

An Exploration of Teachers' Perspectives Regarding Global Citizenship Education: Case of Selected Rwandan Secondary Schools

Jeremie Habumugisha¹
Martin Bazina²
Ir. Dominique Mvunabandi³

¹habumugishajeremie@yahoo.com

²martinbazina84m@gmail.com

³dominique.mvunabandi@unesco.rw

¹<https://orcid.org/0000-0003-0538-8203>

²<https://orcid.org/0009-0006-5347-2281>

¹College du Christ Roi, Rwanda, ²East African University Rwanda, ³UNESCO-Rwanda National Commission

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ABSTRACT

This study examined teachers' perceptions of Global Citizenship Education (GCED) in selected Rwandan Secondary Schools. It took a qualitative approach and was guided by two theories: Bourdieu's theory of practice (1972) and Mezirow's theory of transformative learning (1978). A case study research design was adopted. The target population included all teachers from ten selected Rwandan secondary schools. Purposive sampling was employed to choose ten teachers (one from each school) to complete an open-ended questionnaire, five of whom participated in semi-structured interviews. Primary data was collected using open-ended questionnaires and semi-structured interviews, and thematic analysis was used to analyze the data. The findings revealed that teachers have positive perceptions towards GCED. Teachers learned about GCED through self-documentation, which led to differing understandings and interpretations. Respondents also acknowledged GCED as an important thing that should be taken into consideration in the journey of implementing global sustainable development through educating students to be good global citizens and having an appropriate understanding of Sustainable Development Goals (SDGs). The challenge highlighted by respondents is the lack of appropriate common documents and techniques to be used for integrating GCED into teaching and learning practices in line with the Rwandan Competence-Based Curriculum. This study concludes that teachers' positive perceptions of GCED are found to be good and helpful when it goes hand in hand with the National Curriculum Framework explicitly, to facilitate its integration into teaching practices. The study recommended that the Ministry of Education (MINEDUC) through The Rwanda Basic Education Board (REB) and Non-Government Organizations (NGOs) in charge of education should provide training and teachers' guides to harmonize their understanding of GCED and techniques of integration into teaching practices. It is also recommended that during the incoming curriculum revision, GCED should be integrated into the Curriculum explicitly, either as a course or as a crosscutting issue. Future studies should expand the scope of the study and highlight the interdependence of GCED and the implementation of global sustainable development.

Keywords: Global Citizenship Education, Sustainable Development, Teachers' Perception

I. INTRODUCTION

Citizenship is a powerful political ideal, often the way a person is treated depends on whether he or she has the status of a citizen (member of a community, state, or nation). It also includes the protection of a person's rights both at home and globally (Ilona Iija, 2011). In addition, Global citizens are active political, social, environmental, or economic agents in an interdependent world where new institutional forms beyond nations are starting to emerge. Global citizenship is the ability of individuals to live, work, and play within transnational norms and status that defy national boundaries and sovereignty (Pacho, 2020). On the other hand, education is a comprehensive term that encompasses teaching, learning, experience, and knowledge. It is also the process of gaining values, beliefs, skills, information, and habits that contribute to the betterment of society. Education is a vital instrument for social mobility, economic prosperity, and personal development because it helps people gain the knowledge and skills they need to navigate the world, form meaningful connections with others, and contribute to society (Schönborn, 2021).

In the globalized world, the role of education has moved beyond the traditional concept of preparing human resources for national development and economic prosperity. In this concept, the United Nations Educational, Scientific, and Cultural Organization (UNESCO), argues that Global Citizenship Education (GCED) represents developing knowledge, cognitive skills, soft skills, and attitudes among learners who can understand and solve global issues Asia-

Pacific Centre of Education for International Understanding [APCEIU], 2024). The global community must collaborate to achieve the United Nations (UN) Agenda's 17 Sustainable Development Goals (SDGs) and 169 targets by 2030 (Walsh et al., 2022). According to the Asia-Pacific Centre of Education for International Understanding (APCEIU), People with many worldviews are increasingly coexisting around the globe today, they need to be taught how to coexist, appreciate and uphold cultural diversity, embrace the universal ideals of social justice and human rights, and feel united with one another (APCEIU, 2018). It is in this line that a new topic of GCED was proposed and ultimately secured as a global education agenda in parallel with education for sustainable development (ESD), which had been emphasized thus far, especially through the UN Decade of ESD (UNDESD), at several international meetings and discussions to prepare the post-2015 UN global development agendas (Chung & Park, 2016).

Global citizenship is not a novel concept as cited by Pachó (2020), Diogenes in the fourth century BC is credited with starting it. He asserts that being a global citizen entails freedom from the restrictions and limited customs of one's home, hometown, and home country. His point of view highlights the concept of cosmopolitanism, which is based on the notion of humanity and community. The Greek word *kosmopolites*, which means a global citizen, is the root of the phrase cosmopolitanism. In addition, UNESCO (2018), the UN's specialized agency for education defines Global citizenship as a sense of belonging to a larger community that transcends national borders and highlights our shared humanity. It also draws on the connections between local and global communities as well as between peoples. The universal principles of democracy, diversity, non-discrimination, and human rights form the foundation of global citizenship. It concerns civic activities that advance a better future and planet (Pachó, 2020).

APCEIU (2018) argued that students should be taught to think critically, reject stereotypes and biases, and recognize that diversity offers us a variety of perspectives on the world. They can thereby grasp our collective identity our shared humanity as they gain an understanding of their own and others' numerous layers of identity. This common humanity surpasses individual, cultural, religious, ethnic, and many other distinctions. In addition, the Education 2030 Agenda, is led and coordinated by UNESCO, "Ensure that all students should acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity (UNESCO, 2018). Citizenship education can come from various sources, especially the media and family, schools continue to be the primary source of official citizenship education for youth and the only way for governments to retain significant control (Sim & Print, 2005). In addition, Global citizenship education aims to promote a diverse perspective, fostering mental flexibility and multiplicity. In this line, teachers play a crucial role in shaping social identities, and tangible SDG initiatives which can foster students' sense of responsibility and responsibility (Melton Foundation, 2021).

The role of educational institutions is to equip students with technical and global competencies to navigate the global workforce, collaborate with diverse individuals, and address global issues, as future success depends on their ability to use various technological tools (Kopish & Marques, 2020). Global citizenship education should also be deeply ingrained in school curricula, with supporters advocating for its inclusion, and teachers trained to implement global skills in the classroom, which will allow students to voice opinions and debate ethical, moral, social, and civic issues. This encourages empathy, teamwork, and logic, essential for a global citizen and recognizing diversity (Melton Foundation, 2021). Students can gain a deeper understanding of citizenship, politics, democracy, and the process of globalisation through global citizenship education. This will enable them to recognize how political, economic, cultural, social, and environmental factors influence a global society (Bruce et al., 2019).

Byker (2016) argued that students who get instruction in global citizenship must gain a fundamental comprehension of the principles to be prepared to respond to global concerns effectively. To equip future classroom instructors to meet the requirements of their students, teacher education programs must concentrate on and address the practical features, ideals, and issues of global citizenship education. Unfortunately, Andrews and Aydin (2020) in their research found that several reasons have made it difficult to include global citizenship into the curriculum, such as a standardized curriculum, a shortage of resources for instructors, and teachers' perceptions that they are not ready to teach the content of global citizenship.

In Rwanda, one of the goals of the new competence-based curriculum (CBC) is to ensure that young people's abilities are more suited to the needs of the Rwandan, regional, and global labour markets. Economics exemplifies global awareness by investigating how different countries approach common economic concerns such as government intervention, market failure, sustainability, and accomplishing macroeconomic goals. CBC views social studies to be an important learning area for understanding societal growth and globalisation dynamics. CBC's humanities choices demonstrate an awareness of the country's sustainable growth and development in a regional and global context (Ministry of Education [MINEDUC], 2015). Unfortunately, the new Rwandan Curriculum does not address how global citizenship will be integrated, either as a lesson or as a cross-cutting issue. Furthermore, another gap in the literature is the silence about Global Citizenship Education implementation in the Rwandan Education Sector, despite its importance in the implementation of sustainable development goals.

