Alberta Journal of Educational Research, Vol. 68.4, Winter 2022, 581-603

Scrutinizing Teachers' Awareness of Global Citizenship Education (GCED) in Jordan

Naima Ahmad Al-Husban, Mohammad Tawalbeh

Arab Open University

This study aimed to determine the Global Citizenship Education (GCED) awareness level of teachers of different subjects in Jordan and to investigate whether their global citizenship (GC) awareness levels varied in terms of different demographic variables. The sample comprised 4305 teachers. Data were gathered using an awareness scale and an interview. Findings revealed that teachers showed an unsatisfactory level of awareness of GCED; females were more aware of GCED. Based on the results, it is recommended that teachers' knowledge should be fostered in teaching GCED concepts, skills, and values, and to transcend the teacher-centered approach as it doesn't promote the outcomes of creating global citizens.

Cette étude avait pour but de déterminer le niveau de sensibilisation à l'éducation à la citoyenneté mondiale des enseignants de différentes matières en Jordanie et d'examiner si leur niveau de sensibilisation à la citoyenneté mondiale variait en fonction de différentes variables démographiques. L'échantillon comprenait 4 305 enseignants. Les données ont été recueillies à l'aide d'une échelle de sensibilisation et d'un entretien. Les résultats ont révélé que les enseignants ont montré un niveau insatisfaisant de sensibilisation à la citoyenneté mondiale ; les femmes étaient plus sensibilisées à la citoyenneté mondiale. Sur la base des résultats, il est recommandé de renforcer les connaissances des enseignants dans l'enseignement des concepts, des compétences et des valeurs de la citoyenneté mondiale, et de transcender l'approche centrée sur l'enseignant car elle ne favorise pas la création de citoyens du monde.

The global advancements in information and technology and the refugee upheavals and migration have created a state of interconnectedness and openness among people all over the world. This has led to emerging unprecedented challenges increasing the inequalities, climate change, food shortage, pandemics, environmental degradation, and unrivaled development of technology. To cope with all of these challenges, education systems in all states should prepare learners to meet these unprecedented changes, and this adds a critical load on teachers to be pedagogically competent in addressing issues of racism, diversity, respecting others' opinion, social responsibility, and creating an effective learning environment for all students to be global citizens (Guo, 2014, Torres, 2015, UNESCO, 2013).

Twenty-first century students are living in a global village, so they are required to be attentive and responsible for the challenges of the world in all domains of life (Shulla et al., 2020, p.19). To help counties of the world to deal with these challenges, the UN General Assembly proposed a set of global Sustainable Development Goals, which includes 17 goals and 169 targets. The current study will focus on the fourth goal and its seventh goal (Hák et al, 2016).

Shulla et al., (2020), stated "(the) seventh goal of the fourth sustainable development goal

entails that by 2030, all learners should acquire the knowledge, and skills needed to promote sustainable development including human rights, gender equality, promotion of a culture of peace and non-violence, and global citizenship" (p.19). To this end, teachers should highlight the knowledge, skills, and values embedded in global citizenship education through the learning process. To guarantee the success of this process and create global citizens for the future, who take the concepts of global citizenship education into consideration, teachers should be familiar with this trend in education. We could not expect much from teachers without identifying their awareness of this trend in any state all over the world, and Jordan is not an exception. Therefore, this study aims to identify in depth teachers' awareness of the domains of global citizenship education, taking into consideration different variables.

Literature Review

Global Citizenship Education and Teacher Development

Global citizenship (GC) becomes increasingly important worldwide as a desirable component of the professional development of teachers (Bruce et al., 2019). Yet this issue is not easy to deliver as there are various notions, thought, and conflicts from many perspectives (Gardner-McTaggart, 2016). This in turn imposes several challenges for Global Citizenship Education (GCED) in the 21st century, such as embedding GCED in the teaching learning process and having the skills of adapting curriculum to focus on GCED (Bruce et al., 2019).

Likewise, GCED is considered a tool by which learners get a thorough understanding of citizenship and globalization. Therefore, they could determine the effects of world events on their local life, and how they should be considerate towards what happens in the world, acquire the 21st century skills and the human values that all the world's states aim to reach to be able to live in the future (Andrews & Aydin, 2020; Bosio, 2017)

In this age of upheaval, education must equip learners with knowledge, skills, and values that help them to be involved and play active roles locally and globally, resolve international challenges, and ultimately become proactive contributors to a more just, peaceful, tolerant, and sustainable world. To create these global citizens, the cultivation of well-equipped teachers who are themselves global citizens is necessary (Chimbutane, 2018)

This necessity raises a question regarding teachers' awareness of GCED and its concepts. According to UNESCO (2013), schools and classrooms do not reflect GCED, and teachers are unaware of the assumptions of GCED. Likewise, UNESCO (2018) highlighted that the lack of teachers' awareness is one of the obstacles that prevent GCED from being reflected in the learners' personalities. Because teachers are one of the key actors in ensuring the quality of education, they are required to deepen their knowledge base and pedagogic skills in response to international perspectives. In the same vein, O'Meara et al. (2018) stated that one of the major obstacles to progress towards the mainstreaming of GCED into the classroom is the lack of teacher capacity to teach GCED, so teachers need to be prepared to teach global issues to create global citizens (Myers & Rivero, 2020). GCED assumptions are teachable content; teachers' familiarity is fundamental to ensure they could convey GCED to their students.

In essence, teachers are one of the core determiners of educational components, and the success and the failure of educational trends undoubtedly relies on the method employed by teachers (Banks, 2017). That is, ensuring learning depends on teachers and their dispositions towards the teaching-learning process. Due to the advancements in all aspects of life, teachers'

skills need to be developed on newly emerging issues to equip learners with the tools of the future. GCED is a multifaceted educational intervention to cope with the increasing challenges of globalization. Teachers should know how to teach GCED; that is, they should demonstrate cultural harmony and acceptance of differences in the current global society with its dramatic advancement of technology, interconnectivity, and demographic diversity (Bruce et al., 2019).

As Ekanayake et al., (2020) stated, teachers could not show proper global awareness of social and cultural understanding of GCED, as they have not received training in this regard. The same authors highlighted that implementing GCED imbues students with 21st century skills, like problem solving, critical thinking, entrepreneurship, and innovation. However, several studies like that of Ekanayake et al. (2020), Guo (2014), and Pigozzi (2006), revealed that teachers lack awareness of these international trends and that there was a common idea that this trend is related to specific subjects like social sciences and religion. According to Bruce et al. (2020) and Reimers & Chung (2016), stakeholders in several countries like Cambodia, Colombia, Mongolia, and Uganda stated that teachers are not exposed to training on implementing GCED, and they lack the pedagogies, skills, and knowledge related to this issue.

As stated by Bourn et al. (2017), teachers have roles beyond simply imparting knowledge; rather, they should contribute to promoting themes like social justice, gender equity, a culture of peace and non-violence, and appreciation of cultural diversity. The knowledge, ideas, and perceptions that teachers hold regarding GCED must be identified. Several researchers like Rapoport (2010), Guo (2014), Gardner-McTaggart (2016), and Bruce et al. (2019), argued that the notion of GCED is viewed in different ways globally, so it is vital to frame a teacher's knowledge and understanding of this issue because this understanding would shape the pedagogical knowledge in classrooms, as Rapoport (2010) found that teachers need rigorous assistance to teach the domain of GCED to avoid conceptualizing the topic in their own way known as "enacted curriculum"(Al-husban & Akkari, 2021). Therefore, the purpose of this research study was to determine the familiarity of teachers of the Arabic language, English language, Science, Social Sciences, and Kindergarten with this topic and its related concepts and knowledge.

