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Global Citizenship Education: A Case Study of Teachers' Practices and Challenges in an Underprivileged Primary School in Karachi

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Abstract

Global Citizenship Education (GCE) prepares students for an interconnected world by promoting peace, respect, and sustainability, empowering them to contribute to a more inclusive society. This qualitative case study explores the challenges of integration of GCE in an underprivileged primary school of Karachi, Pakistan, focusing on the national curriculum, textbooks, teachers' perceptions and pedagogy. Data were collected through curriculum and textbook analysis, teacher interviews, and classroom observations. Findings revealed that although the curriculum and textbooks cover core elements of GCE such as diversity, interconnectedness, and human rights, core elements of GCE, but they do not explicitly address GCE as a distinct concept. Furthermore, the lack of GCE awareness among teachers highlights deficiencies in their knowledge and training. Moreover, Socio-economic factors pose significant challenges to integrating GCE. The study underscores the need to integrate GCE into curricula, textbooks, and teacher training, emphasising the importance of national efforts to effectively implement GCE in schools to foster students' cosmopolitan and global citizenship competencies.

Keywords

*Cosmopolitanism
Global citizenship education
Interconnectedness
Internationalization
Underprivileged primary school*

INTRODUCTION

Although Global Citizenship Education (GCE) is emphasized globally, it is poorly integrated into Pakistan's national curriculum and teaching practices, particularly in underprivileged schools. The current market-driven model of GCE in Pakistan mainly benefits the privileged, while underprivileged are just positioned as labourers in the global economy (Kadiwal & Durrani, 2018). Existing research on GCE in Pakistan is limited, and there is a notable gap in studies that address how it is integrated into the curriculum (Shar, 2024; Khalid et al., 2022; Kosar, 2024). Scholars such as Schugurensky and Wolhuter (2020) and Duarte and Robinson-Jones (2024) emphasize the critical role schools play in promoting GCE, yet in Pakistan, the curriculum's failure to incorporate GCE, combined with inadequate teacher training and inconsistent institutional priorities, hamper its effective implementation. Consequently, students lack opportunities to develop essential global competencies and remain ill-prepared to participate in a diverse world. Hence, it is crucial to understand how GCE is taught and the challenges teachers face to make it meaningful and inclusive. Particularly, in underprivileged schools, there's a pressing need to strengthen GCE's role to promote inclusive education.

The purpose of this case study is to explore the current state and challenges of implantation of GCE in an underprivileged primary school in Karachi, Pakistan by examining both curricular content and educators' perspectives. Specifically, it assessed how GCE concepts are presented in the national curriculum and textbooks of General Knowledge and Social Studies. In addition, the study investigated teachers' understanding of GCE and the challenges they encounter in implementing its principles in their classrooms.

Research Questions

- How is the national curriculum of General Knowledge and Social studies in Pakistan designed to integrate and promote GCE in schools?
- How do General Knowledge and Social Studies textbooks in Pakistani schools represent and support the concepts of GCE?
- How are classroom practices structured to foster GCE among students?
- What challenges do teachers face in integrating GCE principles into their teaching practices?

Significance of Research

This case study is significant because it highlights how GCE is generally missing or misunderstood in underprivileged schools in Pakistan. By examining deficiencies in the curriculum, textbooks, and teacher preparedness, the research uncovers gaps and identifies the support required to make GCE meaningful. It provides insights into how students are currently deprived of opportunities to develop important global competencies, including intercultural understanding, critical thinking, and social responsibility, particularly in contexts with limited resources.

LITERATURE REVIEW

Globalization is the rising global interconnectedness through trade, technology, and culture, converting societies into new global forms (Goren & Yemini, 2017; Rubab et al., 2020). Globalization weakens the importance of the nation state in guiding political involvement, while new forms of citizenship are emerging, expanding its influence across nearly every aspect of life, pointing toward the idea of a 'global citizenship'.

Citizenship and Citizenship Education

Citizenship is a legal status that grants individuals basic human rights and responsibilities. It fosters a sense of belonging and identity, encouraging active participation in state development. Citizenship education prepares individuals to participate in democratic processes by understanding political system along with knowing their own rights and responsibilities (Doğanay, 2012). It promotes civic engagement by empowering people with knowledge and skills such as tolerance and critical thinking.

Global Citizenship and GCE

Unlike national citizenship, Global Citizenship highlights our connection to the global community and encourages positive contributions for change (UNESCO, 2024). Global citizenship has gained educational priority and considered as educational response to global challenges (Goren & Yemini, 2017; Torres & Bosio, 2020). Oxley and Morris (2013) categorized Global Citizenship into two forms: cosmopolitan-based and advocacy-based. The cosmopolitan-based approach includes political, moral, economic, and cultural conceptions, while the advocacy-based approach covers social, critical, and environmental views. GCE enables learners to understand shared responsibilities to address global challenges (Goren & Yemini, 2017; UNESCO, 2024).

Advocates of (GCE) argue that national citizenship alone is inadequate for addressing emerging global challenges (Schugurensky & Wolhuter, 2020). Therefore, it is imperative to engage children in GCE to achieve peace, security, justice, climate resilience, and sustainable development (Phillips et al., 2024). UNESCO defines (GCE) as empowering learners by cultivating knowledge, values, and behaviours to understand and actively contribute to peaceful, tolerant, inclusive, and secure societies locally and globally (Phillips, 2024). Researchers view GCE as a dynamic field that promotes understanding of global system and fostering a "world-minded" perspective (VanderDussen Toukan, 2018).

GCE in International Context

Countries like the UK, US, China, Canada, Australia, South Korea, and several European nations have started integrating GCE in curricula (Goren & Yemini, 2017). The European Commission and the Council of Europe promote GCE to control religious extremism (O'Dowd, 2020). Global citizenship curricula in North Carolina and Texas shifted teacher's understanding, deepened their GCE commitment, and increased advocacy for social justice. In contrast to western ideals, China's approach to GCE, particularly, its "new era" education reforms focus on national interest and limits GCE. Despite considerable efforts in developed countries, GCE integration in curricula has not fully achieved desired results (Khalid et al., 2022). However, the multicultural nature of these societies demands for GCE to prepare students for a global society (Goren & Yemini, 2017). However, a persistent gap between theory and practice continues to hinder its effective implementation.

GCE in Pakistani Context

In developing countries like Pakistan, the integration of (GCE) faces greater challenges than in developed countries due to limited resources, institutional support, and teacher training. Researchers suggest combining diverse fields of study to better equip teachers and students for global challenges (Schugurensky & Wolhuter, 2020; Phillips, 2024). Ashraf et al. (2021) study GCE integration in Pakistani schools using a mixed-methods approach, across 360 elementary schools, 1,080 teachers, and conducted interviews of 10 senior administrators along with surveys, classroom observation and content analysis. Findings revealed that GCE exists in textbooks but lacks practical skills and activities. Stakeholders emphasized the need for educational reforms, including curriculum updates, incorporation of technology, and teacher training. These insights highlight the need for a contextually relevant approach to citizenship education in Pakistan.

Kadiwal and Durrani (2018) suggest for rethinking GCE in Pakistan by emphasizing peace education, revising social studies curricula and text books, and improving teaching practices. Teachers require professional development, and more research is needed on syllabus variations across different school contexts and regions. Shar (2024) highlights challenges faced by Sindh like poverty and climate change. Children must be equipped with global competencies to address these issues. His study found that teachers' teaching methods are ineffective due to lack of awareness of (GCE). Teachers heavily rely on textbooks and having no ability to inculcate critical thinking or integrate GCE principles. Pakistani researchers also believe that concept of GCE varies significantly between democratic and military regimes (Lall, 2012; Kadiwal & Durrani, 2018).

