	-	-	1	20	21
9	B.Ed (Hons) 5th Semester Section B	-	-	5	17	22
10	B.Ed (Hons) 6th Semester A	1	-	9	33	43
11	B.Ed (Hons) 6th Semester B	-	1	2	15	18
12	B.Ed (Hons) 7th Semester	-	3	10	23	36
13	B.Ed (Hons) 8th Semester	-	-	3	17	20
	Total	1	4	79	255	339
14	BS Educational Leadership and Management 1st Semester	-	-	12	19	31
	Total	0	0	12	19	31
1	BS Health & Physical Education 1st Semester	-	-	22	15	37
2	BS Health & Physical Education 2nd Semester	-	-	29	18	47
3	BS Health & Physical Education 3rd Semester	-	-	8	17	25
4	BS Health & Physical Education 4TH Semester	-	-	10	15	25
	Total	0	0	69	65	134
	Grand Total (Morning)	1	4	160	339	504
	Afternoon Shift					
1	B.Ed (Hons) 3rd Semester	-	-	4	5	9
2	B.Ed (Hons) 4th Semester	-	-	6	10	16
3	B.Ed (Hons) 5th Semester	-	-	7	8	15
4	B.Ed (Hons) 6th Semester	-	-	8	13	21
5	B.Ed (Hons) 7th Semester	-	-	2	8	10
6	B.Ed (Hons) 8th Semester	-	-	2	2	4
	Total	0	0	29	46	75
1	BS Health & Physical 4th Semester	-	-	6	4	10
2	BS Health & Physical 5th Semester	-	-	10	6	16
	Total	0	0	16	10	26
	Grand Total (Afternoon)	0	0	45	56	101
	Grand Total (All BS Programs)	1	4	205	395	605

Bilquis post Graduate College for women PAF NUR KHAN		77
ADE ,BED(Hons) 7th	6	
6th BED(Hons	12	
8+5th ADE ,BED(Hons)		
4 Batch BED(Hons)	17	
3rd Batch BED(Hons)	21	
7th Batch BED(elementary 2.5)	1	
6th Batch BED(Hons	4	5

Pir Mehr Ali Shah Arid Agriculture University					
Morning			Afternoon		
Semester	Male	Female	Male	Female	Total
6th	15	22	3	8	48
8th	8	20	2	5	35
4th	9	27	3	8	47
					130

International Islamic University Islamabad Female

(Female Campus)

Class	Semester	No. Of Students	Department
BS Edu F22	Ist A	55	ELM
BS Edu F 22	Ist B	42	ELM
BS Edu S22	2nd	40	ELM
BS Edu F 21	3rd	44	ELM
BS Edu S 21	4rth	40	ELM
BS Edu S19	8th A	35	ELM
MA EDU S 22	2nd Sem	31	ELM
MS EDU F20	Aprroved by BOF	09	ELM
MS EDU F21	Waiting for Pre Board	14	ELM
		278	

S.NO.	BATCH	STRENGTH
1.	BS – 1 C	50
2.	BS – 5	23
3.	BS – 6	50
4.	BS – 7	40
5.	B.ED	20
6.	PHD	05

International Islamic University Islamabad Male

Faculty Education

PROG NAME	Male	Female	Total
BED Hons (Elementary Education)	0	18	18
BS Education	67	442	509
MA Education	6	32	38
MS Education	2	27	29
PhD Education	7	4	11
Total:	82	523	605

Faculty Social Sciences

PROG NAME	Male	Female	Total
BED Hons (Elementary Education)	0	7	7
BS Anthropology	0	115	115
BS Education	19	139	158

Page 5 of 7

Al-Jamia: Auto Generated List

Federal College of Education					
Morning			Afternoon		
Semester	Male	Female	Male	Female	Total
1st	16	50			65
6th	11	69			80
7th	13	75			87
4th	13	52			65
M.A	2	14			16
M.A	2	18			20
BED	6	50			
BED 1.5	1	5			6
Total	47	334			381

Fatima Jinnah Woman University					
Morning			Afternoon		
Semester		Female	Male	Female	Total
BED((Hons) t	1st	88			
BED((Hons)	3rd	45			
BED((Hons)	5th	56			
BED((Hons)	8th	42			231

APPENDIX F DATA COLLECTION PERMISSION LETTER

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

Dated: 13-09-2022
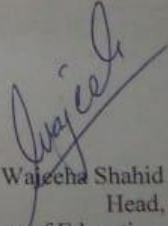
ML.1-3/2021-Edu

WHOM SO EVER IT MAY CONCERN

Ms. Saliha D/O Amir Rehman student of Mphil (Edu) Department of Education National University of Modern Languages Islamabad is engaged in project of Research Work.