Although GCED is broad in its scope, this research focuses on the key concepts, skills, and values that are common in the body of literature, and UNESCO (2018) directed member states to integrate them in the education system like 21st century skills: critical thinking, innovation, and problem solving; concepts like food, diseases, the environment, climate change, globalization, peace and human rights; and values like respecting others, appreciating diversity, and non-violence. The intention of this article is to identify the level of Jordanian teachers' familiarity of different subjects with GCED topics to help policy makers strategize their future plans for how to develop teachers professionally.

GCED seeks to construct knowledge, skills, and values that learners need to contribute to a more inclusive, just, and peaceful world (Andrews & Aydin, 2020). That is, Global Citizenship Education (GCED) has emerged as a tool that aims to teach learners about social justice, preparing them for more equitable and active engagement around challenges such as poverty, conflict, environmental damage, and sustainable development on the global level (Cho & Mosselson, 2017). As a curriculum, GCED is designed to create a paradigm shift away from nation-building to promoting a wider sense of belonging to a global community (Cho & Mosselson, 2017).

UNESCO (2015), among others, described GCED as a means of providing learners with opportunities and competencies to become active contributors to a more just, inclusive, and equitable world. The body of research over decades has revealed that there is agreement that learners should become citizens of the world as well as their own states at this time of the

globalization and explosion of knowledge and technology (Girard & Harris, 2013). The very notion that GCED ought to be constituted by active citizenship foregrounds at least two significant aspects: first, GCED demands that humans, say, teachers and learners in schools, actively engage in and about societal matters that can ensure justice in a global world—that is, it is not merely enough to only talk about GCED but that humans become engaged in just actions; and second, GCED ought to cultivate inclusive environments where equity, equality, and democracy hold sway. Put differently, GCED requires that democratic environments be cultivated where deliberative engagement, concern for all others, and the quest for justice become enabling conditions of transformative change.

According to Davies and Welch (2006), GCED is important in conflict-ridden states and in multicultural states. Jordan is a state situated among all of these conditions, as it is surrounded by conflict-ridden places, and for decades, it has received thousands of refugees from different social, political, and cultural backgrounds. Therefore, it is important to have a broader room in the educational system, but this notion is still underdeveloped in Jordan as the education system in Jordan is centralized in terms of planning curriculum and textbooks, training teachers, and preparing the learning means and technology in the classroom. Thus teachers are restricted in the authority they have in developing themselves. Studies like Al-husban and Tawalbeh (2022), Al-Jamal and l-Refae'e, (2016), and AlZboon et al., (2018), unveiled that there have been limited attempts to incorporate GCED into curricula as well as into programs for the education of teachers. Thus, it is important to identify the level of awareness of teachers of different subjects in order to have research-based evidence about the status quo of teachers' awareness of GCED. Thereby the findings of this study could attract policy makers' attention to design systematic professional development programs for teachers on how to present the topic of GCED to students.

Internationally, educational institutions have recognized that GCED should be integrated into their programs; teachers should be familiar with this notion. Similarly, decision makers have become interested in GCED especially because there is growing evidence of its significance in this era based on the work of UNESCO (2013), UNESCO's report on global education monitoring, and GCED's inclusion with *Sustainable Development Goals Indicator 4.7.1*(SGD4; UNESCO, 2013). However, teachers' practices remain underexplored, and little investigation of this area has been conducted; literature has instead focused on the notion of GCED, its concepts and perspectives, importance, and pedagogies regarding its instruction. The findings of this research are that teachers either lacked the skills and the experience of presenting the topics of GCED or they taught the concepts of GCED but they were unaware of these concepts because they were embedded in curricula in an unsystematic way, so teachers had not been exposed to them while teaching nor did they receive training about them (Al-husban & Tawalbeh, 2022; Bosio, 2017; Guo, 2014; Rapoport, 2010; UNESCO, 2013;). Likewise, Tarozzi and Mallon (2019) argued that teachers avoid discussing complex global notions, or they have a reluctance to teach about content that includes global dimensions.

Similarly, Goren and Yemini (2017) found that the observed teachers had a vague understanding of GCED. This could be due to the inability of scholars to identify the notion of GCED and its goals. In the same vein, Tota (2014) highlighted that teachers limitedly perceived the concepts of GCED, and how to teach them effectively. In a similar context, Rapoport (2010) investigated how U.S. teachers make sense of global citizenship and what they do in their own classrooms. He found that teachers who were genuinely committed to teaching from a global perspective rarely used the term *global citizenship* in their instruction and lacked the confidence to translate their positive attitude toward education for global citizenship into classroom

practices. Based on these findings, Rapoport (2010) argued for more attention to global aspects of citizenship in preservice teacher education and more support for in-service teachers with clear guidance on how to teach the concepts.

This leads to the importance of exploring the teachers' familiarity with GCED to predict if teachers could present the topics and issues related to GCED appropriately so as to help learners to become global citizens.

Likewise, Reimers (2020) emphasized the significance of building teachers' capacity to translate 21st century curricula into effective instruction as an important challenge and a priority. This reveals that teachers' knowledge and skills need development not only in terms of GCED knowledge and skills but also on how to design and implement lessons across grades and subjects on global topics. In this vein, Nilsson (2015) carried out a study about teachers' understanding of what global education was and how it was related to various subjects across teachers at schools in Denmark. The results revealed variability in the level of perceiving GCED, and they lacked the knowledge and the pedagogic skills related to teaching global citizenship education. Similarly, Bruce et al. (2019) examined teachers' understanding of global citizenship; the results showed that they were uncertain about the idea of global citizenship, and they revealed a desire for sameness in the culturally diverse relationships. It was recommended to expose teachers to training programs on GCED topics.

Ghosn-Chelala (2020) also interviewed 56 teachers in Lebanon. Few of them prioritized GCED topics, while most of them promoted nationalistic citizenship notions. This reflected that teachers could not differentiate between GCED concepts. It can be summarized from the body of literature that teacher's conceptual knowledge of GCED is important for practice; however, research indicates teachers often lack this knowledge (Amadeo et al., 2002; González-Valencia et al., 2020; Larsen & Faden, 2008; Schulz et al., 2017). Therefore, investigating the awareness of teachers in Jordan about GCED is of paramount importance for policy makers and stakeholders to strategize their future plan regarding GCED based on research findings.

Likewise, Kayışoğlu (2016) conducted a study to identify teachers' level of GCED knowledge in light of several variables like gender. T authors found that the teachers' level of familiarity with GCED was medium, and the level of familiarity was not significantly different among male and female teachers.

Challenges of GCED Instruction

Highlighting GCED in classrooms may be a challenge that teachers cannot face alone, as there is an increasing need to act across national limitations, but curricula focus on national policies at the expense of the global ones. This trend has been reflected in the teaching process by teachers focusing on local issues and neglecting teaching about global goals like peace, equity, justice, renouncing violence, and respecting cultural diversity (Ghosn-Chelala, 2020; UNESCO, 2018). The problem is that teachers may talk about these issues, but at the local level. Zhao (2010) highlighted the challenges of teachers in the 21st century, stating that it is undeniable that teachers are responsible for helping students learn how to think globally and process the actions and events that happen in the globe effectively. However, policy makers focused on achieving higher levels in math, science, and in standardized tests. As a result, teachers are held accountable for making sure that their students perform well in international tests.

This orientation conflicted with what policy makers are looking forward to achieving. That is, creating a generation having a high level of creativity, critical thinking, entrepreneurship, social

responsibility, problem solving, and diversity could not come true if teachers continue teaching students to just get higher marks in the international tests, and all the training, curriculum, and assessment process focused on this point.

All other parties expected from teachers to become competent global citizens and thus help students acquire all the attributes of global citizens like explaining to students how people in different parts of the world are interdependent, why caring about others is beneficial to ourselves, how to ensure a peaceful and sustainable world for all human beings, and most importantly teachers should have knowledge and skills to guide students to consider global problems such as international terrorism, human conflict, and environmental issues.

In this sense, teacher education programs should perform a shift in its thinking from focusing on tests and local issues to global content and skills. Thus, GCED should be part of the teachers' education because this trend will support classroom practices and transfer GCED to their learners to be global citizens (Ghosn-Chelala, 2020). Similarly, Jarrar (2012) shed light on the need for education that highlights GCED to help states face the forthcoming challenges, especially during wars, crises, and pandemics. Jarrar recommended prioritizing GCED in teacher education.

GCED in the Jordanian Context

The Jordanian education system is not much different from that described by researchers like Zhao (2010), in which leveraging the achievement of students in the international test is on the top of the agenda of policy makers in the education system, and all training of teachers focused on certain types of subject-based pedagogy rather than how to process global issues. Furthermore, the education system in Jordan is centralized and teachers must follow the curriculum and textbooks of the Ministry of Education and address them as stated in the general outline of the outcomes that students should attain from Kindergarten to Grade 12. Thus, attentiveness of the education system in Jordan to this issue needs more efforts from the policymakers. These ideas were stated in several studies conducted in this context, for example, AlZboon et al. (2018) identified the opinion of secondary stage teachers and school principals on GCED; the study revealed that the teachers and principals showed a weak knowledge of GCED. Khader (2014) stated that schools need to enhance students' skills and understanding of the globe through curriculum, so it is necessary that students be given chances to make decisions and take responsible actions in combating problems that humans encounter. Thereby, students would see the world through other eyes and take actions to make the world a peaceful place. To make this happen, teachers' skills need to be developed professionally in terms of GCED.

Additionally, Al-Edwan and Bani Mustafa (2015) conducted a study on the effect of a training program for history teachers on the GCED concepts. Results revealed that history teachers' level of knowledge regarding global citizenship was superficial before attending the training program, so the authors recommended including GCED concepts in teacher training programs to increase teachers' awareness of global issues. Though few studies investigated GCED in Jordan, they included some indicators of the status quo, revealing the importance of conducting this study to clarify the awareness of teachers of GCED knowledge.

Therefore, the authors of the current study found that teachers are one of the main factors in leveraging the concepts of GCED in the educational system. The authors thus explored teachers' awareness of GCED concepts to collect essential data that will pave the way for the policy-makers to determine how and when to start GCED at schools.

Globally, studying this area of research is important because it is one of the targets of the

fourth goal of sustainable development, which focuses on global citizenship (Leek, 2016). Furthermore, it is related to the education 2030 framework for action, which aims that by 2030, education should focus on all the necessary knowledge, attitudes and skills that all citizens should have to lead productive and peaceful lives, learn effectively, and play active roles in all levels to face and resolve the global challenges that lessen their ability to be active members in the global village (Cox, 2017). It is important to state that the GCED competences should include four different dimensions according to UNESCO (2013): knowledge and understanding of specific global issues and respect for them; cognitive skills for creative and critical skills, problem solving, and decision making; non-cognitive skills like empathy, openness to others; and behavioral capacities to engage in proactive actions.

Moreover, SDG4 calls for education for sustainable development and global citizenship especially since these concepts have no approved international standards for determining their quality, and there is a lack of evaluation measures in this field at country level. Because of these factors, the current study focused on identifying and developing measures in these areas of SDG4. Therefore, this study tried to answer the following questions:

1. What is the level of teachers' GCED awareness?
2. Are there significant differences between teachers' global citizenship awareness attributable to their gender?
3. Are there significant differences between teachers' global citizenship awareness attributable to their experience?
4. Are there significant differences between teachers' global citizenship awareness attributable to their university degree?

Method

The Sample

The research aimed to collect original data, that is, from the original resources, so as to answer the research questions. First, the current study investigated teachers' familiarity with GCED in light of their gender, experience, and educational degree. The cluster sampling approach was followed to select the sample of the study. The sample was semi-randomly selected, that is, Ministry of Education randomly selected the directorates from its database from each of the three regions of Jordan (North, Middle, and South). According to Cohen et al. (2018) if the population is large and dispersed, it is impractical to select participants from all places of the country; by cluster sampling, the researcher can select some regions and test participants from the selected regions to be the sample of the study.

The sample was semi-randomly selected to represent all the geographical regions in Jordan and all of the characteristics of the population of the study, namely, gender, experience, and their qualification, but their social, ethical, or economic background could be taken into consideration. The sample of the study included 4305 teachers, and this corresponds to 10% of the population.

Ethical Approval

This study was approved to be conducted by the Ministry of Education in Jordan (MoE) which is

responsible for appointing and monitoring teachers. MoE helped select the sample randomly, and got the teachers' approval to participate in the study. Likewise, the authors asked the participants in the study if they agreed to respond to the scale and participate in the interviews. The authors clearly stated to the subjects of the sample that the results of this study would be used only for scientific purposes.

Demographic information was collected from the study sample to answer the questions of the study on variables like gender, experience, and educational degree.

The scale was distributed online and as hard copies. Responses received were 4305, 1000 of them conducted online and 3305 of them conducted using the hard copy, 3.8% of the scales were not returned. Table 1 shows the number of respondents with their demographic characteristics.

Research Tools

A concurrent triangulation model of mixed research methods (Cohen et al., 2018) was used to create a comprehensive picture about teacher's awareness of GCED. Specifically, the study's questions were approached by collecting data using an awareness scale and interviews with teachers.

The Awareness Scale

This scale is designed to measure teachers' awareness of GCED concepts. It basically consisted of 20 situations that reflected teachers' awareness of GCED concepts like its definitions, skills, values, and practices. It was designed based on the review of the literature of what should be focused on while teaching GCED especially the work of UNESCO (2015). The validity of the scale was established by asking eight experts in curriculum, assessment, social studies, and language to review it, and all of their comments were taken into consideration. The research tool was then piloted with 15 teachers from Amman 1st directorate in order to establish validity. The coefficient was 0.781, and it is appropriate for the purposes of this study. In the pilot and the field data collection, teachers' responded to hard copies and electronic version by using Google forms. Statistical analysis was calculated on SPSS 25 packaged software. Quantitative data were analyzed by using descriptive statistics, T-test for independent samples, and the *One Way ANOVA* test were performed. When statistical differences were found, analysis of the differences was determined

Table 1

Sample Distribution According to the Study Demographic Variables

Region	Specialization												
	Science		English		Arabic		Social Sciences		K–3 Teachers		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
North	196	182	96	114	347	173	105	164	22	152	766	785	1551
Middle	215	287	134	251	273	201	184	269	35	239	841	1247	2088
South	82	96	47	49	145	57	56	72	5	57	335	331	666
Total	493	565	277	414	765	431	345	505	62	448	1942	2363	4305

by LSD test. To identify the level of the awareness of the respondents, the authors followed the following formula 20-1=19, 19/3= 6.3. The number 20 means the number of the questions in the scale; three means the three levels of teachers' awareness: high, middle, and low; 6.3 are the number of points between each level as follows: if the respondent gets points from 20–13.7, it means his or her level of awareness of GCE is high. If respondents get points from 13.6–7.3, his or her level of awareness is middle, and getting less than 7.2 means the teachers' level of awareness is low.

The Interview

To triangulate findings of the quantitative data, qualitative data were also collected using face to face semi-structured interviews with teachers. Twenty-four teachers from 20 public schools across Jordan (Irbd, Amman, Zarqa, and Karak governorates) participated in the study after providing their permissions to participate in the study. Teachers across fields were interviewed including Arabic and English language teachers, Science, Social Studies, and Kindergarten teachers. The principles of schools selected the teachers of the different subjects to participate in the study based on teachers' approval to participate and being available at the time of interviews because researchers could not conduct interviews without the official approval of the principals and teachers.

The semi-structured interview focused on the following themes:

- Identifying teachers' knowledge of the GCED concept: what do you think GCED means?
- The GCED concepts that the curriculum includes: give me examples of GCED in the subject you teach.
- Their method of teaching GCED: how do you teach GCED topics?
- Challenges they faced while teaching these concepts: what are the challenges you faced while teaching GCED, for example climate change, social responsibility, or critical thinking or any related topic?
- Their suggestions to improve the process of teaching GCED concepts: how could you improve the delivery process of GCED?