1.1 Statement of the Problem

Sustainable development is crucial to any nation, and it will be achieved if all citizens understand their significance in their present and future lives. The population's comprehension of Sustainable Development will be determined by how the government raises awareness of this United Nation's initiative. One method that nations might utilize is through education, where their citizen is educated to think beyond their citizenship to global citizenship. Pacho (2021) in his research found that globalization has impacted education systems globally, causing the resettlement of people of diverse cultures. This necessitates a broader understanding and creative integration to guide students and educators in acting as responsible global citizens. Moreover, teaching people about values and their obligations as global citizens is not yet given as much formal focus. In this line, Sund and Pashby (2020) cited in Barry et al., (2024) found that Several research suggested that to comprehend teachers' experiences navigating GCED in formal education completely, more information directly from their practice is needed.

In the context of Rwanda, the "2019 Rwanda Voluntary National Review (VNR) Report" claimed that the Rwandan government remains committed to attaining the Sustainable Development Goals (SDGs) and will go to any length to ensure their achievement. Through the Global Partnership for SDGs, local and foreign resources will be mobilized to ensure the successful implementation of national developmental projects, hence facilitating SDG accomplishment (Republic of Rwanda, 2019). Unfortunately, even though global citizenship education has been identified as critical to the implementation of the SDGs and Walsh et al., (2022) found that Global Citizenship Education can come from various sources, especially the media but schools continue to be the primary source of official citizenship education for youth and the only way for governments to retain significant control, the government of Rwanda did not highlight how GCED will be used to implement Global Sustainable Development.

Akçay et al. (2024) in their research conducted in Cyprus about "*Global Citizenship for the Students of Higher Education in the Realization of Sustainable Development Goals*" found that students and teachers can take an active role in achieving SDGs for global citizenship. However, several critical factors in Rwanda, including student and teacher awareness of GCED and its influence on the SDGs, have yet to be adequately highlighted. For example, among the challenges identified by the Republic of Rwanda Report (2019), they did not assess the impact of global citizenship education on SDG implementation, and the Rwandan Competence-Based Curriculum (CBC) did not highlight how global citizenship education can be integrated into teaching and learning practices to positively impact SDG implementation and achievement by 2030, as well as the Rwandan 2050 vision, which includes many SDG-related goals. To address this gap, the current study looked into teachers' perspectives on global citizenship education in Rwandan secondary schools.

1.2 Research Objectives

The objectives were:

- i. To explore teachers' knowledge of sustainable development and their implementation through Global Citizenship Education (GCED).
- ii. To investigate how teachers perceive global citizenship and global citizenship education.
- iii. To investigate how teachers perceive the way of incorporation of global citizenship education in the Rwandan Competence-Base Curriculum.

1.3 Research Questions

The study tried to answer the following research questions:

- i. What are the teachers' understanding of Sustainable Development and their implementation through GCED?
- ii. What are teachers' perceptions of Global Citizenship and Global Citizenship Education (GCED)?
- iii. How do teachers perceive the way Global Citizenship Education is incorporated into the Rwandan Curriculum?

II. LITERATURE REVIEW

2.1 Theoretical Review

Some phenomena are multidimensional and cannot be fully comprehended using a single theoretical framework. Combining theories enables a more comprehensive study. This study, which examined teachers' perceptions of global citizenship education in selected Rwandan secondary schools, was guided by transformative learning theory and the global competency framework (through Bourdieu's Theory of Practice).

