

Global Citizenship literacy: Investigating Awareness Level of Prospective Teachers of Punjab Concerning Rights

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Abstract

Global citizens strive to promote global justice and build a more secure, just, and sustainable world that upholds human rights. This study explores prospective teachers' views on global citizenship literacy concerning rights. This study used a qualitative exploratory research design with purposive sampling. Data was collected through an open-ended questionnaire to measure global citizenship education relating to rights. The data was obtained from 203 prospective teachers of graduating semesters at public sector colleges and universities including Rawalpindi and Islamabad, in Punjab. The data was analyzed through thematic analysis. Codes were used to develop themes to generate a result with mixed method analysis such as several respondents and their percentage the data thematic analysis shows that although fewer respondents are aware of rights and global citizenship education, their awareness is not much about global citizenship concerning rights. The concepts of social justice, human rights, cultural diversity, global cultural links, and global citizenship literacy may be incorporated into the curriculum by policymakers and interactive teaching methods may be followed to enhance global citizenship literacy.

Keywords: *Global Citizenship, Literacy, Rights, Awareness, Sustainability*

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Introduction

Understanding human rights is essential for being a global citizen. A global citizen is committed to establishing a society where everyone can utilize their legal rights. They acknowledge that everyone has rights. A global citizen in an educational institution that upholds, and respects human rights is someone who advocates for worldwide justice and works to create a more secure, equitable, and sustainable world. In such a school, the idea of global citizenship literacy places more emphasis on being proactive and fostering empathy with others than it does on acting or on helping them (UNICEF,2022).

Global citizenship literacy (GCE) and human rights education (HRE) have a complementary and synergistic relationship. On the other hand, historically, HRE developed before GCE (Rapoport 2021). According to UNESCO (2018), human rights education is an ongoing process that improves individuals' skills, knowledge, views, understanding, and actions, allowing them to support and promote a culture of universal human rights. Human rights seek to encourage universal respect for fundamental freedoms while also providing people with the knowledge and skills required to build a human rights culture around the world. Global citizenship literacy attempts to attain the same goals. Nasser (2019) defines global-civic literacy as providing students and individuals with the knowledge and skills they need to advocate for their rights, accept responsibility for their actions and commitments, and work toward a better future for themselves and society. The Department of Education and Skills (DES) (2020) asserts that businesses and academic institutions ought to put equality first. This implies that all students, regardless of their cultural background, nationality, or local connection, should have equal access to educational opportunities. Ensuring that all learners receive the same curriculum, learn in the same classrooms, and have equitable access to educational opportunities is part of it. This approach places a strong emphasis on establishing and incorporating multicultural classrooms where all students have equal rights.

Tarozzi and Inguaggiato (2018, p. 34) assert that global citizenship literacy is essential to the promotion of human rights because it guarantees equal access to education, promotes peace, combats for social justice, works toward economic equality, and cultivates a positive outlook on cultural diversity. To preserve equal rights, every person must adhere to these values. Pickel and Pickel (2019) state that, viewed as distinct or non-

members of the dominant group, migrants frequently experience exclusion from fully engaging in the social, political, and economic life of a community. Discrimination based on their status as "migrants," "foreigners," or due to religious differences often limits people's ability to exercise their rights. By focusing on human rights, cultural sensitivity, global connections, conflict resolution, social justice, and the development of dual or hybrid identities, citizenship literacy tackles these problems. It invites people to consider their own culture and relationships with others critically.

Global civic literacy for sustainable development is an important and promising possibility that coincides with the Sustainable Development Goals (SDGs). The United Nations World Courses defines human rights education as instructional and academic efforts that teach students about human rights, enable them to advocate for these privileges, and increase the abilities, mindsets, and conduct required to promote broad consideration for human rights across the globe (Floss & Khoo, 2020). Vaccari and Gardiner (2019) argue that UNESCO and OECD policies emphasize Global citizenship literacy and global competence. They align these concepts with the SDGs agenda for 2030, incorporating international institutions, world culture theory, global education policy, the principles of equal respect and rights for all individuals, cosmopolitanism, human capability, and human capital theory. Human capability refers to achieving equal rights across various domains like health, environment, and relationships. Human capital includes knowledge, skills, and the realization of one's potential as a contributing member of society.

