

SKILLS FOR GLOBAL CITIZENSHIP: A CASE STUDY OF TVET DIPLOMA IN
CIVIL AND BUILDING SERVICES ENGINEERING IN NAMIBIA

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AN ABSTRACT

of the dissertation of *Beatha Ndinela Kapolo* for the degree of *Master of Technical and Vocational Education and Training*, presented on 7 August 2025, entitled *Skills for global citizenship: A case study of TVET diploma in civil and building services engineering in Namibia*.

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This study presents the analysis of the findings that aimed to explore the integration of Global Citizenship Education (GCED) skills into the Namibia TVET curriculum, focusing specifically on the Civil and Building Services Engineering Diploma at NQF Level 5. The findings reveal that while GCED principles are implicitly integrated into the curriculum, their implementation remains insufficient and underdeveloped.

These findings mirror broader global trends regarding the integration of GCED into vocational education and training (VET) systems, particularly in developing countries. This study explores the integration of Global Citizenship Education (GCED) skills within the Technical and Vocational Education and Training (TVET) curriculum, focusing on the National Vocational Diploma in Civil and Building Services Engineering in Namibia. The research aims to assess how effectively GCED principles are incorporated into the TVET curriculum and whether students are adequately prepared with the skills for the global labor market. Utilizing a qualitative case study design, the study examines the Civil and Building Services Engineering Diploma Level 5 program delivered through blended distance learning at a state-owned public vocational training center in Namibia. The research draws on interviews with three TVET trainers, three TVET trainees, and three Curriculum Standard Developers, all purposively selected for their roles and expertise within the TVET system. The findings suggest that while GCED concepts are implicitly integrated into the curriculum, their implementation is inadequate and lacks

coherence. Both trainers and trainees recognize the importance of skills such as cultural sensitivity, critical thinking, and adaptability; however, these areas remain insufficiently developed within the current educational framework. The study highlights the need for explicit integration of GCED to improve students' competencies for local and international employment. Furthermore, it points to the necessity of curriculum reform, enhanced trainer preparedness, and strengthened policy support to better align the TVET system with global labor market demands. The findings contribute to ongoing discussions on improving educational practices in Namibia and emphasize the importance of equipping students with the skills necessary to navigate an increasingly interconnected world.



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7 August 2025

शोध सार

विकास अध्ययनमा स्नातकोत्तर डिग्रीको लागि बिअथा न्दिनेलाओ कापोलोको शोध प्रबन्धको शीर्षक "वैश्विक नागरिकताको लागि सीपहरू: नामिबियामा सिभिल तथा भवन सेवा इन्जिनियरिङमा टीभीईटी डिप्लोमाको एक अध्ययन" २२ साउन २०८२ मा प्रस्तुत गरिएको थियो।

.....
प्रकाश कुमार पौडेल, पिएचडी

शोध निर्देशक

यस अध्ययनले नामिबियाको टीभीईटी पाठ्यक्रममा वैश्विक नागरिकता शिक्षा (GCED) सीपहरूको एकीकरण अन्वेषण गर्ने उद्देश्यले गरिएको निष्कर्षहरूको विश्लेषण प्रस्तुत गर्दछ, जसमा विशेष रूपले NQF स्तर ५ को सिभिल र बिल्डिङ सेवाहरू इन्जिनियरिङ डिप्लोमा मा केन्द्रित गरिएको छ। निष्कर्षहरूले देखाउँछन् कि यद्यपि GCED का सिद्धान्तहरू पाठ्यक्रममा अप्रत्यक्ष रूपमा समावेश गरिएका छन्, तिनको कार्यान्वयन भने अपर्याप्त र अपूर्ण रहेको अध्ययनले देखाउदछ।

विशेषगरी विकासोन्मुख देशहरूमा व्यावसायिक शिक्षा तथा तालिम (VET) प्रणालीमा GCED को एकीकरणसम्बन्धी व्यापक वैश्विक प्रवृत्तिलाई प्रतिबिम्बित गर्छन्। यस अध्ययनले नामिबियामा राष्ट्रिय व्यावसायिक डिप्लोमा (सिभिल तथा बिल्डिङ सेवाहरू इन्जिनियरिङ) मार्फत TVET पाठ्यक्रममा GCED सीपहरूको एकीकरण कसरी भइरहेको छ भन्ने विषयमा ध्यान केन्द्रित गरेको छ।

अनुसन्धानले TVET पाठ्यक्रममा GCED सिद्धान्तहरू कतिको प्रभावकारी रूपमा समावेश गरिएका छन् र विद्यार्थीहरूलाई विश्व श्रम बजारका लागि आवश्यक सीपहरू पर्याप्त रूपमा तयार गरिएका छन् कि छैनन् भन्ने मूल्याङ्कन गर्न खोजेको हो। गुणात्मक केस स्टडी मार्फत नामिबियाको एक सरकारी स्वामित्वको व्यावसायिक तालिम केन्द्रमार्फत ब्लेन्डेड डिस्ट्यान्स लर्निङद्वारा प्रदान गरिएको स्तर ५ को सिभिल र बिल्डिङ सेवाहरू इन्जिनियरिङ डिप्लोमा कार्यक्रमलाई परीक्षण गरेको छ।

यस अनुसन्धानका लागि तीन जना TVET प्रशिक्षक, तीन जना TVET शिक्षार्थीहरू, र तीन जना पाठ्यक्रम मापदण्ड विकासकर्तासँग अन्तर्वार्ता गरिएको थियो, जसलाई उनीहरूको भूमिका र विशेषज्ञताको आधारमा उद्देश्यपूर्वक चयन गरिएको थियो।

यद्यपि GCED अवधारणाहरू पाठ्यक्रममा अप्रत्यक्ष रूपमा समाविष्ट गरिएका छन्, तिनको कार्यान्वयन भने असंगत र अपर्याप्त रहेको छ। प्रशिक्षक र तालिमार्थी दुवैले सांस्कृतिक संवेदनशीलता,

आलोचनात्मक सोच, र अनुकूलनशीलता जस्ता सीपहरूको महत्त्वलाई स्वीकार गरेका छन्; तर यी क्षेत्रहरू हालको शैक्षिक ढाँचामा पर्याप्त रूपमा विकसित भएका छैनन्।