2.1.1 Transformative Learning Theory

Every human being needs to find purpose in their everyday existence. We cannot always be certain of what we know or think because there are no eternal truths and change is constant. Therefore, when we look for methods to understand our environment as adults, it becomes essential that we cultivate a more critical viewpoint. Learning "how

to negotiate and act upon our purposes, values, feelings, and meanings rather than those we have uncritically assimilated from others" is part of this." (Mezirow and Associates, p. 2000, p. 8 cited in (Taylor, 2008).. In addition, a key component of adult learning is the development of increasingly trustworthy beliefs, the investigation and validation of their faithfulness, and the making of well-informed judgments. This process of creating and adopting new and updated interpretations of the significance of an event in the world is explained by transformative learning theory (Taylor, 2008). Mezirow (1978), originally introduced the theory of adult learning, which clarified how adults altered their perceptions of the world. According to this theory of transformative learning "Learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience to guide future action." In the context of the current study, this theory helped in exploring how global citizenship education can change teachers' understanding of global issues, diversity, and interdependence. It also focuses on teachers' transformative shifts in attitude, values, and behaviour toward global citizenship.

2.1.2 Bourdieu's Theory of Practice

The Global Competence Framework was criticized for using Bourdieu's theoretical framework as its foundation. Pierre Bourdieu has come to be regarded as 'one of the most influential figures of the twentieth century in the social science realm. His Outline of a Theory of Practice was first published in 1972 in French and was updated, translated, and published in English in 1977. His work includes three main 'thinking tools' of habitus (cultural disjuncture and social transformation), field (network, or configuration, of objective relations between positions), and capital (economic, social, cultural, and symbolic capitals) which can contribute to understanding education policy in an age of globalization (Andrews, 2021). In line with the current research, this Global competence framework through Bourdieu's Theory of Practice contributed to identifying knowledge, skills, and behaviour for engaging in the globalized world. It focused on teachers' perception of the effectiveness of GCED in fostering global competencies in aspects like cultural awareness, critical thinking, and action-oriented learning.

In conclusion, transformative learning theory tackles teachers' perceptions of the internal, psychological processes that propel significant change, whereas the global competence framework offers their perceptions of an outward, contextual focus on global challenges and skills. Both theories created a strong basis for this study, which aims to equip teachers and students to interact intelligently and successfully in a globalized society.

2.2 Empirical Review

2.2.1 Sustainable Development and Global Citizenship Education

Parents, legislators, educators, and many others have long argued that education may be a key factor in reducing persistent violence and the relentless devastation of our natural environment. Therefore, it is becoming more widely acknowledged that teaching children about global citizenship and sustainable development is essential to advancing justice and peace on a global scale (Jimenez et al., 2017). "All learners acquire the knowledge and skills needed to promote sustainable development, including, among other things, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development," according to Target 4.7 of the new SDGs (United Nations, 2015).

The years 2005–2014 were designated as the UN Decade of Education for Sustainable Development by the UN General Assembly. Growing concern for future generations and their capacity to cope with the very real and negative effects of decades of ecologically "unconscious" actions made by their forebears is the driving force behind the decade (Jennifer, 2008). McConnel (1997) cited in Jennifer (2008) argued that to combat the negative consequences of globalization, we must create sustainable development for both present and future generations. We can only re-establish our human links to the world by starting with our children's education. According to UNESCO, national governments are the primary organizations responsible for promoting and incorporating a sustainable development curriculum into the classroom. Through the empowerment of people of all ages in all nations, they hope that the next generation will acquire the information, values, and skills necessary to build a sustainable future (UNESCO, 2005).

2.2.2 Teachers' Perceptions of Global Citizenship and Global Citizenship Education

Despite Global Citizenship (GC) is increasingly being promoted in initial teacher education, it is still a contentious and ambiguous concept, according to Schönborn (2021) study at the University of Education Weingarten, which aimed to uncover the subjective perceptions of GC among teachers education students (TES) and how they align with the liberal, neoliberal, and critical theories of global citizenship. The results also showed that TES' subjective views of GC are diverse and consistent with the liberal, neoliberal, and critical theoretical frameworks of GC. In addition, respondents believed that humans' global interconnectedness is founded on unfair systems that must be altered. However, TES argued that GC is also impacted by the quick processes of globalization that call for specific teacher's knowledge and abilities. Overall, research results revealed a tendency for contradictions in Teacher Education Students'

viewpoints on GC. Teacher Education Students identified with GC, and most of them believed that Global Citizenship is crucial to their future teaching identities.