The authors encouraged interviewees to discuss and reflect on their practices or opinions regarding each theme and question. Their responses were written in the presence of the participants in the mother tongue of the participants, and then researchers asked the respondents to confirm their responses. The responses were translated from Arabic into English by two translators, with the help of the co-author, who performed a double check to avoid any semantic deviation. As stated by Cohen et al., (2018), for thematic analysis, the participants' responses were identified, critiqued, and recurring patterns of meaning were reported twice by the two authors, and an agreement coefficient of 0.92 was computed, which is appropriate for the purpose of this study. Then the responses were coded and the patterns were interpreted. Each question corresponded to a category of patterns.

Findings

Results regarding the quantitative data were displayed, and then qualitative data were presented and analyzed.

The Level of Teachers' GCED Awareness

To determine the awareness level of teachers of GCED, means and standard deviations were calculated to identify the teachers' awareness of GCED. The mean was 11 out of 20 reached with a standard deviation 4.00. According to the formula that was adopted in the study, if the points are between 13.6 and 7.3 out of 20, the level of awareness is isn't satisfied enough, which means teachers' knowledge of GCED was passing, not systematic, or it is an indicator that the training programs teachers received did not focus on GCED, as Zhao (2010) stated that educational authorities in countries focused on knowledge based testing rather than generating thinking skills of the global issues. This is unsurprising because the framework of curricula and textbooks did not focus on this topic (Al-husban and Tawalbeh,2022); that is, teachers were not exposed to this notion in the curricula and textbooks and they have not received any training courses regarding this topic and how to teach them either in the pre-service training or in-service training (Al-Jamal & Al-Refae'e, 2016; AlZboon et al., 2018).

There is no point about raising expectations that GCED would manifest in Jordanian schools if teacher agency is significantly distanced from the implementation of such concepts. This result is in line with related studies like Andrews and Aydin (2020); and Ekanayake et al. (2020) in which all authors concord that teachers lack the necessary knowledge about GCED and need long-term practical training about what GCED is and how to present topics related to GCED.

That said, there are similarities between the results of studies displayed in the literature review and the current one; for example, Goren and Yemini (2017) found that teachers had vague knowledge about GCED, and Tota (2014) highlighted that teachers could not present a topic that had a global perspective due to the limited amount of data in this topic in their background knowledge. Likewise, the results of this study is similar to the study of Rapoport (2010) and Reimers (2020) in which teachers could not employ GCED in the classroom because they were not aware enough of this topic, thus teachers need to build their knowledge and skills in this topic.

Nilsson (2015), Bruce et al., (2019), and Ghosn-Chelala (2020) supported the results of the current study in which teachers were not confident in displaying global issues like social responsibility, peace, cultural diversity, refugees, and accepting others, and they instead showed nationalistic knowledge when they were asked about GCED.

Results

Questions

Are There Significant Differences at $\alpha \leq 0.05$ Between the Means of Teachers' Global Citizenship Awareness Attributable to Their Gender?

A t test for independent samples was conducted to determine whether there is a significant difference between the means of teachers' global citizenship awareness attributed to their gender, as shown in Table 2.

It is clear from the data presented in Table 2 that there are statistically significant differences at the level of significance $\alpha = 0.05$ between the means of teachers' global citizenship awareness attributed to their gender in favor of females. That is, females seem to be more aware of GCED concepts than males. This result is inconsistent with the results of Kayisogla (2016) who found that the level of familiarity was not significantly different among female or male teachers

Are There Significant Differences at a ≤ 0.05 Between the Means of Teachers' Global Citizenship Awareness Attributable to Their Experience?

Means and standard deviations were calculated for teachers' global citizenship awareness attributed to experience, as shown in Table 3.

Table 3 shows that there were noticeable differences in the means of teachers' global citizenship awareness attributed to their experience, and to find out if these differences are significant, a *One Way ANOVA* test was conducted, as clarified in Table 4.

Table 4 shows that there are statistically significant differences at the level of significance α = 0.05 between the means of teachers' global citizenship awareness attributed to their experiences.

To identify the significance of these differences, an LSD test was utilized for post comparisons, as seen in Table 5.

There were statistically significant differences between the means of teachers' global citizenship awareness attributed to their experiences in favor of teachers whose experience is between 5 and 10 years and more than 10 years as compared to the teachers whose experience is less than 5 years. This shows that the more experienced teachers are, the more aware of they are of the concepts of GCED.

Table 2

Means, Standard Deviation and Independent Sample T-test for the Differences in Teachers' Global Citizenship Awareness Attributable to their Gender

Variable	Level	N	Mean	Std. Deviation	t-value	Df	Sig.
Gender	Male	1942	9.55	4.10	-17.996	4302	0.001
	Female	2364	11.68	3.66			

Table 3

Means, Standard Deviations for Teachers' Global Citizenship Awareness Attributable to Their Experience

Variable	Level	N	Mean	Std. Deviation
Experience	Less than 5 years	1207	9.31	3.73
	5–10 years	1559	11.21	4.00
	More than 10 years	1540	11.32	3.95
	Total	4306	10.72	4.00

Table 4

One Way ANOVA for the Differences in the Means of Teachers' Global Citizenship Awareness Attributable to Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3316.29	2	1658.14	108.650	0.001
Within Groups	65669.26	4303	15.26		
Total	68985.55	4305			

Table 5

Results of LSD Test for Post Comparisons According to Experience

Experience	Means	Less than 5 years	5–10 years	More than 10 years
Less than 5 years	9.31	-	0.00*	0.001
5–10 years	11.21	0.00*	-	
More than 10 years	11.32	0.00*		-

Are There Significant Differences at a ≤ 0.05 Between The Means of Teachers' Global Citizenship Awareness Attributable to Their University Degree?

Means and standard deviations were calculated for teachers' global citizenship awareness attributed to university degree, as shown in Table 6.

Table 6 shows that there were significant differences in the means of teachers' global citizenship awareness attributed to their university degree. To find out if these differences are significant, a One Way ANOVA test was conducted, as clarified in Table 7.

Table 7 shows that there are statistically significant differences at the level of significance α = 0.05 between the means of teachers' global citizenship awareness attributed to their university degrees.

To determine the significance of these differences, an LSD test was utilized for post comparisons as seen in Table 8.

There were statistically significant differences between the means of teachers' global citizenship awareness attributed to their university degrees for the benefit of teachers whose university degree is a PhD, as compared to the teachers whose university degree is a bachelor, post degree diploma, or master's degree.

The existence of statistically significant differences between the means of teachers' global citizenship familiarity according to their university degrees, for the benefit of teachers with a master's degree as compared to the teachers with bachelor's degree.

Complementary Interview Findings

Semi-structured questions were developed in the light of literature review. They aimed to identify teachers' knowledge of the GCED concepts, the GCED concepts that curricula included, their methodology of teaching GCED, challenges they faced while teaching these concepts, and their suggestions for improving the process of teaching GCED concepts.

