# Incorporation of Global Citizenship Education in Integrated Teacher Education Programme: Curricular Perspectives

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## Abstract

This paper intends to study the need and importance Global Citizenship Education in Integrated Teacher Education Programme. GCED is becoming increasingly significant as a desirable attribute in the context of increasing globalization and cultural diversity. The fundamental concepts of GCED lies not only in its ability to provide knowledge but also in shaping compassionate, open-minded individuals committed to creating a world that priorities digital citizenship, diversity, equity and inclusion, global interconnection and sustainable development. GCED aims at empowering teacher educators to become active promoters of more peaceful, inclusive and sustainable societies, promoting universal values & encouraging young people to pursue social engagement by understanding global issues. Main objectives of the paper are to identify the issues & challenges while implementing GCED in ITEP and to suggest some measures to overcome the challenges. As per the recommendations of NEP: 2020 GCED should be a part of Integrated Teacher Education Programme. The present scenario demands innovations in teacher education programme to make the teacher educators competent in delivering such education to their students. To groom globally competent teacher educators, more opportunities should be given to take part in conferences, attending abroad programs, and courses covering global issues. Global studies related components should be incorporated into ITEP for preparing teacher educators of global outlook. So that they will be able to instill in learners the values, attitudes and behaviors that support responsible global citizenship: creativity, innovation, and effective communication, problem solving skills, human rights and sustainable development. The teacher educators may face different challenges such as partial understanding of GCED, teaching methodologies and structural constraints regarding the government's top-down approach, resource constraints, international collaboration & cultural resistance at the time of implementation of global citizenship education. To justify the above issues, it is suggested that GCED should be integrated not only in ITEP but also in 2-year B.Ed. Programme & a comprehensive syllabus should be developed to equip students with the wisdom of economic, political, social, and environmental decisions to create a better world.

**Keywords:** Global Citizenship Education (GCED), Integrated Teacher Education Programme (ITEP)

## Introduction

According to Education Agenda 2030 Goal 4, all people should have access to high-quality, inclusive and egalitarian education as well as lifelong learning. The goal is to guarantee that every person has an equal opportunity to get a high-quality education in order to become a valuable and productive member of society who can foster tolerance to promote peace and contribute to society's progress. Since 2012, there has been a renewed emphasis on global citizenship education, which was introduced by UNESCO in 2015. This initiative aims to train the next generation to participate actively in society by promoting a global Education. It seeks to create for humanity a peaceful and sustainable world. Global citizenship education employs a multidimensional approach, incorporating concepts and approaches such as human rights education, peace education for sustainable development and education for international understanding, intending to advance their common goals (Panda, 2018).

In order to promote GCED, teachers should be prepared to make changes to the educational system in their own countries. The implementation and development of the next generation in accordance with the goals of GCED is largely in the hands of the teachers. In a study conducted by Bano and Hina (2020) to investigate the opinions of Educationists/Curriculum developers on the inclusion of themes of GCED in pre-service teacher education curriculum (elementary) level in Pakistan. The findings revealed that participants highly supported the inclusion of these themes in the curriculum and considered them to be cross-cutting issues. These should either be incorporated into the current B.Ed. curricula or taught as independent subjects, according to the recommendations. Bano et al (2021) discovered a large gap between the B.Ed. curriculum and GCED in Pakistan's Pre-Service Teacher Education Curriculum. It was determined that the B. Ed. curriculum lacks appropriate themes relevant to GCED, and the curriculum should be revised.

## Meaning of ITEP

The National Council for Teacher Education (NCTE) launched the historic ITEP to guarantee that exceptional students pursue careers in teaching. Its main goal is to give teachers the abilities and information they need to instruct pupils in the Foundational, Preparatory, Middle, and Secondary levels in accordance with the new NEP2020 school framework. Language, history, music, mathematics, computer science, chemistry, economics, art, physical education, and other specialized subjects will all be included in the four-year integrated B.Ed. programme, which will be a dual-major holistic bachelor's degree in education. In addition to being well-versed in the most recent developments in education and pedagogy, a student completing this degree will be well rooted in Indian values, languages, knowledge, ethos, and tribal tradition. The curriculum addresses the demand for skills relevant to the twenty-first century. (Para 15.5, NEP 2020).

