ORIGINAL RESEARCH

Exploring the Perceptions of Global Citizenship Education Concerning Social Justice among Prospective Teachers

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Abstract

Global citizenship education is a comprehensive idea that includes social justice, human rights, peace education, cultural diversity, and education for sustainable development. This study examines the perspectives of prospective teachers on global citizenship education and their awareness of social justice. This study used a qualitative survey and an exploratory research design, incorporating a purposive sampling technique. Data were collected using an open-ended, self-developed questionnaire to assess global citizenship education about social justice. The sample comprised 203 prospective teachers from public-sector colleges and universities in Rawalpindi and Islamabad, Pakistan. The data was analyzed through thematic analysis. The result revealed that prospective teachers were unaware of global citizenship concerning social justice. Activities about global citizenship education, such as interactive teaching methods and activity-based teaching, may be followed to enhance prospective teachers' awareness of global citizenship education and social justice.

1 Introduction

Preparing students to assume active and productive roles in the competitive global economy is the primary objective of global citizenship education. A global citizen can act locally and think internationally to make positive changes in their environment as well as the wider world. The goal of this education is to develop students who are concerned about the sustainability of the world at large in addition to their efforts [1].

Chivunda [2] asserts that the goal of global citizenship education is to address current global challenges. Its goal is to inculcate in citizens and students the values, behaviors, and attitudes necessary to live responsibly in the face of societal and global variety.

Oxfam [3] states that fostering global citizenship entails giving young people the tools, beliefs, and knowledge they need to engage with the world in a constructive way.

The idea behind this is that everyone can positively impact others. Rather than being a single subject, global civic education is a holistic framework for learning that extends outside the classroom.

As per Lissah [4], the concept of global citizenship encompasses an individual's feeling of dedication to and inclusion in the worldwide community, underscoring the interconnectedness of all individuals. It may highlight responsibilities or highlight how each person's activities impact society as a whole. Global citizenship is essential in today's interconnected world to solve issues like social justice, environmental sustainability, globalization, and cultural diversity. Global citizens have an obligation to uphold the rights and cultures of others, promote social justice and equality, and actively participate in environmental preservation and sustainable development initiatives.

In 2012, the UN Secretary-General formally acknowledged global citizenship education as a priority through the Global Education First Initiative (GEFI). Riasat and Farooq [5] emphasized the significance of this endeavor. The third most crucial objective, according to the GEFI, is teaching students about global citizenship. Teaching people about the concepts of global citizenship achieves several objectives, such as equipping them to comprehend their various identities within society, advancing equality, and stimulating active engagement in local communities.

Global citizenship education is a notion that extends from national to global levels, going beyond simple educational components. This theory places a strong emphasis on each person's understanding of their responsibility for social and environmental challenges. Students who get an education in global citizenship are better prepared to face challenges and speak up in their communities for equality and social justice on a global scale. As responsible citizens who respect all forms of life, prospective teachers are empowered to identify injustice, realize their privileges, fight for rights and freedoms that others may not equally enjoy, and influence societal change [6].

Global citizenship education, according to UNESCO [7], is an educational strategy that gives students of all ages the tools they need to participate locally and globally in building societies that are more inclusive, tolerant, peaceful, safe, and stable, thus advancing humankind's well-being.

Global citizenship can be defined in several forms, but one important definition, according to Wilby, Black, and Paravattil [1], is that of a "Global Citizen" which includes a combination of self-awareness and personal responsibility, both internally and through external actions, across various dimensions intended to foster personal and social change.

Charl and Denial [8] define global citizenship education as a comprehensive idea that includes social justice, human rights, peace education, cultural diversity, and education for the future. In addition to

these fundamental elements, it covers topics like education for sustainable development and comprehending global trends like migration, pandemics, political systems, global corporate networks, and technology breakthroughs. As a result, students should develop into aware global citizens who engage in global communities.

Social justice involves actively working to create a just and sustainable world, going beyond simple empathy and outrage over injustice. At both local and global levels, incorporating social justice into the curriculum for global citizenship education can provide a transformative approach to identifying and addressing issues related to social, economic, and cultural inequality that result from migration and global interactions [9].

However, social justice draws attention to the fundamental principles of citizenship, emphasizing the identification of those most impacted by inadequate levels of justice and human rights and the implementation of remedial measures [10].

