

MS Research Thesis
EVALUATION OF THE TEACHER EDUCATION
CURRICULUM IN CONTEXT OF GLOBAL
EDUCATION



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A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of MS
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APPROVAL SHEET

EVALUATION OF THE TEACHER EDUCATION CURRICULUM IN CONTEXT OF GLOBAL EDUCATION

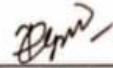
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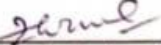
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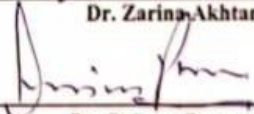
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AUTHOR'S DECLARATION

Fatima Waqar Reg. No. 7-FOE/MSEDU/S23, a student of MS Education at International Islamic University Islamabad, do hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis is in its present form the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification than for which it is being presented.



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SUPERVISOR'S CERTIFICATE

The thesis titled "Evaluation of the Teacher Education Curriculum in Context of Global Education" submitted by Ms. Fatima Waqar Regd. No. 7- FE /MSEDU/ S23 is partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit this for further process as per HUI rules and regulations.



Dr. Fouzia Ajmal

Dedication

TO

MY PARENTS & MY FAMILY,

(WHO MADE ME BELIEVE IN MYSELF)

&

MY SUPERVISOR DR. FOUZIA AJMAL

(WHO INSPIRED ME TO KEEP LEARNING)

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May Allah Almighty bless all of them! (Ameen).

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Abstract

This study aims to evaluate the existing curriculum of the B.Ed. (Hons) program for the evaluation of global education, analyze the perspective of teacher educators and prospective teachers regarding the integration of global education in B.Ed. (Hons). curriculum. The study used descriptive research design. Data were collected from 51 prospective teachers and 12 teacher educators from the Faculty of Education, International Islamic University Islamabad and National University of Modern Languages. Code book was used for content analysis and open-ended questionnaires were conducted to assess the perspective of prospective teachers and teachers' educators. The validity of the instruments was checked through experts. Data were analyzed through thematic analysis and analyzed codebook data by assigning codes and comparing themes and summarizing key findings. Findings identify strengths and weaknesses of the current curriculum. The study employed content analysis using a codebook and thematic analysis to identify key findings. Findings revealed that while themes like human rights, cultural diversity, global citizenship, and sustainable development were present in the curriculum, their representation varied significantly. Indicators such as environmental awareness and cultural diversity showed moderate to high integration, whereas critical areas like indigenous knowledge and global interdependence were underrepresented. Perspectives of respondents highlighted the importance of aligning the curriculum with Sustainable Development Goals (SDGs) and fostering cultural competence, inclusivity, and global awareness through practical and activity-based learning. The study concluded that while the B.Ed. (Hons) curriculum addresses global education to some extent, there is a need for enhanced integration of global perspectives, experiential learning opportunities and updated content to prepare future educators effectively for a globalized world.

Keywords: *Teacher education, global education, curriculum*

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LIST OF ABBREVIATIONS

B.Ed.	Bachelor of Education
CPD	Continuing Professional Development
ETYA	Employment, Training, and Youth Affairs
ESD	Education for Sustainable Development
GCE	Global Citizenship Education
GC	Global Education
HEC	Higher Education Commission
MCEETYA	Ministerial Council on Education
OECD	Organisation for Economic Co- operation and Development
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations

CHAPTER 1

INTRODUCTION

The integration of global education into the teacher education curricula is increasingly recognized as a vital component in preparing educators for the complexities of a globalized world. Global education aims to equip teachers with the knowledge, skills, and attitudes necessary to foster intercultural understanding, global citizenship, human rights awareness, and sustainable development (Reimers, 2020). As educational systems align with international frameworks such as UNESCO's Sustainable Development Goals (SDGs 4.7) Global Competence Framework, it becomes crucial to assess how effectively teacher education programs incorporate these global perspectives (UNESCO, 2017). Despite growing awareness of the need for global education, many teacher training programs continue to prioritize national educational objectives, resulting in an inconsistent integration of global competencies (Santoro & Major, 2020).

1.1 Background and the Context of the Study

Global education develop students understanding of global issues and their role in a globally interconnected world .UNESCO promote the integration of cognitive and social emotional objectives in to curriculum aligning with the united nation sustainable development goals(SDGS).One specific target under SDG 4.7 goal focus on global citizenship education which aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development ,human rights ,gender equity ,global citizenship and cultural diversity (Reimers, 2020) The emphasis on global education has been supported by various educational frameworks and standards. For example, the Global Competence Framework developed by the Organisation for Economic Co-operation and Development (OECD) outlines essential competencies for educators to foster global citizenship, including critical thinking, intercultural understanding, and active engagement in global issues (OECD, 2018) .Research by Santoro and Major (2020) suggests that teacher education programs that prioritize global education provide preservice teachers with opportunities to engage in international experiences, such as study abroad programs and international teaching placements. These experiences are

shown to enhance teachers' cultural competence and their ability to incorporate global perspectives into their teaching practices.

Furthermore, emerging studies highlight the role of technology in promoting global education. Digital platforms and resources enable teachers and students to connect with peers around the world, facilitating cross-cultural exchanges and collaborative learning. As reported by Smith and Carpenter (2019), integrating technology into teacher education programs can support the development of digital literacy skills and provide access to diverse global perspectives. This Curriculum of Education (HEC 2010) offers a comprehensive guide to contemporary educational practices, theories and issues. It deals with various aspects of education encompassing both theoretical and practical applications aiming to equip educators, policy makers and students. B.Ed. (Hons) Elementary program global education involves multiculturalism and pluralism, professional competences, practical experience, critical thinking and social transformation.

1.2 Problem Statement

As the world becomes increasingly interconnected and diverse, so which demands to prepare educators to meet the needs of a globalized world. There is a lack of comprehensive evaluation regarding the incorporation of global education into teacher education curricula. While there is recognition of the need to prepare prospective teachers to promote global education, there is a gap in understanding how effectively teacher preparation programs align theory with practice to equip prospective teachers with the necessary knowledge, and skills regarding global education

1.3 Objectives of the Study

The objectives of this study were to:

1. Analyze the existing B.Ed. (Hons) Elementary Education curriculum to determine the extent to which global education is integrated.
2. Explore perspective of teacher educators regarding the integration of global education in the teacher education curriculum.
3. Explore perspective of prospective teachers regarding the integration of global education in the teacher education curriculum.

1.4 Research Questions

The research questions of this study were:

RQ1. To what extent is global education included in the current B.Ed. (Hons) Elementary Education program curriculum

RQ2. How do teacher educators view the integration of global education into the teacher education curriculum?

RQ3. How do prospective teachers view the integration of global education into the teacher education curriculum?

1.5 Significance of the Study (Implication and contribution to the knowledge)

The study provides valuable benefits for both prospective teachers and teacher educators. The findings are helpful for teacher educators in preparing teachers to address global education more effectively with prospective teachers. This enhances their understanding of global perspectives and strengthens their ability to teach in a more internationally aware context. The study also supports prospective teachers by helping them understand the key indicators of a successful global educator, which benefits their integration into the global educational environment. Studying is also beneficial for curriculum developers. The research highlights essential global education concepts that should be reflected in teacher training programs. Curriculum developers can use these findings to update and improve the content of teacher education curricula, ensuring it includes relevant global competencies and prepares future teachers for the demands of a connected world. By integrating the study's recommendations, curriculum developers can create more responsive and future-ready education programs that align with international standards and evolving educational needs.

1.6 Delimitations of the Study

The research were delimited to

1. B.Ed. (Hons) Prospective teachers and teacher educators of Islamic International University Islamabad, and National University of Modern Languages (fall 2024)
2. B.Ed. (Hons) Elementary program curriculum foundational courses

(Classroom Assessment, School Community and Teacher, Foundation of Education, Curriculum Development, Educational Psychology, Child development and General Methods of Teaching (2024).

3. 5th semester students of B. Ed (Hons) from both universities.

1.7 Operational Definitions

1.7.1 Global Education

Global education is an educational approach that empowers students to understand and engage with global issues cultural diversity, human rights, fostering critical thinking responsible citizenship and a commitment to sustainable development in an interconnected world.

1.7.2 Teacher Education

To effectively prepare future teachers to work with a variety of student demographics, teacher education is a multifaceted process that includes pre-service training, professional development, and continuing education opportunities to promote inclusive teaching methods and global education.

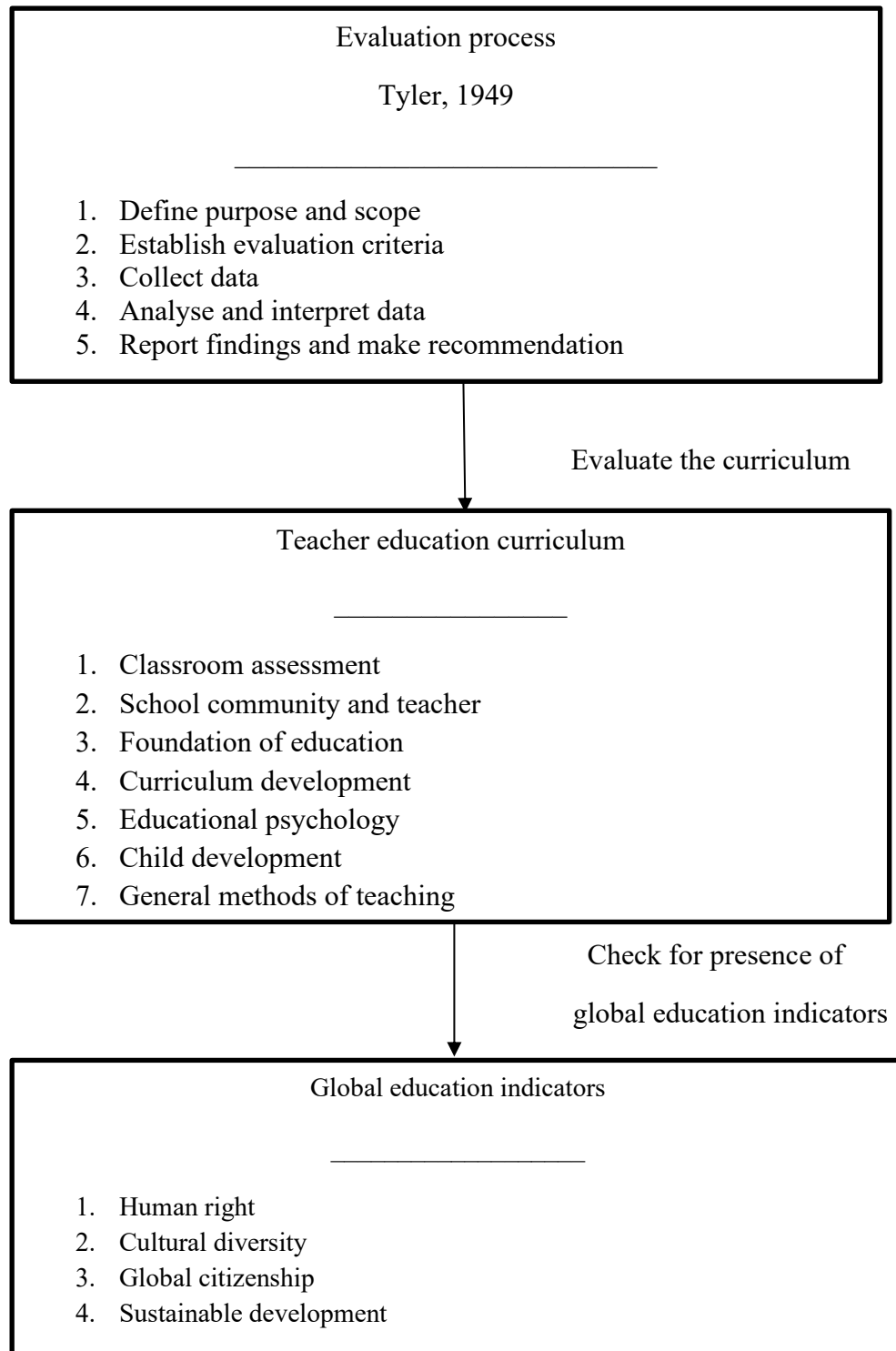
1.7.3 Curriculum

In teacher education, curriculum refers to the planned lessons and teaching methods used to prepare future teachers. It provides the knowledge and skills needed to teach global topics like human rights, cultural diversity, global citizenship, and sustainable development. This study examines how these ideas are included in B.Ed. (Hons) Elementary courses to create teachers who are inclusive and globally aware. The curriculum also follows educational guidelines like the Sustainable Development Goals (SDGs), connecting theory with practical teaching to prepare teachers for real-world challenges.

1.8 Conceptual framework

Figure 1.1

A conceptual framework developed by the researcher



CHAPTER 2

LITERATURE REVIEW

In this chapter, the emphasis of the study is on global education in the teacher education curriculum. This section tries to provide literature on global education and curriculum related to teacher education. The literature review gives emphasis on global education to understanding and addressing global issues, promoting intercultural understanding, and fostering skills to prepare individuals to be informed global citizens.