अध्ययनले स्पष्ट रूपमा GCED को एकीकरण आवश्यक रहेको देखाएको छ, जसले विद्यार्थीहरूको स्थानीय र अन्तर्राष्ट्रिय रोजगारीका लागि आवश्यक क्षमता अभिवृद्धि गर्न मद्दत पुर्याउनेछ। साथै, यसले पाठ्यक्रम सुधार, प्रशिक्षकहरूको तयारी सुदृढीकरण, र नीतिगत सहयोग आवश्यक भएकोतर्फ पनि औल्याएको छ, जसले TVET प्रणालीलाई विश्व श्रम बजारको मागसँग अझ सुसंगत बनाउन मद्दत पुर्याउँछ। निष्कर्षहरूले नामिबियामा शैक्षिक अभ्यास सुधार गर्ने विषयमा चलि रहेको छलफलमा योगदान पुर्याउँछन् र विद्यार्थीहरूलाई बढ्दो अन्तरसम्बद्ध विश्वमा सहज रूपमा अघि बढ्न आवश्यक सीपहरू प्रदान गर्नुको महत्त्वलाई जोड दिन्छन्।



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बिअथा न्दिनेलाओ कापोलो
उपाधी उम्मेदवार

२२ साउन २०८२

This dissertation, entitled *Skills for global citizenship: A case study of TVET diploma in civil and building services engineering in Namibia*, presented by *Beatha Ndinelao Kapolo* on 7 August 2025.

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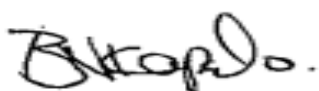
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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.



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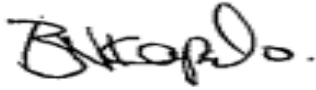
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DECLARATION

I hereby declare that this dissertation is my original work and has not been submitted for candidature for any other degree at any other university.



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DEDICATION

This dissertation is dedicated to my family, whose unwavering support and encouragement have been my constant source of strength. To them, I owe everything. It is also dedicated to the entire TVET sector in Namibia and beyond. May this work contribute, even in a small way, to the ongoing growth and transformation of Technical and Vocational Education and Training?

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Beatha Ndinela Kapolo
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ABBREVIATIONS

GC	Global Citizenship
GCE	Global Citizenship Education
GCED	Global Citizenship Education
HEIs	Higher Education Institutions
HIV	Human Immunodeficiency Virus
KII	Key Informant Interview
MBEAC	Ministry of Education, Arts and Culture
MHETI	Ministry of Higher Education, Technology and Innovation
NDP	National Development Plans
NDP5	National Development Plan 5
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NTA	Namibia Training Authority
OECD	Organization for Economic Co-operation and Development
SABS	South African Bureau of Standards
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
SEL	Social and Emotional Learning
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
VTC	Vocational Training Centre

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CHAPTER I

INTRODUCTION

In today's interconnected world, the concept of global citizenship has become increasingly relevant for individuals. A global citizen is commonly understood as someone who recognises their responsibilities beyond national borders and actively contributes to global well-being. Nussbaum (1996) describes a global citizen as one who transcends local and national identities to embrace a broader sense of belonging to humanity. Dower (2002) highlights global citizens' ethical and moral responsibilities, such as advocating for social justice and sustainability. However, some critics like Schattle (2008) argue that global citizenship can be an elastic concept primarily benefiting those with limited access to global opportunities. Despite these differing views, global citizenship remains a crucial framework for fostering cultural understanding, promoting sustainable development, and addressing pressing global challenges.

Global Citizenship Education (GCED) is regarded as an educational framework that aims to equip individuals with the knowledge, skills, values, and attitudes necessary to actively engage in global issues, promote sustainable development, and foster a more just, peaceful, and inclusive world. It is an essential part of UNESCO's Sustainable Development Goal 4 (SDG4), which emphasises the role of education in promoting global awareness, critical thinking, and active citizenship. With the conclusion of the Millennium Development Goals (MDGs), the inception of the Sustainable Development Goals (SDGs) has emerged as a guiding framework for global progress from 2015 to 2030 (Aziz, et. al., 2020; da Cal Seixas, & de Moraes Hoefel, 2021; Rieckmann, 2017; Sachs, 2012). These goals spotlight the shift towards global citizenship education (GCED) to bolster both human and planetary well-being (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2016). Specifically, Goal 4 accentuates the pivotal role of education in nurturing global citizens.

In addition, education is universally recognized as an indispensable right essential for fostering lasting peace, sustainable development, and economic prosperity. It serves as a potent tool for unlocking individual potential, safeguarding human dignity, and enhancing societal well-being (Warikandwa et al., 2023). Nations

worldwide are called upon to uphold and enact the right to education at the national level, in alignment with international standards and instruments that acknowledge its significance. Beyond a legal obligation, the right to education is regarded as an empowerment mechanism, lifting marginalized communities out of poverty and contributing to holistic human development and global harmony (Clapham, 2006).

The implementation of the right to education varies across nations, shaped by diverse social, political, and cultural contexts. Educational curricula are crafted to address local, national, and global imperatives, aiming to deepen citizens' understanding and engagement with pressing societal issues (Warikandwa et al., 2023). Within this framework, Global Citizenship Education (GCED) emerges as a pivotal dimension, encompassing intercultural education, global competence, and democratic citizenship. GCED underscores the importance of addressing local and global challenges, appreciating diverse viewpoints, and fostering collective well-being and sustainable development (Council of Europe, 2016; Organization for Economic Co-operation and Development [OECD], 2018; UNESCO, 2014).

While GCED is often rooted in Western frameworks, its principles resonate across diverse cultures, including Southern Africa. For instance, the African philosophy of Ubuntu, encapsulated by the proverb "*Umuntu Ngumuntu Ngabantu*," emphasizes collective identity, humility, and compassion, aligning closely with GCED principles (Khoza, 2011, as cited in Warikandwa et al., 2023). Furthermore, the historical context of liberation movements in Southern Africa underscores values of solidarity, which are crucial for addressing contemporary challenges such as xenophobia.

