



Rethinking global education approaches and practices: A critical review of curriculum in action at secondary and higher secondary schools in Pakistan

Tajuddin Sharar¹

Journal for Educators, Teachers and Trainers, Vol. 12 (4)

<https://jett.labosfor.com/>

Date of reception: 23 Apr 2021

Date of revision: 22 Aug 2021

Date of acceptance: 21 Oct 2021

Tajuddin Sharar (2021). Rethinking global education approaches and practices: A critical review of curriculum in action at secondary and higher secondary schools in Pakistan. *Journal for Educators, Teachers and Trainers*, Vol. 12(4). 101 – 111.

¹University of Chitral, Pakistan



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Tajuddin Sharar¹

¹University of Chitral, Pakistan

Email ID: tajuddin.sharar@uoch.edu.pk

ABSTRACT

The traditional nation-specific approaches of education are being criticized for developing ethno-centric worldviews among students. In this context, there is a call for global education model as an alternative to the traditional nation-specific model of education for developing students' world-mindedness. However, global education model is also criticized to be uncritical to issues of globalisation. This paper aims at critically exploring curriculum practices of global education in Pakistani schools. In this study, qualitative case study design was employed and 18 secondary and higher secondary school teachers were selected as participants employing purposive sampling techniques. The data was collected through document analysis, interviews and teachers' classroom observations. The data were analyzed using qualitative data analysis method. The findings and results revealed that subject matter knowledge and pedagogies do not consider issues from multiple perspectives, attach less emphasis on knowledge of alternative choices and perspectives. The findings also revealed that subject matter knowledge and pedagogies reproduce colonial cultural knowledge, ignore economic dependencies and multiple forms of human rights violations in international human rights discourses. This study also proposes postcolonial theoretical framework for global education to make curriculum practices of global education more global-centric.

Keywords: Global education, global perspectives, west-centrism, global issues, post-colonial theory, pedagogy

INTRODUCTION

Globalization has increased global interconnections and interdependence of countries. Globalization has multifaceted implications in every sphere of life and education is no exception. Schools curricula are being influenced by changes taking place in local/global context such as technology, knowledge generation, knowledge expansion, market demands and global economy (Memon & Hussain, 2009). The changes taking place in the local / global context make it imperative that curriculum should prepare students for the changing needs of the time in this era of globalization. The proponents of global education also call for transformation of traditional nation-centric models of education and introduce global education model which is global-centric and world-centric educational approach in nature (Pike & Selby, 2001). The global education model as argued is beyond national borders and responds to current global issues and challenges. The global pedagogues therefore, call for integrating new knowledge into curriculum, develop new skills and dispositions among students as global and world-citizens (Koral & Mirici, 2021). It is in this context that Pakistan has introduced curriculum reforms to address curriculum inadequacies in light of local/global changing needs. The national curriculum has undergone substantial changes in 2006 and 2009. A team of national and international educational experts participated in curriculum change process to improve the national curriculum documents with their input. World Bank and UNESCO and other international consultants were involved in educational review in Pakistan and therefore, modernisation of education in Pakistan is a mix of both local /global imperatives. Ali (2014) also makes similar statements when he argues that the curriculum change process in Pakistan in 2006/09 has also been steered by global forces. The intention of the government of Pakistan has been to make school curricula responsive to the challenges of cultural, economic and political globalisation(s) (Government of Pakistan, 2009 & Government of Pakistan, 2006). The educational experts and curricularists involved in the curriculum change process of Pakistan 2006 and 2009 claim that the revised curriculum documents at all levels are more responsive to changes of globalisation and more world-centric as compared to the previous nations-centric curriculum. Moreover, curriculum authorities also claim that the curriculum of Pakistan-2006 and 2009 is more global-

oriented and incorporates global themes more than ever before. The theoretical debate of including and infusing global education themes/concepts into revised curriculum in Pakistan and the claim of making the curriculum more world-centric as compared to previous nation-centric curriculum, the involvement of global forces into curriculum revision process prompted this study of exploring manifestations of global education practices in national curriculum.