2.1 Review of Related Literature

This study focusses on incorporating global education into teacher education programs, which is an essential component of contemporary education that attempts to equip teachers to handle issues like cultural diversity, sustainability, and human rights. The goal of global education is to give educators the abilities, know-how, and dispositions needed to help their students develop international awareness and global citizenship. There are obstacles to completely incorporating global education into teacher preparation programs, despite its increasing importance. The dominance of national curricula and standardized testing, the scarcity of resources, and the absence of a consensus definition of global education are some of these difficulties. Examining how teacher education might change to successfully satisfy local and global expectations is crucial as globalization continues to impact educational policy and practice.

The objective of this section is to provide a comprehensive overview of the body of research on global education in teacher preparation, highlighting any gaps and conflicts in the field. This literature evaluation will give the research challenge a strong basis and support the need for more study by evaluating and synthesizing the work of academics and researchers in the field. The concept utilization of global education, its integration into teacher preparation programs, and the difficulties educators encounter in putting it into practice will all be covered in this part. By doing this, it will emphasize the importance of training teachers who are globally competent and investigate ways that teacher education programs might more closely correspond with frameworks such as the Sustainable Development Goals (SDGs) of the United Nations. By examining the body of information already available on curriculum creation and global education, this study will put the research focus.

Perspective and address both the areas where research has been effective and those where gaps still exist. In order to support the research objectives and the methods selected for this study, it will finish by constructing an argument for the significance of filling in these gaps. The ultimate goal is to lay the groundwork for the creation of a research design that will significantly advance the field of global education in teacher preparation.

2.1.1 Teacher Education

The concept of quality in teacher education is complex and changes depending on the cultural and national environment. As discussed by Flores (2016), generating competent teachers is largely dependent on the caliber of teacher education programs. But standards for what is considered "quality" can vary, which makes it difficult to apply uniformity in international settings. But standards for what is considered "quality" can vary, which makes it difficult to apply uniformity in international settings. For instance, a competent teacher in Europe is able to adapt to the demands of each individual student and integrate knowledge (European Commission [EC], 2013). The necessity for curricula that are flexible and sensitive to local educational demands while upholding high standards is highlighted by this variability. Globalization has had a significant effect on teacher preparation programs. More and more, teacher education programs are supposed to produce educators who can participate in global educational trends in addition to being skilled in their local contexts.

The European Commission (2007) emphasizes the significance of cultural sensitivity, language acquisition, and mobility as essential elements of teacher preparation. While there are still difficulties in striking a balance between local demands and international norms, these components are essential for developing educators who can function well in a globalized world (Czerniawski & Ulvik, 2014). In the discipline of curriculum evaluation for teacher education, recent advancements include the implementation of digital portfolios and reflective practices, which enable educators to exhibit their global competence. These resources support ongoing professional development in a worldwide setting in addition to offering proof of learning objectives. Furthermore, the use of technology and online learning environments has broadened the scope of global education by enabling teacher candidates to participate in cross-border exchanges and collaborations, which are essential for gaining a global perspective (Cushner, 2012).

2.1.2 Global Education

In order to prepare teachers to educate students for the interconnected world, Global Education (GE) is increasingly becoming a crucial component. Students need to be prepared with the information and abilities needed to engage in the global economy and support a society that is interconnected on a global scale. In this sense, global education encompasses all subject areas and goes beyond social studies, educating students about human rights, sustainability, global systems, and global citizenship. Teachers need to be well-prepared and have a thorough awareness of global issues in order to teach global education effectively. According to Reynolds, Ferguson-Patrick, and Macqueen (2012), this necessitates that teacher education programs incorporate global perspectives into their curricula. Nonetheless, there is frequently a disconnect between pre-service teachers' perceptions of the importance or comprehension of global education concepts and their incorporation into teacher education (Garii & Rule, 2009).

Students gain knowledge about important topics like climate change and their ability to affect it. For example, to improve sanitary conditions, Bill Gates focused on creating more efficient toilets for poorer countries (Brueck, 2019; D'Agostino, 2018). A different part of global education involves understanding from a range of areas, including science, social studies, and the study of human nature. It helps kids come up with ideas on how to make the entire world a better place while teaching them skills like creativity and moral reasoning. According to Davies et al. (2018), this kind of education stresses issues like diversity, fairness, and sustainability and incorporates ideas from many different traditions. One popular structure of global education is the United Nations Sustainable Development Goals, which address numerous important concerns like education, health, and environmental issues (Reimers et al., 2017). Therefore, improving each person's comprehension of the globe and its current status is the primary objective of global education. Instead of merely adding more courses to the curriculum, global education aims to make connections between what students learn in the classroom and pressing concerns in society. As per the Australian Curriculum Corporation (Curriculum Corporation, 2008), it prioritizes human rights, harmony, cultural variety, social justice, peace, and sustainability.

A wide range of subjects are covered in this type of training, such as environmental studies, global affairs, cross-cultural interaction proficiency, and the promotion of peace. For Instance, it's important to understand how scientific concepts and society are affected by

climate change (UNESCO, 2017). The course of study covers additional subjects, but it additionally needs to establish deeper chances to learn. The Asia Society, which is an OECD, describes global skills as researching global problems, understanding other points of view, speaking coherently, and taking action for sustainable development (OECD & Asia Society, 2018) In essence, global education prepares students to understand, appreciate, and engage in a better world. It's about fostering compassion, understanding, and the ability to make great changes in their lives. Global knowledge can be incorporated into the curriculum through several different approaches, including adding it to subjects that Research indicates that the content of teacher education programs in Pakistan is often heavily theoretical, with insufficient emphasis on practical teaching skills.

Khan and Iqbal (2023) conducted a study that revealed a significant gap between the theoretical knowledge imparted in teacher training institutions and the practical competencies required in real classroom settings. Many graduates find themselves unprepared to handle the complexities of modern education, as they lack hands-on experience and practical teaching strategies. To bridge this gap, Khan and Iqbal (2023) recommend a more integrated approach that combines theoretical instruction with practical experiences. This can be achieved through extended field placements, mentorship programs, and collaborative projects with schools. By fostering partnerships between teacher education institutions and local schools, aspiring teachers can gain valuable insights into the realities of teaching and learning

Assessment practices in teacher education programs are crucial for developing critical thinking and reflective skills among future educators. However, Malik et al. (2021) note that traditional assessment methods, such as rote memorization and standardized testing, dominate the evaluation landscape in Pakistan. These methods often do not encourage deep learning or critical reflection, limiting the development of essential teaching competencies. To enhance assessment practices, Malik et al. (2021) advocate for the adoption of diverse assessment strategies that include formative assessments, peer evaluations, and portfolio development. By incorporating these methods, teacher education programs can foster a more holistic approach to learning, enabling future educators to develop critical thinking, creativity, and problem-solving skills.

The teacher education curriculum in Pakistan plays a critical role in shaping the future of education within the country, particularly in the context of global educational trends and practices. As the world becomes increasingly interconnected, the need for educators to be

well-prepared to meet diverse and evolving challenges is paramount. This evaluation explores the current state of the teacher education curriculum in Pakistan, drawing insights from recent studies while addressing global educational standards, local needs, curriculum content, pedagogical approaches, assessment practices, professional development, and inclusivity. Inclusivity is a fundamental principle of global education, and preparing teachers to address the diverse needs of all students is essential. Hussain and Tariq (2023) highlight the importance of incorporating training on inclusive education practices into teacher education programs in Pakistan. They argue that future educators must be equipped with the skills to support students from diverse backgrounds, including those with disabilities and those from marginalized communities. To foster inclusivity, the teacher education curriculum should include modules on multicultural education, differentiated instruction, and strategies for creating an inclusive classroom environment. By addressing these areas, teacher education programs can help ensure that all students receive equitable educational opportunities and support, regardless of their backgrounds or abilities.

The globalization of education has led to the emergence of new standards and expectations for teacher education programs worldwide. The United Nations Sustainable Development Goals (SDGs), particularly Goal 4, emphasize the importance of inclusive and equitable quality education and promote lifelong learning opportunities for all. However, studies indicate that the alignment of Pakistan's teacher education curriculum with these global standards remains insufficient. Awan et al. (2022) argue that while there is a growing recognition of the need to adopt global best practices in teacher education, many programs fail to consider the socio-cultural. Already cover it, offering specialized courses, having students work on projects, and having them participate in extracurricular activities like study on another continent or student clubs. While some disciplines, like world history, naturally emphasize global capability. Similar to the requirements for communication and math's, a proper balance must be achieved between giving interested pupils customized opportunities and ensuring that all students acquire a core grasp of the world. Understanding the complexities of the climate, being religiously literate, and understanding other cultures should be essential instead of optional skills for thriving in the increasingly interconnected world of today. Richard Harass highlights the importance of overcoming this educational gap and calls attention to the lack of global awareness among graduates from various American universities.

Teaching strategies for global preparation involve several key elements. Teachers should, first and foremost, appreciate the diversity of cultures that their pupils represent to practice contextual learning. This means creating a welcoming and inclusive learning atmosphere in the classroom that respects This means creating a broad environment for education in the educational institution that respects diversity, encourages students to take risks, and enables them to participate in lectures. Second, having global education is essential.

Educators should emphasize the linkages between local and global events to assist students in understanding the overall context of what they are studying and its importance to the wider world surrounding them. Critical literacy is crucial to global schooling. To foster critical thinking skills and a deeper understanding of challenging themes, educators allocate literature that addresses current events from a range of perspectives on a global scale The acquisition of global skills ultimately depends on transactional encounters. This means encouraging students to engage with peers from different origins, facilitating meaningful exchanges that broaden their perspectives and cultural awareness, and engaging them in intercultural discourse (Kerckhoff, 2017). By incorporating these strategies into their courses of study, educators will better prepare their pupils to manage a world that is growing more varied and associated with. A curriculum that is extensive, thorough, and informed is a fundamental building block that aids in melding the human mind and thoughts toward future objectives (Butler et al., 2018).

As a result, developing the curriculum is among the most important humanistic activities, since individual growth and mental conditioning depend on the kind of the provided program. The process of developing a curriculum is complex and needs an integration of all information, scientific abilities, and skills for the curriculum to be successful and differentiated (Kravchenko et al., 2018). The individuals or organizations in charge of the curriculum process must effectively and constantly verify and monitor the curriculum to maintain its quality and continuity, as well as to assess its relevance at the individual and social levels. The development of education as a whole and the development of a curriculum for instance have become essential.

As a result, school curricula are divided into some distinct academic subjects that represent all types of knowledge and include many comprehensive and interdisciplinary sciences in every aspect of scientific life (Atuhurra & Alinda, 2017). Due to the rapid growth and growth of reality, the curriculum's material must be evaluated periodically to be kept

relevant and up to date. The purpose of the assessment process is to assess the curriculum and identify its strengths and weaknesses through a thorough examination of its objectives, planning, content, and instructional techniques.

According to Subedi, (2013) identifies three distinct approaches to global education: deficit, accommodation, and decolonization. The deficit approach reinforces Western hegemony by framing non-Western cultures as inferior and emphasizing the superiority of Western values. In contrast, the accommodation approach appears to incorporate global perspectives while maintaining Western norms as the standard. However, the changing approach questions power dynamics in knowledge production, advocating for anti-essentialist curricula that prioritize marginalized perspectives and challenge hierarchical structures.

The literature emphasizes the importance of educational reform in addressing the complexities of our interconnected world, including climate change, pandemics like COVID-19, and social justice movements like Black Lives Matter (Kurtz & Snowden, 2003). Traditional educational models are deemed insufficient to prepare students to navigate the global landscape, (Dede, 2010). To reshape education, key frameworks like UNESCO's Five Pillars of Learning (Delors et al., 1996) and models for promoting pluralism, diversity, and global citizenship have been proposed (Stanley, 1997; UNESCO, 2012). Despite these initiatives, there is still a disconnect between policy development and implementation in educational practice (Schleicher, 2018).

The study focuses solely on students and teachers, overlooking the perspectives of other key stakeholders such as parents, school administrators, and curriculum developers. Given the multifaceted nature of curriculum implementation, it is crucial to gather insights from a diverse group of stakeholders to provide a more comprehensive understanding (Beagan et al., 2023). Moreover, the lack of recent sources raises concerns about the relevance and timeliness of the information presented. Including more up-to-date literature will ensure that the review reflects the latest advancements in curriculum evaluation and Senior High School (SHS) education (Kilag et al., 2023) Global education is becoming more and more important, but it still confronts many obstacles.

Standardized testing and national curriculum, which frequently give precedence to local or national topics over perspectives from around the world, are two significant barriers.

For example, the United States' No Child Left Behind (NCLB) Act has come under fire for curriculum narrowing and reducing pupils' ability to interact with global issues (Shea, 2013). Time and resource restrictions also present major obstacles for teachers who want to incorporate global education into their curricula.

The absence of a common definition for global education is another difficulty since it causes disparities in how it is applied and understood in various educational situations. The lack of a comprehensive framework may lead to disparities in the delivery of global education, with certain programs emphasizing global citizenship or 21st-century skills while others concentrate more on foreign travel and exchange programs. The goal of national government education programs in Australia and other countries is to produce individuals who can participate in a global economy and compete globally.