According to UNESCO [11], establishments need to support stability and peace to strengthen national cooperation and global citizenship education. Universal respect for social justice, equality, and liberties for all global citizens, regardless of gender, ethnicity, religion, or identity, is highly valued from both scientific and cultural perspectives.

Global Citizenship Education (GCE) is more important than ever for promoting global collaboration and inspiring students of all ages to make positive contributions to their local and global communities as our world becomes more interconnected [12].

UNESCO [12] further discusses the concept of global citizenship, which emphasizes the idea that we are part of a larger global community in contrast to national citizenship, which implies certain rights, privileges, and duties associated with belonging to a particular nation or state. Anyone may effect change at the regional, national, and local levels by making constructive contributions to this global community. To be considered a global citizen, an individual does not need to go abroad, speak many languages, or have a unique passport or official title. Rather, thinking and doing things regularly are what make someone a global citizen. A global citizen works with others to address issues that are too big for one country to handle alone, recognizes diversity, and comprehends how the world works.

According to Belgian [13], the European Declaration on Global Education to 2050, which was adopted in Dublin in 2022, defines global education as a method of instruction that promotes critical thinking about the world and individuals' place in it. The goal of this type of education is to expose people's minds, hearts, and eyes to both local and global reality. It gives individuals the capacity to comprehend, imagine, and take action in the direction of achieving global understanding, global sustainability, peace, solidarity, equity, and equality, as well as social and climatic justice. It also encourages diversity, inclusivity, respect for human rights, and a decent living for everyone, both now and in the future. Throughout a person's lifetime, a variety of official and informal educational techniques are included in global education. It is regarded as essential to the progress of education itself and its capacity for change.

According to Abera [14], achieving SDG 4 is necessary to successfully realize the remaining 16 SDGs. SDG4.7, which is global citizenship education, demonstrated the significance of global citizenship education.

Pakistan committed to sustaining Sustainable Development Goal 4, which focuses on universal access to high-quality education, in 2015. In particular, Target 4.7 of this goal highlights that providing high-quality education means making sure students develop qualities linked to global competence as

defined by the Organization for Economic Co-operation and Development, and global citizenship, as defined by the United Nations Educational, Scientific, and Cultural Organization. This can only be possible through global citizenship education [15].

One of the 17 Sustainable Development Goals (SDGs) set forward by the UN is quality education, which is linked to global citizenship education, and countries are encouraged to give priority to promoting global citizenship education (GCED). To coordinate international efforts to do this, UNESCO sees education as the main driver of human growth. Social justice, gender equality, inclusiveness, and other related objectives can advance with education [12].

2 Literature Review

The main objective of global citizenship education, according to Black, Paravattil, Wilby, et al. [1], is to equip students with the skills they need to succeed in a cutthroat global world. Successful and effective citizens must "think globally" while working locally to transform society to lead a sustainable world. This strategy seeks to cultivate individuals who are conscious of and dedicated to the sustainability of the entire population by highlighting the significance of social responsibility and constructive acts within one's community.

The goal of global citizenship education, according to Hadley [16], is to improve students' comprehension of the composition, cultures, and linkages between different cultures around the world. It seeks to include students in resolving both local and global issues while providing them with the knowledge and positive perspectives required for active engagement in the global community. Students who receive this education are inspired to view themselves as part of a global community and learn about global social justice for a sustainable future.

Followers of post-humanism, according to Sund and

Pashby [17], raise moral concerns regarding the interaction between humans and non-humans to create a socially just global society that takes into account everyone's well-being and guarantees social justice and equal rights for everyone.

According to Waghid [18], social justice is a continuous ethical commitment to human existence, highlighting the significance of conscience and awareness in resolving injustices against both people and the environment. It entails taking proactive measures to stop social inequalities and bring justice back to society by fostering human connection and advocating for social justice education as a civic duty.

According to Gezer [19], social justice entails challenging biases, injustice, and inequality while advancing equality within a society, honoring cultural diversity, and encouraging social cohesion. The rejection of cultural distinctions and the lack of racial prejudice are characteristics of a society that has attained social justice.

To develop citizens who are focused on justice, the curriculum must successfully incorporate ideas of "power" and equity together with critical thinking abilities. This method helps students gain a comprehensive awareness of the role that law plays in society as well as the processes involved in creating and enforcing laws. The understanding that all people are members of the same race and share a shared humanity in which each person is valued equally and with dignity is at the heart of the notion of global citizenship. As a result, every person should have the same basic rights and be treated fairly [20].