She may please be allowed to visit your Institutions to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

Dr Wajeeha Shahid
Head,
Department of Education.

DATA COLLECTION PERMISSION LETTER BILQUIS POST GRADUATE COLLEGE OF EDUCATION FOR WOMEN

National University of Modern Languages
Sector H-9, P.O. Shaigan, Islamabad
Tel : 092-051-9265100-09   Fax: 092-051-9265076
Email: info@numl.edu.pk
Web: www.numl.edu.pk

Ref. No. ML 1-10/2022-DSA

Date: 11-October-2022

Ms. Ayesha Khurram
Principal
Bilquis Education College for Women
Chaklala Rawalpindi

TO WHOM IT MAY CONCERN

Ms. Saliha D/O Amir Rehman, student of M.Phil. Education of this University is engaged in a project of Research Work.

She may kindly be allowed to visit your institution to obtain the required information for her Research Work. She will visit your institution on 12th October 2022 from 0930 hours to 1200 hrs. This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

Your cooperation in this regard will be highly appreciated, please.

(Dr. Abu Bakar Bhutta)
Advisor Students Affairs

DATA COLLECTION PERMISSION LETTER FATIMA JINNAH WOMAN UNIVERSITY

M Gmail

Data Collection from Fatima Jinnah Women University, Rawalpindi

saliha imran <salihatalash@gmail.com>

2 messages

Saima Bibi <saimabibi@fjwu.edu.pk>
Cc: "Deputy Registrar (Acad) FJWU" <deputyregistrar.acad@fjwu.edu.pk>
Bcc: salihatalash@gmail.com

Mon, Nov 7, 2022 at 5:12 PM

Dear Researcher,

This is with reference to the subject cited above. Your request regarding data collection has been approved by the Competent Authority and you may collect data (depending upon the availability and consent of the faculty members) after submitting the Undertaking.

You are requested to collect the undertaking form from the undersigned at the earliest.

Regards,

Saima Bibi
Assistant Registrar,
Fatima Jinnah Women University
The Mall, Rawalpindi

saliha imran <salihatalash@gmail.com>
To: Saima Bibi <saimabibi@fjwu.edu.pk>

Sun, Nov 13, 2022 at 1:40 PM

Thank you so much
[Quoted text hidden]

APPENDIX G

PROOF READING CERTIFICATE

CERTIFICATE OF PROOF READING

PROSPECTIVE TEACHERS' AWARENESS ABOUT GLOBAL CITIZENSHIP EDUCATION: A DESCRIPTIVE STUDY

By

Saliha M.Phil. Scholar at Department of Education, National University of Modern Languages Islamabad.

It is hereby certified that the research work with title" prospective teachers' awareness about global citizenship education: a descriptive study" conducted by Saliha has been checked and proofread for the language and grammatical mistake.

Name: …………………………………

Designation: …………………………..

Institution: …………………………

Signature: …………………………

Date: ……………………………

APPENDIX H, TURNITIN SIMILARITY INDEX REPORT

National University of Modern Languages
Quality Enhancement Cell
Sector H-9, P.O. Shaigan, Islamabad, Pakistan
Tel: +92-51-9265100 Ext 2246/2247
Web: www.numl.edu.pk

Dated: July 11, 2023

Faculty of Social Sciences

Subject: **Turnitin-Similarity Index Report of MPhil Thesis of Ms Saliha**
(Educational Sciences)

1st – Attempt

This is to state that **MPhil** thesis of **Ms Saliha** has been run through **Turnitin Software on July 11, 2023**. Paper ID is 2129540749 and similarity index is **06%**. This is within the limit prescribed by the Higher Education Commission.

The Turnitin Similarity index report is attached for further processing please.

(Dr. Khushbakht Hina)
Director
Quality Enhancement Cell

Dean FSS

13/7/23

HOD Educational Sciences: