EXPLORING THE THEORETICAL FRAMEWORK FOR GLOBAL CITIZENSHIP EDUCATION AND ITS APPLICABILITY IN THE CONTEXT OF PAKISTAN

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Paper Information

Abstract

This study explored the theoretical framework of Global Citizenship Education (GCE) and its potential implementation in Pakistan. Its primary objectives were to identify a theoretical framework suited to Pakistan's socio-cultural and educational context and to assess the feasibility and relevance of integrating GCE principles into the country's educational framework. Employing a mixed-methods approach, the research engaged 360 elementary schools, 1,080 teachers, and their students, alongside interviews with 10 senior administrators. Through content analysis, interviews, surveys, and classroom observations, the study revealed a comprehensive coverage of citizenship education in textbooks but emphasized the necessity for improved skills integration and practical activities. Stakeholder feedback highlighted the urgency of holistic education reform, including updated materials and technology integration. Challenges in implementing GCE at the elementary level were identified, pointing to the need for updated textbooks with relevant global content and adequate teacher support. The implications for educational policy and practice underscored the importance of revising textbooks, enhancing teacher education programs, and promoting greater coordination among curriculum units to ensure a cohesive approach to citizenship education in Pakistan.

Key Words: Globalization, Personal, Social, Citizenship, Education

Introduction

Throughout history, education has played a big part in teaching people how to be good and make the right choices, not just in one place but everywhere. John Dewey, in his book "Democracy and Education," said that schools help us learn how to be good citizens in a democracy (Gordon & English, 2016). Lawrence Kohlberg, in his research about how people learn to be good, found that education has a big impact on how we think about right and wrong (Kohlberg, 1921The schools should teach about character and how to be honest and fair, to help students grow up to be good adults (Lickona, 2004). Martha Nussbaum's book titled "Not for Profit: Why Democracy Needs the Humanities doesn't solely focus on schools teaching us to be better citizens, it does explore the role of education, particularly the humanities, in fostering critical thinking, empathy, and civic engagement, which are essential qualities for active citizenship in a democracy. Martha Nussbaum wrote about how schools can teach us to be better citizens by helping us understand different ideas and cultures (Webb, 2023). Alasdair MacIntyre believed that schools should focus on teaching good qualities like honesty and kindness, so students can make good choices (Glanzer, 2022). These described how education has always been important for teaching people how to be good, using different ideas and evidence to explain why it matters. Because of globalization, the world is becoming a more interconnected place, so it is necessary to have educational frameworks that not only teach civic values locally but also foster a sense of responsibility for global challenges (Aydin, & Andrews, 2024). This shift in educational paradigms is especially important in countries like Pakistan, where there are a lot of socio-political and environmental issues. Citizenship education has historically focused on explaining the rights and obligations that come with being a citizen of a nation-state. But discussions in the modern era have broadened this definition to include participation in democratic processes and efforts to achieve social justice (Kosar, & ul Kashif, 2020). Simultaneously, there has been a noticeable movement in favor of global citizenship education, which encourages people to understand and deal with international issues (Waghid, 2024). It is essential to construct a comprehensive citizenship education program in Pakistan due to its diverse demographic composition and ongoing socio-political instability (Kosar, & ul Kashif, 2020).

Research Problem

Despite the global emphasis on Global Citizenship Education (GCE), its applicability and effectiveness within the specific socio-cultural and educational context of Pakistan remain underexplored. The lack of a comprehensive theoretical framework tailored to the Pakistani context hinders the development and implementation of GCE initiatives, posing a significant research gap. Therefore, there is a need to explore the theoretical underpinnings of GCE and its relevance in the context of Pakistan to inform evidence-based policy-making and educational practices.

Significance of Research

Exploring the theoretical framework for Global Citizenship Education (GCE) in Pakistan is vital for educational advancement and societal progress. By customizing GCE principles to Pakistan's unique socio-cultural context, this research aims to provide a structured approach for policymakers and educators, ensuring the effective implementation of GCE initiatives. Understanding the practical challenges and opportunities associated with GCE implementation is crucial for informed decision-making and curriculum development, ultimately contributing to the holistic development of students as global citizens.

Research Objectives:

1. To assess the feasibility and relevance of implementing GCE principles in Pakistan's educational framework.
2. To identify a theoretical framework for Global Citizenship Education (GCE) in Pakistan's socio-cultural and educational context.

Research Questions:

1. What GCE frameworks apply to Pakistan's socio-cultural and educational context?
2. What are the challenges and opportunities in implementing GCE principles in Pakistan's education system, and how feasible are they?

Delimitations of the Study

1. The study's scope was focused on specific regions or educational levels within Pakistan, potentially overlooking variations in implementation and effectiveness across different contexts within the country.
2. Access to relevant literature or interviews conducted in languages other than English was restricted, potentially limiting the comprehensiveness of the research findings due to language barriers.
3. While the findings provide valuable insights into the theoretical framework and applicability of Global Citizenship Education (GCE) within Pakistan, they may not be generalizable to all educational contexts in other countries with different socio-cultural backgrounds.

Literature Review

Citizenship Education

Citizenship education holds a crucial place within educational frameworks, serving as a cornerstone for nurturing civic responsibility, fostering an understanding of citizenship rights and duties, and promoting active participation in democratic processes (Hagai, 2023). In support of this notion, Hagai (2023) highlights Singapore's 2020 curriculum, which places significant emphasis on the advancement of moral and civic education. Teachers wield considerable influence in shaping the educational landscape, a fact underscored by recent findings (Vajen, Kenner, & Reichert,2024). Their research underscores the profound impact of teachers' beliefs on the integration of digital citizenship education into curricula. While recognizing the advantages of digitalization, they stress the importance of addressing its implications for citizenship education. Stack (2012) identifies three core dimensions of citizenship: legal status, political engagement, and community affiliation. These elements collectively contribute to fostering a sense of national identity and belonging (Bloemraad, Korteweg, & Yurdakul, 2008). However, Koopmans and Statham (1999) argue for a broader conceptualization of citizenship that transcends national boundaries. This perspective is echoed by Tambini (2001), who advocates for a post-national understanding of citizenship that moves beyond traditional political units and global civil societies.

Personal and Social Education

Houser's (2023) perspective emphasizes the pivotal role of social studies education in cultivating informed citizens. This assertion underscores the ongoing discourse surrounding essential qualities and authority, which inevitably prompts questions about educators' stances and their implications for students. Consequently, it becomes imperative for educators to develop their philosophies regarding citizenship education, acknowledging the significance of personal philosophy, and reclaiming their roles as transformative intellectuals. In recent decades, formal education has garnered increasing recognition for its role in fostering students' development in response to diverse societal challenges. (Tahira, Muhammad, Asma, 2023), Structural shifts in family dynamics, along with adolescent issues such as pregnancy and drug abuse, coupled with the inadequacies of traditional schooling in preparing individuals for active societal engagement, have catalyzed global educational reforms. Additionally, recent

studies by Vajen, Kenner, & Reichert (2024) highlight the importance of incorporating digital citizenship education within the framework of personal and social education to address contemporary challenges in the digital age. Personal and Social Education (PSE) encompasses a spectrum of themes, including community participation, attitudes, values, sustainability, and health matters. Its primary aim is to equip students with essential skills and knowledge necessary for navigating adult life responsibilities (Scottish Education & Skills Committee Report, 2017). PSE endeavors to impart critical skills such as identity comprehension, fostering healthy relationships, and promoting risk awareness (Watkins, 1999). Various conceptualizations of PSE, such as the community curriculum, factory curriculum, hospital curriculum, and work-knowledge curriculum, address evolving societal needs and educational objectives (Schlechty, 1990). Central to PSE are skills like system thinking, abstracting, collaboration, and experimental questioning, all of which are deemed vital for success in a knowledge-driven society. In Pakistan, recognition of the significance of social and emotional competencies in determining future success exists. However, challenges persist in effectively prioritizing, teaching, and assessing these skills (Brotto, 2018). Furthermore, the advent of widespread internet usage in Pakistan has ushered in both positive and negative repercussions for society, with concerns regarding its impact on familial relationships and exposure to inappropriate content (Aksar, et al.,2020). While social networking sites have proliferated, questions linger regarding their effects on mental health (Pantic, 2014). Although global educational trends, including peace education and human rights, are visible to varying extents in Pakistan's curriculum, challenges persist in effectively integrating these concepts (Hassan, Azhar & Hassan, 2014). According to Tear & Reader (2023), adopting a social identity perspective can benefit research and interventions related to safety culture, foster a sense of safety identity, and promote safe practices.

Global Citizenship Education

The concept of global citizenship education (GCE) is multifaceted and deeply rooted in addressing historical inequities and fostering critical engagement with global issues. Scholars like Pasha (2022) argue that GCE serves as a platform for individuals to actively participate in discussions surrounding social justice and international cooperation. By embracing diverse perspectives and facilitating dialogue on global citizenship, governments and institutions worldwide aim to empower citizens to contribute meaningfully to global discourse and decision-making processes. The importance of an inclusive model of global citizenship education, one that extends beyond traditional notions of citizenship to encompass human rights and multiculturalism. This broader perspective, as articulated in UNESCO (2015), emphasizes a sense of belonging to a global community and humanity at large. However, challenges persist in effectively integrating global perspectives into education, particularly through mediums such as global children's literature, which can present unfamiliar content and styles to young readers (Short, 2023). Akkari & Maleq (2020) further highlight the complexities surrounding the implementation of GCE, advocating for adaptable strategies tailored to diverse educational contexts. They stress the need for interdisciplinary approaches, integrating GCE into domains such as sustainable development, multicultural education, and citizenship education. Fundamentally, GCE acts as a pathway to nurture empathy, deepen cultural understanding, and instill a collective sense of accountability towards global issues. Through the adoption of critical viewpoints and inclusive strategies, educators and policymakers have the potential to nurture a

cohort of individuals with a global mindset, ready to tackle the intricacies of our interconnected global landscape. (Asal, Yousuf, et. al, 2023), The rapid rise of technology has reshaped global connections, prompting a focus on global citizenship education in countries like Pakistan. Yet, current approaches often overlook Pakistan's unique cultural context and the influence of technology on traditional values and youth well-being. The necessity for research was apparent to comprehend the current state of Pakistan's school curriculum from a global perspective and to identify requisite additions to tackle contemporary challenges while preserving cultural identity (Sharar & Memon, 2015). This study looks at the opportunities and challenges of adopting global citizenship education in Pakistan by consulting with relevant stakeholders and examining current educational frameworks and pedagogical techniques. In addition, it seeks to clarify how, in the Pakistani context, the domains of social and personal education and global citizenship education overlap. This research offers insights into the contextual adaptation of citizenship education in Pakistan while also contributing to the larger discourse on the subject by examining the link between local and global imperatives.

Research Methodology

The research methodology employed in this study utilized a mixed-method approach to investigate Global Citizenship Education (GCE) within the Pakistani context. This approach aimed to provide a comprehensive understanding of GCE, including its content, predominant issues, and associated challenges. Qualitative methods formed the foundation of the research, utilizing techniques such as document analysis and interviews with key stakeholders responsible for GCE implementation and educators. Additionally, qualitative content analysis of national documents on GCE and government textbooks was conducted to enhance

understanding of its conceptualization and portrayal. In complement to the qualitative analysis, quantitative methods played a pivotal role, offering insights into the practical manifestations of GCE within the Pakistani educational landscape. (Hussain, Rubab et. al., 2023), the study focused specifically on Punjab's government-managed schools to unravel the intricacies of GCE within this region. A strategic sampling approach was employed to ensure inclusivity and comprehensive coverage of stakeholders. This included the selection of 360 elementary schools and engagement with 1,080 teachers. Additionally, interviews were conducted with 10 senior administrators to further enrich the research insights. Furthermore, the researcher's purposive selection of curriculum materials and textbooks contributed to a deeper understanding of GCE implementation and perceptions within the region.