Integrating GCED themes into education can foster solidarity and contribute to addressing societal issues (Deardorff, 2013). GCED emphasizes the importance of valuing human dignity and cultural diversity, reflecting principles outlined in the Universal Declaration of Human Rights. This involves respecting individual autonomy, safeguarding group identities, and fostering inclusive societies (Clapham, 2006). Education plays a pivotal role in promoting fundamental capabilities necessary for a fair and inclusive society, transcending cultural boundaries and challenging discriminatory practices. In Southern Africa and globally, education serves as a tool for combating discrimination and fostering inclusive communities (Warikandwa et al., 2023). Therefore, it is argued that integrating GCED principles into educational curricula is crucial for nurturing informed, empathetic, and engaged global citizens. In

this aspect, governments and non-governmental organizations have intensified their emphasis on Higher Education, including TVET, recognizing them as pivotal contributors to national and global advancement (Alazmi, 2022; Chinengundu & Hondonga, 2022; Kraska, 2022). Furthermore, globally, policies and other mechanisms that encourage and demand Higher Education, including TVET Institutions' contributions to national and global development, have begun (Alazmi, 2022; Chinengundu & Hondonga, 2022; Kraska, 2022). Practitioners have been pursuing practices that foster Global Citizenship (GC), like certificate programmes attesting students' global citizenship, global competence, or leadership (Aktas et. al., 2017, as cited in Kraska, 2022). The result can also be found in certificate programs validating students' global citizenship or leadership skills, which have gained traction among practitioners (Aktas et al., 2017, as cited in Kraska, 2022).

Despite considerable research on Global Citizenship Education in TVET (Alazmi, 2022; Chinengundu & Hondonga, 2022; Goren & Yemini, 2016; Kraska, 2022; Zaheer, 2022), there persists ambiguity regarding its interpretation. For example, Kraska (2022) highlighted terminological and conceptual ambiguity, suggesting that universities may lack a clear understanding or embrace of the term, notwithstanding its presence in mission statements or strategies. Furthermore, Higher Education Institutions (HEIs), encompassing TVET, confront mounting pressure to provide global experiences and foster global engagement, thereby making global citizenship a central point of academic discourse and institutional strategies (Kraska, 2022). Some institutions have introduced credit-bearing modules or courses on GCED (Aktas et. al, 2017), while others have infused global citizenship themes or perspectives into their curricula (Blum & Bourn, 2019; Kraska, 2022; Shiel, 2009). Student and staff mobility further influences the scientific, economic, and social landscapes globally (Kraska, 2022).

There is a growing demand to incorporate GCED into educational and civic missions to develop responsible citizens who exhibit tolerance towards others, value different opinions, foster critical thinking, and search for solutions to problems (Annette, 2010). TVET is globally acknowledged for preparing skilled labor needed to transform industry performance, productivity, and economic prosperity of countries (UNESCO-UNEVOC, 2018; African Union, 2007). In a policy brief on global citizenship education, UNESCO emphasizes the importance of TVET in promoting sustainable development and preparing students to be global citizens (UNESCO,

2021). Nevertheless, many TVET systems lack the necessary resources and curriculum to effectively promote global citizenship.

In Namibia, TVET skills are prioritized as a critical component to the country's economic growth and development. Thus, through its Vocational Education Act (Act 1 of 2008), vocational and technical skills are prioritized as a critical component to the country's economic growth and development. Namibia Vision 2030 calls for a paradigm shift from a knowledge-based to a production-based education system to promote self-reliance. The National development plans (now at NDP5, Namibian Growth at Home Strategy, the Harambee Prosperity Plan I & II, the TVET Transformation and Expansion Strategy (2016-2032), the Skills Development Plan II [2022-2026]) and Ministry of Higher Education Technology and Innovation (MHETI), through NTA, are committed to the realization of vision 2030 and have highlighted the importance of TVET as a vehicle through which the youth can be equipped with skills that are aligned with the global labour market needs.

However, according to a recent study conducted on Namibia TVET, there is a significant gap in the provision of TVET opportunities that promote global citizenship in Namibia (Junias, 2023; Kapolo, 2023). These studies found that the country's TVET system is largely focused on technical skills, with limited opportunities for students to develop skills that are relevant to global citizenship. Additionally, there is a lack of qualified teachers and instructors who can teach subjects related to global citizenship in both school and vocational training centres (Shikukumwa, 2023).

Statement of the Problem

Global citizenship education is increasingly recognized as an important component of education systems worldwide as an essential component of education. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) has identified GCED as a key strategy for fostering peace, sustainable development and responsible global participation (UNESCO, 2015). In line with this, Namibia has ratified the United Nations Sustainable Development Goals (SDGs), particularly 4, which calls for the integration of GCED into national education systems (United Nations, 2015). Namibia's 5th Development Plan (NDP5) and Harambee Prosperity Plan II (2021-2025) emphasise the importance of equipping students with 21st-century skills, including global awareness, to enhance their competitiveness in the international labor market (Republic of Namibia, 2017; Office of the President, 2021). Additionally, UNESCO's Global Citizenship Education Report (2015) highlights the

need for TVET institutions to embed GCED principles into their curricula to align with global economic and social demands. This endorsement signifies a broader commitment to fostering graduates who can effectively participate in the worldwide labor market while embodying the principles and skills of global citizenship.

In Namibia, TVET is prioritized as a key driver of industrial growth, poverty reduction, and youth employment. The Namibian TVET Transformation and Expansion Strategy (2016-2032) highlights the necessity of developing a globally competitive workforce that can contribute to both national and international labour markets (Ministry of Higher Education, Technology and Innovation, 2016). Despite these policy commitments, concerns persist regarding the integration of Global Citizenship Education (GCED) within the TVET curriculum. The Namibian National Human Resource Plan (NHRP) 2010-2025 acknowledges gaps in TVET programs, particularly in life skills, critical thinking, and global competencies, which are essential for fostering active global citizens (National Planning Commission, 2012).

Secondly, persistent concerns exist regarding the potential limitations of TVET curricula in delivering learners with quality, demand-driven education rooted in essential life skills and global citizenship principles (Junias, 2023; Kapolo, 2023; Shikukumwa, 2023; Warikandwa et al., 2023). These concerns underscore the urgent need to scrutinize the extent to which GCED principles are effectively integrated into the National TVET qualifications in Namibia. Despite these concerns, there is a need for TVET institutions to ensure that their education and skills offerings meet the expectations of trainees and employers and enable them to compete globally. Stakeholders have also expressed concern about a local learner skills-job mismatch and lack of emphasis on global citizenship in the TVET curriculum (Kapolo, 2023).

In this context, it has been pertinent to understand how the TVET curriculum in Namibia responds to the issue of global citizenship education and how stakeholders describe global citizenship. There are several studies in the Namibian context, such as Shikukumwa (2023), Warikandwa et al. (2023), and others, that have explored aspects of this issue. However, these studies do not explore the issues from the stakeholders' perspective. They either describe how students are not competent enough to cope at the global level or focus on the limitations of the curriculum without engaging with the views of the key stakeholders involved in the implementation and delivery of the TVET programs. This study, therefore, addresses two primary emphases: the government's emphasis on the pivotal role of TVET in cultivating global citizens and

concerns surrounding the capacity of TVET curricula to offer learners quality, demand-driven education grounded in life skills and global citizenship. Positioning for global citizenship education, it explores how TVET programs in Namibia respond to individuals capable of addressing local, regional, and international challenges within the Southern Africa Development Community (SADC) and the broader global context.