Global citizenship education prioritizes human rights, environmental sustainability, peace, social justice, equality, and cultivating positive attitudes toward cultural and ethnic diversity, according to Tarozzi & Inguaggiato [21]. It motivates students to actively participate in advancing these ideals. As a result, it is believed that teaching students about global

citizenship is essential to today's society.

Abdeljalil and Kathrine [22] contend that human rights violations, especially in developing countries, constitute a threat to environmental stability and peace in today's interconnected world. By giving students the skills and knowledge necessary to handle these issues, global citizenship education seeks to address these problems. From a practical standpoint, advocating for global social justice is considered an essential route to attaining sustainable development. For this reason, institutions are essential to developing responsible and engaged global citizens.

According to Chivunda [2], a citizen is usually defined as a person who is a part of a particular community or nation. On the other hand, global citizenship—which emphasizes the interdependence of local, national, and global levels—is defined by UNESCO as being a part of a larger community and shared humanity.

According to Karats [23], the goal of education for global citizenship is to promote the knowledge, abilities, and skills necessary for citizens to have a global perspective. It encourages social justice, sustainability, human rights, and awareness of international issues while building a sense of accountability. To solve present and future global concerns, this education promotes equality, solidarity, non-discrimination, and respect for cultural differences. It also raises knowledge of global citizenship.

According to Khan & Tabassum, Prospective educators ought to understand global citizenship, regardless of gender. Education about global citizenship encourages educators in the future—male or female—to value and promote inclusivity, equality, and respect for all identities and cultures. This promotes diversity in the classroom and gives each student a sense of appreciation. By studying global issues such as social justice, human rights, and global conflicts, links, and culture, aspiring teachers develop their critical

thinking skills. Regardless of geographical or cultural variations, global citizenship underlines the significance of understanding and compassion for others.

According to Kazarska and Reysen [24], integrating multicultural education, which includes appreciating cultural diversity, sustainable development education, and teaching students how to participate in social justice concerns and build critical awareness, is all part of global citizenship education. It also includes moral education, human rights education, citizenship education, and promoting civic responsibility and gender equality.

The goal of including a "Global Citizenship" course in teacher preparation programs, according to Karataş [25], is to inculcate global citizenship principles in prospective teachers. Fostering ideas like social justice, rights, critical and reflective thinking, intercultural communication abilities, empathy, collaboration, sustainable development, involvement, and cultural integration are some examples of what this entails. In the end, this method helps educators provide fair educational opportunities for every student in the classroom, cultivating a culturally aware atmosphere and involving students in a range of global citizenship activities.

According to Veugelers [26], social justice, equality, human dignity, sustainability, the empowerment of marginalized people, individual freedom, and the common good are the essential goals of global citizenship education. The Sustainable Development Goals (SDGs), which prioritize sustainability and universal human rights, were created by the UN to achieve these goals. Achieving these rights, human rights, economic equality, social fairness, equal power, and cultural equivalency must nevertheless be the main priority.

As per Bouran's [27] assertion, the word "global citizenship" can be regarded as a "global skill" because

it promotes the acquisition of diverse skills in learners, including global social justice and responsibilities. Instead of focusing on market employment, it builds global skills that will prepare students for life's challenges brought on by globalization. To create a more sustainable and peaceful world, pupils are required to receive global citizenship education to make the idea of global social justice possible.

Massimiliano [28] asserts that global citizenship education opened people's eyes and minds to the concepts of justice, equity, and human rights for all people worldwide. In actuality, global citizenship education is the primary worldwide component of education for citizenship. It can be seen as an education about human rights, development, sustainability, peace, conflict resolution, and intercultural awareness.

According to Massimiliano [28], social justice, sustainability, and interculturality are the three main tenets of global citizenship education. These are the worldwide aspects of education, like social justice and cultural variety. Education for global citizenship places a strong emphasis on rights, social justice, diversity of culture, and sustainability.

To eradicate injustice and inequality, Mohan [29] contends that global citizenship education should be incorporated into neighborhood schools. When schools adopt global citizenship education, it might be feasible. At the very least, they require resilience to internationalization in many contexts, such as global citizenship education, at the school level.