Table 9 shows themes that interviewees expressed. They unveiled the misconception of the term *global citizenship*. Sixteen interviewees thought that it reflected their nationality, homeland, the necessity of following the rules and regulations of the country to have their rights; some of them superficially defined the term global citizenship as participating in events with other members of the society, respecting human rights, or accepting others, and their diversity and differences. However, some teachers displayed some values of the global citizenship. The responses in this theme revealed that teachers tried to link what they know about citizenship to global citizenship. This is due to the uncomfortable feeling of respondents, limited responses due to the lack of familiarity of the topic, and respondents' perceptions that this term is only related

Table 6

Means, Standard Deviations for Teachers' Global Citizenship Awareness Attributed to Their University Degree

University degree	N	Mean	Std. Deviation
Bachelor's degree	2877	10.62	3.93
Post degree diploma	906	10.68	4.07
Master's degree	423	11.10	4.32
PhD	100	12.34	3.72
Total	4306	10.72	4.00

Table 7

One Way ANOVA for the Differences in the Means of Teachers' Global Citizenship Familiarity According to University Degree

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	352.67	3	117.558	7.369	0.001
Within Groups	68632.87	4302	15.954		
Total	68985.55	4305			

Table 8

Results of LSD Test for Post Comparisons According to University Degree

University degree	Means	Bachelor's degree	Post degree diploma	Master's degree	PhD
Bachelor's degree	10.62	-		0.022*	0.001
Post degree diploma	10.68		-		0.001
Master's degree	11.10	0.022*		-	0.005*
PhD	12.34	0.00*	0.00*	0.005*	-

to social education, and it is not related with other subjects. This conclusion is in line with Nilsson (2015) who stated that teachers expressed local interdependence rather than a global one, and Ghosn-Chelala (2020) found that teachers showed nationalistic citizenship understanding of the concept GC exactly like the Jordanian ones who stated the GC is duties, rights, and regulations to be a good person in any country. However, this finding is inconsistent with Tarozzi and Mallon (2019) who found that teachers expressed a good awareness of GC by talking about issues like poverty, wealth, equality, freedom, democracy, and justice. Tarozzi and Mallon stated that teachers showed a higher level of political and ecological awareness after receiving a training course about the key GC concepts that have controversial thoughts, that is the course expanded the GC terms they had previously rarely thought of.

For the GC concepts that teachers thought were included in the textbook that they teach, the majority of respondents stated the concepts that related to their conception of GC. Those respondents were not sure about what GC concepts they teach, so they preferred to talk in general.

Table 9

Scripts of the Interviewees Responses about Their Awareness of GCED

Topic	Responses
Global citizenship concept	Three EFL female teachers said "I think GC is effective citizens at the international level."
	Two Science male teachers said "the world is a small village, and loyalty to all countries."
	An Arabic female teacher said "accepting others regardless of their religion, and ethnicity."
	Two EFL female teachers "it could be forgiveness among cultures, languages, and religions."
	16 teachers said that " it is related to local nationality, belonging to the Jordanian culture and customs, following the laws to be a good citizen."
GCED issues or concept teachers stated in the curriculum	One female Arabic teacher said that "GC concepts that included in the textbook I teach are right and duties, laws and regulations," another Science teacher said, "I taught independence, and new things in the world like technology, many facts about nationalities, environment and food, environment, culture, geographical terrain, respect, communication, and morals," four of them said that "culture, climate change, and environment" are common concepts of GC.
	13 of them said general statements like "I think GC concepts are based on the country and its sectors, nationalities, and all concepts related to GC."
Instructional techniques employed by teachers	14 responses focused on the following points: Explaining concepts, providing examples, discussion, and asking questions about these concepts.
	Seven of them listed techniques like, "using dialogues, brainstorming, exchanging points of views, games, and summary, personalization concepts by being a model as teachers, using mind maps, and projects."
Obstacles while teaching GCED	A science female teacher said "many students wanted to memorize these concepts as information not acquiring them as skills."
	EFL female teacher said "I think most students did not understand these topics, and did not have the essential knowledge to understand these concepts."
	A science male teacher said "students did not have any motivation to learn these abstract concepts."
	Three social education male teacher said "students did not have the prior essential knowledge to understand these concepts."
	Ten respondents spoke of their own in experience, saying" I am not familiar with these concepts so how I could teach them, I should receive training then ask us to teach them."
	Two female Arabic teachers said "to be honest, teachers and students could not understand them, and are unaware of them, teachers did not receive any training in this regard."
	Regarding curricula obstacles, two teachers stated that curricula did not cover these concepts so teachers and students are not familiar with them, "curricula did not contain these concepts, there is no focus on values, just knowledge."
	An Arabic female teacher said "I think curricula did not present these concepts regularly."
	Regarding the third category, resources, two respondents stated that lack of resources, especially technology is the main challenges of presenting these concepts, for example, "I think students have no access to internet and using technology lessens their ability to understand these concepts, there are no resources especially technology and libraries to have access to data and read about these topics, crowded classes with no learning resources are the main challenge teachers face while dealing with these concepts."

Table 9 (continued)

Topic	Responses
Suggestions to improve the presentation of GCED	Four teachers said "I think introducing these concepts should start at universities, and thus teachers can present them during the basic and the secondary stage."
	Three teachers said that "increasing the awareness of the families and displaying films about these concepts."
	Two EFL teachers said "activating the role of NGOs to. show these concepts while implementing social, educational, and psychological projects."
	Five teachers said "using social media to raise the awareness of the people, using drama to personalize concepts, and doing voluntary work."
	Eight teachers agreed that "curricula should contain these concepts in all grades and should be clear for teachers to present them to students effectively," "I think it is necessary to enrich curricula with these concepts, and training teachers at the same time," "the curricula should be included reading passages about GC concepts," and "inclusion positive concepts of GC is necessary."

As Table 9 shows, only five teachers of the respondents knew some of GC concepts even though they taught some of them, like those concepts related to heritage, culture, religion, and morals. All of these responses revealed that teachers were not aware of what GC is and what its concepts and categories are. That is, culture, for example, is itself not related to GC, but respecting other cultures and accepting them is GC. However, some respondents referred to some GC concepts like collaborative relationships, accepting others and their opinions, and openness to other societies, but this familiarity should be consolidated by providing teachers training programs. These results are in line with those of Damiani (2020), that in-service teachers think that they are not well-prepared in dealing with GCED. Furthermore, this finding about the curriculum and how it does not support teachers' knowledge of GC, draws attention to the significance of providing teachers the flexibility to adapt the content of textbooks to develop the GC knowledge, skills, and values, and to have the general outcomes focusing on this timely topic. In this approach, teachers' awareness of GCED would be promoted, thereby contributing to creating global citizens.

This is in line with Zho's (2010) findings that teacher education programs should perform a shift in their thinking from focusing on tests and local issues to the global content and skills when presenting GCED concepts in the classrooms. It is clear in Table 9, that the majority of respondents had a traditional trend in presenting these concepts, and few of them knew that they had to focus on student-centered learning when teaching these concepts; this remarkably reflected the awareness of teachers with these concepts. This was reinforced by Damiani (2020) that teachers not only need to be trained on how to develop students' knowledge, but also on how to engage students in the national and international challenges, and how to think critically and innovatively.

The next theme is the obstacles and challenges that lessen teachers' ability to teach these concepts. Table 9 shows obstacles which could be classified into three categories: students and teachers; curricula; and resources. Many respondents stated that students wanted to memorize material rather than engage in classroom discussion, the curricula did not support GC issues as there are few topics embedded, and teachers need to be trained on these topics from the early stages and consolidated in the following stages even in higher education to help students become aware of the global issues and deal with them critically and peacefully. These ideas were consolidated by Andrews and Aydin (2020), Reimers (2020), Guo (2014), and Zho (2010). in

which the authors emphasized the importance of the methodology of instruction GCED, and training teachers and the availability of resources other than curriculum to leverage the delivery level of this issue in the mind of teachers and thereby students as well.