LITERATURE REVIEW

The proponents of global education bring global interconnections and interdependence to the forefront (Anderson, 1990). The globalists project manifestations of global interdependence as a rationale for one world notion. The multifaceted global trends of global interconnection and interdependence highlighted by globalists include the surfacing of a global trade and economy (Stewart, 2007), the increased manifestation of diversity and the increase in the scope and frequency of issues with trans-continental impacts (Pike & Selby, 1988) as well as global polity and global governance (Green, 1997). The above mentioned trends impact every sphere of life. The impact of global interconnections and interdependence on educational processes and institutions is also remarkable which in turn call for substantial educational reforms (Ramler, 1991). The increased global interconnections and interdependence makes it imperative to rethink of curriculum within a global education theoretical framework (Ramler, 1991 & Tye, 1990). The re-conceptualisation of educational process and rethinking of curriculum in the frame of global education is inevitable for developing students as world and global citizens and competence of living with issues in a globalised world effectively (Fujikane, 2003).

The proponents of global education encourage re-conceptualising curriculum with global-centric framework for developing students as world-citizens with world thinking / world mindedness while offering some essential elements of global education such as multiple perspectives; cross-cultural awareness; knowledge of global issues, and knowledge of global dynamics (Kirkwood, 2001 & Pike & Selby, 2001). The above mentioned elements of global education are vital for developing students' global gaze and world mindedness. The globalists thus provide a theoretical framework of global education which embraces four essential elements of global education which include spatial globality, temporal globality, issues dimension, and inner dimension (Pike & Selby, 2001) for fostering students' world mindedness and global perspectives.

The postcolonial scholars criticise current approaches to global education for being heavily western-centric and lacking multi-perspectival theoretical framework (Kapoor, 2014). The global education is also being criticised for reproducing legacy of imperialism for shaping colonial mind sets and western structure of thinking among students (Chana, 2011; Merryfield, 2009, & Takayama, Heimans, Amazan and Maniam, 2016). Therefore, Merryfield, (2009) re-conceptualizes global education within postcolonial theory of orientalism to explore the educational legacy of imperialism in mainstream academic knowledge and to decolonise the contents of global education incorporating worldviews of omitted, marginalised, and misrepresented people in mainstream academic knowledge. Similarly, Kapoor (2014) also offers multi-perspectival theoretical framework as an encounter to heavy western-centric tilts in current approaches to global education and Northern epistemic reproduction.

Global education as an alternative to traditional approaches or schooling or education are also criticised for not addressing burning issues of racism, economic disparities and hegemony of neoliberal development (Kapoor, 2009). Development / global education are also questioned for its promulgation of the capitalist-driven development as a solution of poverty rather than a cause of misery, economic marginalization, exclusion and underdevelopment in the world (Kapoor, 2014). The critical scholars and theorists refer to strategies and mechanisms employed to produce west-centric worldviews and such strategies and mechanisms include the claim of universality, reading from the centre, gesture of exclusion and grand eraser (Connell, 2007).

The bottom line of the literature review is that there are two competing theoretical approaches of global education practices. The globalists view current approaches to global education as an inevitable educational response to the broader challenges of globalization and a response for the development of global perspectives. The critical scholars on the other hand, equate current approaches to global education with reproduction of colonialism and consider current western version of global education model unable to engage issues of globalisation critically. The critical scholars in turn provide multi-perspectival theoretical framework and emphasize on the introduction of critical /postcolonial pedagogy in order to make global education free from the shackles of west-centric approaches of education for developing true global perspectives and world mindedness among students.

PURPOSE OF THE STUDY

The study intended to study global education approaches/practices in national curriculum documents and teachers' enactment of curriculum for developing students' world thinking and global perspectives. Specifically, this study explored the current status of theoretical direction stated in policy, curriculum documents, subject matter knowledge and curriculum in action in school contexts. This study also offered a critique to global

education practices with reference to its relevance to Pakistan in light of the theoretical discourse of traditional ethnocentric and global-centric debate of curricular/ educational models.