Data Analysis

This study employed a structured approach involving both qualitative and quantitative analyses. The qualitative data analysis focused on evaluating the content quality and satisfaction levels in Punjab school textbooks regarding Global Citizenship Education (GCE). This included identifying recurring themes from established frameworks such as the Personal and Social Education framework for 7 to 19-year-olds in Wales (2008) and the OXFAM Guide for teachers (2015). Additionally, it entailed a critical examination of the social studies curriculum in Pakistan in comparison with the UNESCO Guide (2014) and the OXFAM Curriculum Guide for GCE (2015). (Aman, Muhammad, et. al. 2023), Simultaneously, the quantitative data analysis focused on evaluating educational methods and teachers' perspectives on Personal and Social Education (PSE) and GCE. This involved developing and administering a questionnaire to prompt insights from educators, as well as utilizing a class observation checklist to assess the implementation of instructional strategies

related to PSE and GCE. The collected quantitative data were subsequently analyzed using the statistical software SPSS. Integration of findings was facilitated through triangulation; wherein qualitative and quantitative outcomes were juxtaposed to provide a comprehensive understanding of GCE within the Pakistani educational context. Rigorous analysis and triangulation of data sources were undertaken to ensure validity and reliability. (Batool, Faqir, et. al. 2024) In presenting the findings, appropriate visualization techniques such as tables, charts, and graphs were employed to enhance clarity and accessibility. Comprehensive descriptions of analysis procedures, including coding schemes for qualitative data and statistical tests for quantitative data, were provided. This structured approach ensured a methodical and robust analysis congruent with the mixed-method research methodology employed in the study.

Findings of the Study

GCE theoretical framework through PSE and relevance to Pakistani schooling

The analysis of Grade 1 to 3 textbooks in Punjab public schools, as outlined in the OXFAM (2015)*,* curriculum guide for global citizenship education for schools and teachers both identify key themes including personal security, equity, diversity, interdependence, sustainable development, conflict resolution, and peace building. The curriculum emphasizes comprehension of human rights, fairness, responsibility, critical thinking, and cooperation, aiming to cultivate a sense of global citizenship and interconnectedness among students. (Aslam, Khan, et. al. 2023), In Grade 4 to 5 Social Studies textbooks, while themes related to citizenship education are comprehensively covered, there is a need for more specific skills and activities to enhance practical learning experiences. Including real-life examples and case studies could deepen students' understanding. Similarly, the analysis of Grades 6–8 textbooks shows a strong focus on personal, social, and global citizenship education within geography and history subjects. (Hussain, Rubab et. al., 2023), though themes are well-covered, more detail on learning outcomes and activities is necessary for a more robust educational framework, potentially incorporating specific examples to reinforce understanding and application.

Perception of Stakeholders for GCE Theoretical Framework Relevance to Pakistani Schooling

The results of the interviews regarding the incorporation of Global Citizenship Education (GCE) themes in the education system of Pakistan emphasized the need for a holistic reform in Pakistan's education system. The focus was on character development, practical knowledge, and Global Citizenship Education (GCE) themes. (Tong, Yu, Deacon, et. al. 2024), It was suggested to incorporate technology, foster responsibility, and integrate human rights education. The study also suggested updating social studies books and incorporating GCE knowledge.