Chivunda (2020) asserts that national education programs should incorporate a curriculum on global citizenship literacy with a focus on human rights. For instance, UNESCO's promotion of human rights education empowers students to act against violent extremism. The education sector may equip students with the knowledge, skills, attitudes, values, and conduct necessary to combat violent extremism with transformative teaching methods. Disagreements and conflicts of interest are inevitable in any community. Therefore, it is always necessary to create laws, regulations, practices, and frameworks that protect justice and fairness for all people. Human rights, equality, and social justice are all directly related to issues of peace and conflict. A person who understands these concepts on a global level and recognizes the value of rules, governance, and cultural awareness in promoting peace and respect for others is known as a global citizen (Finerdi, 2021).

While teaching and learning, educators must actively advance human values and refrain from maintaining injustices that harm marginalized

groups in society, especially immigrants and people who identify as having dual or hybrid identities (Chappan et al., 2018, p. 155). Rather than marginalizing or dismissing these people as subhuman, it is imperative that we consistently treat them with respect and acknowledge them as global citizens. Considering the importance of global citizenship literacy connections among world level local and national societies are developed which results in mutual benefit highlighting the linkage of financial, community, and social mechanisms. Finally, this education promotes lifelong learning so that students can become more aware and responsible global citizens. Bourn (2021) emphasizes Learning and being taught about global citizenship is critical for providing students with the knowledge, ideas, and skills they require to participate actively in a globalized world. To support long-term growth today, learners must get global citizenship education. According to Torres and Bosio (2021), global citizenship literacy offers an alternative to traditional citizenship perspectives by promoting innovative and intercultural education, fostering respect for diversity, and advocating for globalized human rights in a diverse society.

Being aware of global issues is essential to being a global citizen, and working with the UN Sustainable Development Goals (SDGs) can offer a useful framework. Although the world has made significant progress in human development, such as improving access to clean drinking water and lowering infant mortality, many pressing issues still need attention, including growing inequality, violence, conflict, climate change, and dwindling biodiversity. In response, the UN, in cooperation with governments and civil society, created 17 new Sustainable Development Goals (SDGs), commonly referred to as the UN Global Goals, applicable to all nations, including the UK. These global goals, scheduled for revision in 2030, aim to promote reform and ensure children's rights are upheld. For these objectives to be accomplished, kids and teenagers must understand them and feel motivated to help achieve them. With over 25% of the world's population under 14 years old, the Global Goals are dedicated to improving their future (UNICEF, 2022).

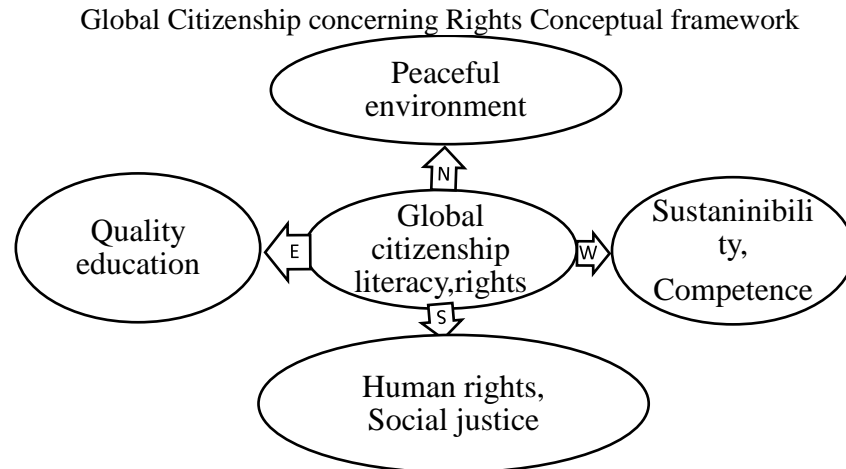


Fig: 1 Sustainability compass

The sustainability compass was used as a conceptual framework for the research study. This sustainability compass offers a framework for integrating global citizenship literacy concerning rights. With the goals of fostering sustainability competency, promoting quality education, advocating for human rights and social justice globally, and fostering a peaceful environment,

N=Peaceful Environment: global citizenship literacy promotes a peaceful world by understanding and appreciating the many different perspectives and cultures that exist. Assess how prevalent intercultural awareness and conflict resolution techniques are among students and teachers. Levels of global collaboration, techniques for resolving disputes peacefully, and initiatives that protect the environment.