METHODOLOGY

Research Design: Employing interpretivist approach, a case study research design was used to explore global education intentions/practices in curriculum / policy documents, subject matter and teachers' pedagogical actions in teaching Pakistan Studies curriculum. I employed a 'qualitative case study research design for its appropriateness to explore the case bounded in terms of time and place (Schreiber & Asner-Self, 2011). The case study approach provided me a rationale of exploring curriculum functioning (Stake, 2006) of shaping ethno-centric and west-centric worldviews of students. The case study method allowed me to explore how subject matter knowledge and teachers pedagogies function (Yin, 2009) for developing students' global perspectives and world mindedness.

Research Setting and Participants: I selected two secondary and two higher secondary schools (private and one public) as research sites for this study. I employed maximum variation 'purposive' sampling strategy (Creswell, 2009) to select research sites. The maximum variation strategy was used to select two different types of schools that are remarkably different from each other. Then using purposive sampling techniques, I invited two teachers from secondary and two teachers from higher secondary schools teaching Pakistan Studies to participate in the study. I interviewed and observed their classroom teachings. Then selected 14 teachers (seven teachers from public and private sector schools each) and only interviewed them focusing the themes emerged during observations.

Data collection Tool and Data Analysis Procedure: The major data collection tools used in this study included document analysis, classroom observation and interviews (Flick, 2018). I interviewed four teachers and followed by their classroom practices. I also invited total 14 Pakistan Studies teachers, (seven teachers from private and public sector schools each) to participate in this study. These 14 teachers' were only interviewed to explore their views about their pedagogical approaches and instructional input on the emerged themes/findings of the data gathered from 4 teachers'. o followed the steps suggested by Adu (2019) for data analysis and first I transcribed and then organized data, coded the data collected from all the sources, categorized ideas/concepts and then developed over-arching themes and categories. I triangulated the data from three sources of data collection to ensure reliability and trustworthiness of the study findings/results.

FINDINGS AND DISCUSSIONS

This section discusses the significant findings of the study revealing that curriculum approaches to global education in case schools. The study found that curriculum approaches to global education to be west-centric, produce / reproduce colonial worldview/knowledge, erases non-western cultural worldview / knowledge and also fail to offer a critical analytical framework to analyze global trends such as global economic dependencies, inequality, and certain forms and ways of human rights violations. The global education model /framework found to be insufficient for developing global world mindedness among students.

Consideration of Issues from Multiple Perspectives: The findings of the study reveal that curriculum subject matter considers issues from multiple perspectives with nation-centric lenses. The subject matter knowledge oftentimes considers issues from multiple perspectives on nation-specific topics. For example, multiple reasons for creation of East Pakistan in the subject matter knowledge. The syllabus for grade X (2012) discusses the factors contributed to the creation of Bangladesh e.g. administration unfairness, lack of political representation, role of establishment, unequal economic distribution, unfair attitude after the elections of 1970, disinterest of government in issues of East Pakistan, war with India in 1971 and rejection of six points. The participant teachers also found considering issues from nation specific and ethnocentric perspectives. For example, as a teacher in his class discussed the role of military rule in national integration / disintegration from different vantage points. He explained that: I think that the failure of politicians and corrupt practices caused military coup or rule in Pakistan. The military regime has been a force of unity, peace and economic prosperity creating job opportunities for youth. The sacrifices of army soldiers in borders are best examples of their sacrifices. But it is also a fact that military rule was one of the reasons of the fall of former East Pakistan as people in East Pakistan felt abandoned. The establishment has also failed to play its constitutional role in Pakistan and the role of the establishment is behind the destabilization of democracy in Pakistan which further created multiple complex problems in Pakistan. (Classroom Observation)

The critical analysis of the above excerpt reveals that teachers' pedagogies do not offer one perspective as the only truth and hence do not develop ethnocentric perspectives among students while offering one perspective universally shared. Rather teachers' pedagogies provide knowledge /perspective to foster students' awareness of perspectival difference. A teacher, for instance, discusses multiple perspectives highlighting the positive and negative aspects of military rules/regimes in national integration and disintegration. However, teachers do not provide perspectives on different issues from different-cultural, political and ideological vantage points which

are vital for developing students' skills of analyzing issues from different lenses. This finding is consistent with Pike and Selby's (2001) view that teachers fail to consider issues from a variety of vantage points which is necessary for forming informed and fair-minded judgments and decision. Thus, the current curriculum practice of global education lack multi-perspectival theoretical framework which is inevitable for developing students' world mindedness and global perspectives.