## Concept of Global Citizenship Education

The term "global citizenship education" refers to all humanitarian pedagogies, including those that promote peace, the environment, human rights, and sustainable development. The duties of a global citizen include accepting differences, interacting with others, comprehending local and international issues, and acting accordingly. World Education Forum (2015) which adopted

the Incheon Declaration underlined that quality education should develop the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education (UNESCO, 2015). The world is now viewed as a global village due to technological advancements. Information and ideas may be shared quickly and easily with the aid of technology. The effects of human activity on the entire world are deteriorating the planet's conditions in the twenty-first century. The contemporary world is faced with challenges such as human rights violations, inequality, wars threatening to peace, risks to our health, the rapid growth of the population, the financial crisis, the effects of climate change, poverty, and hunger etc. These issues cannot be solved with global cooperation. In this context, Global Citizenship Education tries to respond to these challenges that cut across different nations. It seeks to instil in students the values, attitudes, and behaviours—creativity, innovation, and dedication to sustainable development, human rights, and peace—that promote responsible global citizenship. Additionally, by teaching them about global challenges, GCED encourages young people to pursue civic participation and instils universal ideals. UNESCO explains that Global Citizenship Education intends to empower students to

1.  Improve your understanding of global issues, rights and duties, global governance structures, and the relationships between national, international, and local systems and processes.

2.  Acknowledge and value diversity and numerous identities, such as gender, culture, language, religion, and our shared humanity, and cultivate the skills necessary to survive in a society that is becoming more and more diverse.

3.  Develop and use critical thinking, media literacy, information technology, critical inquiry, decision-making, problem-solving, negotiation, peacebuilding, and personal and social responsibility as examples of civic literacy.

4.  Acknowledge and analyse values and beliefs and how they impact civic participation, views of social justice, and political and social decision-making.

5.  cultivate compassion, understanding, and respect for others, the environment, and diversity.

6.  Develop social justice and fairness ideals as well as the ability to critically evaluate disparities based on age, gender, socioeconomic status, culture, religion, and other factors.

7.  As knowledgeable, involved, accountable, and receptive global citizens, take part in and make contributions to current global concerns at the local, national, and international levels.

The three learning domains—cognitive, socioemotional, and behavioural—are the foundation for these fundamental conceptual aspects of global citizenship education as defined by UNESCO.

**Core Conceptual Dimensions of Global Citizenship Education**

**Cognitive**: To gain information, comprehension, and critical thinking skills regarding global, regional, national, and local concerns as well as the interdependence and connectivity of many nations and communities.

**Socio-Emotional:** To feel a sense of belonging to a shared humanity, sharing values, attitudes, and responsibilities, empathy, solidarity, and respect for diversity and differences, as well as social skills that help learners grow physically, emotionally, and psychosocially and to coexist peacefully with others.

**Behavioural:** To take appropriate and efficient local, national, and international action in order to create a more sustainable and peaceful world.

Further global citizenship education adopts a multifaceted approach, utilizing ideas and techniques already used in other fields, such as education for sustainable development, education for human rights, education for peace, and education for international understanding.