E=Quality Education: Incorporate human rights education into the curriculum to improve students' comprehension of their rights and obligations. Evaluate how human rights concepts are incorporated into instructional materials and practices. Make sure that everyone has access to high-quality, inclusive education that emphasizes human rights and global citizenship literacy.

W=Sustainability, Competence: Educate learners and communities about sustainability so they can effectively handle global concerns. Develop understanding and skills in ethical decision-making, sustainable

behaviors, and responsible consumption. Keep focusing on students' understanding of and behavior toward social responsibility and environmental sustainability.

S=Human Rights and Social Justice: To address inequality and promote inclusive societies, use education to stand up for social justice and human rights. Assess the extent to which students participate in their communities for diversity, human rights, and social justice.

Statement of the Problem

The study approach was mainly conceptual. This study used qualitative open-ended questions and an exploratory research design with purposive sampling. Data were collected through an open-ended questionnaire to assess global citizenship literacy concerning rights. The sample comprised 203 prospective teachers from public-sector colleges and universities including Rawalpindi and Islamabad in Punjab. The study's results were examined using thematic analysis. After going over the data, the researcher created codes to find patterns. These patterns were then used to develop themes to generate a result with mixed method analysis such as several respondents and their percentage.

Objectives of the study

Objective 1: To investigate teachers in Punjab's views regarding global-civic literacy.

Objective 2: To investigate prospective teachers' perceptions and attitudes about human rights in the educational system.

Research Questions/Hypotheses

1. What are the key components of global citizenship literacy as considered by prospective teachers?
2. What is the level of understanding of human rights among Punjab prospective teachers?

RQ4: How do the male and female students perceive differently regarding new initiatives taken by AIOU for student support services?

Methodology

The study approach was mainly conceptual. This study used qualitative open-ended questions and an exploratory research design with purposive sampling. Data were collected through an open-ended questionnaire to

assess global citizenship literacy concerning rights. The sample comprised 203 prospective teachers from public-sector colleges and universities including Rawalpindi and Islamabad in Punjab. The study's results were examined using thematic analysis. After going over the data, the researcher created codes to find patterns. These patterns were then used to develop themes to generate a result with mixed method analysis such as several respondents and their percentage.

RESULTS

Table 1

Views of Punjab teachers regarding global-civic literacy (key components of global citizenship literacy as considered by prospective teachers)

Themes	Codes
Global citizenship literacy	Good citizen, culture, social responsibility, value, knowledge, competence, Respect, Equality, ethical boundaries, tolerance, Freedom, peaceful, Awareness.

This table tells the main theme and 13 codes reflecting global citizenship literacy and key components of global citizenship literacy as considered by prospective teachers in terms of good citizen, culture, social responsibility, value, knowledge, competence, Respect, Equality, ethical boundaries, tolerance, Freedom, peaceful, Awareness

Table 2

Number of respondents and response rate (N=203).

S.N	Responses	N	%
1	Good citizen	28	13.7%
2	Culture	6	2.9%
3	social responsibility	22	10.8%
4	Value	18	8.8%
5	Knowledge	35	17.2%
6	Competence	26	12.8%
7	Respect	13	6.4%
8	Equality	34	16.7%
9	ethical boundaries	5	2.4%
10	Tolerance	10	20.3%
11	Freedom	25	12.3%
12	Peaceful	7	3.4%
13	Awareness	19	9.3%

The table above displays the number of respondents and the corresponding percentages for the question “What are the key components of global citizenship literacy as considered by prospective teachers?”