Class Observation for Global Citizenship Education Required Skills Table 1: Results of Grade 1&2 Students
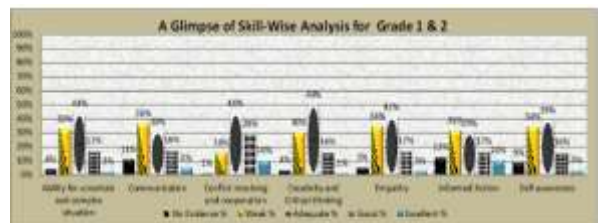
Figure 1

A radar chart, like Figure 1, visually represents the proficiency levels of Grade 1 and 2 students in personal, social, and global citizenship education skills. Each skill is shown as a point on the chart, with distance from the center indicating proficiency level—farther means higher proficiency. Key findings reveal strengths in creativity and critical thinking, but areas like empathy, self-awareness, and communication need improvement. This analysis guides educators and policymakers in enhancing curriculum to foster holistic

development, targeting areas requiring attention to improve overall student proficiency and success.

Table 2: Grade 3&4 Students

Figure 2

Figure 2, a radar chart, showcases the proficiency levels of Grade 3 and 4 students in acquiring positive character traits such as self-awareness, interpersonal skills, and global citize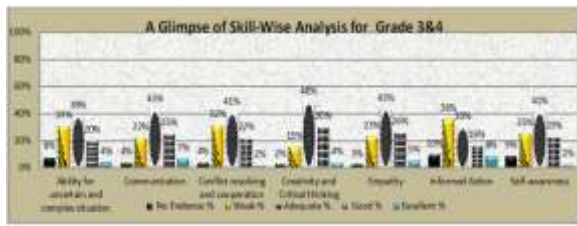nship. (Van, Gotch, et. al. 2024), Results indicate proficiency across creativity, empathy, communication, problem-solving, collaboration, conflict resolution, and decision-making. Despite strengths in recognizing unfairness and handling diverse perspectives, challenges exist in understanding denial and articulating thoughts clearly.

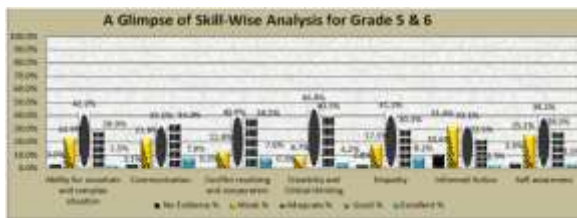***Table 3: Grade 5&6 Students***

Figure 3 presents a radar chart illustrating the proficiency levels of Grade 5 and 6 students across various skills. The distribution highlights diverse proficiency levels, showcasing strengths and areas for improvement. Notably, students demonstrate proficiency in dealing with uncertainty (42.2% adequate, 2.5% excellent), communication (34.2% good, 7.9% excellent), and conflict resolution (38.5% good). Creativity and critical thinking exhibit promise (40.3% good, 4.2% excellent), while empathy is rated as satisfactory (41.3% adequate). However, there's room for improvement in informed action (31.4%), whereas self-awareness shows

strength (28.3% good, 38.2% adequate). These insights underscore opportunities for enhancement, particularly in fostering informed action skills.

Table 4: Grade 7 & 8 Students

Figure 3

Figure 4 displays skill-wise percentages among Grade 7 and 8 students, based on Table 4 data. For uncertain and complex skills, 21.5% are improvable, 3.8% show no evidence, 28.3% are good, and 42.5% are adequate. Communication skills show 23.9% as good, 29.4% as improvable, and 38.2% as adequate. Conflict resolution and cooperation skills depict 9.7% as improvable, 38.1% as adequate, and 38.3% as good. Creativity and critical thinking indicate 39.4% as good and 35.8% as adequate. Empathy skills show 25.7% as good, 19.9% as improvable, and 43.2% as adequate. Informed action skills show 27.4% as improvable, 25.2% as good, and 35.1% as adequate. Self-awareness skills exhibit 21.1% as improvable, 28.8% as good, and 43.8% as adequate.