## Importance of GCED in ITEP

According to a recent UNESCO report, many countries have not made global citizenship education a mandatory part of their traditional teacher education programs (Mc Evoy, 2016). Regarding the United States, teacher education programs have proven unable "to develop pre-service teachers' global competencies" (Aydarova & Marquardt, 2016, p. 24) and secondary education students have great difficulty with analyzing the information and images contained in media from a global citizenship perspective and also they are still less able to formulate arguments or make decisions relating to actions within the parameters of social justice (Valencia et.al, 2022). In order to train teachers to be globally competent, Zhao (2010) suggested modifying teacher education programs to give students more chances to participate in conferences, study abroad opportunities, and courses on global matters. Global studies related components should be incorporated into general education courses for preparing teachers of global outlook (Reimers e t al., 2016). Yet, some undergraduate and graduate schools in Canada and Japan have taken greater steps to prepare prospective teachers to provide instruction on global issues in elementary and secondary schools (Guo, 2014; Howe, 2013). In fact, UPEI and UNICEF Canada designed an undergraduate course entitled *Educating for Global Citizenship*, which has become mandatory for the teacher preparation program at UPEI (Guo,2014). This course contains nine sections: 1) Introduction to global citizenship and global citizenship education (GCE); 3) Key concepts and themes in GCE 4) GCE pedagogy; 5) GCE assessment and evaluation; 6) Rights respecting educational practices; 7) Valuing and promoting diversity through GCE; 8) Connecting GCE to school curricula; 9) GCE in action. (Guo, 2014, p. 5). Guo (2014), who conducted a three-year study at UPEI, found greater emphasis on global citizenship education at the undergraduate level helps teaching candidates increase interest in learning, analytical skills, appreciate multiple perspectives and diversity, and commit to action. Citing examples from Canada and Japan, Integrating global citizenship education related content and course into undergraduate programs ( Howe,2013),and pre-service and in-service training and teacher education and professional development programs for teachers (Saperstein ,2019) can help teachers with the tools needed to nurture the next generation of global citizens. Harshman and Augustine(2013) suggest online discussion forums can bring global citizenship educators together to share professional and pedagogical teaching practices. These virtual forums can foster introspection and professional development. Other programs and universities are starting to build partnerships with state departments of education (e.g., Ohio, Indiana) to help internationalize curricula and train teachers in global studies (Frey

& Whitehead, 2009; Reimers et al., 2016) and the teachers should incorporate global citizenship for students to become culturally sensitive and to gain an awareness of global issues and equips students with the wisdom to form economic, political, social, and environmental decisions to create a better world Andrew and Aydin (2020). In order to foster students' interest in global citizenship education, Saperstein (2019) asserts that experiential learning and instructional practices aid in advancing the objectives of global citizenship education and class projects, international education programs, and other experiential learning opportunities (like fieldwork, service-learning, or community programs).

GCE operates in three different fields: (a) education for sustainable development (ESD); (b) inter/multicultural education; and (c) citizenship education. It is argued that this approach could help bridge these fields and increase students' awareness of the connections between citizenship, democracy, participation, identity, inter/multiculturalism, global issues and sustainable development (Akkari and Maleq, 2020); intergroup empathy; valuing diversity; social justice; environmental sustainability; intergroup helping; and a sense of duty to act for the betterment of the world (Miller and Reysen, 2019).

**Possibilities of Integrating GCED in ITEP curriculum**

**Implementation of Global Citizenship Education in Education Policies**

Globally GCED is gaining significant attention in educational policies, research, and publications, and curriculum in some countries (Andreotti, 2006, 2011; Andreotti & Pashby, 2013; CMEC, 2022; Tarozzi & Inguaggiato, 2018; UNESCO, 2021).

In order for GCE to be implemented successfully and sustainably, it must be in line with local customs, culture, and history and create meaningful connections between national, international, and local issues. Therefore, it cannot be based on a standardized model or a top-down approach (DVV International 2015). It includes developing local implementation strategies that take into account various ideas of citizenship, unique obstacles and requirements, and local political and geopolitical circumstances. In addition to the requirement for customized models, Education Above All (2012) determined the elements that contribute to the effective implementation of global citizenship education:

Embedded in policy, with wide stakeholder buy-in

➢ Long-term and sustainable

➢ Holistic, incorporating the several subtopics in a methodical manner;

➢ Supported by pre-service and ongoing in-service teacher training,

➢ Reinforced in every school year and ideally in the larger community,

➢ Covering local, national, and global aspects,

➢ And developed and maintained in partnership with local communities

➢ Based on partnership agreements that provide competence over the long term with provisions for periodic review,

➢ It is scalable while maintaining quality and receiving input from monitoring and assessment procedures (Education Above all 2012, p. 9).