Out of a total of 203 respondents, 28 indicated that a good citizen is a global citizen, but they did not specify the qualities that define a good citizen. Six respondents stated that they are familiar with both their own culture and other cultures and respect them to support cultural diversity. Twenty-two prospective teachers stated that global citizenship education has a beneficial effect on developing a sense of duty and community engagement on a variety of scales and that it aids students in becoming socially responsible at the local, national, and international levels. According to eighteen respondents, global citizenship is beneficial for students because it encourages them to consider and comprehend their values. Global citizenship education improves students' knowledge, abilities, and global consciousness, according to 35 respondents. According to 26 prospective teachers, learning about global citizenship improves their general abilities, which include social skills, soft skills, creative and critical thinking, as well as effective problem resolution. Thirteen respondents stated that they considered it critical that everyone's rights be respected on a global level, highlighting freedoms including the right to free expression, freedom of thinking, freedom of democracy, and the right to a life of dignity for all. 34 respondents responded that it is essential that everyone be treated equally and have the same rights. They underlined how crucial it is to establish equality everywhere, in local and global contexts, and with no regard to things like gender, color, religion, language, or nationality. Five respondents stated that the rights of people globally involve acting within ethical boundaries that uphold principles of social justice and human dignity. A total of ten respondents said that tolerance and good interpersonal skills are qualities of a global citizen. Thirteen respondents shared their thoughts on global rights, calling for non-discriminatory treatment of every person with equal respect. They underlined the value of liberties like freedom of speech, of the mind, of democracy, and of each person's right to a life of dignity. According to seven respondents, it is a universal right for people to support one another peacefully and to respect one another's traditions and values. According to 19 respondents, being a global citizen means advocating for human rights at all societal levels about the rights of people everywhere.

Table 3

Prospective teachers' perceptions and attitudes about human rights in the educational system (level of understanding of human rights among Punjab prospective teachers)

Themes	Codes
Global citizenship concerning human rights	human rights, peaceful, social responsibilities, justice, civic obligation, social justice, skills, education, equity

This table tells the theme concerning human rights and 10 codes reflecting prospective teachers' perceptions and attitudes about human rights in the educational system and their level of understanding of human rights among Punjab prospective teachers in terms of human rights, peaceful, social responsibilities, justice, civic obligation, social justice, skills, education, equity .

Table 4

Number of respondents and response rate (n=203).

S.N	Responses	N	%
	Human rights	62	30.5%
	Peaceful	7	3.4%
	Social responsibilities	20	9.8%
	Justice	18	8.8%
	civic obligation	8	3.9%
	Social justice	9	4.4%
	Skills,	4	1.9%
	education,	9	4.4%
	Equity	34	16.7%

Table 4 presents the views of respondents, including the number of respondents and the corresponding percentages for the question. "What is the level of understanding of human rights among Punjab prospective teachers?" Out of 203 respondents in total, the view on human rights, according to 62 respondents, involves recognizing people and their opinions both locally and globally, irrespective of their race, nationality, or color. According to seven respondents, everyone has the right to respect and peacefully support one another's cultures and values. Twenty respondents believe that focusing on and upholding human rights is a global responsibility that requires taking responsibility for solving the injustices and issues that the globe faces. As per the responses of eighteen

participants, the viewpoint on human rights encompasses guaranteeing fairness for all members of the community, including rights like liberty, learning, work, and safety. Eight respondents stated that addressing global problems and inequities, standing up for people's rights, and demonstrating a keen interest in global social and environmental issues are all civic duties that every individual must fulfill. Nine respondents answered that learning about people's rights is essential for a global perspective on human rights, especially through global citizenship education. They support planning awareness campaigns centered on equality, social justice, and actively defending human rights. As per the statements of four participants, having enough understanding and skills regarding human rights is essential for them to effectively advocate for their rights as well as the rights of others.

Findings and Discussions

Global citizenship literacy is necessary to develop knowledgeable and involved individuals who can positively impact society and actively contribute to the creation of a more just and sustainable world, these elements are essential.

According to a study by Rapoport (2021), global literacy is still included in social studies. Most American students learn about global issues in standard social studies classrooms, while some states are starting to offer elective courses in international or global studies. Social studies curricula are unable to address local, regional, or national concerns from a worldwide perspective or cultivate students' global literacy when they do not incorporate components of global education, such as human rights education, peace education, or global citizenship education. The lack of connection between human rights and global citizenship education decontextualizes both. This is particularly harmful to the nation's social studies curricula in the field of global citizenship literacy, which is less established than human rights education. Although Thirteen states do not use the term "human rights" directly in their social studies standards, even though all 50 states and Washington, D.C., mention human rights in the Universal Declaration of Human Rights in some capacity. The phrase is used in 38 states and Washington, D.C.; however, its use varies.