The last theme respondents presented was suggestions to improve the presentation of these concepts. The teachers' responses focused on the following ideas:

1. Improving instruction of GCED concepts in primary, secondary, and higher education. Respondents focused on the ideas that introducing these concepts should start at universities, and thus graduates become ready to present them when becoming teachers during the basic and the secondary stage. This clarifies the necessity of avoiding teaching traditionally by lecturing, and training teachers is a priority if one wants to teach these concepts effectively. This also implies the need to train teachers how to deal with these concepts and the instructional strategies that they have to employ, the learner-centered activities, learning by doing, and using everyday life situations to instill these concepts in students' global personality.
2. The role of the societies, institutions, and NGOs. Some respondents stated that there was a societal role in disseminating GCED concepts and that the concepts should become part of the societal culture as a part of the global world. The respondents made suggestions such as, increasing the awareness of the families and displaying films about these concepts; activating the role of NGOs to show these concepts while implementing social, educational, and psychological projects; using social media to raise the awareness of the people; using drama to personalize concepts; and doing voluntary work. This delves the willingness of teachers to empower communities and play their role of disseminating the concepts of GCED.
3. Curricula. The majority of the respondents stated that curricula played a major role in familiarizing students with these concepts. That is, curricula should contain these concepts in all grades and should be clear for teachers to present them to students effectively. This idea is highly consolidated by Damiani (2020), Mathé (2020), and Bruce et al. (2019) in a different way; that is, teachers are not expected just to cover curriculum and control the classrooms, teachers should be educated how to engage learners in global issues, how to analyze texts about these issues, how to develop the 21st century skills, and how to develop the global values like accepting others regardless of race and religion, respecting others, social responsibility, cultural diversity , and other issues related to knowledge, skills, or values. Likewise, Zho (2010) stated that teachers received training to improve students' performance in exams without paying attention to what the education wants in the future, thus reimagining education in terms of building capacities of teachers should be a priority by unleashing the potentials of teachers to developing them professionally using authentic global topics not just information about the topics of GC.

Discussion and Implications

Based on the presented results, the teachers' awareness level of GCED was described to be *unsatisfactory* due to the mean of their responses to the scale was 11 out of 20. Now if teacher awareness is lacking of GCED then at least three claims can be made: Firstly, they possess inadequate knowledge of the subject. When teachers' knowledge about GCED is defective, one can hardly expect that the concept be defensibly justified in pedagogical encounters with learners.

Secondly, when teachers lack the pedagogical approaches to implement GCED in the classroom, one would not expect plausible teaching and learning to manifest. Thirdly, when teachers' understanding of GCED is scanty, then it would be very unlikely that they and learners would enact a tenable understanding of GCED in and beyond the classrooms. That is, they would not necessarily become active change agents in ensuring the cultivation of GCED as is seemingly the case in this study. This result shows the need to review the education system, because teachers did not receive any professional development programs in GCED in spite of the international calls to integrate notions of GCED in curricula and in teacher education programs. For instance, UNESCO since 2015 has been calling on member states to bring GCED into the 21st century lives of learners, into classroom practices, and at schools. Teachers should be exposed to training programs that show them how they and their state are implicated in local and global issues, to engage in intercultural perspectives and diversity, to use their abilities to effect change and promote social and environmental justice, to establish transformative GC learning involving nurturing and caring, to be critical citizens who can raise important questions in overt ways, and to look to literacy for a pedagogical approach that prioritizes critical reflection and asks learners to recognize their own context and the contexts of others. Likewise, as stated by Reimers (2020), 21st century learners need GCED because the world needs leaders who are interdisciplinary thinkers, able to work towards finding innovative solutions to emerging threats like COVID-19, and informed citizens who are aware of risks and threats and how to behave in a way that minimize their deteriorating effect on the planet, creating inspiring citizens who build the defenses of peace in minds of people, as was reflected in UNESCO's charter. GCED is also the power to shape a more sustainable future. For all of this to be achieved, teachers need to be well-equipped to transfer these ideas to their students as a model for them to be global citizens. Therefore, policy makers should be aware of how to build the capacity of teachers on how to teach GC topics and not only how to help students get higher levels in international tests as stated by Zhao (2010).

It is worth mentioning that the current study reveals what teachers are somewhat unaware of in regards to GCED; for example, they did not have a clear vision about the definition and the goals of GCED, or how to teach it using strategies like projects or role play, though they were familiar with projects as an instructional strategy. This revealed that the teacher's pedagogical content knowledge is unsatisfactory and superficial (AlHusban & Alkhalaleh, 2017). In addition, only 50% of the respondents showed that they were aware of GCED skills like entrepreneurship, innovation, problem-solving, and critical thinking. In this context, most teachers knew the terms, but may not know how to employ them, or may not be able to identify the appropriate skill when encountering a real situation. Here, the active enactment of GCED in and beyond the classroom also comes into disrepute. If GCED cannot manifest in an active way, transformative change in communities would remain a remote pipedream. However, the respondents showed awareness of GCED values like forgiveness, diversity, accepting others, and renouncing violence. This could be related to their religious and cultural backgrounds, which urge people to enact such humane values.

In brief, the teachers in this study showed an unsatisfactory level of awareness of GCED, so they may encounter obstacles while teaching GCED topics, such as their knowledge and methods being insufficient in leveraging their performance. Therefore, the results revealed areas where support is needed to improve the quality of GCED not only in Jordan but also in several countries similar to Jordan so as to better meet the needs of teachers in developing a deeper understanding of GCED. The findings of the study are inconsistent with the study conducted by Al-Qatawneh et

al. (2019) in which teachers showed a high level of awareness of GCED. On the other hand, this study is in line with several studies in which teachers' awareness of GCED was not satisfactory enough, and they needed more support and professional development training programs, such as the studies conducted by Reimers (2020); Ghosn-Chelata (2020); González -Valencia et al., (2020); Bruce et al., (2019); Tarozzi and Mallon (2019), Goren and Yemini (2017); Schulz et al., (2017); Nilsson (2015); Larsen and Faden (2008); and Zhao (2010). The above-mentioned studies revealed that UNESCO member states were unable to meet its calls to build the capacities of the teaching–learning process. From 2002 to now, teachers displayed the same lack of authentic awareness of how to deliver and process GCED topics.

The interviews conducted for this study shed more light on the issues teachers face when teaching GCED. The interview findings supported the results of the scale by showing that teachers are quite familiar with GCED values. However, they teach traditionally, and they are largely unfamiliar with the definition of GCED because they conflate the concepts with national citizenship. Likewise, the results of the interviews revealed the superficial conceptions teachers have regarding GC and GC concepts that were included in the subject they teach. If they were aware of the GC concepts, they tended to teach themes traditionally. Training and professional development and curriculum development are the major proposals to improve the current state of GCED. These results are consistent with those of Sadruddin and Wahab (2013), and Goren and Yemini (2015), in which interviewees perceived the concepts loosely, and were unable to incorporate their knowledge with what was embedded in the curricula. Interviewees in all of these studies were unfamiliar with knowledge, skills, and values of GCED. What distinguishes the responses received in the current study was the focus on the external attributes when discussing the current lack of awareness of these concepts, such as curricula, society, and the students themselves. This indicated the significance of working on teachers' attitudes to make them feel they are part of the process, and they are the key in creating global citizens (Reilly & Niens, 2014). At the same time, the interviewees were not opposed to the idea of GC and did not show any sign that there was any difference between national citizenship and GC. Furthermore, they did not describe any differences between national citizenship and GC. A possible explanation of these results may be that the nature of the education system that focuses on standardized testing rather than the global perspectives. Thus teachers viewed GCED literally and try to explain it as they understood the question not due to a systematic knowledge related to the topic. Thereby, this finding indicates the importance of training teachers on what GCED is and how to present it in classrooms and clarifying GCED is a way of thinking and living with various groups from different cultures, ethics, and attitudes (Guo, 2014)

Discussing the status quo of awareness of GCED among teachers in Jordan using a mixed methods study could aid in showing the nature of teacher's knowledge and understanding, which could be a key to formulate a plan to foster GCED concepts so as to achieve SDG, particularly the 4^{th} SDG.

The results also revealed teachers' traditional methods of teaching and the restrictions in allowing students to discuss and express their opinions regarding international issues like inequality, injustice, war, conflict, human rights violations, and violence towards minority people or because of race, color, or religion. This point is stated by Ghosn-Chelala (2020): teachers avoid discussing controversial issues, even when they are part of the themes in the curricula; therefore, teachers need to be trained on progressive teaching in order to develop the mindsets that encourage teachers to address GCED issues and themes.