Teachers must receive training in "transformative pedagogy" in order to impart GCED related information, values, and abilities including critical thinking, ethno-relative viewpoints, and respect for diversity, which is defined as an activist pedagogy combining the elements of constructivist and critical pedagogy that empowers students to examine critically their beliefs, values, and knowledge with the goal of developing a reflective knowledge base, an appreciation for multiple perspectives, and a sense of critical consciousness and agency" (Ukpokodu, 2009).

In order to integrate GCE programs in national educational systems and help them reach the 2030 Agenda for Sustainable Development (SDG) 4.7 target, UNESCO has created a policy framework. This framework, which is built on three dimensions—cognitive, socio-emotional, and behavioral—was created to be adaptive to various national and regional situations.

It identifies three learner attributes: informed and critically literate; socially connected and respectful of diversity; ethically responsible and engaged (UNESCO 2015). Organizations recommend three approaches for implementation in school curricula: (1) transversal integration, (2) a distinct course, or (3) integration through a "carrier subject" (UNESCO 2015). Compared to the other two strategies, transversal integration offers less visibility and is less likely to be incorporated into curricula, despite the fact that it provides an opportunity to create connections between different disciplines and develop a global perspective.

GCED is still a relatively new area that has difficulty integrating in national curriculum and educational programs.GCE as an instrument of educational change, informal education may offer interesting possibilities to engage with communities on a local and global level (Akkari and Maleq 2019). GCED as an umbrella term covering a wide spectrum of education fields (North-South Centre of the Council of Europe 2012). However, education for sustainable development also includes GCE and other related subjects like human rights education and intercultural/multicultural education.

Finally, it is important to reflect on how to schools can encourage students to see themselves as global citizens, which is identified with a wide variety of positive outcomes such as intergroup empathy, valuing diversity, social justice, environmental sustainability, intergroup helping, and a sense of responsibility to act for the betterment of the world (Miller and Reysen, 2019).

**NEP-2020 on GCED implementation:**

The National Education Policy (NEP), 2020 aims to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being to reflect a truly global citizen. It also aims to instil in students a deep-rooted pride in being Indian, not only in thought but also in spirit, intellect, and actions.The Additionally, NEP, 2020 states that as the world grows more interconnected, Global Citizenship Education (GCED), a response to current global challenges, will be offered to enable students to become active advocates for more secure, inclusive, tolerant, peaceful, and sustainable societies as well as to become aware of and comprehend global issues.The NEP

2020 emphasized some topics that are directly related to citizenship education. It highlights that in order to get a comprehensive and interdisciplinary education, "the flexible and innovative curricula of all Higher Education Institutions (HEIs) shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education". Climate change, pollution, conservation of biological diversity, management of biological resources and biodiversity, conservation of forests and wildlife, and sustainable development and living are all anticipated topics of environmental education. The development of the humanistic, ethical, constitutional, and universal human values of truth, righteous behavior, peace, nonviolence, and love, as well as citizenship values and life skills, are anticipated to be part of value-based education. Community service projects and lessons are regarded as essential components of holistic education (Educational Framework for Global Citizenship in Higher Education, December 2021). According to the recently released National Education Policy (NEP) 2020, GCED need to be "mainstreamed" across the board, from early childhood education to higher education. Creating a national curriculum framework for GCED is another requirement of the NEP.

**Challenges in Implementation of GCED in ITEP**

During implementation of global citizenship education a number of barriers that teachers confront and the entrenched ideologies behind these hurdles, which contributes to the marginalization of GCE,(Kim, 2019) apart from that three major challenges have been found **i.e.** partial understanding of GCE, contradictory values between GCE and social norms, and structural constraints regarding the government's top-down approach. As GCE could truly contribute to actualizing individual and social transformation so the contextual factors which shaped GCE must be reviewed in developing and implementing GCE Cho(2017).GCE for TE was described and defended, beyond the differences in their conceptual frameworks where GCE act as a redemptive educational solution to global problems and requires teachers to embrace a redemptive narrative following a model of rationality based on altruistic, hyper rationalized and overly romanticized ideals, (Estellés and Fischman ,2021).