Factor Analysis of Teachers' Questionnaire

Table 5: Evidence of Personal Education Elements in Social/Citizenship Education
See Annex A

Table 5 presents the status of personal education elements in elementary social and citizenship education. While collaboration with social studies textbooks shows potential, teacher satisfaction levels indicate room for improvement, with only 4.2% fully satisfied and 27.2% expressing dissatisfaction. Mixed feedback on content adequacy raises concerns, with 43.4% finding it unsatisfactory. Issues with students' awareness of rights and obligations are also evident. Despite some acknowledgment of coverage, reservations

persist. The cumulative mean score of 2.74 suggests a moderate presence of personal education elements, highlighting the need for further enhancement in this educational domain.

See Annex B

Table 6: Evidence of Social Education Elements in Social/Citizenship Education

Table 6 reveals varied teacher perspectives on social components in elementary-level citizenship and social studies textbooks. While 25.8% of teachers are confident in the content's impact on students' understanding of rights and obligations, 29.5% disagree. Opinions diverge on syllabi activities, with 26.9% recognizing skill development opportunities, yet 28.3% question the practicality of fostering values. A majority (61.4%) note improvement in students' social skills, with 36.9% acknowledging content's role in group participation. Concerns about textbook coherence are raised by 56.9% of teachers. Views also vary on content's ability to inspire group activities, with 30.6% finding it motivating but 10.6% disagreeing.

Table 7: Evidence of Global Citizenship Education Elements in Social/Citizenship Education of Elementary Classes

See Annex C

Table 7 offers an overview of global citizenship education in elementary social and citizenship education. 40.6% of teachers view the content as highly up-to-date, with an additional 20.6% somewhat agreeing, and 20.8% neutral, while 15% disagree. Opinions vary on the sufficiency of subject matter: 18.3% find it very sufficient, 49.7% somewhat sufficient, 17.2% not very sufficient, and 4.4% not sufficient at all. Regarding the incorporation of global topics, 11.7% strongly advocate for it, while 28.9% strongly oppose it. 30.4% perceive the hierarchy of topics as very structured, and 34.2% as somewhat structured. 30% agree textbooks are updated very much, while 36.9% did not respond. The cumulative mean score of

2.70 suggests a moderate presence of global citizenship education elements.

Table 8: Evidence of Potential Co-Production of Personal, Social, and Global Citizenship Education at Elementary Level

See Annex D

Table 8 shows data on the co-production of personal, social, and global citizenship education at the elementary level. Results indicate: that 41.1% of teachers find subject difficulty up to the mark, 4.4% find syllabi content sufficient for assessment, 29.2% use audiovisual aids extensively, and 58.9% feel syllabi cover all teaching methods. According to a survey, 52.8% encounter implementation problems. Overall, the mean score of 2.88 suggests a moderate potential for co-production at this level.

Discussion

(Ortiz, Hernandez, et. al. 2023), the study's findings highlight the evolution of citizenship education, demonstrating its theoretical framework within the Pakistani context. Initially focused solely on national rights and duties, citizenship education has expanded to encompass active citizenship with global dimensions, echoing Marshall's seminal work (Marshall, 1950). This progression provides a crucial foundation for understanding citizenship education in Pakistan, particularly amidst diverse social, political, and environmental challenges. Furthermore, personal and social education are identified as essential components of citizenship education, fostering informed and engaged citizens. Textbooks in Pakistan, especially those for grades 1 to 8, address pertinent citizenship themes such as personal security, equity, and globalization (Ahmad & Rizvi, 2023). However, there is a call to enrich these materials with practical activities and real-life examples to deepen students' understanding of citizenship concepts (Khan & Malik, 2022; Hussain et al., 2024). Moreover, the study emphasizes the necessity of integrating global citizenship elements into Pakistani citizenship education

