



Global Citizenship Education in Pakistan: Awareness, Attitude and Challenges

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Abstract: *This study was attempted to analyze teacher's awareness, attitude and challenges in implementing Global Citizenship Education in Pakistan. A questionnaire was constructed and filled by teachers of ten public sector universities of Punjab. Perceptions of two hundred and thirty-five teachers were analyzed using descriptive statistics. The findings were highlighting that teachers showed a low level of awareness towards global citizenship education; however positive attitude towards global citizenship education was counted. Implementation of GCE is essential in order to prepare a civilized generation. However, there are some challenges teachers have encountered in implementing Global Citizenship Education in higher education institutions, such as inadequate environment, no provision in education police to teach it as a subject and lack of training regarding GCE. In order to promote GCE in Pakistan, the government may adopt the Canadian/USA/Australian or England roadmap or may use material and support provided by Qualifications and Curriculum Development Agency (QCA) for executing GCE.*

Key Words: Global Citizenship Education, Teacher Educators, Awareness Attitude, Challenges

Introduction

The world is becoming a global village, and international platforms are looking for new models of educating societies and youth to deal with future challenges. In the present era of globalization, recent world phenomenon such as refugee, environmental, world poverty, and human right issues needs transnational cooperation and world citizenship beyond nationalism (UNESCO, 2015).

Inclusive social revolution at several levels around the globe and even in educational discourses has been taken place due to globalization. In 2012 UN Secretary-General launched Global Education First Initiative (GEFI) and ranked global citizenship on 3rd as the main priority area in order to achieve global education goals. Educating peoples regarding global citizenship allows people to understand their diverse identities in education for freedom, equality, and participation. This promotes critical thinking about the whole world and made the social change compulsory (Davidson & Liu, 2020).

Now a day's Global Citizenship is turning hot topic in higher studies due to its uniqueness and aspects like cultural diversity, sustainable development, human rights, peace, tolerant society, conflict, poverty, social justice, resource allocation and distribution, and power control. In this manner, colleges look to "internationalize" their grounds by expanding worldwide introduction to their understudies (Sen, 2020).

Numerous national education systems have tried to produce responsible citizens who will strive for the progress of national development and goals of identity and unity. For the last several decades, several international agencies started to consider education as means of building more human capital; they argue that this changing world requires a different type of citizens and a growing need for global

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citizenship education ([Rieckmann, 2017](#)). Education regarding global citizenship has already been practised in western countries like EU countries, United Kingdom, United States, Canada ([Davidson & Liu, 2020](#); [Davies, 2006](#); [Dill, 2013](#)). Many national and international agencies, academies, NGOs, and western countries have tried to prepare the new generation for coping with the challenges of globalization in the recent era ([Kang, Yoon, & Chung, 2016](#)). [Watkins \(2000\)](#) characterizes global citizenship more precisely in the following manners:

- They have complete awareness about the broader world and about their role as a world citizen.
- They have an understanding of the working style of the world.
- They are part of a global universe.
- They must take actions that benefit local, national and international communities.
- They willingly challenge injustices, like discrimination or human rights violations.
- They respect and value things like cultural diversity.
- They are responsible and accountable for their actions and deeds.

Education is a broader concept having no boundaries. Education is not only concerned to achieve knowledge and skills but also improve our life and environment. The role of education is aimed to inculcate ethics, values, civic engagement, social responsibility and citizenship. Education is the only mode to develop an inclusive, tolerant and peaceful society ([Fernández & González-Monfort, 2019](#)).

Global citizenship promoted education throughout the world, which emerges on the surface after the UN-Secretary General proclaimed that Global-Education-First-Initiative-2012 focuses on their goals of promotion of global citizenship education ([Hyunah Seo, 2016](#)). Growing evidences are indicating that

UNESCO is trying to handle the challenges like human rights violation, poverty and inequality with the help of citizenship education, and these challenges are threats to peace and sustainability of the globe.