These findings have significant implications for teacher development by promoting the

adoption of GCED mindsets for teachers, which could be achieved by adopting the elements of the mindsets, as well as focusing on digital citizenship to support emancipation from the prescribed content. The mind-set should shed light on GCED through cross-disciplinary and cross-cultural participation, which could help put GCED aims on teachers' agendas.

Conclusion

This paper has shown that teachers' awareness of GCED is somewhat truncated and even inadequate. Teachers lack the global practices and strategies that would help students become global citizens. That is, most teachers who participated in the study described priorities for citizenship education rather than GCED. The scale showed an unsatisfactory level of familiarity with GCED concepts, skills, and strategies, with a good knowledge of values. The interviews indicated that teachers were not empowered to develop global insights for their students as they thought GCED was related to social education, and that transfer of content and knowledge were the most important aim of instruction. As a result, they avoided discussion of any international issues, like the environment, climate change, pandemics, immigration, or food problems in the world. Therefore, teacher education based on GCED could help teachers escape from the limitations of the traditional curricula and thus help students embrace GCED. In the main, the inadequate understanding teachers showed in and about GCED corroborates the claim that their awareness about GCED is constrained. If they lack an awareness of GCED they would be unable to teach learners about it, demonstrate untenable approaches in and about its implementation in practice, and would invariably reduce the significance of cultivating GCED in and beyond schools.

The main recommendation based on the findings of the study is to provide GCED, foster the awareness of teachers of different subjects in understanding GCED concepts, and try to teach students to become global citizens. Put differently, teachers' self-understandings ought to be invoked so that they show a willingness and openness to learn about GCED. It is a must in the 21st century to raise future generations with certain attributes that will enable them to live in the globalized world. This is the responsibility of their teachers, and that is why teachers matter. Therefore, more research should be conducted to investigate the authentic practices and methods of teachers of different subjects to identify their awareness of GCED concepts, skills, and values, how they relay them to students, and how they center GCED in their teaching after receiving a systematic training on how to display these topics embedded in curriculum or designing their own lessons based on global disciplines.

Acknowledgement

We would like to acknowledge support from *Education Quality and Learning for All (EQUAL)*, a Global TIES for Children initiative funded by the New York University Abu Dhabi Research Institute, New York University's Steinhardt School of Culture, Education, and Human Development, Ford Foundation, the Open Society Foundation, and the Catalyst Foundation for Universal Education.

References

Al-Edwan, Z. S. S., & Bani Mustafa, F. M. A. (2015). The effect of a training program on developing the global citizenship principles of the history teachers in Jordan. *Educational Sciences, 42*(1), 127-138.

https://journals.ju.edu.jo/DirasatEdu/article/view/4721
Al-husban, N. & Akkari, A. (2021) Exploring EFL teachers' perceptions of enacted curriculum in Jordan: towards integration curriculum development with teacher education. *Curriculum and Teaching, 36*(1), 71–87. https://doi.org/10.7459/ct/36.1.06
AlHusban, N., & Alkhawaldeh, A. (2017). Exploring English as a foreign language (EFL) female teachers' knowledge of Marzano's research-based instructional strategies and its relationship with their level of performance in teaching reading comprehension at the educational directorate of Zarqa. *Dirasat: Educational Sciences, 43*(Supplement-5), 2195–2207. https://archives.ju.edu.jo/index.php/edu/article/view/9505
Al-husban, N. A. & Tawalbeh, M. (2022). Investigating global citizenship concepts embedded in primary and secondary textbooks in Jordan. *Citizenship Teaching & Learning Journal, 17*(2), 309–326. https://doi.org/10.1386/ctl_00087_1
Al-Jamal, D., & Al-Refae'e, A. (2016). The role of global citizenship values in education: The case of secondary stage EFL textbooks in Jordan. *Al-manarah Journal, 22*(4), 427–450.
Al-Qatawneh, S. S., Alsalhi, N. R., & Eltahir, M. E. (2019). The citizenship values included in intermediate stage Arabic-language textbooks and teachers' awareness of them in the UAE: A case study. *Heliyon, 5*(11), e02809 https://doi.org/10.1016/j.heliyon.2019.e02809
AlZboon, M. S., AlSleibi, S. A., Alofishat, N. A., & Ahmad, A. A. (2018). The reality of education on global citizenship in Jordanian schools. *Modern Applied Science, 12*(12), 128–144. https://doi.org/10.5539/mas.v12n12p128
Amadeo, J., Torney-Purta, J., Lehmann, R., Husfeldt, V., & Nikolova, R. (2002). *Civic knowledge and engagement: An IEA study of upper secondary students in sixteen countries*. International Association for the Evaluation of Educational Achievement. https://www.iea.nl/publications/ study-reports/international-reports-iea-studies/civic-knowledge-andengagement.
Andrews, K., & Aydin, H. (2020). Pre-service teachers' perceptions of global citizenship education in the social studies curriculum. *Journal of Social Studies Education Research, 11*(4), 84–113. https://eric.ed.gov/?id=EJ1281589
Banks, J. A. (2017). Failed citizenship and transformative civic education. *Educational Researcher, 46*(7), 366–377. https://doi.org/10.3102/0013189X17726741
Bosio, E. (2017). Educating for global citizenship and fostering a nonkilling attitude. In J. Evans Pim & S. Herrero Rico (Eds.), *Nonkilling education* (pp. 59–70). Center for Global Nonkilling.
Bourn, D., Hunt, F., & Bamber, P. (2017). *A review of education for sustainable development and global citizenship education in teacher education*. Background paper prepared for the 2017/8 Global Education Monitoring Report. University College London, Institute of Education. http://gem-report-2017.unesco.org/en/background-papers/
Bruce, J., North, C., & FitzPatrick, J. (2019). Preservice teachers' views of global citizenship and implications for global citizenship education. *Globalisation, Societies and Education, 17*(2), 161–176. https://doi.org/10.1080/14767724.2018.1558049
Chimbutane, F. (2018). Language and citizenship education in postcolonial Mozambique. *JSSE-Journal of Social Science Education, 17*(4), 8–25. https://doi.org/10.4119/jsse-1093
Cho, H. S., & Mosselson, J. (2018). Neoliberal practices amidst social justice orientations: global citizenship education in South Korea. *Compare: A Journal of Comparative and International Education, 48*(6), 861-878.
Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th edition). Routledge. https://doi.org/10.4324/9781315456539
Cox, C. (2017). *Global citizenship concepts in curriculum guidelines of 10 countries: comparative analysis. In-Progress reflections No. 9 on current and critical issues in curriculum learning and assessment*. UNESCO International Bureau of Education [11995]. Document code No.9 IBE/2017/WP/CD/09.https://unesdoc.unesco.org/ark:/48223/pf0000247788

Damiani, V. (2020). Educating pre-service teachers on global citizenship: Research perspectives from a preliminary study in the Italian context. *JSSE-Journal of Social Science Education, 19*(4), 23–44. https://doi.org/10.4119/jsse-3468

Davies, L., & Welch, H. G. (2006). Increasing incidence of thyroid cancer in the United States, 1973–2002. *Jama, 295*(18), 2164–2167.

Ekanayake, K., Shukri, M., Khatibi, A., & Ferdous Azam, S. F. (2020). Global citizenship education practices and teacher education: A review of literature. *Journal of Education, Society and Behavioural Science, 33*(6), 36–47. https://doi.org/10.9734/jesbs/2020/v33i630234

Gardner-McTaggart, A. (2016). International elite, or global citizens? Equity, distinction and power: The International Baccalaureate and the rise of the South. *Globalisation, Societies and Education 14*(1): 1–29. https://doi.org/10.1080/14767724.2014.959475

Ghosn-Chelala, M. (2020). Global citizenship education in conflict-affected settings: Implications of teachers' views and contextual challenges for the Lebanese case. *Teaching and Teacher Education, 93*, 103078.