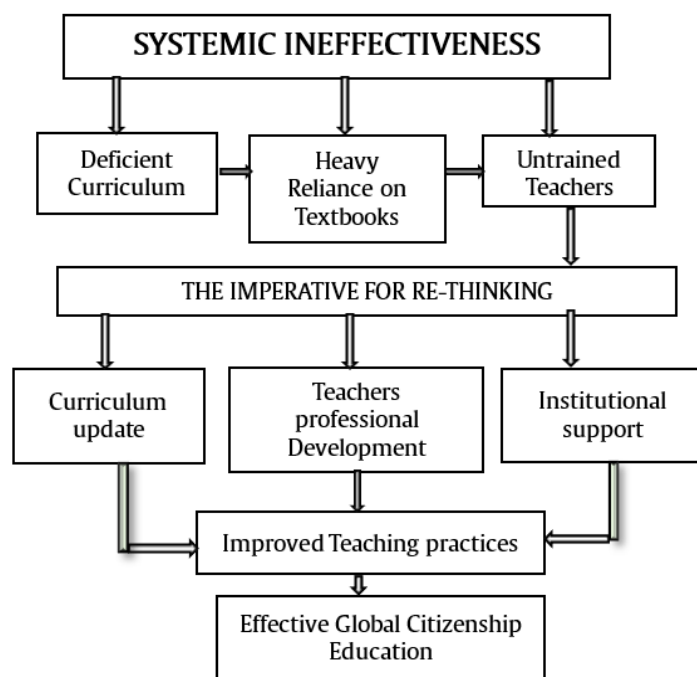


Fig. 1. Conceptual Framework

The framework outlines a systemic approach to overcome existing educational barriers. It emphasizes that meaningful GCE cannot be achieved through curriculum reform alone; it requires the coordinated development of teacher capacity and institutional support.

METHODOLOGY

Guided by the research questions, this study adopted a qualitative case study approach to investigate how GCE is perceived and practiced and what challenges are faced by teachers to implement GCE in an underprivileged primary school in Karachi. Qualitative research offers deeper understanding of participants' experiences. The study seeks to answer how teachers understand and practice GCE, and

why certain challenges occur, which aligns directly with Yin's argument that such questions are best addressed through a case study approach (Yin, 2003). Case study is commonly used in qualitative research to gain detailed interpretive insights into contemporary phenomena, making it ideal for examining GCE implementation challenges and practices (Yin, 2003). Based on Yin's (2003) view, the case in this study focuses on real-life situation, how teachers understand and implement GCE in their real school setting. In this context, the teachers' practices cannot be separated from the realities of the school environment, the curriculum they follow, and the institutional challenges they face. Because these boundaries are not clear, the phenomenon and its context are deeply connected.

Setting

This case study was conducted in an underprivileged school in Karachi, Pakistan. The school setting, characterized by limited resources and unique challenges, provided valuable insights into GCE implementation, highlighting classroom dynamics, teacher-student interaction and the bigger educational challenges that effect the productivity of GCE in such a context. Purpose sampling technique was used for participant selection. Purposive sampling involves non-random selection based on participants' knowledge and qualities, aiming to reflect key characteristics of the population. Campbell et al. (2020) defined purposive sampling as the deliberate choice of a participant due to the qualities the participant possesses. Purposive sampling allows researchers to select the cases rich with information that can provide deep insight into the phenomenon understudied.

Since this study focused specifically on teachers' practices and challenges related to GCE, it was essential to include participants who were actively teaching the relevant subjects, interacting with the curriculum, and dealing with the institutional constraints surrounding GCE. The study involved five participants: two General Knowledge teachers (grades 1–2) and three Social Studies teachers (grades 3–5). Conducted at a trust school for children from low-income backgrounds, their insights underscored GCE teaching practices and challenges. Shar (2024) highlights the importance of considering socio-cultural context when examining how global policies and practices are adapted to national settings.

Table 1

Participants' Demographics

Pseudonyms	Qualification	Subject	Level	Year of Service
Marriam	Intermediate	GK	Grade I	3 years
Fiza Kashi	Intermediate	GK	Grade II	6 years
Aqsa	Intermediate	Social Studies	Grade III	3.5 years
Zubaida	Intermediate	Social Studies	Grade IV	4 years
Samia	Intermediate	Social Studies	Grade V	6 years

Data Collection Tools

Data were collected using multiple methodologies. Yin (2003) and Shar (2024) suggest using multiple data collection tools, such as interviews, documents, and observations, for comprehensive coverage and triangulation in case study research. While qualitative content analysis helps analyse textual data, like textbooks, to identify patterns, themes, and categories. Therefore, data were collected through semi-structured interviews with teachers and document analysis of the national curriculum for GK and Social Studies, along with textbooks.