The main goal of global citizenship education is to equip the youth to review their own cultures critically and be responsible and accountable for their decisions, attitudes, and behaviors. UNESCO's Education Sector program has a strategic area of which fights for peace and human rights respect and values diversity. Its major mission is to inculcate values, knowledge, understanding attitude, and behavior that support and enrich responsible global citizenship, critical thinking, creativity, innovation, novelty, the obligation to social integrity and world peace, sustainable advance, and human rights.

In the context of postcolonial states, [Green & Green \(2007\)](#) explicated that globalization is the movement of capital, people, knowledge, ideas and labour. Due to the long history of imperialism and colonialism, Pakistan is struggling in a postcolonial stage to get rid of the legacy of control and exploitation. Moreover, in Pakistan, national identity is strong, citizenship agency is low; the future of global citizenship is much complicated due to strong foreign influence ([Pasha, 2015](#)). So this is the foundation as policymakers of Pakistan has recognized the role of education in building manpower, building nation and character. Hence five-year plans by the different government clearly reflect this agenda ([Bengali, 1999](#)).

In September 2012, the Global Education First Initiative (GEFI) the main barrier is teacher's capacity was GCE; hence teachers feel a lot of pressure to ensure quality in education. Teachers are required to strengthen knowledge along with pedagogical skills as per global demand and dynamic curriculum. Continuous learning and high-quality training of teachers is necessary for effective professional life. The UNESCO Asia-Pacific Regional Bureau for Education in Bangkok and Thailand developed a project which was aimed to polish the professional skills of teachers by fostering skills and knowledge of the global citizenship of their students. Eventually, this project was aimed to authorize learners with the help of their teachers to assure active participation to address and resolve global and local challenges.

Current national education policy (NEP), implemented in 2009 by the Ministry of Education, Government of Pakistan, which is consisted of twenty aims and objectives. Many of them were aimed to build a nation with reference to economic and social developments. However, taken into account the importance of global citizenship education, in the 7th objective, the purpose of education is explicated as "to develop a self-reliant individual, capable of analytical and original thinking, a responsible member of

society and a global citizen” (GoP, 2009). Although the enclosure of global citizen aspect in the policy is valued there is no description about who to become a global citizen, what is role and responsibilities, how the expansion of global citizens will be attained. Furthermore, Pakistan has few empirical evidences available about global citizenship. Perhaps the Pakistani Ministry of Education is becoming more interested in global citizenship education. In this regards, UNESCO has provided several training sessions on global citizenship education for the teachers at the school level. Although, the Pakistani government has recently started to show collective interest in this field, and in 2018 Higher Education Commission (HEC) made it mandatory to introduced “Citizenship Education and Community Engagement” as an independent subject in all universities.

Despite such increasing attention paid in global citizenship education, research regarding Pakistani teacher’s perception and awareness about global citizenship education is lacking greatly. Pragmatism highlights entrenching global citizenship education into the curriculum to strengthen the foundation of prospective teachers so that they may prove themselves as global citizens. Global Education Monitoring Report-2016 underlined the gap in the training structure of teachers with reference to global citizenship. Hence aspect of discrimination knowledge, empathy, tolerance, cultural sensitivity, communication and acceptance are being affected due to this gap (UNESCO, 2017). Hence sincere effort is needed to address this issue in pre and in-service teachers training. Therefore, it is imperative to explore the current status of global citizenship education through soliciting teacher’s perception and awareness toward global citizenship education because they are the ones who are going to actually implement the policy. In the present global arena, teachers and the global community is trying for a paradigm shift to prepare youth for the future. Being a change agent, it’s the responsibility of teachers to make the nation builders be a globalized citizen for the same they must be well versed with global citizenship education; therefore, this study was attempted to analyze the perceptions of university teachers about global citizenship education. The objectives of the study were to:

1. Examine teachers’ awareness about global citizenship education
2. Analyze teachers’ attitude towards global citizenship education
3. Explore the challenges in the promotion of global citizenship education in Higher Education in Pakistan

Literature Review

Education is necessary for the improvement of society. The more educated the people of a society are, the more refined and well-disciplined society might be. In this globalized world, universal society and teachers have been pursuing another worldview of training so as to set up the present youth for what’s to come.