Another qualitative study on pre-service teachers' perceptions of global citizenship education in the social studies curriculum, which focused on a few secondary schools in the US, pre-service teachers believe that for students to become global citizens, teachers should integrate global citizenship into the social studies curriculum in a way that is socially just and equitable (Andrews & Aydin, 2020). In addition, to promote GCED, the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, Thailand, has launched a project that centers on teachers, who play a crucial role in imparting suitable values, knowledge, and skills to their students. The "Preparing Teachers for Global Citizenship Education" guide is one of the project's products (UNESCO, 2018).

2.2.3 Global Citizenship Education and National Curriculum

Alvero (2023) investigated the degree of integration of global citizenship competencies in general education courses and its consequences for curriculum innovation in a study carried out in the Philippines. A descriptive-correlational design was used in the investigation. The 294 learner and 20 teacher respondents were enumerated using stratified proportionate sampling. The results indicate that to offer novel concepts or techniques that differ from those found in the recommended general education curriculum, it is necessary to enhance the integration of global citizenship courses in curriculum innovation. The study recommended the use of an updated curriculum guide in line with the study findings. In addition, discussion, debate, role-playing, ranking exercises, cause and consequence activities, and communities of inquiry are just a few of the participatory teaching and learning approaches that can be used in education for global citizenship to promote its understanding and develop abilities like critical thinking, questioning, communication, and cooperation (Appiah, 2008).

UNESCO (2018) argued that the best way to allay teachers' anxieties is to incorporate GCED into existing subject areas at every level, from early childhood to university, in non-formal education like extracurricular activities, in experiential or service learning, or programs run by non-governmental organizations or civil society organizations, and through informal education like in the family and in the media. Myers (2006) cited in Appiah (2008), argued that integrating the concept of global citizenship into the curriculum will support students in becoming democratic citizens who are morally and ethically aware of local and global issues. Unfortunately, the challenges in incorporating GCED into curriculum are illustrated by recent research of ten countries' curriculum recommendations from different areas, sponsored by APCEIU and IBE-UNESCO, all of the nations represented concepts of citizenship that transcended national borders but Global citizenship was regularly covered in the national curriculum of only two countries among these ten (Cox, 2016). It is helpful to comprehend the characteristics and attributes that GCED wants to develop in students to incorporate them into the curriculum and employ suitable pedagogies with clear learning objectives and topics for GCED (UNESCO, 2015)

The study by Andrews & Aydin (2020) also found that for students to develop cultural sensitivity and a knowledge of global challenges, teachers should incorporate global citizenship into their lessons despite the obstacles they encounter. It was also acknowledged that a teacher's passion and dedication to GCED have a significant role in determining GCED practice. More recently, it has been acknowledged that teachers' confidence and ability to incorporate the test into their practice is a key component of the successful mainstreaming of GCED in formal education (Barry et al., 2024).

III. METHODOLOGY

3.1 Research Design

This qualitative study used a case study research design to delve deeply into teachers' perceptions of Global Citizenship Education in selected Rwandan Secondary Schools. This approach was well-suited to the study's goal of examining teachers' ideas, beliefs, and attitudes toward incorporating global citizenship education into their teaching practices. Hollweck (2016) defines a case study design as a research technique that aids in the understanding of phenomena in real-world contexts. In addition, Swanborn (2018) describes it as a way of fine-tuning the visual perception of the case under consideration.

3.2 Target Population and Sampling Techniques

The study's participants were teachers from selected Rwandan secondary schools. Due to time constraints, ten respondents were selected for this study. These participants filled out open-ended questionnaires, and five of them participated in semi-structured interviews, yielding a sample of ten teachers. Purposive sampling was used to select the respondents. Ten schools were chosen based on their commitment to engage in the Global Citizenship Education and Sustainable Development Education project to be launched in Rwanda, which aims to train teachers on these principles. Ten teachers were chosen from these schools because they were appointed to participate in this organized project.