For instance, the Melbourne Declaration's preamble emphasizes how important it is for young Australians to think about how their education will affect the world in the twenty-first century. Although social studies curricula have always included topics related to global education, there is now compelling evidence to support their inclusion in curricula across the board. Teachers need to be well-prepared, knowledgeable about Global Education (GE), and skilled in its instruction for this to take place.

At one university, a group of teacher educators incorporates global viewpoints into different teacher education curricula to increase pre-service teachers' awareness of global education. Survey research reveals that students' chosen learning paths do not necessarily line up with Global Education (GE) concepts, but understanding pre-service teachers' perspectives on the subject has given educators the guidance they need to develop more qualified GE instructors. Early results from this study's GE method indicate that it is successful, and student assessments of GE's significance have generally increased as teacher education programs have advanced. There isn't much repetition in the student reports concerning what they learnt about GE; rather, they do correspond with the teaching objectives for each course. Pupils' desire to learn more about GE was evident, as seen by their scattered responses. It seems like GE's integration with courses is working well.

Comments from students on what they wish to study in the future give us the belief that the classes they take will hopefully meet their needs and interests. Many first-year or second-year GE students make references to topics in global education that they will learn

about in later courses. Their need to feel well-prepared to teach their immediate classrooms takes precedence over understanding broader global issues, as seen by the significantly fewer references to the world view than the classroom view in what they wish to study. It gives us comfort to know that aspiring educators are conscious of and eager to incorporate such global viewpoints into their instruction. Even if we understand that a more globalized viewpoint on education would likely yield greater benefits from a national policy perspective.

The survey findings from students showed that they were becoming more aware of the importance of having global perspectives in teacher preparation and that they were interested in learning skills related to global education. It gives us the teacher educator's motivation to work even harder to improve this area of future teachers' expertise. Bano and Hina (2021) discuss the inclusion of themes such as human rights, education for sustainable development, peace, gender equality, health education, and global citizenship in pre-service teacher education curricula in Pakistan. The study highlights the importance of integrating these cross-cutting themes to prepare future educators for the challenges of the 21st century.

Preparing children for a world that is evolving quickly and becoming more interrelated is becoming increasingly important, according to research on global education and teacher education curricula. According to Reimers (2020), global education is crucial for developing skills including human rights, cultural diversity, global citizenship, and sustainable development. In this setting, evaluating teacher education curricula necessitates a thorough methodology that harmonizes teaching methods with these global challenges. Reimers (2020) emphasizes that changing the educational framework to make it more pertinent and sensitive to global concerns is just as important as adding content to already-existing curriculum in order to incorporate global education into teacher preparation.

He contends that in order to develop internationally competent students who can make valuable contributions to society, educators need to be provided with the information, abilities, and attitudes that come with teacher education. Following the adoption of the United Nations Sustainable Development Goals (SDGs) by the UN General Assembly in September 2015, UNESCO has emphasized integrating cognitive and socio-emotional objectives into curricula to align with these goals (UNESCO, 2017a). A key target under Education SDG 4 focuses on global citizenship education, aiming to achieve the following by 2030: Ensure that all learners acquire the knowledge and skills necessary to promote sustainable development. This includes education on sustainable development and lifestyles, human

rights, gender equality, fostering a culture of peace and non-violence, global citizenship, appreciation of cultural diversity, and recognizing culture's role in sustainable development (UN, 2020)

Kalsoom et al. (2021) conduct a content analysis of teacher education curricula and standards in Pakistan, focusing on the integration of Sustainable Development Goals (SDGs). The study underscores the necessity for comprehensive teacher training programs to enhance educators' knowledge about the SDGs and their interconnected nature, which is crucial for successful integration into teaching practices. These studies collectively emphasize the critical role of teacher education curricula in promoting global education, human rights, global citizenship, and sustainable development.

2.1.3 Human Rights

An essential element of global education is human rights education, which aims to provide students with the tools they need to make the world more just and equitable. Teachers must possess the knowledge and abilities to promote social justice and respect for human dignity in order for human rights to be incorporated into the teacher education curriculum (UNESCO, 2018). Human rights are now covered in many curricula, however there are still issues with completely integrating these ideas into programs for preparing teachers. The inclusion of human rights in teacher education programs highlights how crucial it is to instill in aspiring educators a respect for and commitment to advancing the rights and dignity of every person. In order to teach children about fundamental human rights and motivate them to advocate for these rights globally, educators must possess the necessary knowledge and tactics.

This method is in line with international educational standards that support fairness, equality, and respect for human dignity in all countries and cultures (UNESCO, 2015). Human rights education serves as both a basis for creating responsible global citizens and an addition to the curriculum. Osler and Starkey (2017) emphasize how important it is for teachers to promote a knowledge of human rights in the classroom. They contend that educators have a duty to confront social injustices that are pervasive in diverse classroom environments, such as racism, xenophobia, and gender discrimination. Thus, teacher preparation programs need to give aspiring teachers the tools they need to lead conversations about delicate subjects in a welcoming and secure setting. Human rights education (HRE)

can be a starting point for addressing cultural diversity and fostering a sense of global citizenship, according to Osler and Starkey (2017).

Teachers can better negotiate the challenges of multicultural classrooms and make sure that students from a variety of backgrounds feel represented and included by incorporating these ideas early in the training process. Osler and Starkey (2017) provide helpful advice for teacher educators in their concluding chapters. They emphasize how crucial it is to develop a curriculum for teacher education that includes human rights as a central theme rather than just as a stand-alone subject. This guarantees the integration of human rights into every facet of education, ranging from lesson planning to classroom administration. Additionally, the authors stress the value of Continuing Professional Development (CPD) for teachers who are already in the field, especially in light of the rapidly changing human rights landscape. The increasing urgency of global concerns such as inequality, migration, and climate change require educators to be well-versed in contemporary pedagogy and techniques.

Human rights education is essential for fostering a just and equitable society. In Pakistan, the incorporation of human rights into teacher education programs has been addressed in several studies. According to Shah and Khatri (2021), the integration of human rights education in teacher training is essential for developing educators who are aware of and can advocate for the rights of all individuals. Their study highlights that while some institutions include human rights topics in their curricula, the overall emphasis is often limited, resulting in graduates who lack the necessary knowledge and skills to promote human rights in their classrooms.

2.1.4 Cultural Diversity

According to the hybridization thesis (Holton, 2000), cultural globalization encourages the blending of various cultural aspects, creating new, hybrid identities and cultures. When local and global cultures mix, unique hybrid cultures are created (Ritzer & Dean, 2015; Rowe & Schelling, 1991). A "global *mélange*" of cultures, incorporating different cultural expressions such as food, music, and media, arises in this pluralistic global society (Axford, 2013; Benyon & Dunkerley, 2000; Pieterse, 2003). A further vital part of global education is cultural diversity, which reflects the requirement that educational institutions foster tolerance and understanding of various cultural perspectives. According to

Reimers (2020), a global education curriculum ought to address cultural diversity as well as equip educators with the skills necessary to manage the challenges of instructing in various classrooms.

Intercultural competency techniques and the promotion of an inclusive learning environment are essential components of the curriculum. These frameworks show the possible conflicts between local and global perspectives as well as how people from various nations view themselves in relation to others (Langran, 2016). Some scholars consider cultural globalization as a good force that promotes growth, understanding, and diversity (Rothkopf, 1997; Wang, 2007). Some, on the other hand, voice doubts regarding the existence of a global village, culture, or civilization and regard it as a danger to local identity (Guibernau, 2007; Guillén, 2001; Hirst & Thompson, 1996). Notwithstanding these divergent opinions, Friedman (2007) emphasizes the continued importance of culture in a globalized society, contending that culture is a crucial component in determining a nation's economic success. A fundamental component of global education is cultural variety, which emphasizes the value of appreciating and acknowledging distinctions both within and between countries. To enable educators to teach pupils about the diversity of cultures, teacher education curricula must include thorough instruction on cultural sensitivity. This entails recognizing and resolving the difficulties brought on by cultural differences as well as fostering a diverse learning environment in schools (Banks, 2004).

Diversity in culture is incorporated into teacher education to create an inclusive classroom where all students are treated with dignity and respect. Global perspectives are becoming increasingly important in policymaking, and this is directly related to the rise of GCE in teacher education and more general trends in education. Academics like Sant et al. (2018) and Goren and Yemini (2017) highlight the expanding corpus of research that examines the tenets and methods of GCE. As noted by Estellés and Fischman (2020), these conversations have influenced teacher preparation by promoting the creation of initiatives meant to promote students' global citizenship.

Preparing students to negotiate and confront the intricacies of global concerns including inequality, climate change, and human rights is the fundamental goal of GCE. Leadership in education and governmental policies have also been impacted by the increased emphasis on GCE. Byker (2016) emphasises how legislators' concerns about making sure educators are prepared to help kids thrive in a global society are becoming more and more

prevalent. While not always the case, teacher preparation programs are increasingly including objectives linked to teaching global citizenship, which is consistent with frameworks such as the Partnership for 21st Century Skills (2014) and Tarozzi and Inguaggiato's (2018) research.

Cultural diversity is a significant aspect of education in Pakistan, given its rich tapestry of ethnicities, languages, and traditions. Malik et al. (2022) conducted a study examining how teacher education curricula address cultural diversity. Their findings indicate that while there is some acknowledgment of cultural diversity, the content is often superficial, focusing mainly on theoretical aspects rather than practical applications. The authors argue for the inclusion of culturally responsive teaching practices in teacher education programs. By equipping future educators with strategies to effectively teach students from diverse backgrounds, teacher education can contribute to a more inclusive and equitable educational environment. Malik et al. (2022) emphasizes the need for professional development opportunities focused on cultural competence, enabling teachers to navigate the complexities of multicultural classrooms.

2.1.5 Global Citizenship

Students that get a Global Citizenship Education (GCE) are prepared to participate in global concerns and make contributions to sustainable development. This calls for a curriculum that transcends national borders and emphasizes global interdependence and each person's obligations as a global citizen (Reimers, 2020). Therefore, teacher training programs need to provide future teachers with the skills they need to successfully impart global citizenship, encouraging critical thinking and active engagement in global concerns. Global competency, 21st-century skills, and global citizenship education are among the words that have been added to the conceptual framework of global education since 2010. Students must acquire abilities beyond traditional academic knowledge, as the interconnection of economies, cultures, and political systems is becoming increasingly apparent. Scholars such as Zhao (2009) and Wagner (2008) have emphasized the significance of equipping students with the critical thinking, problem-solving, and cross-cultural communication skills necessary for success in a globalized workforce.

Growing curricular integration of global competency has signaled the transition from content-driven education to skill-based learning. Reimers (2009) described global competence as having the attitudes, knowledge, and abilities required to comprehend and

deal with global concerns. This idea has grown to be a pillar of reforms in education meant to prepare pupils for the challenges of the twenty-first century. Global citizenship is defined by UNESCO (2015) as “a sense of belonging to a broader community and common humanity,” highlighting the connectivity and interdependence of local, national, and international politics, economy, and culture. One of UNESCO's primary educational goals from 2014 to 2021 is Global Citizenship Education (GCE), which has been emphasized for its significance. According to UNESCO, encouraging a feeling of unanimity and shared responsibility towards humanity requires global citizenship.

It promotes GCE as a means of enabling people to behave morally locally, nationally, and internationally in order to create a more stable and peaceful world. The importance of global citizenship education (GCE) in enabling students to interact with global issues is becoming more widely acknowledged. GCE should therefore be a part of teacher education programs in order to support educators in giving their children a sense of global responsibility and connectivity. This entails teaching educators about global concerns including peace, how to resolve conflicts, and what it means to be a global citizen.

GCE in teacher education pushes students to reflect on their roles in a global community and to see beyond their local contexts (Oxfam, 2006). Anastasiadou, Moate, and Heikkinen (2024) examine how Global Citizenship Education (GCE) curriculum can be enriched by incorporating Indigenous knowledge systems. The study, based on perspectives from Ghana, argues that while GCE is often rooted in Western ideology, embracing multiple Indigenous knowledges can enhance its contextual relevance and effectiveness in promoting global citizenship.

2.1.6 Sustainability Development

Global education must incorporate sustainable development, especially in light of the Sustainable Development Goals (SDGs) set forth by the United Nations. Encouraging students to take educated action towards sustainability is the goal of education for sustainable development (ESD). In order to equip educators to teach pupils about environmental stewardship and the value of sustainable living, ESD must be incorporated into teacher education curricula (UNESCO, 2018). The Sustainable Development Goals (SDGs) of the United Nations emphasize the idea of sustainable development, which has to be a major focus of teacher education programs. Teachers’ ought to be prepared to teach sustainability, with a focus on how social, economic, and environmental challenges are intertwined.

This guarantees that students are prepared to contribute to sustainable solutions in their future occupations and communities, in addition to being aware of the difficulties presented by unsustainable practices (UNESCO, 2015). In education, sustainable development fosters an all-encompassing perspective of the world and responsible resource management for coming generations.