Human rights education is a critical component of global citizenship literacy that is important for both teachers and students, according to Chivunda (2020). Every person has enjoyed the fundamental right to education ever since the 1948 ratification of the Universal Declaration of Human Rights. Human rights education must be incorporated into instructional strategies because it provides students with information about

their rights and promotes respect for those rights among educators and learners equally.

Kim (2019) conducted a study revealing several barriers and challenges that teachers encounter, rooted in deep-seated ideologies, which contribute to the marginalization of global citizenship education. The study's conclusion, which is in line with the findings of the current investigation, is that educators frequently lack knowledge about global citizenship literacy. Global citizenship literacy and rights deal with the values and behaviors that encourage people all over the world to be conscious of global issues, cultural diversity, human rights, and civic duties.

This study's findings contradict those of a previous qualitative study conducted in the Sultanate of Oman, which investigated educational policy documents and found that social justice, human rights, global citizenship literacy, along a culture of peace were the most discussed topics. This emphasizes the importance of integrating global citizenship as well as rights into the educational system. Learning about global citizenship promotes compassion, tolerance for cultural diversity, and a commitment to social justice and human rights. It enables people to actively engage in addressing global challenges such as poverty, injustice, sustainability in the environment, and efforts to promote peace. People can help create inclusive societies and advance global collective well-being by acknowledging and defending rights, such as civic and human rights (Al'Abri, Ambusaidi, & Alhadi, 2022).

Global Citizenship literacy is a powerful instrument for fostering democratic societies, according to Giroux (2021) social justice, equity, and respect for each person's rights and decisions are characteristics of these communities. Teachers at the university level need assistance to cultivate these values in both them and their pupils. According to Giroux, educators serve as public intellectuals who transmit the disciplines, customs, values, and critical ideas necessary to create well-informed citizens.

According to Bosio and Huang (2021), expectations for future internationalization are rising, such as the requirement that global citizenship literacy be given in schools. They contend that it is essential to first introduce this instruction in schools before moving on to higher education. Many scholars, however, contend that universities should be the first to adopt it before schools. Global citizenship encourages compassion and understanding among members of society, which may help resolve problems about peace. To raise a generation of people who are dedicated to peaceful coexistence, educators including aspiring educators play a critical role in teaching students about peace. To advance

societal and global peace, several American educational institutions have embraced global citizenship education, frequently incorporating it into the social studies curriculum (Aydin et al., 2019). Similar findings were documented by Saddiqa, Anwar, and Khizar (2020), indicating. That university teachers lacked knowledge and a narrow viewpoint on teaching global citizenship. However, their participants were in favor of the curriculum's inclusion of social justice, human rights, gender equality, and cultural diversity. In developing countries, subjects like global citizenship education and rights play a vital role in raising awareness among learners and enhancing the overall quality of education.

Conclusion and Recommendations

This study investigated the awareness of global citizenship literacy concerning rights among prospective teachers in their final semesters. At this advanced stage, students are more mature and nearing the completion of their degrees, making it crucial for them to connect their learning with practical application. As prospective teachers will become key figures in promoting global citizenship, the quality of teachers is vital, and this quality can be accomplished through an effective education system. Prospective teachers will become future teachers, so for this reason, global citizenship literacy must be implemented in the educational system, particularly throughout the teaching and learning process. The study concluded that prospective teachers are not sufficiently aware of global citizenship literacy concerning rights. Therefore, it is crucial to enhance global citizenship literacy to support the sustainable development of society. To improve Pakistan's educational system, an effective structure for teaching global citizenship that includes rights must be established. Teaching prospective teachers about global citizenship literacy is part of their curriculum. The concepts of social justice, human rights, cultural diversity, global cultural links, and global citizenship literacy could all be incorporated into the curriculum by policymakers. To meet the SDG's fourth goal of quality education, universities, and other institutions can provide separate courses, degrees, or short courses on global citizenship literacy in developing countries to balance theory and practice.

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