Global Citizenship Education is clearly important and beneficial, but there are substantial obstacles in the way of its widespread implementation. These problems have many facets, necessitating creative solutions. These obstacles include different educational systems, cultural hostility, a lack of support and recognition from policymakers, and resource limitations. Taken together, they create a complicated environment that needs to be carefully navigated.

**Major Challenges Include**

**Lack Of Policy Support And Recognition**

The absence of comprehensive policy support and acknowledgement for Global Citizenship Education in National Education Frameworks is one prevalent issue. GCED is frequently not specifically mentioned or given priority in educational policies, standards, curriculum, or evaluations. Its widespread adoption and execution in educational institutions is hampered by its lack of official recognition.

**Varying Educational Systems**

Global diversity in educational institutions poses a serious obstacle to the standardization of GCED. To develop a framework that is worldwide applicable, great thought must be given to the distinct curricula, teaching styles, and priorities of each nation.

### Cultural Resistance

Global viewpoints are not always readily adopted in some nations due to resistance based on cultural differences. Resolving this opposition calls for a well-rounded strategy that highlights the GCED's universal ideals while recognizing cultural variation. GCED becomes culturally relevant when local community involvement is prioritized.

### Insufficient Resources & Capacity

Financial, human, material, and technological resources that are required for the successful implementation of GCED are persistently lacking in many educational institutions. There are barriers that institutions must overcome in order to incorporate GCED into their educational frameworks, from planning and implementing programs to tracking and assessing results.

### Limited Awareness and Understanding

One major issue is that many stakeholders, teacher educators, student teachers, parents, and communities do not fully comprehend or recognize the need of global citizenship education. It is possible that teacher educators do not possess the necessary values, attitudes, abilities, or expertise to teach GCED effectively. Student teachers can also be lacking the enthusiasm, drive, or involvement needed to take an active position in GCED programs. To further assist GCED in the ITEP setting, parents and communities might not have the necessary knowledge or resources.

### Suggestions

When the significance of Global Citizenship Education is emphasized, it transcends the realm of being an elective course of study and becomes essential for the advancement of both education and humanity. To create standardized frameworks for GCED, governments and international organizations must cooperate together. These rules must be in keeping with the core ideas of the GCED while remaining flexible enough to meet the various demands of students worldwide. In order to view GCED as culturally appropriate and does not go against accepted norms, strategies should involve educators and local communities in the implementation process. To close the gaps in educational resources, governments and organizations could fund teacher training programs, develop culturally appropriate lesson plans, and develop educational technology. This all-inclusive strategy guarantees that everyone can profit from GCED. Aside from that, overcoming obstacles in the implementation of GCE requires worldwide collaboration. To create a unified strategy, governments, academic institutions, and non-governmental organizations must collaborate. Establishing cooperative projects, exchanging best practices, and promoting cross-border alliances should all be part of this cooperation.

### Conclusion

As a vital and revolutionary method, global citizenship education enables students to acquire

knowledge, abilities, attitudes, and values necessary for a responsible global citizen. It is an invaluable and transforming strategy. It improves critical thinking, effective communication, teamwork, creativity, and problem-solving abilities, which impacts academic and professional performance in addition to personal growth. One of the primary competencies needed to successfully navigate the complexity of the twenty-first century is global citizenship education. By 2030, the 17 Sustainable Development Goals (SDGs) aim to end poverty, protect the environment, and ensure that everyone lives in peace and prosperity are further aligned with GCED. International collaboration and global citizenship are essential for achieving these inter-connected and inter-dependent aims. By fostering Collaboration between educators, students, parents, and communities can help to build more sustainable, peaceful world where global citizenship is a lived reality rather than simply an idea.

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