Purpose of the Study

This study analyses the integration of global citizenship education (GCED) skills in TVET with a particular focus on the curriculum for Civil and Building Services Engineering Diploma NQF Level 5. More specifically, the study explores whether the Namibian TVET students are competent to cope with the global labor market needs.

Research Questions

1. How does the Namibian TVET system integrate global citizenship education?
2. How do stakeholders (Curriculum Developer, Trainee, and Trainer) understand the global citizenship education?
3. How do stakeholders (Curriculum Developer, Trainee, and Trainer) describe drivers and barriers implementing global citizenship education?
4. How do TVET trainees express their competencies to participate effectively in both the global and Namibian labour markets?

Significance of Study

This study analyses this significant phenomenon that characterises modern TVET education. The analysis of the integration of GCED in TVET curriculum for the preparation of Namibian for Global and international labour market appeals to both: the growing body of academic knowledge about the practice of modern global TVET education as a tool to create future citizens who can think locally, regionally, and internationally as members of the Southern Africa Development Community (SADC) and as part of the envisioned new world order. The findings from the study contribute to national leaders, policymakers, curriculum developers, TVET managers, TVET graduates, and the wider community about how Global Citizenship is implemented in the country's TVET system, which is critical to achieving the goals set out by international and national plans and agendas.

The study contributes new knowledge to academia by addressing the gap in the integration of Global Citizenship Education (GCED) within the Technical and Vocational Education and Training (TVET) curriculum in Namibia. By focusing on the Civil and Building Services Engineering Diploma Level 5 program, the research provides a detailed analysis of how GCED principles are currently incorporated and identifies areas for improvement. This study offers valuable insights into the challenges and opportunities of embedding GCED in TVET curricula, particularly in developing countries. It also highlights the importance of aligning TVET programs with global labor market needs, informing future curriculum reforms and policy decisions to enhance global citizenship education in Namibia and beyond.

Delimitation of the study

This study is delimited to the analysis of the integration of Global Citizenship Education (GCE) in the civil and building engineering services diploma level five TVET curriculum in Namibia. The rationale for delimiting the study to the civil and building engineering services diploma level five TVET curriculum in Namibia was to provide a focused and detailed analysis of how Global Citizenship Education (GCE) principles are integrated and implemented within this specific curriculum. This approach helps to examine the curriculum in preparing students for the global labor market.

For this study, global citizenship is defined as the ability to understand and act on issues of global significance, underpinned by competencies such as critical thinking, intercultural understanding, and ethical responsibility (UNESCO, 2021). The focus is on a form of global citizenship that is not just about embracing cosmopolitan values but also about addressing power imbalances and structural inequalities through a critical lens (Andreotti, 2006). By explicitly defining global citizenship and its scope—encompassing both local and global dimensions—the study concentrates on assessing the situation of GCED in Namibia's TVET system.

Organization of the Study

Chapter I introduces the study, providing its rationale, context, and goal, and presents the research problem and the questions that guided the study. Chapter II synthesizes the literature on TVET education, Global Citizenship Education (GCED), and the integration of GCED in TVET curricula, exploring global trends and best practices in TVET education and the development of global competencies, and introduces the theoretical and analytical framework used to analyze the findings.

Chapter III describes the methodological procedures, explaining the research design, the rationale for choosing the qualitative research approach, and the data collection, recording, and transcription processes, as well as the key informant interviews, and discusses the study's limitations and potential biases. Chapter IV presents the findings collected from the study, while Chapter V discusses and analyzes these findings. Finally, Chapter VI discusses the implications of the study findings for future research.

CHAPTER II

LITERATURE REVIEW

This chapter provides a critical synthesis of the literature on global citizenship. First, I conceptualize Global Citizenship in order to locate the study within the current research on Global Citizenship Education (GCED) and highlight its potential contribution in the field. Second, I review the international perspectives on GCED. Third, I evaluate the research that has been conducted on global citizenship education, particularly in TVET. The chapter concludes by showing how the research attempts to address some of the limitations of the existing research under review.

The Concept of Global Citizenship Education (GCED)

In modern education, GCED has become a popular concept that is understood in various ways around the world. Kraska (2022) notes that it has been referred to as Civic Education (CE), Internationalism, Global Citizenship Education, and Global Citizenship. Unless otherwise stated, GCED is the acronym used in this research for convenience. Particularly, Target 4.7 of the SDG 4 on Education, the Education 2030 Agenda and Framework for Action asks nations to make sure that students possess the knowledge and abilities to support sustainable development, including global citizenship and awareness of cultural variety (UNESCO, 2021).

Including politics, media, civil society, economy, and law, GCED is an educational strategy that gives people the information and abilities to comprehend, challenge, and interact with a democratic society (UNESCO, 2021). It aims to enable students of all ages to actively participate in the local and worldwide creation of more peaceful, tolerant, inclusive, and safe societies. GCED is based on three domains of learning: cognitive, socio-emotional, and behavioural (UNESCO, 2021). The cognitive domain focuses on knowledge and thinking skills, the socio-emotional domain on values, attitudes, and social skills, and the behavioral domain on conduct, performance, practical application, and engagement (UNESCO, 2021).

Although the literature shows GCED as a necessary instrument for promoting world involvement and inclusion, it is advisable to assess its application and efficiency closely. I share the view that GCED is essential in forming ethical global citizens. I do admit, though, that the idea is sometimes controversial, especially in relation to its relevance across many socio-political settings. Andreotti (2011)

cautions that some forms of global citizenship unintentionally impose Western values, therefore risking a kind of soft imperialism instead of really inclusive global learning. This emphasizes the significance of using a critical approach to GCED that honors local knowledge systems and cultural viewpoints.

From an advocacy perspective, I contend that GCED is indispensable in tackling world problems, including social justice, human rights, and climate change. Scholars like Dill (2013) underline that GCED is a fundamental framework in modern education since it promotes ethical responsibility and a feeling of shared humanity. However, its success depends on its ability to be adapted contextually rather than imposed universally. Therefore, while I advocate for GCED, I stress the importance of a pluralistic approach that allows for localized interpretations rather than a one-size-fits-all model.

Global Citizenship Education in the Global and Regional Contexts

There is a significant amount of literature that has explored Global Citizenship Education in higher education, including TVET, globally (Chinengundu & Hondonga, 2022; Kraska, 2022; Zaheer, 2022). For example, a study conducted by Chinengundu & Hondonga (2022) analysed TVET provision in Zimbabwe and its role in enhancing global citizenship among students, and found that the current TVET system in Zimbabwe lacks specific emphasis on addressing global citizenship. Similarly, Goren and Yemini (2016) conducted a qualitative study analysing the perceptions of global citizenship among teachers in Israel and reported discrepancies between theory and practice in global citizenship education (GCED).

Elsewhere in Pakistan, Zaheer (2022) analyses the TVET curriculum of Pakistan and found limited coverage of GCED, with an express focus on creating a national identity that may conflict with the cosmopolitan values of global citizenship. In addition, Kraska (2022) investigated strategies and staff opinions at four universities in Brazil, Poland, the UK and the USA, attempting to internationalise and foster Global Citizenship. The study uses an analytical tool of three conceptual lenses: neoliberal, liberal, and critical, and concludes by explaining how the relationships between internationalisation and Global Citizenship at each institution depend on the context, institutional particularities, people, and a creative use of the third space to conceptualise and practice.

From a neoliberal perspective, Global Citizenship Education (GCED) is mostly seen as a tool to improve economic competitiveness and match education with

ideas motivated by the market. Often characterizing students as customers and education as a commodity, this approach stresses the acquisition of skills that are important in a globalized labor market (Tikly, 2017). Measurable results like employability and efficiency take front stage, which might result in the instrumentalization of education (Shultz, 2007). Critics counter that this viewpoint undercuts more general goals of education, including encouraging ethical behavior and critical thinking (Andreotti, 2011).

By contrast, the liberal lens stresses universal values—including human rights, democracy, and intercultural understanding—aligning with the cognitive and socio-emotional elements of GCED (Oxley & Morris, 2013). This strategy positions education as a public good that is reachable by all by supporting education that upholds individual freedom, equity, and democratic engagement (Pashby, 2011). The liberal viewpoint has been attacked, meanwhile, for ignoring systemic inequalities and power relations that support global inequities, therefore restricting its capacity for transforming change (Andreotti, 2006).

Focusing on social justice and the importance of tackling structural inequities, the critical lens questions both liberal and neoliberal policies. It advances a kind of GCED that not only fosters global citizenship but also actively questions and opposes systems of oppression, including colonialism, capitalism, and patriarchy (Andreotti, 2006; Stein, 2015). This viewpoint argues that true global citizenship must include a critical analysis of power relations and historical injustices, so decolonizing education by including marginalized voices and different knowledge systems is advised (Stein, 2015). This strategy is occasionally criticised, meanwhile, for being too ideological and maybe alienating for people who do not share its extreme points of view (Pais & Costa, 2020).

In this regard, the study implies that particular settings, institutional features, and the capacity to creatively use the "third space" to conduct GCED successfully affect the link between internationalisation and GCED at every institution (Leask, 2015). The "third space" approach allows institutions to blend these lenses in a contextually relevant and inclusive manner, thereby enriching the practice of global citizenship education (Bhabha, 1994).

In alignment with the previous studies, Bourke et al. (2012) conducted a quantitative study and found that students who identify as global citizens differ significantly from the control group, in important ways (for example, self-esteem,

skills relating to social action, tolerance and understanding and their concern regarding social problems). Bates (2012) reported similar findings that international schools respond differently to this variety of conceptions of global citizenship based on their underlying philosophies and priorities. This diversity of interpretations can significantly influence the curriculum by determining the content that is emphasized, such as a focus on global issues, human rights, or economic competencies.

Regarding pedagogy, schools could choose from more critical and participative strategies, encouraging students to challenge global power dynamics and consider their positionality, or more didactic ways, stressing knowledge transfer. Regarding assessment, the emphasis can move from standardized testing of cognitive skills to more comprehensive evaluations, including socio-emotional and behavioural competencies, like intercultural comprehension and active citizenship skills. Therefore, the way international schools understand and apply global citizenship strongly influences the curriculum, instruction, and assessment of student learning.

Alazmi (2022) did a qualitative study to reinterpret the idea of citizenship education inside the social studies curriculum and discovered that citizenship education has to extend views beyond national identification to incorporate regional and global citizenship traits. Social studies courses also generate greater depth when it comes to human rights and responsibilities, which extend beyond national identity. The insufficient understanding of citizenship's characteristics or how to teach it effectively among many social studies teachers appears to be more of a systemic issue than an individual one. Inadequate teacher training programs, limited professional development chances, and a dearth of thorough courses stressing many facets of citizenship all help to explain this disparity (Alazmi, 2022). Furthermore, educational programs sometimes give national identification and standardized testing top priority above critical and global viewpoints, therefore depriving instructors of tools to handle more general facets of civic education. Therefore, the problem reveals more general structural flaws in the educational system than it does personal weaknesses of the teachers.

Leite (2022) systematically examined the practicality of reaching three targets from the 17 Sustainable Development Goals (SDGs), namely the mainstreaming of education for global citizenship, sustainable development, and climate change into national curricula. The article argues for a need to shift the central purpose of education and explores curricular opportunities offered by the SDGs. In addition, the

article presents inquiry-based learning as a pedagogical approach for critically interrogating the SDGs with learners.

Reflecting on the empirical literature, a key insight is the tension between the ideals of Global Citizenship Education (GCED) and its practical implementation. Although the idea of GCED is promoted as a transforming instrument to promote inclusion, critical thinking, and global responsibility, the literature exposes notable gaps and difficulties in implementing these ideas into reality. The fundamental problem is the way the neoliberal agenda shapes GCED, stressing market-driven results like employability and economic competitiveness and therefore shapes GCED (Tikly, 2017; Shultz, 2007). This strategy runs the danger of turning education into a commodity, therefore obscuring the more fundamental ethical and civic objectives GCED seeks.

From my vantage point, this neoliberal interpretation of GCED not only reduces its transforming ability but also reinforces current power disparities by giving skills that support economic interests the top priority over those that question structural inequality. Emphasizing human rights and political participation, the liberal lens offers a more inclusive perspective but is criticized for neglecting more fundamental systemic problems (Oxley & Morris, 2013; Pashby, 2011). Conversely, the critical lens has a strong appeal to decolonize education and confront power relations; nevertheless, its extreme posture can be perceived as alienating and challenging to apply in many educational environments (Andreotti, 2006; Stein, 2015). This difference draws attention to a major gap in the literature: the absence of a pragmatic framework bridging several points of view to make GCED both practically feasible and transformative.