The United Nations Sustainable Development Goals (SDGs) especially SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" have become a focal point of global education (UN, 2020). Targets for human rights, cultural diversity, and global citizenship education are specifically included in the aim, highlighting the importance of education in attaining sustainable development. Global education frameworks are shaped by SDG 4, as Reimers (2020) explains in *Educating Students to Improve the World*. He draws attention to the fact that SDG 4.7 expressly mandates the inclusion of global citizenship and education for sustainable development (ESD) in national education policies, curricula, and teacher preparation programs.

This goal emphasizes how crucial it is to equip students to thrive academically as well as to become aware, engaged citizens who support global sustainability. While there has been progress in integrating SDG 4 into global educational frameworks, Reimers (2020) points out that there are still major obstacles in the way of these goals' actual implementation. He makes the point that although while the value of ESD and global citizenship education is widely acknowledged, many educational institutions find it difficult to completely incorporate these ideas into teacher preparation programs and instructional strategies. This disparity emphasizes the need for more thorough approaches to teacher preparation that are in line with SDG 4's lofty goals. According to Reimers (2020), a systemic change in educational processes is necessary to meet the goals of Sustainable Development Goal 4.

This entails updating curricula in addition to giving educators continual professional development opportunities, creating a welcoming institutional atmosphere, and making sure that educational policies are consistent and in line with the objectives of global sustainability. SDG 4 must be effectively incorporated into educational institutions in order to develop the next generation of global citizens prepared to take on the complex problems of the twenty-first. Khadim, Jamil, and Yaqub (2024) investigate the practices of teacher educators in integrating Education for Sustainable Development (ESD) into teacher education programs in Pakistan. The study reveals that many educators employ innovative methods such as

project-based learning, collaborative tasks, and field trips, moving beyond traditional lecture-based approaches. The authors emphasize the need for enhanced training and awareness to foster sustainable development education in Pakistan.

Global citizenship education (GCE) is increasingly recognized as a vital component of teacher education. As highlighted by Ahmed and Bukhari (2023), GCE empowers students to engage with global challenges and fosters a sense of responsibility towards creating a more just and sustainable world. Their research shows that although some teacher education programs in Pakistan have begun to incorporate elements of GCE, there is still a significant gap in effectively preparing teachers for this role. Ahmed and Bukhari (2023) recommend that teacher education curricula should integrate global issues, such as climate change, poverty, and inequality, into their programs. This can be achieved through interdisciplinary approaches, experiential learning, and collaboration with international organizations, allowing future educators to cultivate a global perspective in their classrooms.

2.1.7 Strategies for Integrating Global Education into Teacher Education Programs

Intentional approaches that go besides the sporadic incorporation of global issues are necessary to incorporate global education into teacher education programs. To encourage a more thorough and ongoing engagement with global perspectives, teacher educators have proposed integrating global education topics into all courses in teacher education programs (Reynolds et al., 2012). By doing this, pre-service teachers can cultivate critical thinking and intercultural competency while gaining a more sophisticated grasp of how global education might be implemented in various subject areas.

It seems that pre-service teachers might better engage with global education by emphasizing experiential learning and reflective activities. Opportunities for service learning, overseas postings, or joint initiatives with students from other nations may fall under this category (Merryfield, 2000). Pre-service teachers might form a personal connection to global challenges through these experiences, which may inspire them to incorporate these subjects into their future lessons. Sustainable development is a pressing global issue, and education plays a crucial role in promoting sustainability. According to Rehman and Shah (2022), the concept of sustainable development is often overlooked in teacher education programs in Pakistan. Their study reveals that while environmental education is occasionally included, comprehensive approaches to sustainability are rarely addressed. Rehman and Shah (2022) emphasize the importance of integrating sustainable development goals (SDGs) into teacher

education curricula. They suggest that teacher preparation programs should include content on environmental sustainability, social justice, and economic equity. This would equip future educators with the knowledge and skills necessary to promote sustainable practices within their classrooms and communities.

2.1.8 B. Ed. (Hons) Curriculum

Professional education demands a lifelong commitment and extensive training, as seen in fields like engineering, medicine, and law. Similarly, a new four-year B.Ed. (Hons) program is introduced, following the tradition of professional education. To elevate teaching as a preferred profession, the B.Ed. (12+4) program, initially developed in 2006, requires a revised curriculum to enhance teacher development further. Teachers must be proficient in both subject content and effective teaching strategies to ensure desired student learning outcomes. As in other professions, teachers should gain practical experience by engaging with schools and communities.

The clinical model of teacher training emphasizes exposing prospective teachers to real-world school environments, allowing them to understand classroom dynamics and diverse cultural contexts. Such practical experiences foster positive attitudes toward teaching and enhance classroom effectiveness. Practice teaching is a shared responsibility involving teacher training institutions, schools, educators, and prospective teachers. Combining short-term training with extended teaching practice enables aspiring teachers to expand their roles beyond classroom instruction. During short-term teaching practice, they can participate in supervised administrative tasks, such as maintaining school records, managing laboratories and libraries, preparing tests and assignments, handling admissions, and organizing classrooms.

Engaging in action research, courses like critical thinking and reflective practices, studying contemporary educational issues, and involving prospective teachers in fieldwork can reduce teacher isolation and promote a culture of inquiry. These efforts are expected to support multiculturalism and pluralism within the education system, fostering social transformation. The curriculum integrates content and pedagogy, combining two years of general education with two years of professional courses to prepare teachers as education professionals. It is designed for flexibility, allowing various entry points and credit transfers from a two-year degree program into the four-year B.Ed. (Hons) program. This approach ensures a comprehensive and dynamic teacher education framework. Incorporating concepts

about sustainability into educational curricula is crucial, according to Education for Sustainable Development (ESD).

Its goal is to provide students with the values, attitudes, abilities, and information they need to create a sustainable future (UNESCO, 2014). Since instructors have a big influence on how pupils perceive sustainability issues, it is imperative that ESD be incorporated into teacher education programs, especially in primary school (Darling-Hammond, 2006). Environmental, social, economic, and cultural factors are all included in the notion of sustainable development (Tilbury, 2011). Wals (2011) asserts that environmental education is just one aspect of ESD; another is training students to tackle difficult global issues. Effective ESD must be integrated into teacher education to ensure that teachers are equipped to inculcate sustainable ideals in their students, according to research by Davis and Ockwell (2013).

For ESD to be successfully implemented in teacher education programs, teacher educators' opinions are crucial. When incorporating ESD into their curricula, teacher educators frequently encounter obstacles such as a lack of funding, poor training, and inadequate institutional support, according to several research studies (Sipos et al., 2008; Laessøe, 2010). Additionally, studies by Wals and Corcoran (2012) show that although many teachers acknowledge the value of ESD, they frequently find it difficult to apply its tenets in their instruction. Reviewing current courses and creating new modules that address sustainability challenges across disciplines are necessary to integrate ESD into the B.Ed. curriculum (Huckle & Sterling, 1996). According to Gough (2002), in order for ESD to be successfully included, it must be viewed as a transformative process that affects teaching and learning approaches rather than just as an addition to the curriculum. Additionally, the Sustainable Development Goals (SDGs) of the UN offer a framework that can direct the creation of ESD curricula, guaranteeing compatibility with the goals of global sustainability (UN, 2015).

2.9 Challenges of Integrating Global Education in Teacher Education Program.

The goal of global education is to provide students with the values, information, and abilities they need to live in and contribute to a global society. Ferguson-Patrick et al. (2012) stress that teaching GE—which encompasses human rights, social justice, and sustainable development—requires teachers to be knowledgeable about and skilled in these areas. This

aligns with the learning objectives established by a number of national policies, including Australia's Melbourne Declaration, which promotes global education (MCEETYA, 2008). A group of academics at a regional Australian university used a variety of tactics, as described in the study by Ferguson-Patrick et al. (2012), to integrate GE into teacher preparation courses. Including global perspectives in course material, addressing fairness and diversity through cooperative learning, and incorporating global issues into social studies and economics classes are some examples of these tactics. Surveys measuring pre-service teachers' views on GE's significance and learning objectives were used to gauge the effectiveness of these programs.

Zhao (2010) emphasizes the need of providing educators with global competency, which includes the capacity to negotiate language and cultural variety, comprehend global systems, and teach pupils these abilities. It is no longer adequate for teacher education to concentrate solely on the requirements of the local community. Rather, in order to help students be able to live well in a globalized society, educators need to be ready to discuss global issues. The growing cultural and variety of languages in classes as a result of international immigration is another significant effect of globalization on teacher education. Because of this diversity, training in culturally responsive teaching must be a part of teacher education programs.

According to Zhao (2010), educators need to acquire the abilities necessary to collaborate well with students from different cultural backgrounds, comprehending the particular difficulties they face and drawing on their varied experiences to enhance the learning environment. The body of research emphasizes the significance of a globally focused teacher education program that equips instructors to develop students' global competency. Zhao (2010) is a proponent of curriculum realignment that incorporates international subjects, foreign languages, and global issues. With this strategy, future educators will be able to assist pupils in acquiring the information and abilities required for global citizenship.

Notwithstanding its significance, incorporating GE into programs for teacher preparation poses a number of difficulties. There isn't much room for new material in teacher education courses because they are already packed with so many topics. Furthermore, there are differences in the ways that various specialization's view and teach GE. According to Ferguson-Patrick et al. (2012), students who specialize in disciplines such as geography can view GE to be more significant and relevant than those who study mathematics or basic

education. Teaching multiculturalism and diversity to pre-service teachers is further complicated by their narrow groups, which frequently include middle-class English backgrounds. Particularly in classrooms that are becoming more diverse, this demographic similarity may make it more difficult for aspiring educators to properly connect with and impart GE concepts (Allard & Santoro, 2006).

The challenge posed by globalization to education is to prepare pupils for global citizenship as well as local and national citizenship. This change necessitates re-evaluating curricula to incorporate global viewpoints in all academic areas. Zhao (2010) claims that part of this involves incorporating international comparative studies, which are being utilized more and more to gauge educational outcomes and provide information for international policy decisions. Globalization of educational standards and practices is reflected in the increasing focus on international benchmarks, such as the Programmed for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study. Although GCE is becoming more and more prevalent in teacher education, there are many objections to the idea, mostly because of its possible elitism and biases towards the West.

According to researchers like Andreotti and DeSouza (2012) and Dill (2013), Western liberal individualism is frequently the foundation of dominant forms of GCE, which may not effectively handle the variety of cultural and political situations in which it is used. This criticism emphasizes the need for GCE methods that go beyond imposing Western values and instead are more inclusive and context sensitive. In addition, Estelle's and Fischman (2020) express apprehension regarding the idealization of GCE, cautioning that it may result in impractical assumptions about the capabilities of educators and educational institutions. They provide a warning, arguing that viewing GCE as a redeeming answer to world concerns runs the risk of putting excessive pressure on teachers in the absence of tackling the underlying injustices that give rise to these difficulties.

The authors advocate for a more sophisticated interpretation of GCE that acknowledges the limitations of education in tackling difficult global issues. Despite these initiatives, there are still a number of obstacles to overcome in order to advance global education in teacher preparation programs. The conflict between the immediate, practical problems of classroom teaching and the globalized, frequently theoretical focus of teacher education curricula is a major problem (Ferguson-Patrick et al., 2012). A lesser level of

involvement with global education themes may result from pre-service teachers' frequent preference for courses that provide tangible classroom practices (Garii & Rule, 2009).

Furthermore, teacher education programs may find it difficult to successfully integrate global education due to institutional limitations such as a packed curriculum and little time for professional development. Systemic adjustments in curriculum design and institutional priorities are required to facilitate the integration of global education at all educational levels, as noted by Goren and Yemini (2017). There are possibilities as well as problems when integrating ESD into teacher education programs. Among the difficulties are reluctance to depart from conventional teaching methods, ignorance of sustainability concerns, and the requirement that teacher educators receive professional development (Rauch & Steiner, 2013). Nonetheless, because ESD encourages students to think critically, study across disciplines, and be active citizens, it offers substantial opportunity to improve teacher education (Barth et al., 2007).

2.2 Theoretical Review

The integration of global education perspectives in teacher education curricula is supported by several theoretical frameworks that explain the techniques for teaching and the reasoning behind them. According to constructivism, which emphasizes the value of involving students in real-world learning opportunities, understanding is actively constructed by learners via meaningful experiences (Brooks & Brooks, 2018). In order to help teachers and students become a greater awareness of cultural theories of diversity in teaching emphasize the need to know and valuing the diverse cultural opinions that exist. They also advocate for the inclusion of global perspectives (Banks, 2016). The development of their capacity for critical thinking, empathy, and sense of obligation to address global concerns is strongly emphasized in frameworks for teaching global citizenship (Andreotti, 2011).