Table 1: Teachers' responses about considering issues from multiple perspectives

Themes	Codes	n
Factors of the Fall of Bangladesh	Administrative Unfairness	14
	Political exploitation as rejection of six points	11
	Lack of political representation	10
	Economic exploitation	13
	Cultural exploitation	06
	Role of establishment	14
Total		14

The analysis of Table 1 confirms the conclusion drawn from the findings of the teachers' interviews in terms of considering issues from multiple perspectives. All the 14 teachers almost referred to maximum factors which led to the creation of Bangladesh. The data shown in above table clearly confirms earlier findings that teachers do not provide one perspective as the only truth rather they consider multiple perspectives while discussing issues. The teachers referred to multiple factors led to the creation of Bangladesh instead of blaming Bengalis as traitors. Thus, data in the above table also confirm that teachers teach perspectival difference to students rather than teaching one perspective as the truth of all people. However, teachers did not provide evidence of considering /discussing issues from global perspectives which is consistent with (Pike & Selby, 2001).

Less Emphasis on Knowledge of Alternative Choices

The knowledge of alternative choices is one of the goals of global education which is considered to be important for preparing students to encounter issues confronted to them in practical life. This goal of global education gets less emphasis in subject matter knowledge as the syllabus for grade X (2012) merely expects from students to be able to suggest the role for industrial sector to play in managing waste properly, developing environment friendly policies and recycling products for countering pollution. Similarly, the syllabus for grade XII (2012) expects students to have the ability to suggest measures to encounter global warming and discuss their responsibilities to surmount further environmental degradation and pollution. The syllabus of Pakistan Studies Class X (n.d) incorporates the knowledge of alternative choices into the curriculum while sensitizing students to encounter future world energy crisis to attain the ideal of moderation in life and also urging on students to avoid luxurious life to avoid wastage of resources. As an example of luxurious life, it is stated that the ratio of cars used per person in Pakistan is higher than in India and China. However, the space provided to action domain in the syllabus is not as significant as the space provided to the cognitive domain. The curriculum in-action i.e., teachers' pedagogies also attach less emphasis on action domain for preparing students to encounter issues as active participants of global society and world citizens. One of the participant teachers located future energy crisis within the current rate of energy consumptions but he paid no attention to the knowledge of alternative choices as he could powerfully relate energy crisis with knowledge of alternative choices. The emphasis on action domain and knowledge of alternative choices is a pre-requisite to prepare students to address issues of resource scarcity in future. The teacher elaborated that: "We as a nation do not respect resources and waste the resources most of the time. We need to stop wastage of precious resources and for doing so we need to avoid needless consumptions of resources such as petroleum products, coal and gas in order to encounter future energy crisis in the world and in Pakistan" (Classroom Observation). The critical analysis of the subject matter knowledge and teachers pedagogies reveals the curriculum does not provide adequate information on knowledge of alternative choices. The knowledge of alternative choices stated in the objectives of the syllabi appears to be too generic and the expectation from students to be able to suggest the role industrial sector to play to counter pollution rather than preparing students to know alternative ways of encountering resource shortage or crisis. However, the curriculum provides knowledge of alternative choices while discussion environmental issues. For example, the curriculum /syllabus is expecting students to be able to propose remedies to overcome environmental issues such as global warming and be able to think of their responsibilities to control environmental pollution. Other than this the curriculum pays less emphasis on knowledge of alternative choices. This finding is congruent with Pike and Selby (2001) who criticize schools / teachers for not making knowledge of alternative choices available to students which is of utmost importance for preparing students participation in local/global activities as members of local and global society in this era of globalization.