Document Analysis

Curriculum and textbooks were reviewed using guides. For curriculum, guide was adapted from Jalbani and Khan (2022), for textbooks analysis guide was adapted from Günel and Pehlivan (2015), to assess how GCE is represented in the national curriculum and textbooks for GK and Social Studies. Textbooks were selected due to their key role in learning outcomes, as research shows teachers rely on them for 90% of teaching (Shar, 2024).

Semi-Structured Interviews

Five semi-structured interviews were conducted using a self-developed, expert-validated interview guide to explore teachers' experiences in GCE. This approach provided valuable insights into teachers' experiences and perspectives, ideal for exploring underlying reasons. Interviews were conducted in Urdu for better comfort, recorded, transcribed, and translated into English.

Class Observations

Five classroom observations were conducted to assess GCE integration in daily lessons using a guide adapted from Blackmore (2016). Two General Knowledge and three Social Studies lessons were observed, with reflections and field notes coded to analyse teaching strategies related to GCE. Classroom observation involves challenges such as participant honesty and the researcher's limited role in unfamiliar settings. Despite this, these observations were essential for capturing real-time teaching practices, student engagement, and challenges in implementing GCE principles.

A systematic approach to data analysis was employed to explore teaching practices related to GCE in the selected school. Document analysis followed the parameters outlined in the interview and observation guides. Data from interviews, classroom observations, and documents were analysed using thematic analysis to identify key patterns related to GCE.

Transcription and Coding

Interviews were transcribed and coded using thematic analysis to identify recurring patterns. Data from interviews and classroom observations were triangulated to enhance the credibility of the findings. The triangulation of classroom observations with teacher interviews provides different parts of reality. To ensure credibility, member checking was conducted by allowing interview participants to review the transcriptions and provide feedback on the accuracy of their responses. Additionally, interview and document data were cross-checked. The study was conducted with careful ethical consideration. Researcher obtained clear, and informed consent from all participants. They were fully aware of the purpose of the research and their right to withdraw from the study at any time. Furthermore, Participants were assured about the confidentiality.

RESULTS & FINDINGS

Curriculum Analysis

The General Knowledge (grades I–III) and Social Studies (grades IV–V) curricula were analysed using a guide adapted Jalbani and Khan (2022) to examine GCE integration. Although the 2006 National Social Studies Curriculum outlines standards for Citizenship Education, it does not explicitly mention GCE but parameters aligned with GCE, such as knowledge, skills, values, and attitudes, are referenced.

Curriculum Content Areas

Collaboration

The curriculum includes topics related to GCE, though not labelled as GCE, such as 'collaboration,' which covers respecting others, valuing diversity, and human rights.

Rights and Responsibilities

Themes related to GCE included 'rights and responsibilities of citizens', fostering an understanding of civic duties, but not relevant to GCE. The focus on 'rights and responsibilities' emphasize education, play, and healthcare rights, as well as justice and fairness.

Interdependence

The curriculum reflects GCE principles, though not stated explicitly. 'Interdependence' highlights

globalization and the SDGs. The topic 'getting along with others' includes subtopics like peace, conflict resolution, and communication. Environmental sustainability is also addressed. Other elements include promoting responsibility, helping others, critical thinking, respect for rights, and conflict resolution. These align with key aspects of GCE.

Cultural Diversity

The 2006 Pakistan Studies and General Knowledge curriculum includes elements of national identity, cultural understanding, and civic responsibility, but lacks clear reference to GCE, missing broader GCE goals such as global interconnectedness, shared responsibility, and inclusivity. This represents a gap, as it overlooks a more comprehensive exploration of how individuals are interconnected on a global scale, and the responsibilities they share in fostering a peaceful, sustainable, and inclusive world.

Table 2
Dimensions of GCE: Knowledge, Skills, Values and Attitudes

Standard	All students will describe, compare and explain the location and characteristics of places, people and culture, and the social, economic, political activities they engage in themselves and with others at the local, national and the international level (p. 6).
Benchmark for grade I-III	Describe and compare the physical and human characteristics of local places.
SLOs	Not indicated in the curriculum.