Global Citizenship

Global citizenship may be explained in multiple ways by both researchers and educators as it is a complicated concept; as the world is becoming increasingly globalized, notions of global citizenship have been included in many curricula around the world. Presently a day’s worldwide citizenship is turning into a hot to subject in advanced education because of its one of a kind themes and perspectives like decent social variety, economic turn of events, human rights, harmony, open-minded society, strife, destitution, social equity asset designation and circulation and force control. Science a d innovation has an extraordinary effect on youth observations. This implies 21st-century understudies require enough planning, so they may prevail right now world, both expertly and by and by. Therefore, Colleges look to “internationalize” their grounds by expanding universal introduction to their understudies.

The concept of global citizenship drives from ancient Greece, and global citizenship was considered ideal for humanity as human history is recorded (Pachauri et al., 2014). It is known that in the 4th century BC, Diogenes called himself a citizen of the world (cosmopolitan) (Hendershot & Sperandio, 2009). In another study, Thomas Paine said, “The ecosphere is my country, and all mankind is associates”.

In recent decades, calls for “worldwide citizenship” seem to have flooded. In 1991, business visionary William Melton and harmony extremist Patricia Smith made the Melton Establishment “as a system of

colleagues that advances and empowers worldwide citizenship” (Melton, 1991); however, as time passed, such statements became more shared (McFarland et al., 2019). Thomas Paine announced that "The earth is nevertheless one nation and humankind its residents." In the twentieth century, Pablo Casals proclaimed, "We should imagine that we are one of the leaves of the tree, and the tree is all mankind." (Peters, Britton, & Blee, 2008) stated that the Stoic philosophers and early Christians also saw the world as the community of an ideal brotherhood. To Gandhi, "All mankind is one unified and inseparable family (Hendershot & Sperandio, 2009).

Aspects of Global Citizenship

The researcher addresses three significant features of the active global citizen as a major part of globalization in Fig-1 (Davies, 2006). Details are as under:

- An apprehension for social justice.
- A concern for privileges.
- Concern for and culture, global links and cultural conflict.

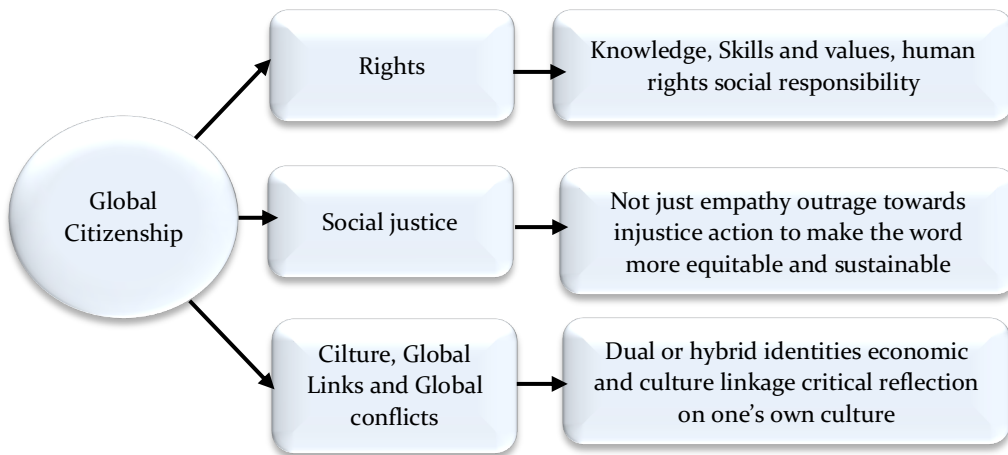


Fig 1: Three Aspects of an active global citizenship

(Source: *Global citizenship: The needs of teachers and learners* (Davies, 2006)

Social justice

Global citizenship is considered as a common home of mankind; like Davies, 2006 highlights the three main key elements of an active citizen. He recommended that active citizen should not only aware of human rights but able to entertain them and should take some measures and actions to make the world a more just, peaceful, tolerant and justifiable world. He suggested that global citizens mean more rounded person instead of having just international awareness.