Table 2: Teachers' perceptions about teaching knowledge of alternative choices

Themes	Codes	n
Knowledge of Alternative Choices	Developing understanding /awareness of issues	14
	Sensitizing students about environmental issues	14
	Preparing students to encounter environmental issues	07
Total		14

The data shown in table 2 reveals that majority of the teachers intend to develop students' awareness of issues during teaching. The teachers also intend to sensitize students about issues. Thus, majority of teachers attach importance to cognitive domain instead of action domain. Almost 50% of interviewed teachers incorporate action domain into their teaching and intend to prepare students to encounter issues and this finding is congruent with the findings drawn on the basis of their teaching issues.

Reproduction of Colonial Cultural Perspective

Most of the teachers' pedagogies often brought western cultural perspectives / knowledge into their classroom teachings. One of the participant teachers during his lecture on current economic polarization among nations, produced and reproduced colonial cultural perspectives /knowledge. His pedagogical production and reproduction of western cultural knowledges/perspective is reflective from his multimedia presentation in which he showed pictures of people, food wastage and palaces: This palace belongs to an Arab king. Look at the lavish expenditures on interior decorations. Look at the different models of luxurious cars in his parking lot. Look at food wastage in one of the Middle Eastern country. This child (black) has turned into a skeleton due to starvation and is looking for food. A mother (black) appears to be helpless to help her child dying for starvation. Look at this child (again black) who is almost abandoned and none to care for protect. This black child has no food, no footwear and this picture is of a famine stricken child in Sudan. Look at this child (white) who enjoys extreme protection and care and look she prefers soft /junk foods over vegetables. This child has a choice of Nike or Adidas footwear. (Classroom Observation).

The curriculum distributes colonial cultural perspectives and colonial worldviews employing various mechanisms of reproduction of colonial cultural knowledge/perspective. The teacher through his multimedia presentation shows pictures, images and photographs which contribute to the promotion and reproduction of colonial cultural perspectives and worldviews with economic codification. For example, the teacher in his presentation shows all non-western (black children) as poorer and western / white children as richer because of their color. Through the presentation of the pictures and the descriptions of the pictures, the colonial cultural vocabulary /knowledge of the non-western culture and people is distributed. In the same way, the black children presented as if they are always dirtier, poorer, weaker than white children due to bad nutrition and barefooted for not having proper footwear. All the pictures showed and described by the teacher reproduced colonial knowledge of non-western as inferior and poorer and irresponsible 'others'.

On the other hand, the images of white children are shown cleaner, smarter, tidier, well dressed, well fed, and well mannered and enjoying the blessing of better life choices which is reflecting from their high and expensive purchasing power of food stuff, dress, clothing, houses and goods. Similarly, the images shown in the PowerPoint presentation were projecting and representing people of Middle Eastern countries as if they are extravagant and wasteful all the time and also irrational in the consumption of wealth and food stuff. All this shows that teacher pedagogies promote colonial perspectives/knowledge and worldview of as "Othering". This finding is consistent with Connell's (2007) critical argument that colonial worldviews is produced/reproduced while disseminating of colonial knowledge and worldviews.

Table 3: Teacher's responses reproduction colonial culture/knowledge

Themes	Codes	n
Reproduction of Colonial Knowledge	western nations are developed/resourceful	14
	Nonwestern/ nations are honest	11
	western nations are peace loving, tolerant	12
	Nonwestern /nations are responsible	11
Total		14

The data provided in table 4 reflect the fact that teachers interviewed also reproduce colonial cultural perspective / knowledge. Majority of teachers responded that they often talk about the positive things of western nation as they are more responsible, honest and tolerant than non-western nations. Only three teachers said that they incorporate both negative and positive aspects of western nations instead of singing the song of western nations. This finding is congruent with the findings discussed earlier and also congruent with Connell (2007) argument of promoting colonial knowledge using colonial techniques.