Table 3
Dimensions of GCE: Knowledge, Skills, Values and Attitudes

Standard	All students will identify the purpose of national, local, provincial, and local governments and describe the political and legal process that are used to make decisions, seeks consensus and resolve conflict (p.7).
Benchmark for grade I-III	B1: Identify ways in which conflicts are resolved at home, school and local community level. Explain how it might be resolved if underpinned by core democratic values such as justice, equality and freedom.
Benchmark for grade IV-V	B2: Interpret the meaning of specific rights and freedom protected in the constitution particularly equal protection under the law and freedom of access to information and freedom of expression.
SLOs	Not indicated in the curriculum.

Table 4
Dimensions of GCE: Knowledge, skills, values and attitudes

Standard	All students will identify the key ideas and values in the constitution of Pakistan and understand the rights and responsibilities of citizen at the local, national and global level (p. 8).
Benchmark for all grade level	B1: Identify the rights and responsibilities of young people in school and local community.
SLOs	Not indicated in the curriculum.

Table 5
Dimensions of GCE: Knowledge, skills, values and attitudes

Standard	All students will describe how scarcity of resources and choices regarding production, distribution and consumption of goods and services effect the well-being of the individual and society (p. 9).
Benchmark for grade	B1: Describe ways in which we can conserve limited resources at the personal and family level.
SLOs	Not indicated in the curriculum.

Textbook Analysis

Oxford University Press books are used as textbooks in the school. As Class III marks the shift from General Knowledge to Social Studies, textbooks for General Knowledge (Grades I–II) and Social Studies (Grades III–V) were analysed for GCE elements. Document analysis was guided by the Knowledge, Skills, and Values framework, focusing on knowledge aspects like multiple perspectives, cultural appreciation,

global awareness, and interconnectedness. The table below shows curriculum units aligned with key GCE components from this framework.

Table 6
Text books for General Knowledge for Grade I-II

Contents	Representation of GCE themes	Evidence (Example)
About myself (I)	Knowledge of personal beliefs and values	Grade I: Note for the Teacher: Stress the importance of good behaviour. Explain that they should be kind and helpful to others. Their manner should be polite towards everyone, be they young or old, rich or poor (p.5).
Almighty Allah (I, II)		'The Nabi gave Almighty Allah's message to the people that they should be good to others and not hurt anyone. The Nabi told the people what was right for them and what was wrong' (p.2).
	To live together	
Animals (I, II)	Value sensitivity	Grade I: 'We must look after our pets and feed them well' (p. 24). Note for the teacher: Discuss with the students how to care for pet animals (p.26). Stress the importance of treating animals in a kindly manner. They should not be teased or mistreated (p.26). Grade II: Stress the importance of being kind to animals (p.16).
Good manners (I, II)	Respect and love	Grade I: 'Be kind and helpful to your elders' (p.39) 'Do not be rude to other' (p.39). Note for the teacher: Stress the importance of good manners and showing respect for elders (p.40). Grade II: We should not make fun of other people (p.28).
Festivals (II)	Knowledge of universal beliefs and values.	Different festivals are celebrated in different countries of the world (p.33).
	The ability to understand and accept different world view.	In Pakistan, some other festivals are also celebrated. Christmas is celebrated by Christians on 25th December. Diwali and Holi are festivals celebrated by Hindus. Nauroz is a festival that is celebrated by the Parsis. Sikhs enjoy their festival of Besakhi (p.35).
	The ability to respect differences.	Note for teachers: Talk about different festivals with the students.
Our needs (II)	Basic human rights	We all need food, water, clothes and home (p.47-49).
	Peace and security	
	Living together	
	Knowledge of environmental and natural resource issues.	

Table 7
Text books for General Knowledge for grade III-IV

Contents	Representation of GCE themes	Evidence (Example)
Me and My World (III)	Knowledge of environmental and natural resource issues.	Grade III: (p.19-21)
The Earth and the Environment (III, IV, V)	Critical thinking skills in solving problems.	Grade IV: (p. 14)
	Knowledge of issues related to population.	
Citizenship (III, IV, V)	To live together	Grade III: (p. 36-49)
	Peace and security	
	Rights and responsibilities	
	Empathy	Grade IV: (p. 61)
	Conflict resolution	
	Problem solving skills	
	Understanding cross-cultural interactions and connections	Grade V: (p. 62)
Life styles (III, IV, V)	Understanding interdependencies between countries.	Grade III: (p. 71)
Map reading skills (III, IV, V)	Knowledge of economic, political and ecological systems.	Grade V: (p. 70-79)

Themes Derived from Classroom Observation and Interviews

Theme I: Insufficient Teacher Knowledge and Conceptual Clarity of GCE

This theme condenses each of the Teacher's understanding and awareness about GCE. The findings of the study revealed that most teachers were unfamiliar with Citizenship Education and GCE.