Rights

The key element of an active citizen is having the knowledge of rights. This idea is originated from Griffiths, which is based on awareness of their rights and acting upon them (Chotikapanich, Griffiths, Rao, & Valencia, 2009). He recommended that active citizen should have the information, assistances and values based on social responsibility and human privileges.

Global Culture, Links and Conflict

Davies argues that due to the globalized world, people have dual and hybrid identities. He mentions that GCE is all about reflecting on one's own culture as well as reflecting and learning about others cultures

and values. Australian Curriculum Assessment and Reporting Authority (2019) have generated a special curriculum for active and informed citizens (Reynolds, et al., 2019). In 2015, UNESCO meeting in Paris (France), building Peaceful and Sustainable Societies was the title of the Second UNESCO Forum on Global Citizenship. The Forum discussed the promotion of education that does not only focus on cognitive skills but also imparts affective and psychomotor competencies (UNESCO, 2015). Its significant objective is to get ready young people of any age with those qualities, information and aptitudes that depend on human rights, social equity, assorted variety, sex uniformity and natural maintainability. It intends to enable students to be mindful worldwide residents. Global citizenship education gives students the capacities and chance to comprehend their privileges and duties to energize a superior world and future for all humanity (Akkari, & Maleq, 2019).

Methodology

Since the main drive of this study was to analyze the perception of university teachers about global citizenship education and the nature of this study was descriptive; therefore, survey design was used.

Population and Sampling

According to the Higher Education Commission of Pakistan website December-2019, there were 36 public sector universities in the Punjab province, out of which 30 were general universities. Therefore, all the teachers of public sector general universities of Punjab were taken as the population, and for reasonable and representative sample size, two steps were adopted. In the first step, ten universities were randomly selected, and in the second step, from each university, 25 teachers were taken conveniently. Therefore 250 teachers have actually sampled for data collection.

Instrumentation

Questionnaires have many uses, most notably to discover what the masses are thinking and perceiving (O’Leary, 2014). This study was sought to gauge the perception of university teachers about global citizenship education; therefore, a questionnaire was constructed on the basis of a literature review. The researcher developed a questionnaire based on the global citizenship construct according to the Pakistani context to analyze the level of awareness and level of attitude about global citizenship education and major challenges in the execution of global citizenship education in Higher Education in Pakistan.

The first part of the questionnaire was about personal information of respondents like gender, department and teaching subject etc. The second part of the questionnaire was about teacher’s awareness level about global citizenship education. The third part of the questionnaire was about teacher’s attitude level about global citizenship education. In the fourth part, teachers were asked about major challenges while implementing global citizenship education. Each part of the questionnaire was divided into subparts. It was found that the value of Cronbach Alpha of teacher’s awareness level about global citizenship education and global citizenship attitude of university teachers were 0.96 and 0.91, respectively, which showed that the instrument was highly reliable.

Data Analysis

Objective-1: The awareness level of university teachers about global citizenship education was analyzed and presented in the following table.

Table 1. Awareness of global citizenship education

S. No	Statements	Yes		No		Don’t know	
		N	%	N	%	N	%
1	I heard about the term of global citizenship education.	185	79%	48	20%	2	1%

S. No	Statements	Yes		No		Don't know	
		N	%	N	%	N	%
2	I can define the global citizenship education.	71	30%	157	67%	7	3%
3	I comprehend the concepts of global citizenship education and the relevant kinds of education	48	20%	175	75%	12	5%
4	I am familiar with the objectives of global citizenship education	24	10%	207	88%	4	2%
5	I know the different aspects of global citizenship education, so I am not prejudice	66	28%	165	70%	4	2%
6	I know the content and themes for global citizenship education.	35	15%	197	84%	3	1%
7	I have plenty of knowledge to put into practice GCE.	40	17%	181	77%	14	6%
8	I am an innovator and creator, so I cope up the global issues.	47	20%	176	75%	12	5%
9	Global citizenship education supports cultural diversity.	176	75%	47	20%	12	5%
10	Global citizenship emphasis respect for human rights.	184	78%	47	20%	4	2%
11	Global citizenship emphasizes gender equality and social justice.	181	77%	47	20%	7	3%