Moreover, the research by Chinengundu and Hondonga (2022) and Zaheer (2022) highlights another disparity: the poor integration of GCED into national curricula, particularly in areas like Zimbabwe and Pakistan, where citizenship education remains mostly limited to national identity. This implies that contextual adaptability and the difficulties experienced by nations in the worldwide South receive inadequate attention, even with worldwide lobbying for GCED. The results of Kraska (2022) also highlight the difficulty of using GCED in various institutional settings, implying that the effectiveness of GCED depends on a sophisticated knowledge of local needs and the capacity to negotiate the "third space" to balance contradicting viewpoints.

In this sense, I contend that a more pluralistic approach to GCED is necessary—one that balances the ethical obligations of the critical lens with the pragmatic concerns of the neoliberal and liberal lenses. This strategy would entail extending teacher preparation and curricula to incorporate several points of view on citizenship and building evaluation systems that record ethical inclinations as well as cognitive abilities. With such a structure, GCED would be able to transcend platitudes and become a truly transformative power in education.

Global Citizenship Education in the Namibian Context

In the Namibian setting, GCED is absolutely essential for equipping students to fully engage in the global society and help projects promoting global citizenship. However, there is currently a lack of emphasis on GCED in Namibia's education system, particularly in TVET. According to the United Nations Children's Fund [UNICEF] (2018), the lack of global citizenship education in TVET has significant implications for Namibia's ability to compete in a globalized job market and contribute effectively to global citizenship initiatives. The Namibian government must thus make investments in the creation of a thorough TVET system that supports GCED and gives students the required skills and abilities to thrive in the twenty-first century.

The government of Namibia has acted to encourage the incorporation of GCED into the educational system in order to meet the demand for GCE in that country. GCED is a cross-cutting theme included in a National Curriculum Framework created by the Ministry of Education, Arts and Culture (MBEAC) (UNESCO, 2018). Recognising the need to equip children for global citizenship, the TVET strategy has also encouraged the inclusion of GCED into the TVET curriculum (National Training Authority [NTA], 2020). While these efforts are commendable, there is still a need for further investment in the implementation of GCED in Namibia's education system, particularly in TVET.

The argument for integrating GCED into Namibia's TVET system is to prepare human resources for both the national and global markets. However, it stresses a dual-focus approach that strikes a mix between local relevance and global competence. Although improving students' employability in Namibia by arming them with useful information and skills is the immediate aim, the more general goal is to enable them to compete and cooperate successfully on the international scene. This strategy acknowledges that in a society where economic possibilities and challenges

are progressively global, restricting the extent of education to national interests alone would be inadequate.

The lack of GCED in the Namibian TVET system runs the danger of leaving students unprepared for the demands of a globalized job market, both locally, where foreign companies increasingly need globally competent workers, and abroad, where migration and international employment are practical paths for economic development. Thus, a well-integrated GCED approach would fill this gap by fostering skills that are transferable across national borders while retaining relevance to Namibia's socio-economic context.

This deficiency could result in Namibian students struggling to compete in a globalized job market both locally and internationally. Lack of sufficient global citizenship abilities could make it difficult for them to secure competitive jobs both inside Namibia and elsewhere. Therefore, the Namibian government has to make investments in creating a thorough TVET system that supports global citizenship and provides pupils with the required skills and competencies for the twenty-first century. However, there is currently a gap in research on the assessment of the implementation of global citizenship in TVET in Namibia. Therefore, this study attempted to fill this research gap.

The literature review identified two key weaknesses in the existing body of research on Global Citizenship Education (GCED) in TVET. First, with scant research from Sub-Saharan Africa, most studies were undertaken in European and Asian nations. Second, with small sample sizes for interviews, much of the research mostly depended on secondary data—that is, polls and self-reported information. Third, most of the research on Global Citizenship that is now accessible has lately concentrated mostly on academic establishments in Higher Education. This study seems to be the first to examine, in Namibia, the particular TVET curriculum design with regard to GCED integration.

This study filled in the void by including the viewpoints of those directly engaged in the implementation and development of the TVET curriculum in Namibia, thus building on the constraints noted in the current literature. The study examined the features of global citizenship within the TVET curriculum in Namibia using primary data collection techniques, including interviews with TVET students and the designer of TVET standards, as well as document analysis. This study advanced knowledge of

the application of Global Citizenship Education in TVET in Namibia and offered suggestions for its more successful integration.

Theoretical Framework

This study employs a dual theoretical lens to analyse the integration of skills for Global Citizenship Education (GCED) in Namibia's Technical and Vocational Education and Training (TVET) system—specifically the Civil and Building Services Engineering Diploma at NQF Level 5. The first lens, Anthony Giddens' Globalization Theory (Giddens, 1990), offers a macro-structural perspective on how global forces shape educational policy, curriculum, and labour market expectations. The second, Amartya Sen's Capability Approach (1999) and expanded by Martha Nussbaum (2011), provides a micro-level framework for evaluating how individual learners acquire and express the competencies needed to participate meaningfully in both the Namibian and global labour markets. Together, these frameworks allow for a multi-scalar analysis that addresses both structural pressures and learner agency.

Globalization Theory

To analyse Global Citizenship Education in TVET, the globalization theory developed by Anthony Giddens in the 1990s was employed. This is a sociological theory that seeks to explain the interconnectedness and interdependence of societies in a globalized world. Globalization, according to Giddens, is a complicated process comprising the compression of time and space, the strengthening of social relations, and the birth of a global consciousness (Giddens, 1990). However, Giddens emphasizes a dialectical link between agency and structure, thereby naturally criticizing conventional wisdom on globalization. This implies that the idea of global citizenship also has to be scrutinized, especially in relation to its ability to enforce universal standards that might ignore local settings and agency.

By means of globalization theory, research on global citizenship education in TVET enables a thorough awareness of the ways in which global events affect education and the acquisition of global skills. This covers how globalization affects TVET curricula and pedagogy. Still, a critical application of Giddens' theory calls for looking at not only how local settings and individual agency might oppose or change how global forces shape programs but also how globalization shapes the attitudes and viewpoints of teachers and students towards global issues and their interconnectedness.