Masking Economic Dependency: One of the major findings is that the curriculum glorifies global interdependence while masking global dependencies of world nations. The syllabus of Pakistan Studies Class X (n.d) glorifies and highlights economic interconnections / interdependence of world nations in imports and exports, commerce and trade. The document explains economic interdependence while highlighting lack of self-sufficient nature of countries in all commodities. The text states that many countries have surplus products to export to other countries and import those things in which they are deficient. The text adds that some countries specialize in the product of certain things such as Pakistan has specialty in raw cotton, leather goods, textile, and carpet whereas Japan has specialty in motor vehicles and electronics. The United States is self-sufficient in advanced and sophisticated machinery, aero-planes and other defense equipment. These countries export these things to other countries for which there is worldwide demand.

The syllabus of Pakistan Studies Class X (n.d) also highlights interdependence of world countries while highlighting exports. The document highlights the exports of Pakistan such as exports of textiles, cotton, wheat, rice, carpets, sugar, surgical instruments, sports goods, fruits and vegetables. The document also highlights the main imports of Pakistan such as equipments related to defense, machinery, medicines, chemicals, edible oil, iron, petroleum. The document also mentions the trading partners of Pakistan such as United States, European Union, Japan, United Kingdom, China, Gulf countries, Bangladesh and Sri Lanka. Thus, the curriculum documents / syllabus shed lights on global interdependence and ignores global interdependence such as economic and political dependencies.

The teachers' pedagogies also covered global economic interdependence to develop students' awareness of global interdependence. One of the teachers emphasized the mutual reliance of countries on one another for resources and products as the following details of imports and exports explain the pedagogical emphasis on global interdependence: Japan, China and America consume comparatively more oil, gas and other resources than they produce. These countries import oil from other countries to meet their large industrial needs. For maximum consumption of oil in the world both the supply and the price of oil is soaring. Gulf countries export the petroleum products to other countries to meet their security needs by buying weapons and ammunition and other needs as well. Japan on the other hands exports technological appliances and products to business partner countries and imports food stuff from other countries. Likewise, Pakistan exports sports goods, rice, wheat and other products and imports gas, petroleum products, and other products from other countries. The point is each country needs every other country in order to meet her needs. (Classroom Observation)

The curriculum provides a very naïve explanation of global economic interdependence, and conceals the growing economic dependency of many developing countries on developed countries. The simplistic and shallow explanation of import and export, trade activities conceal the imbalances and the inequities of power found in transnational economic exchanges and transactions. The activities of import and export do not highlight and reflect dependencies of developing countries on developed countries which can be witnessed from barriers in accessing global market.

The explanation of import, export and trade conceal the facts that economic activities and rules of international trade / global market oftentimes favour developed countries and make developing countries more dependent on developed countries. The rules of global trade limit developing countries' access to the global market place, resulting in a unidirectional flow of goods and services. The simplistic pedagogical analysis of imports, exports and interdependencies of nations do not reveal hegemonic structures and practices of global trades. The curriculum lacks the discussion of how strong states pressurize weak states to keep their frontiers open to those flows of production that are useful and profitable to firms located in the strong states and how resist demands for reciprocity by developing countries in this regard. There is also curriculum silence about the establishment of trade barriers through quotas and enforcement of patents to limit access of peripheral states to the global market (Wallerstein, 2004). There is also silence about the exclusion of poor countries from the global economy, which currently gives a disproportionate share to the poorest countries in global trade (Short, 2001). The curriculum highlights global interdependence concealing dependencies of developing countries created by hegemonic world systems. It implies that current curriculum practices of global education are blind to the growing dependencies deepened by hegemonic world systems (Wallerstein, 2004).

Table 4: Teachers' responses about interdependence/dependency

Themes	Codes	n
Glorifying global interdependence /Masking dependency	Import /export of oil, gas and petroleum	11
	Import/export of machines	14
	Import/export weapons	10
	Import/export food stuff / textiles	13
	Import/export of sports goods	13
Total		14

Table 4 reveals that all the interviewed teachers highlight economic interdependence among countries. For doing so, they highlight and glorify economic interdependence in terms of import and export of various items i.e., goods, food stuff, weapons, machines, textiles and sports goods. What they conceal is economic and other forms of dependency of developing countries on developed countries. None of the interviewed teachers talked that they teach about explorations of developing countries by developed countries. This finding is also confirming the findings reached based on the data gathered from teachers' classroom observations.