Teacher educational programs can employ these conceptual frameworks to develop a curriculum that successfully combines concepts related to global education, empowering educators to promote global awareness in instructional settings. According to Reimers (2020), the theoretical framework for assessing teacher education programs in the context of global education incorporates important global topics including sustainable development, cultural diversity, human rights, and global citizenship. It highlights how education gives teachers the information and abilities they need to help pupils develop these ideals.

Reimers (2020) contends that human rights education ought to be a part of curricula in order to guarantee that teachers foster inclusiveness, justice, and equity in the classroom. Furthermore, as classrooms become more multicultural, it is imperative that teachers receive the necessary training to deal with cultural diversity. Incorporating global citizenship education into teacher preparation programs empowers aspiring educators to foster a feeling of collective responsibility among students, assisting them in tackling global issues like environmental damage and injustice. Additionally, the framework is in line with the Sustainable Development Goals of the UN, namely SDG 4.7, which emphasizes cultural diversity, human rights, and education for sustainable development (United Nations, 2015). By utilizing psychological, cultural, and institutional viewpoints, this multifaceted approach guarantees that programs for teacher training are in line with international standards and equip educators to help students develop critical thinking, empathy, and global awareness

2.3 Empirical Review

Empirical research sheds light on the value and importance of incorporating global education themes into educator preparation programs. According to research by Vavrus (2016), for instance, pre-service educator education programs that integrate global viewpoints result in future educators being more culturally competent and having a deeper understanding of global issues. Similarly, to this, a 2017 study by Sleeter and Grant demonstrated how students may gain from diverse strategies to global education by strengthening their critical thinking skills and knowledge of various cultural backgrounds. As to Long et al. (2019), chances for practical knowledge acquisition, such as overseas teaching assignments, are essential for enhancing the global skills of educators and preparing them to integrate global perspectives into their instruction. These empirical findings demonstrate the need to incorporate a global education point of the goal of educational programs for teachers is to produce educators who can manage the complexity of our interconnected world. According to a 2018 UNESCO survey, just 19% of nations have completely included sustainable development goals and global citizenship into their teacher preparation programs, despite the fact that these concepts are already part of national policy. This disparity indicates that curricular changes are necessary to bring it into compliance with international educational norms (Reimers, 2020). It has been shown that teacher efficacy in developing students' critical thinking, cultural awareness, and problem-solving abilities has enhanced when teacher professional development programs incorporate global competencies

(OECD, 2019). This suggests that giving educators global competences improves their ability to help pupils develop comparable abilities.

2.4 Critical Summary of Literature Review

The literature review emphasizes the growing significance of global education in teacher preparation, contending that teachers need to possess the abilities, know-how, and dispositions necessary to tackle global concerns including cultural diversity, sustainability, and human rights. In order to prepare teachers to meet both local and global educational objectives, it highlights the necessity for teacher education programs to be in line with global frameworks such as UNESCO's Sustainable Development Goals (SDGs). Global education integration, however, is fraught with difficulties. The absence of a common definition of global education is one of the primary challenges, which results in inconsistent use of the concept in various situations. Furthermore, local issues are frequently given priority in national curricula and standardized testing, which restricts the inclusion of global viewpoints. This procedure is further hampered by a lack of time, resources, and teacher training programs. Innovative approaches including the utilization of digital portfolios, reflective practices, and technological global partnerships are suggested as ways to increase global education in teacher preparation despite these obstacles. Pré-service teachers gain more cultural competency, critical thinking, and problem-solving abilities when global perspectives are incorporated into their teacher education, according to empirical studies. Nonetheless, there is still an uneven integration of global capabilities into teacher education programs across the globe. Additionally, the assessment criticizes some global education paradigms, especially Global Citizenship Education (GCE), for being American and frequently ignoring other cultural and political circumstances. It is emphasized that theoretical frameworks like constructivism, cultural diversity, and global citizenship education are essential for training educators who can help their pupils develop understanding critical thinking, and global awareness. The review also emphasizes how crucial it is to incorporate sustainability into teacher preparation programs through Education for Sustainable Development (ESD), which prepares teachers to help students develop environmental responsibility and global citizenship. Although the value of global education is acknowledged, practical obstacles including overburdened curricula and limited funding make it difficult to incorporate into teacher preparation programs.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with research design, the population of the research study, sample size, sampling technique, instrument, data collection, and data analysis.

3.1 Research Design

The study was based on qualitative research design. Two qualitative methods were content analysis and thematic analysis. Content analysis was applied to evaluate the B. Ed curriculum using a structured codebook and thematic analysis was used to analyze from open ended questionnaires completed by prospective teachers and teacher educators.

3.2 Population and Sample of the study

The population of this study comprised prospective teachers and teacher educators of the Faculty of Education from International Islamic University Islamabad and University of Modern Languages Islamabad. In this research study, the population consisted of 5th semester B. Ed(Hons) 55 prospective teachers. 41 from University of Modern Languages And 14 from International Islamic University and 12 female Teacher educators who teach B.Ed. Elementary program. 8 from university of Modern Languages and 4 from International Islamic University Islamabad According to Gay (2012) 51 prospective teachers and 12 teacher educators were the sample size of the targeted population. The researcher used a universal sampling technique.

Table 3.1

Population and sample

Sr No	Universities	Prospective Teachers	Sample	Teacher Educators	Sample
1	International Islamic University Islamabad	14	14	4	4
2	National University of Modern Languages Islamabad	41	37	8	8
	Total	55	51	12	12

3.3 Instruments

The study used two open-ended questionnaires as the primary data collection instruments. These questionnaires were designed separately for prospective teachers and teacher educators. Each questionnaire included five statements focusing on four key themes: Human Rights, Cultural Diversity, Global Citizenship, and Sustainable Development. A structured codebook was also used to analyze the curriculum. This codebook categorized data by assigning predefined codes to these four themes, helping to systematically identify and measure their presence in the curriculum. Each theme was assessed across different courses using a percentage-based classification system: Very High (81-100%), High (61-80%), Substantial (41-60%), Moderate (21-40%), Minimal (1-20%), and Absent (0%). This method allowed for a consistent evaluation of how well global education concepts were integrated into the curriculum. The codebook was developed using a deductive thematic analysis approach. Predefined categories were established for Human Rights, Cultural Diversity, Global Citizenship, and Sustainable Development. Each course was analyzed for the presence of these themes, and data were coded systematically using a percentage-based classification. This structured method ensured consistency in evaluating the curriculum's content and highlighted gaps in the integration of global education concepts. The framework for the codebook was based on content analysis principles outlined by Krippner (2013). It incorporated a systematic approach to categorizing data and analyzing the extent to which global education themes were embedded within the curriculum. This method aligns with international frameworks like UNESCO's Sustainable Development Goals (SDGs 4.7) and the Global Competence Framework, ensuring comprehensive and accurate evaluation. Neuendorf, K. A. (2017). *The content analysis guidebook* (2nd ed.).

3.4 Procedure (Validity)

3.4.1 Validity of the Instrument

To validate the research instruments, expert opinions were sought from senior faculty members within the Faculty of Education. These experts evaluated the questionnaire for content validity, ensuring that the grammar, clarity of questions, and context were appropriate for the study's objectives. Based on their feedback, several

modifications were made to improve the instruments. For example, unclear wording in certain questions was revised for better understanding, the grammar in some statements was corrected, and some questions were rephrased to make them more aligned with the study's focus on global education themes. These adjustments helped ensure that the instruments effectively captured the intended information. After these revisions, the final version of the instruments was approved for data collection. This validation process ensured the reliability and accuracy of the data gathered.

3.5 Data Collection (Practicalities)

The data were collected through personal visits. The researcher gathered information from 51 prospective teachers and 12 teacher educators from the Faculty of Education at the International Islamic University Islamabad (IIUI) and the University of Modern Languages (NUML). The researcher also reviewed the teacher education curriculum. The relevant curriculum documents were collected from the Hec website. These documents were studied to understand the goals, content, and teaching methods included in the programs. This helped the researcher see how the curriculum supports what was shared by the teachers and students during the data collection process.

3.6 Data Analysis

To analyze the existing B.Ed. (Hons) curriculum, the researcher used deductive thematic analysis to analyze the curriculum. Following criteria for content analysis to ensure a systematic and quantifiable evaluation, a criteria-level framework was developed to assess the integration of key global education concepts within core foundation subjects. These concepts include Human Rights, Cultural Diversity, Global Citizenship, and Sustainable Development. The evaluation framework utilized percentage-based classification, categorizing themes into six distinct levels: Very High (81-100%), High (61-80%), Substantial (41-60%), Moderate (21-40%), Minimal (1-20%), and Absent (0%). Each theme was analyzed based on explicit references, instructional strategies, and curriculum content within the foundation courses.

Textual data extracted from course materials, syllabi, and instructional frameworks were systematically coded using predefined categories (e.g., HR1 for Human Rights, CD1 for Cultural Diversity, GC1 for Global Citizenship, and SD1 for Sustainable Development). The percentage-based classification allowed for precise

differentiation between themes that were fully embedded, partially integrated, or weakly addressed in core subjects.

For instance, concepts that were frequently mentioned and explicitly included in learning objectives were classified as Very High (VH, 81-100%). These concepts demonstrated strong integration within foundation subjects. Themes that were well-integrated but lacked interdisciplinary connections were categorized as High (H, 61-80%). Similarly, themes that were moderately represented, appearing in some core subjects but not comprehensively, were assigned a Substantial (S, 41-60%) classification. Concepts that were briefly introduced but lacked reinforcement in foundation courses were placed in the Moderate (M, 21-40%) category, indicating the need for further emphasis. Those that appeared only in theory with little to no practical application were labeled Minimal (Min, 1-20%), reflecting their limited impact on teacher education. Finally, concepts that were entirely absent from the foundation curriculum were classified as Absent (A, 0%).

For objective two analyze the perspective of prospective teachers and teacher educators regarding the integration of global education in B.Ed. curriculum, data was analyzed through thematic analysis. The researcher analyzed codebook data by assigning codes and comparing themes and summarizing key findings.

Level	Percentage	What it Mean
Very high	81-100%	The theme is clearly included in almost every part of the course.
High	61-80%	The theme is included in many parts of the course.
Substantial	41-60%	The theme is there in a good number of places, but not all the time.
Moderate	21-40%	The theme shows up sometimes, but not very often
Minimal	1-20%	The theme is mentioned only once or twice, with very little detail
Absent	0	The theme is not included at all in the course

3.7 Ethical Consideration

In this research study, research ethics were considered by the researcher. The researcher-built trust between themselves and participants before data collection and behaved in a trustworthy manner. Researchers obtained the consent of respondents while including them in the research. The researcher obtained permission from university authorities and concerned departments to collect data from respondents. Similarity index and plagiarism were checked.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with data analysis and interpretation of collected data via open ended questionnaires and content analysis. The results are presented in the forms of tables and themes. The present study aims to explore global education indicators in the B.Ed. elementary foundation subjects and explore the perspectives of prospective teachers and teacher's educators. The questionnaires analyzed through thematic analysis and content analyzed through code book.

4.1 Qualitative Data Analysis

4.1.1 Content Analysis

Definitions through which content was analyzed

1. Human Rights

Human rights education promotes equality, justice, and fairness by encouraging respect for human dignity and addressing social injustices. It emphasizes teaching students about legal frameworks, social equity, and rights-based education to empower them to advocate for fairness and justice in diverse societies.

2. Cultural Diversity

Cultural diversity in education promotes the recognition, inclusion, and respect of various cultures and perspectives. It emphasizes the inclusion of multicultural perspectives, the integration of minority voices, and the development of intercultural competence to foster inclusive learning environments.

3. Global Citizenship

Global citizenship is about fostering an understanding of global interdependence, promoting ethical decision-making, and encouraging civic engagement. It includes building skills for international cooperation, peace education, and addressing global issues with the aim of developing informed and responsible global citizens.

4. Sustainable Development

Sustainable development in education focuses on teaching environmental awareness, climate action strategies, and sustainable living practices. It highlights the interconnectedness of environmental, social, and economic issues, preparing students to act as stewards of sustainable solutions.

Objective 1. Analyze the existing B.Ed. Elementary curriculum to determine the extent to which global education is integrated.