3.3 Data Collection Procedures

Qualitative research uses a variety of approaches to collect data, including in-depth interviews, focus groups, open-ended survey questions, social media posts, direct field observations, and document analysis (Quinn, 2014). Data for this study were acquired via open-ended questionnaires and semi-structured interviews, which produced verbatim quotations with adequate context. Open-ended questionnaires were used to collect primary data from respondents, while scheduled semi-structured interviews addressed questionnaire limitations, such as the inability to ask follow-up questions and the challenge of obtaining in-depth meanings from participants' responses. The research instruments were developed based on transformative learning theory and global competence framework (through Bourdieu's Theory of Practice).

3.4 Data Analysis

Primary data collected from respondents using open-ended questionnaires and semi-structured interviews was analyzed using thematic analysis. This was used to prepare and organize codes from the data collected. In addition, themes were designed from created codes. To ensure anonymity, codes given to selected schools and respondents were provided in the table below:

Table 1

Codes for Selected Schools and Respondents

Codes for Selected Schools	GSG01	PSB02	ESV3	GSR04	BAN05	GSN06	ESG07	GSG08	GSG09	TMU10
Codes for Respondents	GT01	PT02	ETO3	GT04	BT05	GT06	ET07	GT08	GT09	TT10

Thematic analysis, as employed in this study, is a qualitative data analysis method that involves searching over data collection to identify, analyze, and report repeating patterns (Clarke & Braun, 2017). Furthermore, is a way for expressing data, but it also includes interpretation in the processes of selecting codes and developing themes. In this study, codes and themes were developed using data from open-ended questionnaire responses and semi-structured interview scripts. The following are the codes and themes generated from three questions related to the provided research questions. Each of these had two specific questions.

Table 2

Codes and Themes

Codes and Themes

Codes and theme generated from answers related to the research question (a)	
Codes	Theme1
Global Sustainable Development	Benefits of GCED to SDG: understanding global sustainable development through global citizenship education.
Impact of GCED on SDGs through curriculum	
Code and themes generated from answers related to the research question (b)	
Codes	Theme2
Challenge in Teaching Students about GCED	Challenge on concept and technique of integration: Unstructured technics of integrating GCED in teaching practice through Rwandan curriculum.
Lack of clear concept and methodology for integrating GCED in teaching practice through Rwanda curriculum.	
Codes and theme generated from answers related to the research question (c)	
Codes	Theme3
Training on GCED and its impact on the implementation of SDGs.	Support system: providing training for teachers, founding clubs concerning GCED, and considering GCED as a particular cross-cutting issue in the Rwandan curriculum during its incoming revision.
Clubs of GCED and considering GCED as a cross-cutting issue to be integrated into the Rwandan curriculum	

3.5 Validity and Reliability

Various strategies were employed to ensure the study's validity and reliability. Validity was ensured using a well-structured questionnaire and interview guide based on existing literature and expert researcher feedback, which accurately captured the constructs of interest. The measures' content validity was increased by piloting them with a small sample of teachers from selected secondary schools, allowing for changes based on their comments. Reliability was verified by a test-retest approach in which the same instruments were given to the same set of teachers at two separate times and the results were compared for consistency.

IV. FINDINGS & DISCUSSION

4.1 Teachers' understanding of Sustainable Development Goals (SDGs) and their Implementation through Global Citizenship Education (GCED)

The respondents shared their experiences and insights through open-ended questionnaires, supplemented by semi-structured interviews. The researcher carefully considered the participants' understanding and perspectives on the phenomena being studied. The participants expressed their views, insights, and opinions in their own words.