According to UNESCO [30], global citizenship education emphasizes the importance of citizenship, defined as active involvement in society. This concept has a global dimension in education, highlighting its connection to equity, human rights, social justice, and the implementation of rules and laws for the common good of society. Therefore, teachers need to cultivate awareness of global citizenship education among

learners.

According to Chivunda [2], teaching about global citizenship can be incorporated into every subject. For example, in social studies or civic education, students can write about civic issues or participate in school- or community-based activities. It can be added to history by looking at previous conflicts and how they were resolved in other nations. Through writing on a variety of topics, language, and literature, schools can use global citizenship education to improve communication skills. Drawing, designing, and constructing charts or diagrams regarding regional, societal, or international problems and their answers are examples of how the creative arts might embrace them. While the natural sciences can discuss how chemicals affect the environment and human health, religious education can use them to promote tolerance and peace.

According to Chivunda [2], teachers have a crucial role to play in promoting positive social change through global citizenship education. A teacher's job is to provide both a role model and a knowledge base for developing a student's attitude, nature, potential, and abilities. Teachers can enable students to take on responsibility and develop a sense of independence as global citizens because global citizenship education equips students with the skills they need to meet difficulties in their community through high-quality teachers and educational programs.

According to Saddiqa et al. [31], teaching global citizenship emphasizes the interconnectedness of local, national, and international societies for their well-being as well as their economic, social, and cultural relations. Additionally, it raises students' understanding of environmental issues and empowers them to take action to prevent environmental degradation and achieve environmental stability.

In the middle of the 20th century, the World Research Organization declared that global citizenship was a

necessary condition for the sustainability of Earth. The concept of "global citizenship" urges each individual to contribute. As a global citizen, one's existence on our planet constitutes a contribution [32].

Global citizenship aids in the transition to a sustainable society, according to Van Rompay-Bartels, Watkins, & Geessink [33], as the globe faces major and complex challenges that transcend national boundaries. Global citizenship is an essential response in today's higher education, where the aim is to prepare students to address both present and future concerns.

According to Khan and Tabassum [34], preparing pupils for active and productive roles in the competitive global economy is the primary objective of global citizenship education. A global citizen is someone who can think globally and act locally to make a good impact on both their local community and the wider world. This education seeks to instill in children a concern for the sustainability of the Earth as a whole, in addition to their efforts.

Our educational system needs to teach students about global citizenship, and one of the 21st-century talents is being aware of the world. Education for global citizenship raises awareness of problems, challenges notions that threaten the status quo, fosters skill development, and encourages people to reject their traditional ways of thinking [11].

Sen [35] states that because of the growing inequality and the importance of cultural diversity, sustainable development, peace on earth, human rights, interpersonal conflicts in society, tolerance, social justice, power, discrimination, and control, global citizenship education is an essential topic for prospective teachers and college students. In this way, educational institutions seeking to "internationalize" their grounds raise learners' sense of global citizenship. Realizing the need to teach global citizenship.

The primary proponents of global citizenship are teachers, but effective teaching is a prerequisite for advancing global citizenship, which can be accomplished through high-quality educational programs. Global citizenship education can lead to high-quality education. Since prospective teachers will be the educators of the future, it is crucial to carry out a descriptive study evaluating their knowledge of global citizenship education [11].

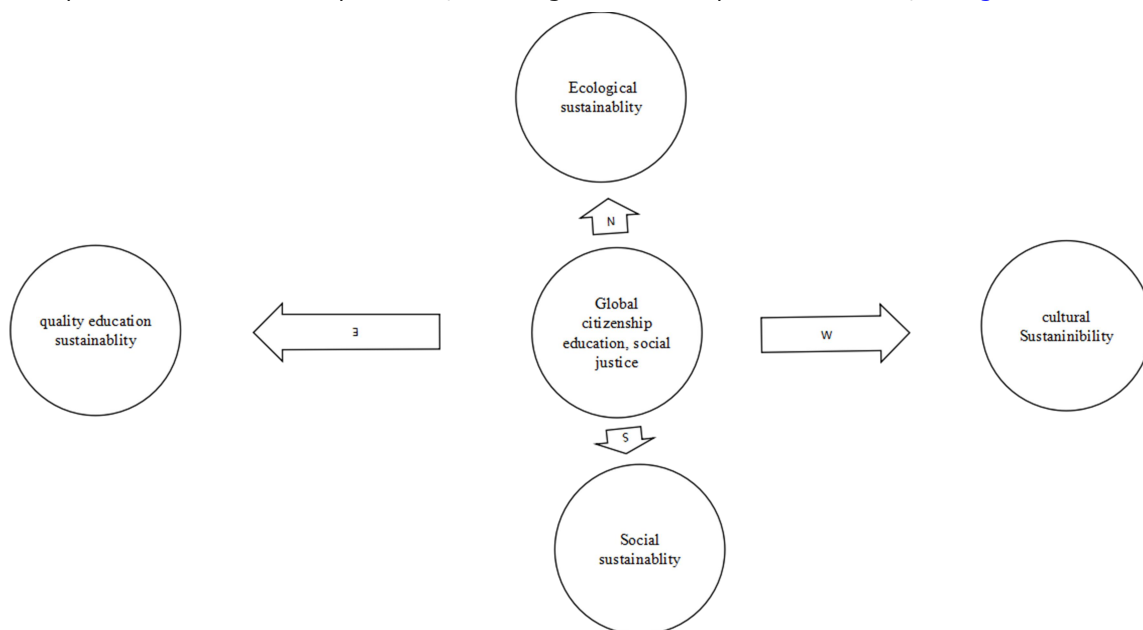Global Citizenship concerning social justice: Conceptual framework, as Figure 1.