The idea of globalization has been attacked, however, for emphasizing economic globalization and for allowing world inequality to be maintained (Scholte, 2000). Some academics contend that globalization theory ignores the structural elements behind global inequality and ignores the role of politics and power play in forming world relations (Cox, 1996). Following Giddens's criticism of oversimplified conceptions of globalization, it is crucial to question whether Global Citizenship Education runs the danger of supporting a uniform model of citizenship that might not be fair or useful in certain circumstances, therefore aggravating already existing power disparities. Despite these critiques, globalization theory remains a valuable framework for understanding the impact of globalization on global citizenship education in TVET and its potential to prepare students for the challenges and opportunities of a globalized world.

We are operating in a progressively more globalised world, where emphasis is increasingly being placed on the significance of attitudes, values, and communication skills as crucial educational competencies required by individuals to optimally function as global citizens. Namibia seeks to carry forward its vision of peace, freedom, reconciliation, social cohesion, solidarity, resilience, and development for the generations to come, but it would appear that the implementation of this principle of a globalised nation remains a challenge.

It is my conviction that Global Citizenship Education (GCE) in TVET has the potential to equip students with the necessary competencies to navigate the challenges and opportunities of a globalized world. GCE can, therefore, sometimes provide difficulties, especially in connection with the exploitation of weaker people or groups. For example, there have been claims that TVET students are being taken advantage of in foreign work experiences, which raises ethical issues about GCE.

Using a theoretical framework that might offer a thorough study of the complexity of globalization would help to solve these problems and guarantee the ethical application of GCE. Anthony Giddens's globalization theory emphasizes the interdependence and connectivity of civilizations in a globalized world; hence, it is well-suited for this work. This theory emphasizes the need for people and cultures to change with the times since it acknowledges the part that technology, communication, and economic interdependence play in forming world connections.

Capability Approach

Developed by Amartya Sen (1999) and later expanded by Martha Nussbaum (2011), the Capability Approach offers a shift in focus from what people possess—such as resources or skills—to what they are actually able to do and become with those resources. Central to this framework is the concept of *capabilities*, which refers to the real opportunities or freedoms individuals have to achieve outcomes they value, known as *functioning*. Functioning represents the actual achievements or realised states of being, such as obtaining meaningful employment or contributing to sustainable infrastructure development.

The approach also highlights the importance of *conversion factors*—the personal (e.g., literacy, health), social (e.g., social networks, discrimination), and environmental (e.g., access to technology) conditions that influence an individual's ability to convert resources and skills into meaningful functioning. Together, these components provide a nuanced lens for understanding human development, particularly in educational and vocational contexts.

Applied to Global Citizenship Education (GCED), the Capability Approach underscores that it is insufficient for TVET graduates to merely possess technical skills; they must also have the real freedom to apply these skills in meaningful ways. This includes the ability to navigate diverse cultural and regulatory environments, adapt to rapidly evolving technologies, collaborate effectively within multicultural teams, and use their knowledge to address both local and global challenges.

As Sen (1999) and Nussbaum (2011) argue, true development involves expanding individuals' capabilities—their genuine opportunities to achieve valued functioning—rather than simply providing access to resources or skills. In this context, GCED within TVET should aim not only to transfer knowledge but also to enhance learners' capacity to act as competent, ethical, and globally engaged professionals.

By focusing on learners' self-perceptions and experiences, the Capability Approach reveals the gap between formal curriculum content and real-world readiness. For instance, a student may have learned sustainable construction techniques (a technical skill) but may lack the language proficiency, intercultural competence, or international certification recognition needed to deploy these skills abroad.

Critiques of the Capability Approach

Critics note that operationalising the Capability Approach in education can be challenging, as capabilities are context-dependent and difficult to measure (Robeyns, 2005). Moreover, in resource-limited contexts like Namibia, the expansion of capabilities may be constrained by systemic inequalities—limiting the transformative potential of GCED unless accompanied by broader policy and infrastructural reforms.

Combining Globalization Theory with the Capability Approach allows for a more comprehensive and balanced analysis of Global Citizenship Education (GCED) within Technical and Vocational Education and Training (TVET). Globalization Theory helps to explain the broader structural forces—such as international trade flows, harmonised qualification frameworks, and the diffusion of technologies—that generate demand for globally relevant competencies in vocational education (Carnoy, 1999; Rizvi & Lingard, 2010). These forces shape how education systems respond to economic integration and labour mobility, creating a strong rationale for embedding GCED into TVET curricula. In contrast, the Capability Approach, developed by Sen (1999) and expanded by Nussbaum (2011), shifts the focus to individual agency, assessing learners' real freedoms to meet these demands. It considers the conversion factors—personal, social, and environmental—that influence whether students can transform their acquired skills into meaningful functioning, such as ethical practice, cultural adaptability, and global employability (Walker, 2006; Tikly & Barrett, 2011). Together, these frameworks provide a valuable lens for understanding both the external pressures shaping TVET and the internal capacities of learners to navigate and thrive within a globalised labour market.

This integration addresses the examiners' concern about “contradiction between global and local” by showing that global competencies are not universally attainable—they are shaped by local contexts, institutional capacity, and individual agency.

This study adopts the position that Global Citizenship Education (GCED) within Namibia's Technical and Vocational Education and Training (TVET) sector should be understood through a dual lens. First, it functions as a structural alignment process, responding to the globalisation of skills, the harmonisation of qualification frameworks, and shifting labour market expectations that increasingly demand globally relevant competencies. Second, it serves as a capability-building endeavour, focused on ensuring that learners are not only trained in technical skills but are also

equipped with the agency to meaningfully apply these competencies across diverse local and international contexts. This dual perspective emphasises the importance of aligning systemic reforms with learner-centred approaches that support both employability and broader human development.

As a researcher, I understand the possible difficulties in introducing Global Citizenship Education (GCE) into TVET. Among these difficulties could be the exploitation of weaker people or groups, especially in connection with foreign work assignments. My study, however, mostly aims to offer a thorough investigation of how GCE affects TVET students and the manner in which globalization changes the attitudes and viewpoints of teachers and students towards worldwide issues. This dual perspective frames the analysis of how well the Civil and Building Services Engineering Diploma equips graduates for both the Namibian and global labour markets, and it guides the interpretation of findings.