A significant majority, 185 (79%), of the participants have heard about the term of global citizenship education, whereas 71 (30%) of the participants correctly answered that they could define global citizenship education. A majority, 175(75%), of the participants were not in the favor that I comprehend the concept of global citizenship education. A majority, 207(88%), were not aware of the objectives of global citizenship education. A majority of participants, 165(70%), knew about different aspects of global citizenship education. A large majority of participants, 197(84%), had denied the statement that they know the content and themes for global citizenship education.

A very small number of participants, 40(17%) were agreed that they have plenty of knowledge to put into practice global citizenship education. A majority, 176(75%) of the participants, have denied the statement that they are innovator and creator, so they cope with the global issues. A large majority of participants, 176(75%) were agreed that global citizenship education supports cultural diversity. A large majority, 184(78%) of participants were agreed that global citizenship education emphasis respect for human rights. A large majority, 181(77%) were also agreed that global citizenship education emphasis on gender equality.

Objective-2: The attitude level of university teachers about global citizenship education was analyzed and presented in the following table.

Table 2. Attitude of University Teachers about Global Citizenship Education

S. No	Statement	SDA (%)	DA (%)	SDA+DA (%)	UD (%)	A (%)	SA (%)	A+SA (%)	M	SD
1	I think that global citizenship education can be implemented in universities as a Separate subject.	0.95	1.3	2.25	2.6	30.2	65.1	95.3	4.57	0.69

S. No	Statement	SDA (%)	DA (%)	SDA+DA (%)	UD (%)	A (%)	SA (%)	A+SA (%)	M	SD
2	I am usually interested in global citizenship education.	0.4	12.3	12.7	2.1	74.5	10.6	85.1	3.83	0.79
3	I am competent to compose and deliver a lesson on global citizenship education.	1.3	72.3	73.6	3.4	0.4	22.6	23.1	3.51	0.86
4	I am willing to join in a teacher training session on global citizenship education.	0.4	1.3	1.7	0.9	20.0	77.4	97.4	4.73	0.58
5	I am not in favor of illegal occupiers.	12.8	3.8	16.6	9.4	17.4	56.6	74	2.29	1.02
6	I can donate blood to any needy one, irrespective of colour, creed, race and religion.	0.9	0.9	1.8	3.0	83.8	11.5	95.3	4.04	0.50
7	I get pleasure from learning different languages.	6.8	6.0	12.8	0.4	47.2	39.2	86.4	4.07	1.11
8	I think that global citizenship education will prepare the students as global citizens in future.	1	1.7	2.7	1.3	40.0	57.0	96	4.52	0.61
9	I think that global citizenship education is the need of the hour.	0.9	1.3	2.2	1.3	21.7	74.9	96.6	4.69	0.64
Aggregate		3.23%	11.55	14.78	2.70	44.72	37.80	82.52	3.50	0.75

(SDA: Strongly Disagree, DA: Disagree, UD: Undecided, A: Agree and SA: Strongly Agree)

Table 2 displays the results of participant's attitude about global citizenship education. It was found that the level of attitude of university teachers was found high with $M=3.50$, $SD=0.75$. It was found that 95.3% of the participants with $M=4.57$ $SD=0.690$ agreed/strongly agreed about the viability of global citizenship education as an independent subject in universities, whereas 2.6% remained undecided in their responses, while 2.25% of the participants disagreed/strongly disagreed. This showed that the majority of respondents wanted the viability of global citizenship education in universities.