The first research objective of this study was to explore teachers' understanding of sustainable development goals and their implementation through global citizenship education. This research objective seeks to explore the respondents' knowledge and perceptions of the SDGs, providing insight into how they understand these goals and their significance, including their beliefs about their benefits and challenges. The study examined how teachers understand SDGs, how they perceive their implementation engagement and the role of the education sector in its implementation through GCED. Ultimately, the goal was to gain insights that can help improve the understanding of effective ways to implement SDGs by addressing potential barriers and leveraging opportunities through the education sector as one of the relevant channels composed of the young generation, the future SDG implementers. This objective seeks to uncover respondents' practical steps to incorporate SDG-related concepts into their teaching practices or extracurricular activities, reflecting how theory translates into classroom action. It also sought to understand whether teachers' positive or negative perceptions, beliefs, and openness to Global Citizenship Education affect how successfully the implementation of sustainable development goals.

Most respondents had varying perspectives on SDGs and GCED depending on the source information. Some respondents learned about sustainable development goals through the Internet, radio/television programs, meetings, and informal discussions with colleagues' teachers. These sources of information regarding SDGs and GCED lead to varying understandings and, in some cases, misinterpretations, which can impact their integration into teaching and learning practices.

During the interview, one of the respondents, GT09, acknowledged the impact of SDGs on every country including Rwanda based on what she read in one of the United Nations annual reports on the internet. She also found the role of GCED in the implementation of Sustainable Development on the UNESCO website, still, she was stuck when she tried to integrate them into her teaching and learning practices because curriculum designers did not mention any strategy that can be used explicitly. In this line, Schönborn (2021) in her study also found that global citizenship education requires teachers specific knowledge and abilities to integrate into their teaching practices.

Respondents ETO3 and GT01 and many others in their responses to an open-ended questionnaire demonstrate a good understanding of SDGs and GCED and their complementarity for effective implementation. As they said, the challenge remains when they want to integrate these goals and global citizenship education into their teaching practice. All respondents demonstrated a good understanding of the SDGs and GCED regardless of their different sources of information and their level of understanding. They found it important for their students as future implementers as pre-service teachers in the United States believed that to support their students' growth into global citizens, it was crucial to gain the personal experiences that went along with this knowledge (Andrews & Aydin, 2020). As most respondents who found SDGs as important to any nation, this importance of SDGs was also acknowledged by the Rwandan government which has made significant progress towards the successful implementation of the UN Agenda 2030 by incorporating and localizing the SDGs in Vision 2050 (Republic of Rwanda, 2019).

Teachers have a good understanding of SDGs and the impact of GCED in its implementation, the challenge remains the way of implementation through curriculum. In addition, most of the respondents argued that the Rwandan Curriculum did not address explicitly how global citizenship education will be integrated, either as a course or as a cross-cutting issue.

4.2 Teachers' Perceptions of Global Citizenship Education (GCED)

The second research objective of this study was to examine teachers' perceptions of Global Citizenship Education. To assess respondents' conceptual understandings and beliefs regarding GCED's significance to students' education, this research question invited them to explain what they understood about it and its perceived importance. It also aimed to investigate the respondents' attitudes regarding the viability and significance of GCED, and any potential barriers they might have found to constrain incorporating it into teaching practices.

Respondent GT04 and many others acknowledged the importance of global citizenship education for students as the future implementers and protectors of sustainable development and solving global issues. He added that integrating global citizenship education into their teaching is still non-formal because the curriculum did not highlight the structured way to implement it while the results in the research by Alvero (2023) indicate that to offer novel concepts or techniques that differ from those found in the recommended general education curriculum, it is necessary to enhance the integration of global citizenship courses in curriculum innovation.

During the interview, respondents GT06 and PT02 argued that educating students about global citizenship helps them to develop an understanding of their responsibilities as global citizens, which is the same line with what Myers (2006) cited in Appiah (2008), argued that integrating the concept of global citizenship into the curriculum support students in becoming democratic citizens who are morally and ethically aware of local and global issues. Unfortunately, respondents GT04 and TT10 said that even though they have some skills and understanding of GCED and its impact on the implementation of sustainable development goals, they still have the challenge of being confident integrating GCED into their teaching practices while Barry et al. (2024) has been acknowledged that teachers' confidence and ability to incorporate the test into their practice are key components of the successful mainstreaming of GCED in formal education.