Figure 1. Sustainability compass of global citizenship concerning social justice.

N: How are environmental concerns incorporated into the curriculum? Is environmental sustainability taught to aspiring educators as a component of global citizenship? Existing programs that encourage instructors and students to adopt sustainable behaviors and an awareness of the environment? Examine how prospective teachers view the GCE's environmental education component. Do they realize how important it is to teach pupils about the effects of human activity on the environment and sustainable environmental practices? Examine how much prospective teachers feel that they must inculcate in their students a sense of ecological responsibility.

E: How are resources distributed to help with teaching global citizenship? Are resources, courses, and initiatives that prioritize sustainability and social justice provided? Are there initiatives in place to guarantee that all prospective teachers, irrespective of their financial situation, have access to high-quality instruction and materials? Provide quality education for sustainable development.

S: Social Justice: How does the curriculum address social justice? Are prospective teachers equipped to deal with injustice and inequality in the classroom? Respect for Diversity and Inclusivity: Does the program encourage these values? Are there any systems in place to assist disadvantaged groups? Evaluate how ready prospective teachers feel to instruct students from various cultural origins and foster cross-cultural understanding.

W: Personal and social well-being. How do prospective teachers view the relationship between GCE and students' well-being? Do they understand how important it is to promote social well-being, self-awareness, empathy, and personal development? Community Empowerment and Engagement: What part does community involvement play in the GCE, according to aspiring teachers? Do they inspire students to participate in volunteer work and take an active part in advancing justice and social change?

3 Methods

This study used a qualitative survey and an exploratory research design, incorporating purposive sampling. Data was collected with an open-ended self-developed questionnaire to assess global citizenship education concerning social justice. The sample consisted of 203 prospective teachers from public-sector colleges and universities in Rawalpindi and Islamabad, Pakistan. The researcher analyzed the results with the help of thematic analysis, creating codes to identify patterns in the data, which were then used to develop themes. Researchers protect participants' physical and psychological well-being throughout the research process. Recognize and defend all respondents by ensuring their respect, anonymity, and protection. The data collected was solely for research purposes. All information supplied was kept confidential and reported as data, with no personally identifiable information. The study used no antibodies or laboratory materials.

Table 1 Demographic sample data from university and college female and male prospective teachers (n = 203).

Gender	Frequency	Percentage
Male	42	20.7 %
Female	161	79.3 %
Total	203	100 %

The Table 1 shows the gender distribution of prospective teachers. According to this table, 20.75% (42) of respondents were male prospective teachers, while 79.3% (161) were female prospective teachers.

The total number of respondents was 203.

4 Results

4.1 To investigate the understanding of global

citizenship among prospective teachers

Research Question 1: What is the understanding of global citizenship among prospective teachers?

Table 2 Themes and codes for global citizenship among prospective teachers.

Themes	Codes
Global citizenship	Social justice, Respect, Awareness, social responsibility, Justice, Education, Freedom

The associated codes from respondents' responses to question 1 about global citizenship education are arranged in the Table 2.