"I think 'Global' is the concept which people rarely understand; Even I am not clear about global citizenship education" (Aqsa Arai).

They often stated GCE as either education about the world or education obtained in foreign countries;

"Global means worldwide education system, or education being provided in the world" (Fiza Kashaf).

Another teacher also showed the limited awareness of GCE.

"It is a big term, World widely how citizens should live" (Samia).

Although the curriculum includes some GCE elements, teachers lacked awareness. Yet, some unknowingly mentioned these GCE aspects like empathy.

"Education that helps us improve our surroundings and enhance our environment." (Aqsa).

Another teacher mentioned patience and collaboration without realizing these reflect core GCE principles.

"Students should have patience, they should be cooperative with each other" (Samia)

Due to unclear understanding of GCE, all teachers believed textbooks lacked these topics. Interestingly, they mentioned certain units they had taught without recognizing their connection to Citizenship Education. One teacher stated that;

"My recent topic which I am teaching in the class is right and responsibilities" (Aqsa).

Hence, overall understanding of teachers related to the GCE was limited and largely misunderstood. During interviews, teachers identified students' socio-economic and personal contexts as major barriers to effective teaching. They viewed disruptive behaviour as the primary challenge, attributing it to these factors. Hence, Teacher's prioritized addressing disruptive behaviour before focusing on global citizenship, as much of the class time was spent correcting behaviour.

Theme II: Textbook-Driven and Content-Centred GCE Practices

Classroom observations confirmed teachers' limited GCE knowledge. The findings indicate that teachers receive minimal or no formal training on GCE, which affects their ability to integrate it meaningfully into classroom practices. Most teachers rely on their own understanding or personal experiences rather than structured guidance or pedagogical strategies. In Class II lesson on festivals, only Muslim festivals were discussed, ignoring cultural diversity. Teaching was textbook-dependent, unstructured, and discouraged student input, reinforcing interview findings of limited GCE understanding. Teachers often rejected students' responses to accept teacher's viewpoint, creating a restrictive environment. For example, students initially expressed love for their country, but after teachers' negative remarks, they changed their responses such as;

"You're lying, aren't you?" and "You don't follow the rules, so you don't love your country" Aqsa)

They altered their responses,

"Yes, Teacher you are right we don't love our country". (Students)

Teacher's discouraging attitude made the lesson ineffective. Despite covering GCE topics like rights and global issues, she missed chances for engagement, gave inaccurate information, and only briefly

encouraged critical thinking through limited questioning. For example; the only attempt she made to encourage critical thinking by asking questions like,

“Can we affect the climate?” (Samia)

However, her limited explanations and reliance on the textbook hindered multi-perspective analysis. It also reflects curricular rigidity and teachers' lack of confidence in delivering GCE, suggesting systemic constraints that limit opportunities for critical thinking and global awareness.

Theme III: Moral and Behavioural Instruction as Substitute for GCE

Classroom observations revealed that teachers remained focused on moral and behavioural instruction instead of focusing on GCE and explained things through the lens of Islam. For example, when resolving a conflict over lunch, one teacher said,

“Be thankful to Allah for what He has given you”. (Marriam)

Similarly, when some students mocked a Black boy by calling him a “crow,” the teacher paused the lesson and addressed the class, saying,

“We should not judge others by their appearance; everyone is equal. Hazrat Bilal Habshi (RA) was also black”. (Zubaida)

This approach, repeatedly used in discussions, limited inclusive GCE understanding by ignoring the diverse cultural and global perspectives essential to global citizenship.