It was found that 85.1% of the participants with $M=3.83$ $SD=0.795$ agreed/strongly agreed about the interest of teachers in global citizenship education, whereas 2.1% remained undecided in their responses, while 12.7% of the participants disagreed/strongly disagreed. This explored that majority of respondents were interested in global citizenship education. It was found that 85.5 % of university teachers indicated their level of disagreement with the teaching confidence of global citizenship education, whereas 12.35 % were agreed/strongly agreed and 2.15 % were undecided. The values of descriptive statistic, i.e. Mean = 4.12 and SD = 0.728, indicated that the majority of teachers disagreed/strongly disagreed.

It was found that 73.75 % of participants indicated their level of agreement about the effectiveness of global citizenship education, whereas 22.57 % were disagreed/strongly disagreed, and 3.25 % were undecided. The values of descriptive statistic, i.e. Mean = 3.73 and SD = 0.815, showed that the majority of the teacher were agreed/strongly agreed. It was found that 96.6% of the participants with $M=4.69$ $SD=0.649$ agreed/strongly agreed that global citizenship education is the need of the hour, whereas 1.3%

remained undecided in their responses, while 2.2% of the participants disagreed/strongly disagreed. This shows that majority of respondents were in favor of global citizenship education as a need of the hour.

Objective-3: Implementation and Challenges

Table 3. Perception of Teachers about ways of Implementing Global Citizenship Education

S. No	Ways of Carrying out GCE	Frequency (n)	Percent (%)
1	By curricular subject classes	56	23.8
2	By cross curricular activities	100	42.6
3	By creative experiential activities	68	28.9
4	By after class activities	11	4.7

Table 3 results depict the perception of teachers regarding ways of global citizenship education implementation. This table shows that 42.6% of respondents had an opinion in favor of cross-curricular activities as their first priority to implement global citizenship education. Almost 28.9% of respondents opined creative experiential activities as their second-best option to impart global citizenship education. With 23.8% of respondents opined about curricular subject classes as their third-best option to impart global citizenship education.

Table 4. Challenges to Impart Global Citizenship Education

S. No	Ways of Carrying out GCE	Frequency (n)	Percent (%)
1	By lack of teachers knowledge and skills	77	33
2	By lack of teachers willingness	07	03
3	By lack of suitable teaching materials	06	02
4	By lack of educational environment fostering global citizenship	85	37
5	By lack of educational policies	50	21
6	By global citizenship education ambiguous position within the regular curriculum	10	04

Table 4 results indicated the responses of teachers about major challenges to impart global citizenship education. About 37% of respondents opined about lack of educational environment fostering global citizenship as the biggest challenge to impart global citizenship education. By The 33% of respondents had an opinion in favor of lack of teacher's knowledge, and skills were the second biggest challenge to implement global citizenship education in universities. About 11.9% of respondents opined that lack of educational policies is the third biggest challenge to impart global citizenship education in universities. Global citizenship education ambiguous position within the regular curriculum with 4% was considered as a fourth challenge to implement global citizenship education. Only 3% of respondents had an opinion in favor of the lack of teacher's willingness to impart global citizenship education.

Table 5. Demanding Requirements to Impart Global Citizenship Education

S. No	Options	Frequency (n)	Percent (%)
1	By multicultural education	55	23
2	By human right education	95	40
3	By ESD (education for sustainable development)	16	7
4	By international development education	20	9
5	By peace education	14	6
6	By EIU (education for international understanding)	35	15

Table 5 results depicted the responses of teachers about the most demanding requirements for global citizenship education. The results indicated that 40% of respondents answered that human rights education is the most demanding requirement to support global citizenship education in the country—

23% of respondent’s selected multicultural education as a tool to support global citizenship education in Pakistan. About 15% of participants had an opinion in favor of education of international understanding as a tool to introduced global citizenship education in Pakistan.