Nine respondents said that social justice is essential to the global application of human rights because it guarantees equality for all people, irrespective of their status, language, or religion. Thirteen respondents stated that it is crucial to guarantee everyone's freedom of speech, thinking, democracy, and existence without any form of discrimination to uphold the rights of all people everywhere with respect. According to three respondents, upholding moral principles, promoting global human rights awareness, and engaging in fair and social justice practices are essential to ensuring that people's rights are respected everywhere. According to 20 respondents, focusing on and upholding human rights internationally is a societal obligation. This involves taking responsibility for dealing with and solving the injustices and issues facing the globe. Eighteen respondents state it is essential to implement justice for everyone's rights worldwide, including the freedoms to speak, receive an education, work, and be protected. Nine respondents believe that global human rights require education, particularly global citizenship education, to inform oneself and others about people's rights. According to 25 respondents, every individual is entitled to rights and liberties, including freedom from slavery and torture, as well as freedom of opinion.

Table 3 Number of respondents and response Percentage (n = 203) of global citizenship among prospective teachers.

S.N	Responses	No. of respondent	Percentage
1	Social justice	9	4.4%
2	Respect	13	6.4%
3	Awareness	3	1.4%
4	Social responsibility	20	9.8%
5	Justice	18	8.8%
6	Education	9	4.4%
7	Freedom	25	12.3%

The Table 3 categorizes responses from question 1 into themes and associated codes, which represent different viewpoints of global citizenship.

4.2 To explore the awareness of prospective teachers

about global citizenship concerning social justice

Research Question 2: How aware are prospective teachers of global citizenship about social justice?

Table 4 Themes and codes for prospective teachers of global citizenship about social justice.

Themes	Codes
Global citizenship and social justice	Injustice, inequalities, equity, justice, human rights, law and rules, global education. Value, peaceful, civic obligation

The associated codes from respondents' responses to question 2 about global citizenship education concerning social justice are arranged in the Table 4.

According to twenty-eight respondents, everyone should have equal opportunity, irrespective of their socioeconomic status or background, to eradicate injustice and inequality from society. This strategy can aid in the eradication of inequality and injustice. According to 21 respondents, society can eradicate inequalities and injustice by reducing or ending these issues and ensuring equal rights for everyone, including access to education, job opportunities, and other services. Thirty-one respondents said that treating members of all cultures fairly and giving them equal access to opportunities regardless of their race, sex, religion, or culture will help eradicate injustice and inequality. According to 26 respondents, inequality and injustice can be eliminated if justice is upheld at all levels, from local to national, so that everyone is treated fairly. Eighteen respondents said that by providing equal human rights, which are essential for everyone to live freely and equally, society can end injustice and inequality. As per the statements of 29 participants, the eradication of injustice and inequality in society can be achieved by following rules and laws that are universally applicable to all. Eighteen respondents said that global education should be used to eradicate injustice and inequality from society, with a focus on youth, and the youth need to know about global citizenship education. According to six respondents, justice, equitable values that treat everyone fairly, and fairness principles can all work together to eradicate inequality and injustice in society. According to 16 respondents, peaceful protests regarding injustice at the local, national, and international levels are necessary to bring equity and justice to an end in society. Thus, it is necessary to provide appropriate instruction in global citizenship. Twelve respondents said that civic obligations and learners' moral obligations to actively support the equal rights of all people should be how injustice and inequality are eliminated from society.

Table 5 Number of respondents and response percentage (n = 203) of prospective teachers of global citizenship about social justice.

S.N	Responses	No. of respondent	Percentage
1	Injustice	28	13.7%
2	Inequalities,	21	10.3%
3	Equity	31	15.2%
4	Justice	26	12.8%
5	Human rights	18	8.8%
6	Laws and rules	29	14.2%
7	Global education	18	8.8%
8	Value	6	2.9%
9	Peaceful	16	7.8%
10	Civic obligation	12	5.9%

The Table 5 categorizes responses from question 2 into themes and associated codes, which represent different viewpoints on global citizenship concerning social justice.

5 Discussion

The study explored the level of awareness regarding global citizenship concerning social justice among prospective teachers and concluded that promoting global citizenship education is essential for the sustainable development of society. The study, which examined how prospective teachers perceived global citizenship education (GCE) about social justice, found that participants had a low level of awareness. A large number of prospective teachers showed a limited understanding of the elements that make up global citizenship education.