Discussion

To explore how GCE concepts are taught in an underprivileged Primary School in Karachi, Sindh. This research was carried out as a case study where data were collected through document analysis, classroom observations and teachers' interviews. Analysis of the 2006 Social Studies and General Knowledge curricula revealed a significant gap in GCE. A major obstruction to GCE in Pakistan is the systemic deficit in the curriculum, which is primarily focused on national narratives and rote learning (Jalbani & Khan, 2022). The curriculum includes some citizenship standards aligned with GCE, but they are not labelled as such. Research also proves that national curriculum of Pakistan mainly focusses on national citizenship, limiting the development of global competencies (Shar, 2024). To fully integrate GCE, the curriculum should explicitly set these standards within a global context, with consistent teacher training to enhance implementation. In contrast Rauf et al. (2024) stated that Pakistan's curriculum seeks to cultivate citizens with constructive attitudes and values suited to the demands of a globalized society.

Likewise, textbook analysis revealed that only few units align with the parameters of GCE, such as global issues, rights and responsibilities, and cultural diversity, empathy, live together and interconnectedness, but they do not explicitly name it as GCE and are framed under citizenship education. Therefore, teachers who mainly rely on these textbooks are unaware of GCE as the curriculum itself does not explicitly highlight it (Shar, 2024). Consequently, the textbooks do not serve as an effective tool for raising awareness about global citizenship, limiting both teachers' and students' engagement with the deeper, more interconnected aspects of GCE. As noted in the research, the absence of explicit GCE content in both the textbooks and curriculum restricts the development of global competencies among students. Therefore, there is a clear need for textbooks and curricula to explicitly incorporate GCE concepts to better equip teachers and students for a globally interconnected world.

Interviews findings showed that teachers had little to no understanding of GCE. Research also proves that many Pakistani teachers perceive GCE in limited terms and lack training to introduce global perspectives meaningfully. This highlights a broader issue found in research: GCE is not well integrated into teacher education programs, particularly in developing countries (Goren & Yemini, 2017; Shar, 2024). While teachers play a key role in promoting democracy and peace, they require targeted support, including training, resources, and institutional backing, to implement GCE effectively (Schugurensky

& Wolhuter, 2020). Literature defines GCE as including critical thinking, cultural awareness, empathy, and global engagement (Torres & Bosio, 2020). However, teachers mainly associated it with rights and responsibilities, reflecting a traditional citizenship education neglecting GCE.

Class room observations revealed limited GCE practices, reflecting gaps in teacher education and a reliance on traditional, teacher-centred methods. The current pedagogical culture fails to actively engage students in GCE practices. Students receive information about the world solely as presented by the teachers. This highlights the crucial role of teachers: if they underestimate students' abilities and oversimplify the teaching-learning process, the goal of nurturing responsible and informed citizens cannot be achieved (Shar, 2024). Despite global focus, GCE remains weak in underprivileged areas, where teachers often prioritize local concerns over global issues due to socio-economic challenges (Goren & Yemini, 2017; Schugurensky & Wolhuter, 2020; Shar, 2024). Both interviews and classroom observations produced similar results which indicates a strong alignment between perception and practices.

CONCLUSION

In conclusion, the findings indicate a significant gap in the teachers' understanding of GCE, which is influenced by a lack of exposure to the concept and the absence of appropriate training in teacher preparation programs. For GCE to be effectively integrated into classrooms, it is essential to equip teachers with a comprehensive understanding of the concept and provide them with the necessary tools to engage students in critical discussions about global issue. Findings show that while few GCE elements exist in Pakistan's curriculum, they are neither explicitly labelled nor fully applied in classrooms. Limited teacher awareness, socio-economic barriers, and traditional methods hinder implementation. Effective GCE promotion requires teacher training, curriculum reform, and interactive teaching.

Recommendations

The following recommendations are grounded in the key findings of this study and aim to address the specific challenges identified through data collection and analysis, particularly the gaps in pedagogical practices, curriculum content, and teacher preparation for implementing GCE. Firstly, targeted professional development programs is needed to equip teachers with GCE knowledge, and pedagogical strategies. Secondly, curricula and textbooks, should incorporate locally relevant GCE. Finally, schools should promote inclusive and student-centred teaching approaches that encourage critical thinking and global engagement.

Limitation and Delimitation

It focuses only a single school situated in Karachi and confined to only primary school. The qualitative research method limits its generalizability.

Competing Interest

The authors declare no conflict of interest.

Authors' Biography

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