Table 6. Ways for promotion of global citizenship education in classrooms

S. No	Options	Frequency (n)	Percent (%)
1	By securing teaching hours for GCE	15	6
2	By provision of textbook and suitable teaching materials	30	13
3	By teacher training	70	30
4	By global citizenship education policy and programmed development	40	16
5	By nurturing a Global citizenship friendly environment	80	35

Table 6 results depicted the teacher’s perception about urgent ways for promotion of global citizenship education in classrooms. Regarding improvements to be made, nurturing a global citizenship friendly environment was selected by 35% of participants as an optimal option of solution. Teacher training was the answer that was selected by 30% of participants. Later on, 16% of participants said that global citizenship education policy and programmed development was needed to facilitate global citizenship education in Pakistan. By provision of textbook and suitable teaching materials was selected by 13% of participants as a way for practicing global citizenship education in classrooms, while securing teaching hours for global citizenship education was chosen by 6% of participants as the least effective way to promote global citizenship education in classrooms.

Conclusions and Discussion

It was concluded that the majority of participants have just heard about the term of global citizenship, but they were found unable to defined and comprehended the term “global citizenship education” and its related kinds. More than three-quarters of participants were unaware of the content and theme of global citizenship education. They were not found satisfied with their level of awareness about the objectives of global citizenship education. The majority of university teachers perceived that they were incompetent about their level of confidence to deliver and impart global citizenship education and, furthermore, were found unskilled to cope with the global issues. It was concluded that the majority of participants were satisfied that global citizenship supports cultural diversity, generate respect for human rights, and emphasizes gender equality and social justice.

The majority of participants showed a positive attitude towards the viability of global citizenship as an independent subject in universities and joining of training sessions of global citizenship education. More than three-quarters of respondents showed a positive attitude towards learning different languages, appreciated the effectiveness of global citizenship education in the character building of youth and its urgent need to cope with the global issues and compete the world.

Most university teachers had chosen “cross-curricular activities” as their first priority to implement global citizenship education. More than two-quarter of participants answered that “lack of educational environment fostering global citizenship ‘was the biggest challenge, “lack of teacher’s knowledge and skills” was the second biggest challenge and “lack of educational policies” was the third biggest challenge to implement global citizenship education. The majority of participants showed their level of agreement that “Human Rights Education” and proper training sessions were the most demanding requirements to support global citizenship education in the country.

The present study aimed to analyze the perception of university teachers about global citizenship education. The major outcomes of the study showed that the awareness of university teachers about global citizenship education was not found positive. This study identified that the awareness level about global citizenship education and its related kinds was found low due to the novelty of this concept in Pakistan. Pakistan is a developing country and facing many issues. Global citizenship education is a new concept in Pakistan and still not introducing as a subject in universities. Even the university teachers

just heard the term of global citizenship education, but they were not competent enough to define the term. Research findings of [Ahmad Gamal \(2013\)](#) were in favor of this conclusion. The level of awareness about objective targets content and knowledge to deliver and compose a lecture about global citizenship education was unsatisfactory. Similar findings could also be observed in [Seon-Hwa CHEON \(2017\)](#) study.

A study indicating that university teachers in Pakistan understand the needs of the present era of globalization and wanted to be competent enough to cope with the global issues, and figured out that they showed a positive attitude towards learning different languages of the world to communicate and understand the people of other culture and religion. A positive indication appeared thorough this research that teachers are willing to do anything for others beyond their color, creed, race and religion. Furthermore, teachers of higher education institutions are positive towards the national builders of youth and understand the needs and requirements of the present era; that's why they put stress that global citizenship education is the need of the hour.

It was evidenced major's challenges in the promotion of global citizenship education in Higher Education in Pakistan are "lack of environment fostering global citizenship education and lack of educational policies and lack of teacher's knowledge and skills. In her study [Pasha \(2015\)](#) expressed that "Pakistani students are in need of both knowledge of and empowerment within the ideology of global citizenship for it to be fruitful both locally and globally", nevertheless teachers need to have knowledge and attitude towards global citizenship. This study also revealed that university teachers wanted to know and implement global citizenship education in their universities. They required proper environment, skills and training on human right education as the best way to implement global citizenship education in Pakistan. So that, in order to promote and implementation of GCE in Pakistan, the government may adopt the Australian or England framework/roadmap or may use material and support provided by the Qualifications and Curriculum Development Agency (QCA) for implementing GCE.

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