4.3 Teachers' Awareness of the Incorporation of Global Citizenship Education into the Rwandan Curriculum

Examining how respondents express or comprehend the integration of Global Citizenship Education within the Rwandan curriculum was the study's final research goal. This goal encourages the respondent to think about real-world applications within the Competence-Based Curriculum by asking them to particularly discuss how GCED can relate to their subject matter. It also sought to comprehend the perceived requirements for GCED implementation, such as training, resources, or policy support, to gain an understanding of the real-world obstacles and facilitators from the viewpoints of the respondents.

The Rwandan Competence-Based Curriculum (CBC), as its name suggests, is a good program that can help with the implementation of SDGs through GCED, according to documentation on the Rwandan Curriculum framework. The challenge still lies in teachers' ability to investigate this unspoken Rwandan curricular goal of making sure that youths' skills are better fitted to the demands of the national, regional, and global labour markets (MINEDUC, 2015).

Most of the interview scripts, and answers from the open-ended questionnaire argued that the integration of GCED in teaching practices is teachers' challenge because the curriculum did not explicitly how to integrate it into this process and common techniques to be used. For instance, respondents ET07, TT10, and GT04 argued that they understand and have skills in GCED and its impact on the implementation of SDGs, but sharing these skills with their students in teaching and learning activities remains a challenge for them because the curriculum did not specify how this can be integrated.

Furthermore, as many others among respondents, they suggested that the Ministry of Education (MINEDUC) through the Rwanda Basic Education Board (REB) and Non-Government Organizations (NGs) can organize and provide training for school administrators and teachers about GCED to have a common understanding and way of integration in teaching practices. On the other hand, respondents BT05 and GT08 suggested another idea of preparing a Global Citizenship Education Guide by the government that can help teachers have the common techniques of integration in their teaching practices, which is the same line as one of the products of UNESCO project named The "Preparing Teachers for Global Citizenship Education" guide (UNESCO, 2018). They added that this guide can be used in extracurricular activities to assist formal programs provided in the curriculum.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

This study explored teachers' attitudes, beliefs, and perceptions regarding Global Citizenship Education which impacts global sustainable development. It is argued that just as transformative learning theory by Jack Mezirow (1978) suggested learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience to guide future action." In the context of this study, this theory helped in exploring how global citizenship education can change teachers' understanding of global issues, diversity, and interdependence. It also focuses on teachers' transformative shifts in attitude, values, and behaviour toward global citizenship. In addition, the Global Competence Framework using Bourdieu's theory (1972) focused on habitus, field, and capital which contributed to identifying teachers' knowledge, skills, and behaviour for engaging in the globalized world by focusing on teachers' perception of GCED in fostering global competencies in aspects like cultural awareness, critical thinking, and action-oriented learning. Therefore, there is a good understanding of GCED that is related to teachers' perceptions of the internal, psychological processes that propel significant change as transformative learning theory says. Unfortunately, teachers still have a challenge with the way and techniques of implementing these skills in their teaching and learning practices. Therefore, this study concluded that teachers' positive perceptions of GCED are found to be good and helpful when it goes hand in hand with the National Curriculum Framework explicitly, to facilitate its integration into teaching practices.

5.2 Recommendations

To establish a solid foundation for teachers in Global Citizenship Education, which aims to prepare teachers and students to interact intelligently and successfully in a globalized society, external assistance in the form of training and guidance on GCED is required to harmonize their understanding of GCED and the techniques to be used to integrate it into teaching practices. Therefore, the study recommended that the Ministry of Education (MINEDUC) through The Rwanda Basic Education Board (REB) and Non-Government Organizations (NGOs) in charge of education should provide training and teachers' guides to harmonize their understanding of GCED and techniques of integration into teaching practices. It is also recommended that during the incoming curriculum revision, GCED should be integrated into the Curriculum explicitly, either as a course or as a crosscutting issue. Future studies should expand the scope of the study and highlight the interdependence of GCED and the implementation of global sustainable development.

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