to cultivate a globally-minded citizenry. While scholars advocate for this inclusion, challenges remain in implementation, particularly at the elementary level, where there are varying perspectives among teachers regarding the effectiveness of current syllabi (Yousaf et al., 2023; Rahman & Haq, 2021). Updated textbooks and enhanced teacher support are deemed essential to address these challenges (Khan et al., 2022). Addressing implications for educational policy and practice, the study underscores the need for holistic education reform in Pakistan. This reform should entail revising textbooks to comprehensively cover citizenship themes and effectively integrate global citizenship elements (Khalid et al., 2023). Furthermore, teacher education programs should be restructured to equip educators with the necessary skills and resources to teach citizenship education, particularly focusing on global citizenship concepts (Aziz & Ali, 2022). Lastly, greater coordination among different textbook units and alignment with national educational policy objectives are crucial to ensure a cohesive approach to citizenship education across the country (Hussain & Malik, 2024).

Conclusion

The research study exploring the theoretical framework for Global Citizenship Education (GCE) and its applicability within the context of Pakistan provides valuable insights into the evolving landscape of citizenship education in the country (Ahmad & Khan, 2023). Through a meticulous mixed-methods approach encompassing content analysis, interviews, surveys, and classroom observations, the study has elucidated the multifaceted nature of citizenship education, shedding light on both its strengths and areas for improvement (Rizvi et al., 2022). The findings underscore the significance of citizenship education in shaping informed and responsible citizens, particularly in a globalized world characterized by interconnectedness and interdependence. (Hariharan, Meiers, 2024), While traditional notions of citizenship education have predominantly focused on national rights and obligations, there's a growing recognition of the need to embrace a broader perspective that encompasses global challenges and encourages active participation in addressing them. (Dada, Llanes, Figuera, et. al. 2024), Moreover, the study reveals a commendable thematic coverage of citizenship education in Pakistani textbooks across various grade levels, emphasizing essential concepts such as personal security, equity, social justice, and globalization. However, it also highlights the imperative for enhanced integration of practical activities and skills development within these themes to facilitate more experiential and hands-on learning experiences for students. (Lozana, Fernandez, et. al. 2023), Furthermore, the study underscores the necessity of integrating global citizenship elements into Pakistani citizenship education, acknowledging the importance of up-to-date global information and sufficient subject matter to cultivate globally-minded citizens (Khalid & Malik, 2023). However, challenges persist regarding the effective implementation of global citizenship education at the elementary level, necessitating updated textbooks with relevant global content and adequate support for teachers. In terms of implications for educational policy and practice, the study advocates for holistic education reform in Pakistan, encompassing revisions to textbooks, enhancement of teacher education programs, and greater coordination among different curriculum units (Aziz et al., 2021).

Recommendations

1. Add hands-on activities and real-life examples to help Grades 4 to 8 students understand and apply citizenship concepts better.

2. Regularly update textbooks with the latest global issues to make students more globally aware and informed of GCE.

3. Develop teacher training programs focused on GCE to equip teachers with the necessary skills and knowledge.

4. Use modern technology, like digital resources and online projects, to make learning about global citizenship interactive and engaging.

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Appendix

Annex A

Factor Analysis of Teachers' Questionnaire

Table 5:   Evidence of Personal Education Elements in Social/Citizenship Education

Sr. #	Item #	Statements		Very Much	Some What	Neutral	Not Very Much	Not at All
1	1	Being a teacher of Social Studies/ Geography/ History/General Knowledge, are you satisfied with the existing syllabi of the subject?	*f*	15	178	14	98	54
			%	4.2	49.4	3.9	27.2	15
2	2	Textbooks have sufficient content on personal and social education.	*f*	12	136	28	156	28
			%	3.3	37.8	7.8	43.3	7.8
3	3	Students are aware of their rights and obligations through content.	*f*	93	50	97	105	15
			%	25.8	13.9	26.9	29.2	4.2
4	7	Syllabi cover all the aspects of individual identity and diversity.	*f*	94	119	47	90	10
			%	26.1	33.1	13.1	25	2.8
5	16	Syllabi are considered according to the psychology of the students.	*f*	59	191	35	45	30
			%	16.4	53.1	9.7	12.5	8.3
		Accumulative of personal Education Elements (Mean)		2.74				