The Curriculum Concealing Certain Forms of Human Rights Violations

The curriculum overemphasizes global interdependence in human rights context. The subject matter knowledge included in textbook of Pakistan Studies of class X and XII discussed the universal human rights enshrined in United Nations Universal Declaration of Human Rights. The textbook knowledge lacks knowledge to highlight various forms of human rights violations. The teacher, for example, discussed the global interdependence while highlighting universality claim of international human rights discourses enshrined in UNDHR. He elaborated that:

Do you know that the fundamental human rights promulgated in Islam are also included in the constitutions of Pakistan and these universal fundamental human rights have also been guaranteed by the United Nations. All these human rights charters uphold and protect the right to live for all and abolish the practices of slavery and forced labour. These charters also guard right to privacy, right of association, right to freedom of speech / expression and right to peaceful protest. By the way, the right of protest has been suspended in Pakistan many times. (Classroom Observation)

The curriculum also overemphasizes universality claim of fundamental human rights values enshrined in UNDHR. It is portrayed that as if all the all human rights safeguarded in international human rights charters and discourses are equally implemented across the world. This kind of projection of international human rights charter is misleading however. The teacher pedagogy repeatedly referred to violations of the freedom of speech in Pakistan during military regime concealing similar transgressions and human rights violations in other parts of the globe. The curriculum overemphasized universality claim of international human rights discourses, but remained silent about the various human right violations such as infringements on the freedom of speech and the right to free religious practice, torture, violence, war, right to have private business and rights of free religious practices, disappearance, war, cases of poverty, starvation and killings (Pavlovic, 2010).

In addition, the curriculum also appeared unable to capture the fact as how International Labour Organization (ILO) Convention No. 169 has failed to guarantee the rights of self-determination, economic violence of human rights e.g. failure of different governments to recognize the rights of ownership of indigenous people and violation of right to possession while grabbing the lands of indigenous people; failure of United Nations to stop violations of rights to self-determination by neoliberal development strategies in the context of India (Kapoor, 2012).

The bottom-line is that the curriculum glorifies the universality claim of human rights enshrined in UN charter but it is silent about the approval of certain types of human rights violations in international human rights conventions and disapproval of other forms of human rights violations e.g. economic violence-that is violence caused by the market (Kapoor, 2012). The curriculum is also silent as how international human rights discourses /conventions are not based on a theory of nonviolence and how these conventions/discourses are blind to the theory of non-violence for being oblivious to certain forms of human rights violence characterized by hegemonic practices /processes of world systems (Kapoor, 2012). This finding implies that the theoretical framework of global education curriculum fails to recognize various forms of human rights violations and therefore the current global education framework is inadequate to develop students' world mindedness and global perspectives.

Table 5: Teachers' responses about teaching human rights

Themes	Codes	n
Concealing Human Rights Violation	Right to live	13
	Right to express /freedom of speech	12
	Right to possession	13
	Right to vote	10
	Right of association	09

Table 5 also confirms the findings/conclusions drawn from data collected through classroom observation from the four participant teachers. The teachers' interviewed also confirmed that they teach about the notion of human rights applicable everywhere in the world. The teachers elaborated that they project human rights as universal in nature enshrined in international human rights charters. The interviewed teachers often refer to the so-called safeguard and implementation of the above mentioned human rights to highlight the nature of

universality of human rights notion. None of the teachers highlighted manifestations of various forms of violations of human rights.

Postcolonial Global Education Theoretical Framework

The findings with refence to the limitations in the global education theoretical framework necessitated a re-thinking of the global education curriculum framework in order to address the aforementioned limitations. The limitations identified in global education framework necessitate a postcolonial and critical global education curriculum model or framework. The proposed framework allows challenging western-centric curricular approaches to global education and also provides multi-perspectival theoretical framework to make global education truly global education. The proposed global education framework extends the four-dimensional framework of global education by Pike and Selby (2001) to seven-dimensional theoretical framework to address the limitations and inadequacies in global education framework and to make the theoretical framework of global education curriculum truly world-centric.