Girard, B., & McArthur Harris, L. (2013). Considering world history as a space for developing global citizenship competencies. *The Educational Forum 77*, (4), 438–449. Taylor & Francis Group. doi.org/10.1080/00131725.2013.822042

González-Valencia, G., Ballbé, M., & Ortega-Sánchez, D. (2020). Global citizenship and analysis of social facts: Results of a study with pre-service teachers. *Social Sciences, 9*(5), 65. https://doi.org/10.3390/socsci9050065

Goren, H. & Yemini, M. (2017) Global citizenship education redefined—A systematic review of empirical studies on global citizenship education. *International Journal of Educational Research, 82*, 170–83. https://doi.org/10.1016/j.ijer.2017.02.004

Guo, L. (2014). Preparing teachers to educate for 21st century global citizenship: Envisioning and enacting. *Journal of Global Citizenship & Equity Education, 4*(1). https://journals.sfu.ca/jgcee/index.php/jgcee/article/view/121

Hák, T., Janoušková, S., & Moldan, B. (2016). Sustainable Development Goals: A need for relevant indicators. *Ecological Indicators, 60*, 565-573. https://doi.org/10.1016/j.ecolind.2015.08.003

Jarrar, A. G. (2012). Global citizenship education in Jordanian universities. *Procedia-Social and Behavioral Sciences, 47*, 1922–1926. https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences

Kayışoğlu, N. B. (2016). Investigation of global citizenship levels of pre-service Physical Education teachers. *Educational Research and Reviews, 11*(6), 299–306. https://doi.org/10.5897/ERR2015.2661

Khader, F. R. (2014). Global Awareness and perspectives in Jordanian History Textbooks. *American International Journal of Contemporary Research, 4*(2), 69-75. http://aijcrnet.com/journals/Vol_4_No_2_February_2014/10.pdf

Larsen, M., & Faden, L. (2008). Supporting the growth of global citizenship educators. *Brock Education Journal, 17*(1), 71–86. https://doi.org/10.26522/ brocked.v17i1.102.

Leek, J. (2016). Global citizenship education in school curricula. A Polish perspective. *Journal of Social Studies Education Research, 7*(2), 51–74. https://jsser.org/index.php/jsser/article/view/174

Mathé, N. E. H. (2020). Preparing to teach democracy: Student teachers' perceptions of the 'Democracy Cake' as a set of teaching materials in social science education. *Journal of Social Science Education, 19*(3), 66–85. https://doi.org/10.4119/jsse-1243

Myers, J. P., & Rivero, K. (2020). Challenging preservice teachers' understandings of globalization: Critical knowledge for global citizenship education. *The Journal of Social Studies Research, 44*(4), 383-396. https://doi.org/10.1016/j.jssr.2020.05.004

Nilsson, I. (2015). *Understanding global education—A case study of the global high schools network in Denmark*. Undergraduate thesis, Lund University, Department of Sociology.

https://www.lunduniversity.lu.se/lup/publication/5469540
O'Meara, J. G., Huber, T., & Sanmiguel, E. R. (2018). The role of teacher educators in developing and disseminating global citizenship education strategies in and beyond US learning environments. *Journal of Education for Teaching, 44*(5), 556–573. https://doi.org/10.1080/02607476.2018.1516347
Pigozzi, M. J. (2006). A UNESCO view of global citizenship education. *Educational Review, 58*(1), 1–4. https://doi.org/10.1080/00131910500352473
Rapoport, A. (2010). We cannot teach what we don't know: Indiana teachers talk about global citizenship education. *Education, Citizenship and Social Justice, 5*(3), 179–190. https://doi.org/10.1177/1746197910382256
Reilly, J., & Niens, U. (2014). Global citizenship as education for peacebuilding in a divided society: Structural and contextual constraints on the development of critical dialogic discourse in schools. *Compare: A Journal of Comparative and International Education, 44*(1), 53–76. https://doi.org/10.1080/03057925.2013.859894
Reimers, F. M. (2020). *Educating students to improve the world*. Springer Nature. https://doi.org/10.1007/978-981-15-3887-2
Reimers, F. M., & Chung, C. K. (Eds.). (2016). *Teaching and learning for the twenty first century*. Cambridge: Harvard Education Press.
Sadruddin, M. M., & Wahab, Z. (2013). Are we preparing global competent teachers? Evaluation of the incorporation of global education perspectives in teacher education curriculum in Pakistan. *Bulletin of Education and Research, 35*(1), 75–94. https://eric.ed.gov/?id=EJ1210493
Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2017). *Becoming citizens in a changing world*. IEA international civic and citizenship education study 2016 international report. Springer. https://www.educacionyfp.gob.es/inee/dam/jcr:5f05a2fd-6ced44ae-87b1-05d488aa9345/ICCS_2016_INFORME%20INTERNACIONAL.pdf.
Shulla, K., Leal Filho, W., Sommer, J. H., Salvia, A. L., & Borgemeister, C. (2020). Channels of collaboration for citizen science and the sustainable development goals. *Journal of Cleaner Production, 264*, 121735. doi.org/10.1016/j.jclepro.2020.121735
Tarozzi, M., & Mallon, B. (2019). Educating teachers towards global citizenship: A comparative study in four European countries. *London Review of Education, 17*(2), 112–125. https://doi.org/10.18546/LRE.17.2.02
Torres, C. A. (2015). Global citizenship and global universities. The age of global interdependence and cosmopolitanism. *European Journal of Education, 50*(3), 262-279. https://doi.org/10.1111/ejed.12129
Tota, P. M. (2014) Filling the gaps: The role and impact of international non-governmental organisations in 'Education for All'. *Globalisation, Societies and Education, 12*(1), 92–109. https://doi.org/10.1080/14767724.2013.858988
UNESCO. (2013). *Outcome document of the technical consultation on global citizenship education: global citizenship education–An emerging perspective*. Technical Consultation on Global Citizenship Education. https://unesdoc.unesco.org/ark:/48223/pf0000224115
UNESCO (2015). *Global citizenship education: An emerging perspective*. Seoul, Korea: Technical Consultation on Global Citizenship.
UNESCO (2018) *Preparing teachers for global citizenship education: A template*. UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. https://unesdoc.unesco.org/ark:/48223/pf0000265452
Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education, 61*(5), 422–431. https://doi.org/10.1177/0022487110375802

Dr. Naima Al-Husban received her PhD in Curriculum and Instruction from the University of Jordan in 2016. She worked as an EFL teacher for ten years, and is currently working as an Associate Professor at Arab Open University—Jordan. She is interested in issues of higher education, online teaching, blended learning, literacy instruction, planning and developing curricula, global citizenship education, and refugees after trauma, and she has some publications related to teaching English language as a foreign language. She is a reviewer in several international journals like *Reading Teacher Journal, English Language Journal, International Review of Research in Open and Distributed Learning, Journal of Education in Muslim Societies*, and the *Online Journal of English as a Foreign Language Journal*. ORCID number: 0000-0002-4745-7345

Mohammad Tawalbeh is a Professor of Educational Technology and currently the Dean of the Faculty of Education and General Studies at the Arab Open University (AOU). He published more than 25 articles in peer reviewed journals, supervised more than 50 MEd dissertations and PhD theses, and he is an editorial member and reviewer of some journals. His major research areas are open, distance, and blended learning; global citizenship; life skills; and coexistence. He served in five validation committees at some Jordanian and Arab universities, including an Academic reviewer of the E-learning Department, Arabian Gulf University. Professor Tawalbeh is currently coordinating a regional training and research project on School Based Development (TAMAM) at some schools in Jordan with the American University of Beirut, and he was the mentor of an international research project about Global Citizenship funded by the Education Quality and Learning for All (EQUAl) programme, NY University, USA. Prof Tawalbeh served as a chairman and member of several conferences. Recently, he was a member of the scientific and management committee of the forum on Distance Learning During Emergencies and Crises: Dealing with the Coronavirus (as a Model), which was organized by the AOU and ALECSO on 9-10 August, 2020.