Annex B

Table 6: Evidence of Social Education Elements in Social/Citizenship Education

Sr. #	Item #	Statements		Very Much	Some What	Neutral	Not Very Much	Not at All
6	3	Students are aware of their rights and obligations through content.	*f*	93	50	97	105	15
			%	25.8	13.9	26.9	29.2	4.2
7	4	Syllabi have activities to practice required skills	*f*	97	108	32	102	21
			%	26.9	30	8.9	28.3	5.8
8	5	Syllabi make students practically expert in social skills.	*f*	35	221	30	51	23
			%	9.7	61.4	8.3	14.2	6.4
9	8	Syllabi lead to practical approach for developing values and attitudes	*f*	54	54	125	113	14
			%	15	15	34.7	31.4	3.9

10	9	Content inspires the students to participate in group activities	ƒ	110	133	27	52	38
			%	30.6	36.9	7.5	14.4	10.6
11	17	Syllabi are implemented in their true spirit at all levels of schooling.	ƒ	105	121	34	61	39
			%	29.2	33.6	9.4	16.9	10.8
12	18	Co-ordination between different units of the textbook.	ƒ	10	52	67	205	26
			%	2.8	14.4	18.6	56.9	7.2
13	19	Appropriate to meet the objectives of national educational policy	ƒ	12	91	32	193	32
			%	3.3	25.3	8.9	53.6	8.9
		Accumulative co-production of social Education (Mean)		2.80				

Annex C

Table7: Evidence of Global Citizenship Education Elements in Social/Citizenship Education of Elementary Classes

Sr. #	Item #	Statements		Very Much	Some What	Neutral	Not Very Much	Not at All
14	6	Content has up-to-date information on major global changes.	Ƒ	146	74	75	54	11
			%	40.6	20.6	20.8	15	3.1
15	10	Sufficient subject matter to develop global minded citizen.	Ƒ	66	179	37	62	16
			%	18.3	49.7	10.3	17.2	4.4
16	11	Syllabi enable student to learn all aspects of global citizenship.	Ƒ	18	88	133	110	11
			%	5	24.4	36.9	30.6	3.1
17	12	Addition of global topics in existing topics will make content interesting	Ƒ	42	33	23	158	104
			%	11.7	9.2	6.4	43.9	28.9
18	13	Content has hierarchy of local and global topics.	Ƒ	109	123	36	66	26
			%	30.3	34.2	10	18.3	7.2
19	14	Textbooks of Social Studies/Geo/History are updated with time.	Ƒ	108	51	133	44	24
			%	30	14.2	36.9	12.2	6.7

Accumulative of Global Citizenship Education Elements in Social/Citizenship Education of Elementary Classes (Mean)	2.70

Annex D
Table 8: Evidence of Potential Co-Production of Personal, Social and Global Citizenship Education at Elementary Level

Sr. #	Item #	Statements		Very Much	Some What	Neutral	Not Very Much	Not at All
20	15	Level of difficulty of the subject matter is up to the mark.	ƒ	149	59	36	99	17
			%	41.4	16.4	10	27.5	4.7
21	20	Syllabi have sufficient content for assessment and evaluation.	ƒ	16	218	35	71	20
			%	4.4	60.6	9.7	19.7	5.6
22	21	Syllabi are delivered by using audio visual aids.	ƒ	105	94	24	119	18
			%	29.2	26.1	6.7	33.1	5
23	22	Syllabi have all teaching methods.	ƒ	17	104	17	212	10
			%	4.7	28.9	4.7	58.9	2.8
24	23	Syllabi create problems at implementation level.	ƒ	10	190	26	42	92
			%	2.8	52.8	7.2	11.7	25.6
25	24	Teachers can use new forms of education technology	ƒ	28	43	72	183	34
			%	7.8	11.9	20	50.8	9.4
Accumulative Implementation Potential for Global Citizenship Education as Co-Production (Mean)			2.88					