The four-dimensional model of global education developed by Pike and Selby (2001) consists of: i) spatial dimension, ii) temporal dimension, iii) issues dimension, and iv) inner dimension. The spatial dimension of the framework covers the central concept of interdependence in ecological, economic, social and political terms that influence the present and future lives of individuals. The temporal dimension refers to the interlinked and interactive in nature of phases of time i.e., past, present and offers knowledge on alternative choices. The issue dimension of the framework contains three principal ideas. This dimension covers all the local-global issues that are pertinent to the lives of students, interconnection of issues and use of multiple perspectives to understand that their perspective on any issue (Pike & Selby 2001).

The three additional dimensions of global education curriculum framework include v) colonialism and post-colonial pedagogy, v) critique to structural violence of world's systems, and vi) incorporation of Northern and Southern knowledge and vii) developing new "educational discourses" and new "educational resources". The seven-dimensional theoretical framework is potential for exploring students' global-selves and developing their global perspectives (Tajuddin & Memon, 2015, Kapoor, 2014, Chana, 2011; Connell, 2007).

The post-colonial global education framework offers a lens to analyze the development and reproduction of western /colonial knowledge through curriculum by employing strategies for colonial classification and categorisation of westerners as superior and 'Others' (non-westerners) as inferior. This framework in turn proposes the incorporation of postcolonial knowledge into subject matter knowledge and teachers pedagogies to respond to western-centric curriculum practices of global education.

This dimension focusing on structural violence of world systems provides an analytical tool hegemonic processes and practices in of global economic and political systems to unpack global interdependence as well as dependencies of developing nations on developed ones, economic violence, absence of level playing field in global trade for developing nations and challenges in the access to global market for developing countries of the world. This dimension in turn proposes a critical pedagogy to develop students' critical awareness and disposition about world hegemonic processes and practices (Kapoor, 2014 & Wallerstein, 2004).

Another dimension is incorporation of Northern and Southern knowledge into curriculum. This dimension is making suggestion to incorporate knowledge, perspectives and worldviews of omitted, marginalised, or misrepresented people in mainstream academic knowledge. It urges the need of incorporation of the experiences, ideas and knowledge of poor, oppressed and people in opposition to people in power into curriculum. This dimension also proposes to develop multi-perspectival theoretical resources and discourses within learning milieu so that students' world mindedness and global perspectives can be fostered in order to make them world citizens (Kapoor, 2012 & Chana, 2011). The extended framework proposes an extended inner framework of inner dimension to expose students to seven dimensions of global education instead of four dimensions of globality (Pike & Selby, 2001). This dimension has the potential to foster students' global perspectives and world mindedness rather than developing colonial and western-centric perspectives.

CONCLUSION

The theoretical frameworks of global education and curriculum approaches to global education treat globalisation as a neutral and natural process of globalizing world. The framework fails to converse with literature on globalization critically and oftentimes paints only one part of the reality. The current models of global education lack the critical lens to deconstruct the hegemonic conditions and processes of globalisation. The theoretical frameworks of global education and curriculum practices fail to unpack reproduction of colonialism, western-centricism, and imperialism through the literature on globalisation.

The framework fails to unpack marginalization and exclusion of non-western perspectives, the emphasis on positive aspects of globalisation(s) concealing the negative ones, and extols countries' interconnections and interdependencies. Such analysis hides structural violence and divisions among developed and poor countries of the world that emanates from globalisation. As a result a partial and even distorted understanding of globalization is developed among students. The curriculum approach to global education has to offer critical

analysis and develop better understanding of the hegemonic processes/structures and practices of globalization instead of developing fostering western-centric perspectives through west-centric version of global education. The theoretical frameworks of global education need to offer insights into both the positive and hegemonic aspects of globalisation and unpack the structural violence that thrives under the rhetoric of globalisation which ostensibly represents nations/cultures across the world. Global education frameworks should promote awareness of the strategies as how globalisation promotes capitalistic / neoliberal ideologies are promoting a false sense of universality building on the experiences of the most privileged people in the world (Connell, 2007). This makes it necessary to rethink global education framework to make it truly global-centric and truly potential for developing world mindedness among students.

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