Bruce, North, and Patrick carried out the study [36] on perspectives on global citizenship held by pre-service teachers as well as by practicing teachers, along with their implications. The study's findings correspond with the findings of the current study, which said that pre-service teachers were "unclear about the idea of global citizenship, social justice, privilege, and cultural differences".

According to Saddiqa, Anwar, and Khizar's [31] research, university instructors had limited knowledge of and awareness of global citizenship education. Despite this, the participants were in favor of the curriculum's inclusion of social justice, gender equality, human rights, and cultural diversity.

Prospective educators ought to understand global citizenship, regardless of gender.

According to Khan and Tabassum [34], education about global citizenship encourages educators in the future — male or female — to value and promote inclusivity, equality, and respect for all identities and cultures. This promotes diversity in the classroom and gives each student a sense of appreciation. By

studying global issues such as social justice, human rights, and global conflicts, links, and culture, aspiring teachers develop their critical thinking skills. Regardless of geographical or cultural variations, global citizenship underlines the significance of understanding and compassion for others.

Osler [37] highlighted how important it is for students to integrate human rights education, intercultural education, global citizenship education, and social justice and equality into the educational system and policies. This validates the results of the present investigation.

Barbara, Martin, et al. [38] conducted a study in Austria and Ireland that supports the current research by promoting teacher preparation for multicultural classrooms. The study highlights that to ensure that school environments are responsive to a multicultural society, the curriculum should contain concepts of diversity and an updated educational system, in addition to gender equality, social justice, culture, and religion.

Global citizenship education (GCE) concerning social justice must be included to better equip prospective instructors to handle the challenges of an increasingly interconnected society. The GCE provides aspiring teachers with the information, abilities, and moral principles needed to create inclusive and fair learning environments. Through the development of cultural competency, moral decision-making, and a thorough comprehension of global concerns, GCE equips educators to stand up for social justice and motivate their pupils to take on the role of responsible, engaged global citizens. In the end, GCE integration into teacher education programs guarantees that the following generation of educators is ready to tackle the intricate problems facing our global society and have a positive impact on a more equitable and sustainable world.

6 Conclusion

The study, which explored how prospective teachers perceived global citizenship education (GCE) about social justice, found that participants had a low level of awareness. A large number of prospective teachers showed a limited understanding of the elements that make up global citizenship education. About its objectives and strategies, there was uncertainty. Participants did not place much attention on the role of social justice in global citizenship education. Few understood how crucial it was to advance justice and equity globally. Most respondents recognized that fundamental rights such as freedom of speech and education are crucial components of human rights, but they made no connection between these rights and more general notions of global citizenship. Respondents expressed concerns regarding how to integrate social justice and global citizenship education (GCE) into their upcoming instructional strategies. A perceived disparity existed between theoretical understanding and real-world implementation. The study emphasizes the need for focused educational programs to raise prospective teachers' knowledge and comprehension of GCE and its reference to social justice.

7 Recommendations

(1) It is recommended that activities about global citizenship education, such as interactive teaching methods and activity-based teaching, be followed to enhance prospective teachers' awareness of global citizenship education.

(2) The developers of the curriculum may incorporate the ideas of social justice, human rights, diversity in culture, global connections between cultures, and global citizenship education.

(3) The administration of the university may create inductive learning programs for the students that include debates, educational excursions, exhibitions, fun fairs, sports, seminars, internet platforms both locally and internationally, and other activities that foster an awareness of cultural diversity.

(4) Work together with regional and international organizations to give students the opportunity for hands-on learning about social justice and GCE. Engage students of the community in educational programs to enhance students' understanding of global citizenship.

(5) Teacher training programs for both in-service and prospective teachers can include topics related to global citizenship education.

Conflicts of Interest
The authors state that they have no conflicts of interest and did not receive any external funding to conduct this study.

Author Contributions
Conceptualization: S.K.; Data curation: S.K.; Formal analysis: S.K.; Methodology: S.K.; Writing – original draft: S.K.; Writing–review and editing: S.K.

Ethics Approval and Consent to Participate
The Ethical Review Committee of the National University of Modern Languages, Islamabad, approved this study. All participants were informed about the research's goal, and their voluntary participation was confirmed through agreed-upon informed consent. Throughout the study, all participants kept their anonymity and confidentiality.

Availability of Data and Materials
Upon reasonable request, the corresponding author

will provide the data supporting the study's findings. To maintain participants' privacy, all data was confidential.

Supplementary Materials
Not applicable.

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