Table 4.1

Reflection of the Indicators in Course Classroom Assessment

Category	Subcategories	Course	Point of discovery	Criteria level	%
Human right	Knowledge of equal rights	HR1	Pg.45,76	Very high	81-100
	Promoting fairness and justice	HR2	Pg. 89	High	61-80
	Encouraging critical thinking about violations	HR3		Absent	0
Cultural diversity	Respect for multiple cultures	CD1	Pg. 34,67	High	61-80
	Inclusion of minority voice	Cd2		Absent	0
	Emphasize on collaborative learning	CD3	Pg. 90	Moderate	21-40
Global citizenship	Understanding global issues	GC1	Pg. 50,78	Substantial	41-60
	Encouraging global perspectives	GC2		Absent	0
	Building cross culture skills	GC3	Pg.92	Moderate	21-60
Sustainable development	Promoting environmental awareness	SD1	Pg. 33,86	Substantial	41-60
	Addressing future-oriented skills	SD2		Absent	0
	Teaching sustainable lifestyle	SD3	Pg. 88	Moderate	21-60

Table 4.1 shows details about Human Rights, Cultural Diversity, Global Citizenship, and Sustainable Development. For Human Rights, knowledge of equal rights (HR1) is very high covered on pages 45 and 76 with 81_100%. Promoting fairness and justice (HR2) is high covered on page 89, 61-80%, while encouraging critical thinking about violations (HR3) is entirely absent with a score of 0. Under Cultural Diversity, respect for multiple cultures (CD1) is highly addressed on pages 34 and 67 with 61-80, and collaborative learning (CD2) is absent, scoring 0. The inclusion of minority voices (CD3) 21-60 moderate. In Global Citizenship, understanding global issues (GC1) is substantially addressed on pages 50 and 78 with 41-60%, but encouraging global perspectives (GC2) and promoting global interdependence and peace education are absent, both scoring 0. Regarding Sustainable Development, environmental awareness (SD1) is substantially covered on page 26 with 41-60%, while addressing future oriented (SD2) are not covered score 0. Teaching sustainable lifestyle are present in page 88 with moderate score of 21-60%

Table 4.2*Reflection of the Indicators in Foundation of Education*

Category	Subcategories	Course	Point of discovery	Criteria level	%
Human right	Legal rights equality and social justice	HR1	Pg. 94	Substantial	41-60
	Child and gender rights	HR2			
Cultural diversity	Multicultural education, inclusive learning	CD1	Pg. 28	Moderate	21-40
	Indigenous knowledge integration	CD2			
Global citizenship	Ethics, civic engagement	GC1	Pg. 86	Minimal	1-20
	Global interdependence, peace education	GC2			
Sustainable development	Environmental awareness	SD 1	Pg. 26	Minimal	1-20
	Climate change education, Eco friendly policies	SD2			

Table 4.2 shows that human rights, the subcategory of "Legal rights, equality, and social justice" (HR1) is present in the course (found on page 94) with a substantial focus, comprising 41.60% of the content. But "Child and gender rights" (HR2) are absent. In cultural diversity, "Multicultural education and inclusive learning" (CD1) is moderately covered on page 28, with 21.40%, while "Indigenous knowledge integration" (CD2) is not included. For global citizenship, "Ethics and civic engagement" (GC1) is minimally addressed on page 86, contributing only 1.20%, and Global interdependence and peace education" (GC2) is not present. In sustainable development, "Environmental awareness" (SD1) is briefly mentioned on page 26 with minimal coverage (1.20%), whereas "Climate change education and eco-friendly policies (SD2) are absent.

Table 4.3*Reflection of the Indicators in curriculum development*

Category	Subcategories	Code	Point of discovery	Criteria level	%
Human right	Legal frameworks, equality, social justice	HR1	Pg. 12,14	Moderate	21-40
	Civic responsibility, ethical issues	HR2			
Cultural diversity	Multicultural perspectives	CD1	Pg.7,11,15	High	61-80
	Inclusion of indigenous knowledge	CD2		Absent	
Global citizenship	International cooperation, peace studies	GC1	Pg. 10	Substantial	41-60
	Ethical decision making	GC2			
Development	Environmental education	SD1	Pg9	Minimal	1-20
	Economic sustainable	SD2		Absent	

Table 4.3 shows human rights, legal frameworks are present on pages 12 and 14 with a moderate emphasis (21-40%), while civic responsibility and ethical issues are absent. Within cultural diversity, multicultural perspectives are strongly represented on pages 7, 11, and 15 with a high emphasis (61-80%), but the inclusion of indigenous knowledge is completely absent. Global citizenship is partially addressed, as international cooperation and peace studies appear on page 10 with substantial emphasis (41-60%), yet ethical decision-making is not present. Sustainable development has minimal coverage, with environmental education appearing on page 9 but receiving only minimal emphasis (1-20%), and economic sustainability being absent altogether.

Table 4.4*Reflection of the Indicators in school community and teacher*

Category	Subcategories	codes	Point of discovery	Criteria level	%
Human right	Explicit references to the child's rights, educational goal Promoting respect for human rights and protection for harm	HR1	Pg.6,23	High	61-80
Cultural Diversity	Emphasis on inclusion of cultural diversity in education, rights of minority, children and inclusive school patterns	CD1	Pg. 45, 48	Very high	81-100
Global citizenship	Discussion on the inclusive education as form of citizenship, promoting social inclusion and respect for community diversity	GC1	Pg. 36,52	Substantial	41_60
Sustainable development	References to developing sustainable school communities and integrating democratic leadership in school	SD1	Pg. 59	Moderate	21-40

Table 4.4 shows Human Rights references to child rights and educational goals are present on pages 6 and 23, with a high level of emphasis (61–80%). The document promotes respect for human rights and protection from harm. Cultural Diversity emphasis (81–100%) on including cultural diversity in education, addressing the rights of minorities, children, and fostering inclusive school patterns. These aspects are highlighted on pages 45 and 48. Global Citizenship Discussion on inclusive education as a form of citizenship is present on pages 36 and 52. This aspect promotes social inclusion and respect for community diversity with substantial emphasis (41–60%). Sustainable Development References to developing sustainable school communities and integrating democratic leadership are found on page 59, with moderate emphasis (21–40%).

Table 4.5*Reflection of the Indicators in foundations of education*

Category	Subcategories	codes	Point of discovery	Criteria level	%
Human right	Explicit mention of rights, equality and justices	HR1	Pg.45,67,87	High	61-80
Cultural diversity	Representations of diverse cultures and perspectives	CD1	Pg. 34 78	Substantial	41 -60
Global citizenship	Awareness of global issues, responsibility	GC1		Absent	
Sustainable development	Integrations of SDGS and sustainability concepts	SD1	Pg.56,102, 150	Very high	81-100

Table 4.5 shows human rights, equality, and justice on pages 45, 67, and 87, achieving a high level of emphasis (61–80%). This indicates a strong commitment to highlighting these fundamental principles. Representations of diverse cultures and perspectives are addressed on pages 34 and 78. The focus on cultural diversity is substantial, with an emphasis level of 41–60%. Awareness of global issues and responsibilities is absent from the document, indicating no coverage of this theme. The integration of sustainable development concepts is present and highly emphasized (81–100%), as reflected on pages 56 and 102.

Table 4.6*Reflection of the Indicators in Educational Psychology*

Categories	Subcategories	Codes	Point of discovery	Criteria level	%
Human right	Legal framework, social justice, equity	HR1	Pg.49	High	61-80
	Right based education	HR2		Absent	
Cultural diversity	Multicultural education, inclusion policies	CD1	Pg.109	Moderate	21-40
	Indigenous perspective	CD2		Absent	
Global citizenship	Global awareness, civic engagement	GC1	Pg .123	Minimal	1-20
	International cooperation. global ethics	GC2		Absent	
Sustainable development	Environmental education, SDGS	SD1	Pg.19	Very high	81-100
	Climate actions strategies	SD2	Pg,112	High	61-80

Table 4.6 shows the subcategories of Human Rights include Legal framework, social justice, equity (HR1) and Right-based education (HR2). HR1 is present, discovered on page 49, with a high criterion level (61–80%), whereas HR2 is absent. Multicultural education, inclusion policies (CD1) and Indigenous perspective (CD2). CD1 is present (page 109), with a moderate criterion level (21–40%), while CD2 is absent. The subcategories are Global awareness, civic engagement (GC1) and international cooperation, global ethics (GC2). GC1 is present (page 123), with minimal inclusion (1–20%), while GC2 is absent. The themes related to Sustainable Development Environmental education, SDGs (SD1) and Climate actions strategies (SD2). SD1 is present (page 19) with a very high criterion level (81–100%), and SD2 is also present (page 112), with a high criterion level (61–80%).

Table 4.7*Reflection of the Indicators in methods of teaching*

Categories	Subcategories	Codes	Point of discovery	Criteria level	%
Human right	Rights and responsibilities	HR1	Pg .60	High	61-80
	Equity and justice	HR2	Pg .60	Substantial	41 -60
Cultural diversity	Multicultural awareness	CD1	Pg .40	Moderate	21-40
	Inclusion strategies	CD2		Absent	
Global citizenship	Civic engagement	GC1	Pg. 64	Substantial	41-60
	Global perspective	GC2		Absent	
Sustainable development	Environmental awareness	SD1	Pg .12	High	61-80
	Economic and social impact	SD2		Absent	

Table 4.7 shows key themes such as Human Rights, Cultural Diversity, Global Citizenship, and Sustainable Development in the material. Each category is broken into subcategories, with the presence or absence of specific concepts identified, along with their discovery point in the material, criteria level, and associated percentages. For Human Rights, Rights and Responsibilities are present and highlighted on page 60 with a high-level inclusion (61–80%). As same, equity and Justice are present on the same

page but have a substantial inclusion level (41–60%). Cultural Diversity, multicultural Awareness" is present on page 40 with moderate inclusion (21–40%), while Inclusion Strategies are absent. In the category of Global Citizenship, civic engagement is present on page 64 with substantial inclusion (41–60%), global perspective is absent. Sustainable Development and Environmental Awareness is included with high-level importance (61–80%) on page 12, but economic and Social Impact is absent. This analysis reflects varying levels of representation and emphasis on different global and social themes within the material.

4.1.2 Thematic Analysis of Teacher Educators

Objective 2. Explore the perspectives of teacher's educators regarding the integration of global education in the teacher education curriculum.

4.1.2.1 Perspectives of Teacher educators

Themes

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1. Integration of global education in curriculum
 2. Importance of global education in pre-service teacher training
 3. Addressing human rights and cultural diversity in education
 4. Role of curriculum in promoting global citizenship and sustainable development
 5. Subject areas cover global educations indicators
-

Theme 1. Integration of Global education in curriculum

Some teachers believe that global education content should be updated continuously to stay relevant and incorporate new technologies. The curriculum should include a comparative study of subjects taught in different countries. This helps future teachers understand global educational systems and apply these insights locally. They also emphasize the importance of research to address global challenges effectively.

Some teachers highlight the need to strengthen cultural identity in learners. They feel cultural competence is essential for creating inclusive learning environments and should be a key focus. The curriculum should include a comparative study of subjects taught in different countries. This helps future teachers understand global educational systems and apply these insights locally. Few teachers advocate aligning the curriculum with Sustainable Development Goals (SDGs) through practical, activity-based learning. They feel this approach helps students connect theory with real-world challenges and global objectives.

Theme 2. Importance of global education in pre-service teaching

Some teacher educators believe that including global education in pre-service teacher training programs is essential because it helps future teachers understand the importance of promoting peace and improving the quality of education. They argue that global education equips teachers with the knowledge and skills needed to foster a culture of peace in classrooms, enabling students to develop empathy and

tolerance toward others. Few teacher educators emphasize that global education prepares future teachers for the challenges of a globalized world. They say it helps prospective teachers learn to appreciate diversity and become more inclusive. These teachers believe that by adopting global perspectives, educators can encourage students to think critically and solve problems in ways that promote social responsibility and global citizenship. Many teacher educators agree that incorporating global education into the curriculum will improve learning. They explain that as teachers embrace these values, they will pass them on to their students, helping them develop a better understanding of the world. This, in turn, will contribute to a more inclusive and interconnected society.

Some educators also highlight the practical benefits of global education, such as improving critical thinking and problem-solving skills. They argue that it is necessary to include global education in teacher training programs to help future educators cope with the rapidly changing world and prepare their students to thrive in it.

Theme 3. Addressing human rights and cultural diversity in education

Some teacher educators think that curriculum includes human rights and cultural diversity, but it needs to improve. They feel that while diversity is taught at different levels, more focus is needed on explaining basic human rights and having discussions about them. They suggest working with educators, experts, and the community to make these topics stronger. They also mention that cultural diversity is included in inclusive education because our society has many cultures and languages, making it important to teach these topics. Some believe that activities like service learning and community projects help students understand human rights and diversity better. These hands-on experiences give future teachers practical knowledge they can use in the classroom. Many agree that while the curriculum covers these ideas, there is a need to explain them more clearly. They think this will help future teachers promote inclusiveness and understanding among their students.

Theme 4. Role of curriculum in promoting global citizenship and sustainable development

Some teachers believe that cultural exchange programs are important because they help both teachers and students learn about different cultures. This makes students more aware of the world around them and prepares them to be active global citizens. Teacher educators think community engagement is key, saying that hands-on activities, along with classroom lessons, teach students the importance of working together to solve problems in society and the environment.

Some teachers also think critical thinking is very important. They believe it helps teachers handle difficult or controversial topics and teaches students to think carefully about global issues. Some teachers also mention that including the Sustainable Development Goals (SDGs) in lessons is helpful. They think it helps future teachers teach students about sustainability and why it's important for the planet.

Few teachers say that subjects like social studies, science, and life skills are essential for teaching global citizenship and sustainable development. They believe these subjects help students become responsible citizens who can make a positive difference in the world.

Theme.5 Subject areas covering global and cultural themes

Some teachers believe that topics like human rights, cultural diversity, global citizenship, and sustainable development are taught in different foundational subjects. While few say that subjects like social studies, arts and literature teach cultural diversity through stories and history. Global citizenship is often linked to inclusive education, where everyone is included in learning, and sustainable development. Some teachers also discuss these ideas are teach B. ED different subjects where they explore how these topics can promote equality and to be responsible, informed members of society.

4.1.2.2 Thematical analysis of prospective teachers

Objective 3. Explore the perspectives of prospective teachers regarding the integration of global education in the teacher education curriculum.

Themes

1. Understanding Global Education and Its Implementation in the B.Ed. (Hons) Program.
 2. Effectiveness of the B.Ed. (Hons) Curriculum in Addressing Key Global Education Components.
 3. Desired Topics for Enhanced Focus in Global Education within the B.Ed. (Hons) Curriculum.
 4. Practical Opportunities for Prospective Teachers to Apply Global Education Concepts.
 5. Personal Strategies for Teaching Global Education as a Future educator.
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Some prospective teachers believe that global education plays a key role in fostering quality education by allowing students to engage in complex global issues such as history, geography, and the current events facing different parts of the world. They argue that this approach helps learners understand how various societies are interconnected and how local actions can have global consequences. For these teachers, global education is more than just learning about different cultures; it's about gaining a deeper understanding of global challenges that impact people everywhere, such as climate change, economic disparities, and conflict. On the other hand, some prospective teachers feel that global education is primarily about teaching students to recognize and appreciate the diverse cultures and traditions around the world. They see it as an opportunity for students to explore the history and geography of different countries and to understand the unique experiences of people in various parts of the world.

These teachers believe that when students are exposed to this broad range of perspectives, they develop a sense of empathy and respect for others, which is essential in today's increasingly interconnected world. Few prospective teachers emphasize the importance of teaching students critical thinking skills through global education. These teachers argue that by learning about complex global issues, students are encouraged to

think critically about how the world works and how they can contribute to positive change. They believe that global education helps students develop the ability to analyze problems, consider multiple viewpoints, and make informed decisions. In this view, global education is not just about knowledge, but about preparing students to be active, thoughtful citizens who can engage with the world's problems. Many prospective teachers point to the SDGS as a central part of global education.

They believe that SDGs provide a framework for teaching students about the global world being made to address issues like poverty, inequality, and environmental degradation. These teachers feel that by incorporating SDGs into the curriculum, students can better understand how various countries and organizations are working together to create a more sustainable and equitable world.

Theme 2. Effectiveness of the B.Ed. (Hons) Curriculum in Addressing Key Global Education Components

Some prospective teachers believe that the B.Ed. Elementary 4-year curriculum addresses global education comprehensively in theory. Topics like human rights, cultural diversity, global citizenship, and sustainable development are included, providing a foundational understanding. But they note that practical implementation is often lacking. While the coursework introduces these concepts, there are few opportunities for experiential learning, cross-cultural exchanges, or real-world problem-solving.

Many prospective teachers agree that human rights and cultural diversity are effectively addressed within the curriculum. These topics are embedded in multiple courses and provide tools for inclusive and empathetic teaching. They also point out that sustainable development and global citizenship receive less attention. Most of these topics are touched upon briefly or confined to specific courses, rather than being integrated across the curriculum.

Some prospective teachers feel that sustainable development and global citizenship are primarily emphasized at higher education levels rather than in elementary education. They believe that these concepts are addressed only in one or two courses, with limited focus on their practical application. They suggest that the inclusion of interactive approaches, such as case studies, collaborative projects, and hands-on activities, could make these topics more impactful and relevant. A few

prospective teachers think that how well the curriculum addresses global education depends a lot on the institution and the teachers. Some programs offer a good mix of theory and real-world activities, but others focus too much on theory, leaving little room for practical learning. They suggest updating the curriculum regularly and adding more hands-on learning experiences to better prepare future teachers to handle global challenges.

Theme 3. Desired Topics for Enhanced Focus in Global Education within the B.Ed. (Hons) Curriculum

Some respondents emphasized the importance of sustainability and climate change education, saying it should be a core part of the curriculum to teach future teachers how to address environmental conservation and promote sustainable practices in the classroom. Many suggested that topics like global citizenship and social justice should receive more attention, focusing on ways to foster empathy, responsibility, and activism among students while addressing issues of equity and inclusion.

A few respondents highlighted the need to include rights and experiences to provide a more diverse and inclusive perspective in the curriculum. Some prospective teachers mentioned the importance of integrating digital literacy into the program, preparing students and teachers for effective global communication and collaboration. Many also emphasized peace education and conflict resolution as essential topics for creating harmony in multicultural and diverse learning environments.

A few respondents suggested that global health and education topics, such as addressing healthcare disparities and improving access to education worldwide, could enrich the curriculum. Few respondents felt the curriculum needed more theoretical grounding in these global themes, many believed that practical teaching strategies, like project-based learning, service-learning, and case studies, would make these concepts more applicable and impactful in real classrooms.

Theme.4 Practical Opportunities for Prospective Teachers to Apply Global Education Concepts

Some respondents highlighted that the B.Ed. Elementary curriculum provides opportunities for prospective teachers to apply global education concepts through practicums and internships. These hands-on experiences allow teachers to implement lesson plans on themes like cultural diversity, sustainability, and human

rights in real classrooms, bridging theory with practice. Many mentioned that such experiences help build confidence and develop innovative teaching strategies to address global issues effectively. A few participants emphasized that group projects, action research, and collaborative teaching projects further enable prospective teachers to engage with global education concepts. These activities encourage them to design and implement lessons that promote cultural awareness and environmental responsibility. Some noted that the use of technology tools, like multimedia platforms and online resources, enhances these opportunities by providing modern methods for teaching global themes.

Many respondents suggested that the curriculum should provide earlier planning and more structured approaches to integrating these concepts into teaching. They believe students need to engage with global issues and the broader world to stay motivated and develop a sense of global citizenship. While some appreciated the existing opportunities for practical application, others emphasized the need for additional experiential learning activities to strengthen the connection between theory and real-world challenges.

Theme 5. Personal Strategies for Teaching Global Education as Future educators

Some prospective teachers emphasize designing lessons that include real-world issues, such as climate change, human rights, and cultural diversity, to make global education relatable and impactful. Many suggest incorporating interactive activities like discussions, storytelling, and project-based learning to engage students actively. They believe that these approaches foster critical thinking, empathy, and a sense of responsibility toward global challenges. A few prospective teachers highlight the importance of using diverse teaching materials and promoting cross-cultural discussions to address the needs of a diverse classroom environment. They also plan to include collaborative projects that encourage students from different backgrounds to work together, helping them appreciate cultural diversity and global perspectives. Some participants mention they teach about global education, through diverse ways by using different topics by using multimedia tools and virtual exchanges, to connect students with global perspectives. They stress that enabling learners to understand world issues through a blend of knowledge, skills, values, and attitudes is essential

4.3 Summary of the Chapter

Chapter four focuses on the analysis and interpretation of data gathered from questionnaires and curriculum evaluation to assess the integration of global education themes in the B.Ed. Elementary program. It examines areas such as human rights, cultural diversity, global citizenship, and sustainable development. The result showed that while some aspects, like cultural diversity and environmental awareness, are moderately addressed, others, such as promoting global perspectives, are insufficiently incorporated. Teacher educators emphasize the need to update the curriculum to align with global trends and Sustainable Development Goals (SDGs) through practical, inclusive, and research-based approaches. They stress the importance of global education in fostering critical thinking, problem-solving skills, and cultural awareness in pre-service teacher training. Recommendations include incorporating more hands-on activities, strengthening the focus on human rights, and promoting global citizenship to better equip educators for the challenges of a globalized world.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter summarizes to evaluate the integration of global education within the B.Ed. (Hons.) Elementary curriculum and to examine the perspectives of both teacher educators and prospective teachers regarding this integration. The purpose was to determine to what extent global education concepts such as human rights, cultural diversity, global citizenship, and sustainable development are present in the foundational courses of the B.Ed. (Hons.) program. The research followed a qualitative approach using two separate open-ended questionnaires: one for prospective teachers and the other for teacher educators. These tools were designed to gather group-specific responses and explore insights in depth. The study was delimited to foundational subjects including Classroom Assessment, School Community and Teacher, Foundations of Education, Curriculum Development, Educational Psychology, Child Development, and General Methods of Teaching. A total of 55 prospective teachers and 12 teacher educators from two universities International Islamic University Islamabad and National University of Modern Languages were selected using a universal sampling technique to ensure proper representation. The tools used for data collection were validated through expert opinion to maintain content clarity, relevance, and appropriateness. For curriculum analysis, a structured codebook was developed, which categorized the content based on key indicators of global education. This allowed the researcher to systematically assess the presence and depth of global themes across the selected courses. Thematic analysis was used to interpret the qualitative responses from participants. This summary highlights the structured process followed in analyzing both curriculum content and participant perspectives to assess the current status of global education in teacher education programs.

5.2 Findings

The following findings were drawn from the analysis and interpretation of data:

1. The curriculum reflects human rights at a very high level (81–100%) in terms of equal rights and at a high level (61–80%) for promoting fairness and justice, but critical thinking about violations is absent. Cultural diversity is addressed highly (61–80%) through respect for cultures, moderately (21–40%) in collaborative learning, while inclusion of minority voices is absent. Global citizenship appears at a substantial level (41–60%) for understanding global issues and moderately (21–60%) for cross-cultural skills but lacks global perspective. Sustainable development is substantially integrated (41–60%) for environmental awareness, moderately (21–60%) for sustainable lifestyles, but future-oriented skills are completely absent.
2. It was found that Human Rights Legal rights, equality, and social justice: 41–60% (Substantial) while Child and gender rights 0% (Absent). Cultural Diversity Multicultural education, inclusive learning 21–40% (Moderate), while indigenous knowledge integration 0% (Absent). Global Citizenship Ethics, civic engagement 1–20% (Minimal), while global interdependence, peace education 0% (Absent). Sustainable Development Environmental awareness 1–20% (Minimal), while climate change education, eco-friendly policies 0% (Absent).
3. It was found that Human Rights Legal frameworks, equality, social justice 21–40% (Moderate) while Civic responsibility ethical issues 0% (Absent) Cultural Diversity Multicultural perspectives 61–80% (High) while inclusion of indigenous knowledge 0% (Absent). Global Citizenship International cooperation, peace studies: 41–60% (Substantial), while ethical decision-making 0% (Absent). Sustainable Development Environmental education: 1–20% (Minimal) while economic sustainability 0% (Absent).
4. It was found that Human Rights Explicit references to child rights, promoting respect for human rights 61–80% (High). Cultural Diversity: Emphasis on cultural diversity, minority rights, inclusive school patterns 81–100% (Very High). Global Citizenship Inclusive education as a form of citizenship, promoting social inclusion and respect for diversity 41–60% (Substantial).

Sustainable Development Developing sustainable school communities, integrating democratic leadership: 21–40% (Moderate).

5. It was found that Human Rights Explicit mention of rights, equality, and justice: 61–80% (High). Cultural Diversity, Representations of diverse cultures and perspectives: 41–60% (Substantial) while global citizenship Awareness of global issues, responsibility 0% (Absent). Sustainable Development Integration of SDGs and sustainability concepts 81–100% (Very High).
6. It was found that Human Rights: Legal framework, social justice, equity: 61–80% (High) while Rights-based education: 0% (Absent). Cultural Diversity Multicultural education, inclusion policies: 21–40% (Moderate) while indigenous perspectives: 0% (Absent). Global Citizenship, Global awareness, civic engagement 1–20% (Minimal), while international cooperation, global ethics 0% (Absent). Sustainable Development, Environmental education, SDGs 81–100% (Very High), while climate action strategies: 61–80% (High).
7. It was found that human rights and sustainable development have strong representation (61–80%) in teaching methods, particularly in rights education and environmental awareness. Cultural diversity and global citizenship are moderately integrated, while inclusion strategies and global perspectives (0%).
8. . Teacher educators said the curriculum should match the Sustainable Development Goals (SDGs) and include topics like global education clearly.
9. They suggested adding examples from other countries' education systems to help students understand global ideas better.
10. Teachers believed that real-life activities like community work, service projects, and cultural exchange can help students learn global values.
11. They noticed that global topics are mentioned but not used in practical ways, and they recommended improving this part of the curriculum.
12. They also said it's important to teach about human rights, respect for all cultures, and global citizenship using different subjects.
13. Prospective teachers agreed that global education is important but felt it is not fully included in their lessons or course content.
14. They liked learning through videos, group discussions, and stories from real life instead of just reading or lectures.
15. They wanted more projects and classroom activities that helped them think deeply and understand global problems.

16. They said digital skills and peace education should be a stronger part of their training.
17. They also wanted more chances to go into classrooms (practicum) so they could apply what they learn in real situations.

5.3 Discussion

The discussion of this study aligns with several existing works in the field of global education and teacher training. Sustainable Development Goals (SDGs), particularly SDG 4.7, highlight the importance of integrating global citizenship and education for sustainable development into teacher training programs. This directly supports the study's focus on equipping educators with the knowledge and skills to promote cultural diversity, human rights, and sustainability. Similarly, the Global Competence Framework emphasizes critical thinking, intercultural understanding, and active engagement, which are also reflected in the curriculum evaluation of the B.Ed. program.

Empirical research by Santoro and Major (2020) further underscores the role of teacher education programs in enhancing cultural competence through international experiences and multicultural practices. This is consistent with the study's findings, which reveal the need for stronger cultural identity and inclusivity in the curriculum. Additionally, Smith and Carpenter's (2019) work on integrating technology to facilitate cross-cultural exchanges aligns with the study's recommendation for updating curricula to incorporate digital tools for global perspectives.

Moreover, Reimers (2020) advocates for aligning teacher education with global frameworks, suggesting that practical, activity-based learning can connect theoretical concepts to real-world challenges. This supports the study's call for aligning curricula with SDGs and incorporating experiential learning approaches. Collectively, these studies reinforce the significance of integrating global education into teacher training to prepare educators for a rapidly evolving, interconnected world. By addressing these gaps, the current study contributes valuable insights into strengthening teacher education for global citizenship and sustainability.

The findings of this study reveal that while global education concepts are present in the B.Ed. curriculum, their representation is inconsistent and lacks a holistic

approach. This aligns with the observations of the Global Competence Framework developed by the Organisation for Economic Co-operation and Development (OECD), which emphasizes preparing educators to foster critical thinking, intercultural understanding, and active engagement with global challenges. The limited integration of themes such as indigenous knowledge and global interdependence highlighted by this study echoes OECD's concerns regarding the insufficient development of global competencies in many educational systems. The framework stresses the need for education systems to equip learners with the ability to analyze and reflect on global issues and suggests interdisciplinary approaches that can be adopted in teacher training programs to achieve these goals.

One significant finding of this study was the moderate emphasis placed on cultural diversity within the B.Ed. (Hons) curriculum. This aligns with Vavrus (2016), who underscored the importance of embedding global perspectives into teacher education programs to develop the cultural competence of future educators. Vavrus asserted that by exposing pre-service teachers to diverse cultural experiences and knowledge systems, educators can better foster inclusive learning environments. However, the study found that certain critical aspects of cultural diversity, such as indigenous knowledge systems and the inclusion of marginalized voices, were notably absent from the curriculum. Teacher educators in the study emphasized the need for comparative studies of international education systems to enrich cultural understanding. These findings reinforce Vavrus' argument that cultural competence cannot be developed through a fragmented approach but requires a comprehensive curriculum that integrates multicultural and global perspectives.

Reimers (2020) argued that aligning education with the Sustainable Development Goals (SDGs) prepares students for sustainable living and responsible citizenship. The present study found moderate to substantial integration of sustainability concepts in certain foundation subjects of the B.Ed. program. However, interdisciplinary connections between sustainability themes were lacking. Teacher educators suggested incorporating practical, activity-based learning to help students connect theoretical concepts with real-world sustainability challenges. This recommendation is in line with Reimers' assertion that experiential learning approaches

are essential to prepare future educators to address global issues such as climate change, social justice, and resource management.

Human rights education was found to be moderately integrated within the B.Ed. curriculum, with emphasis on legal frameworks and promoting respect for human dignity. However, the curriculum lacked elements that encourage critical thinking about human rights violations and advocacy for social justice. This aligns with Osler and Starkey (2017), who emphasized the importance of moving beyond mere theoretical discussions of human rights to actively engaging learners in rights-based education. They argued that teachers need to be equipped with the skills and knowledge to foster a classroom environment that encourages social justice and challenges discrimination. The absence of critical thinking components in the curriculum, as revealed by this study, underscores Osler and Starkey's assertion that comprehensive human rights education is essential for empowering students to advocate for fairness and justice in society.

This study found that teacher educators advocated for incorporating practical and experiential learning approaches in teacher education to enhance the integration of global education themes. Merryfield (2000) highlighted the role of experiential learning in fostering global perspectives among educators. She argued that opportunities for service learning, collaborative projects, and international teaching placements are essential for developing cultural awareness and empathy. The study's findings support this claim, as teacher educators emphasized the need for real-world learning experiences that connect theoretical knowledge to practical global issues. This recommendation reflects a growing consensus in the literature on the importance of experiential learning in teacher preparation programs.

Kalsoom, Qureshi, and Khanam (2021) conducted for (B.Ed., M.Ed.) content analysis of teacher education curricula in Pakistan and highlighted the importance of integrating SDGs and global citizenship education. They found that many curricula lacked a comprehensive approach to global education themes. Similarly, this study revealed that while certain global education indicators were present, critical areas such as interdisciplinary sustainability concepts and civic engagement were weakly addressed. The absence of robust training modules on global education echoes Kalsoom et al.'s findings and highlights the need for systemic curriculum reforms. Teacher

educators in this study suggested increased professional development opportunities and resource allocation to support the integration of global education themes effectively.

5.4 Conclusions

After analyzing the findings of the study, the following conclusions were drawn.

1. The B.Ed. curriculum includes some topics related to human rights, cultural diversity, global citizenship, and sustainable development, but their coverage is not equal. Some areas are well discussed, while others are missing or need more focus.
2. Human rights and cultural diversity are present in mostly subjects, but some important topics like gender equality, child rights, and peace education are either missing or weakly discussed. These areas may be given more importance in the curriculum.
3. Global citizenship is the least covered area. Important ideas like global responsibility, ethical thinking, and worldwide cooperation are not clearly included. These should be added to help future teachers understand global roles and responsibilities.
4. on sustainable development, such as environmental awareness, are found in some subjects. But economic and social sustainability, and future planning skills are not well covered. These need to be added to prepare teachers for current and future challenges.
5. Both teacher educators and prospective teachers believe that global education is very important. They suggested using real-life examples, projects, and community activities to make these topics more practical and meaningful.
6. Overall, the curriculum partially supports global education and SDG 4.7 but needs to be improved by adding more global topics and using better teaching methods to prepare future teachers for a changing world.

5.5 Recommendations

According to the findings and conclusion, the following recommendations were formulated

1. The curriculum may include discussions about human rights abuses and advocacy strategies. This can be done by adding case studies to courses like Educational

Psychology and Foundations of Education. Workshops can also be organized to help future teachers learn how to address these topics in their classrooms, promoting social justice and fairness.

2. To better address the perspectives of minority groups and indigenous cultures, structured modules should be added to the curriculum. These can be integrated into existing courses, such as Curriculum Development and General Methods of Teaching. If this integration is not feasible, separate courses on multicultural education and indigenous studies could be created. This will help future teachers understand and teach diverse perspectives in their classrooms.
3. While the curriculum promotes human rights and cultural diversity, it does not adequately emphasize global citizenship. Incorporating civic responsibility, ethical decision-making, and economic sustainability would better prepare educators to teach about global interdependence and responsible citizenship.
4. Since the curriculum needs updates to align with SDG 4.7, integrating experiential learning, such as community-based projects and real-world applications, may enhance student engagement and knowledge retention
5. Given that teacher educators and prospective teachers recognize the importance of global education, providing workshops and training on intercultural competence can help them navigate diverse classroom environments effectively
6. The study found that sustainable development concepts, particularly future-oriented skills, were not well-integrated into the curriculum. Strengthening these aspects through sustainability leadership programs, climate action projects, and eco-friendly initiatives would prepare educators to promote sustainable practices.
7. The curriculum effectively covers legal frameworks but lacks deeper discussions on advocacy and implementation. Strengthening legal and policy perspectives on human rights, along with fostering international cooperation, could improve its global relevance
8. The study identified the use of technology as an enabler for global perspectives. Expanding the curriculum to include digital tools, virtual exchanges, and multimedia resources can enhance global education delivery

5.6 Recommendations for Future Studies

1. This study was delimited to the integration of global education in selected teacher training institutions. Future researchers may work on examining its implementation in other degree programs.
2. This study was delimited to analyzing the inclusion of global education in foundational courses. Future studies can be conducted covering all courses, including subject-specific content courses.
3. This study was delimited to exploring prospective teachers' perspectives on global education. Future researchers may work on investigating the views of school administrators and policymakers.
4. This study was delimited to qualitative analysis. Future studies can be conducted using mixed method approaches to gain a more comprehensive understanding of global education integration.
5. This study was delimited to the use of digital tools in teacher education. Future researchers may work on evaluating the impact of artificial intelligence and emerging technologies in promoting global competencies.
6. This study was delimited to examining the alignment of global education with Sustainable Development Goals (SDGs). Future studies can explore additional factors of global education.

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APPENDICES

Appendix 01

Questionnaire for Teacher Educators

Dear Respondent, I am a student of MS Teacher Education at International Islamic University. I am conducting research entitled “Evaluation of the Teacher Education Curriculum in context of Global Education” Global education is the teaching and learning of worldwide issues, cultures, and perspectives to help students understand and engage with the interconnected world. It will analyze the perspective of teacher educators and prospective teachers regarding integration of global education in B.Ed. elementary curriculum. It is being assured that the information will be used for academic purposes only and will be kept confidential. Your response will be highly appreciated. It will take a few minutes of your time. Thank you for your assistance in collecting data

Demographic Information:

Institute: _____

1. How well do you think global education is included in the B.Ed. Elementary 4 year’s curriculum?

2. Why do you think it’s important to include global education in pre-service teacher training programs and will be helpful for future teachers?

3. How well does the curriculum cover human rights and cultural diversity? Can you give some examples?

4. How does the curriculum help future teachers to know about global citizenship and sustainable development?

5. Which subject covers Human rights, Cultural diversity, Global citizenship, Sustainable development?

Questionnaire for Prospective Teachers

Dear Respondent, I am a student of MS Teacher Education at International Islamic University. I am conducting research entitled “Evaluation of the Teacher Education Curriculum in context of Global Education” Global education is the teaching and learning of worldwide issues, cultures, and perspectives to help students understand and engage with the interconnected world. It will analyze the perspective of teacher educators and prospective teachers regarding integration of global education in B.Ed. elementary curriculum. It is assured that the information will be used for academic purposes only and will be kept confidential. Your response will be highly appreciated. It will take a few minutes of your time. Thank you for your assistance in collecting data.

Demographic Information:

Name (Optional) _____

Institute: _____

- What do you know about global education, and how is it taught in your B.Ed. Elementary 4 years program?

- In your opinion, how effectively B. Ed Elementary 4-year curriculum addresses global education (Human rights, Cultural diversity, Global citizenship, Sustainable development).

- Which global education topics do you wish to be taught more in the B.Ed. Elementary program?

- What opportunities does the curriculum provide to prospective teachers to apply these concepts in real classroom settings (e.g., practicums, projects)?

How do you plan to teach about global education when you become a teacher?

Reflection of the indicators in educational psychology

Categories	Subcategories	codes	presence	Point discovery	of Criteria level	%
Human right						
Cultural diversity						
Global citizenship						
Sustainable development						

CERTIFICATE OF VALIDATION

Research Title: "Evaluation of Teacher Education Curriculum In The Context Of Global Education"

By Fatima Waqar, MS Scholar

This is to certify that the attached research instruments developed by Fatima Waqar, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Questionnaire for Prospective Teacher (qualitative tool)
2. Questionnaire for Teacher Educator (qualitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. M. Zafar Iqbal
Designation: Assistant Professor
Institution: DATE, IUI
Department: DATE
Signature: [Signature]
Date: 2/12/2022

Dr. M. Zafar Iqbal
Assistant Professor, Teacher Education
Department of Teacher Education
International Islamic University
Islamabad

CERTIFICATE OF VALIDATION

Research Title: "Evaluation of Teacher Education Curriculum In The Context Of Global Education"

By Fatima Waqar, MS Scholar

This is to certify that the attached research instruments developed by Fatima Waqar, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Questionnaire for Prospective Teacher (qualitative tool)
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The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. Humaira Akram
Designation: Assistant Professor
Institution: IIUI
Department: Department of Teacher Education
Signature: [Signature]
Date: 24/09/2021

CERTIFICATE OF VALIDATION

Research Title: "Evaluation of Teacher Education Curriculum In The Context Of Global Education"

By Fatima Waqar, MS Scholar

This is to certify that the attached research instruments developed by Fatima Waqar, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Questionnaire for Prospective Teacher (qualitative tool)
2. Questionnaire for Teacher Educator (qualitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. Munazza Mahmood
Designation: Assistant Professor
Institution: IIU
Department: ELM
Signature: [Signature]
Date: 22/9/24

CERTIFICATE OF VALIDATION

Research Title: "Evaluation of Teacher Education Curriculum in the Context of Global Education"

By Fatima Waqar, MS Scholar

This is to certify that the attached research instruments developed by Fatima Waqar, MS scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Open-ended Questionnaire for Prospective Teacher (qualitative tool)
2. Open-ended Questionnaire for Teacher Educator (qualitative tool)

The above tools have successfully passed the examination and have proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dt Fatima Batool
Designation: AP
Institution: IUUI
Department: Teacher Education
Signature: 
Date: 03-10-2024