CHAPTER III

RESEARCH DESIGN AND METHODS

The purpose of this chapter is to present the research design of the study. Creswell (2013) points out that research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design. In this chapter, I describe the rationale for the methodological orientation and methodology that includes a brief description of the research process. The data gathering strategies, as well as strategies employed to verify data, are also given attention. This chapter concludes with an explanation of the information interpretation process, ethical considerations, and the limitations of the study, as well as the significance of the study.

Research Philosophy/Methodological Orientation

The method of this study is subjective since it aims to investigate the unique experiences and viewpoints of TVET students and trainers with respect to Global Citizenship Education (GCED) and their interpretation of it in the framework of the curriculum. In conducting research, it is also recommended that the ontological, epistemological, and methodological stances of research should always correspond (Sayer, 1992). The approach also assumes that through actions and interaction, humans construct social reality (Guba & Lincoln, 1994). Such an orientation is appropriate for this study, given that it aimed to gain insight into the expressions of those experiencing the phenomenon.

Research Design

This study utilizes a qualitative case study approach to examine the Civil and Building Services Engineering Diploma Level 5 program done by trainees through blended distance learning at a selected state-owned public vocational training centre in Namibia. The study employs a qualitative case study design as articulated by Yin (2018), who defines it as an empirical inquiry that investigates a phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The “case” is the Civil and Building Services Engineering Diploma Level 5 delivered through blended distance learning at a state-owned public VTC in Namibia. The study focuses on the curriculum, teaching practices, and student experiences between 2023 and 2024. According to Stake

(1995), case study research is particularly suited to understanding complex social phenomena where the researcher seeks both “the particularity and the complexity” of a single case. Here, the complexity lies in the interplay between curriculum design, teaching practice, and the dual demands of local and global labour markets.

As already mentioned, the program serves as a case for this research. For a number of reasons, a case study of civil and building services engineering TVET curricula is insightful. First of all, in many nations, civil and building services engineering is a vital industry offering communities the necessary infrastructure and services. Therefore, it is crucial to guarantee that TVET programs in this area are giving students the required skills and abilities to satisfy the needs of the industry. Second, the worldwide market greatly affects the civil and building services engineering sector since many businesses run across several countries and participate in worldwide projects (Wahdan & Ming-Hsun Chiang, 2022). Thus, it is imperative to investigate how globalization affects TVET education in this industry as well as the growth of global skills among trainers and students.

Thirdly, the case study approach lets one investigate the civil and building services engineering TVET program in-depth, encompassing design, execution, and evaluation. This method offers a comprehensive knowledge of the curriculum and its efficiency in acquiring the required skills and abilities among students. Finally, the case study technique enables the investigation of the unique experiences and viewpoints of TVET students and trainers regarding global citizenship education (GCED) and its incorporation into the course of business. In this sense, it helps to clarify the subjective experiences of people in forming their attitudes and viewpoints on world concerns and the growth of global skills.

Methods of Data Collection

In-depth Interviews

Semi-structured interviews were used to elicit detailed narratives about participants’ understanding of GCED, the alignment of the curriculum with local and global labour market needs, and how students express their competencies. Interviews lasted 45–60 minutes, were conducted in English, and were audio-recorded with consent. Probing questions were used to clarify and expand on key themes, which were in line with Stake’s (1995) emphasis on flexibility in qualitative interviewing.

Purposively chosen depending on their responsibilities and TVET system experience in Namibia, the participants for the in-depth interviews were selected. To

reflect a whole spectrum of viewpoints on the integration of Global Citizenship Education (GCED) into the TVET curriculum, the choices comprised Standard Developers, TVET Trainers, and TVET Trainees. Selected for their design and implementation of TVET standards, the Standard Developers offered insights into the policy and curriculum elements of GCED. While TVET Trainers were chosen to represent the recipients of this education and to grasp their experiences and viewpoints about GCED, they were included to capture the issues and practices connected to the teaching of GCED in vocational settings. This choice was required to guarantee a comprehensive knowledge of how GCED is conceptualized, taught, and absorbed within the TVET system.

In line with research ethics, pseudonyms were utilized to guard participant identities, therefore guaranteeing anonymity. The demographics and roles of the sought-after volunteers are shown below.

Table 1
Demographics and Roles of the Sought-after Volunteers

Participant	Role	Gender	Experience in TVET (Years)	Expertise/Focus Area
Standard Developer 1	Standard Developer	Female	17	Curriculum Development
Standard Developer 2	Standard Developer	Male	9	Curriculum Development
Standard Developer 3	Standard Developer	Male	11	Curriculum Development
TVET Trainer 1	TVET Trainer	Male	5	Civil and construction
TVET Trainer 2	TVET Trainer	Male	7	Civil and Construction
TVET Trainer 3	TVET Trainer	Male	5	Civil and Construction
TVET Trainee 1	TVET Trainee	Male	4	Student in civil construction
TVET Trainee 2	TVET Trainee	Male	4	Student in civil construction

TVET Trainee 3	TVET Trainee	Male	4	Student in civil construction
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Document Analysis

Curriculum documents, qualification standards, and policy frameworks were reviewed to identify explicit and implicit references to GCED principles. This provided a basis for comparing the formal curriculum with participants' experiences and perceptions.

Study Participants and Site of Study

This study employed 9 participants, such as 3 TVET trainers, 3 TVET Trainees and 3 TVET standard developers, recruited purposively based on their personal skills (Bloomberg & Volpe, 2018). The study was conducted at one state-owned Vocational Training Center (VTC) purposively, as it is the only public VTC in the country that offers civil and building engineering services at a National Qualification Framework NQA diploma level 5.

Meaning Making and Interpretation of Information

Information was recorded and transcribed verbatim. After information has been collected, it is coded, and themes are identified. Topical research was conducted to find trends, themes, and categories connected to global citizenship education. Thematic analysis is a technique for spotting, evaluating, and presenting trends within data, claims Braun and Clarke (2006). Using thematic analysis, I found important themes and patterns connected to global citizenship education from the data.

Measures of trustworthiness

Two techniques are used to ensure the trustworthiness of the qualitative data. First, triangulation of data was used, where data was collected through multiple sources (i.e., interviews and document analysis). This strengthened the trustworthiness of the findings (Bloomberg & Volpe, 2018). Both the participants and the researcher's perspectives on the phenomena were incorporated as a form of data triangulation to increase the quality of the study (Lincoln & Guba, 1985). Finally, member checking was also used, where informants served as a check on the accuracy of the transcripts of the interviews.

Ethical Considerations

To safeguard the interests of the research participants, I applied for ethical clearance from the Research Ethics Committee of the Kathmandu University School

of Education. This study's data collection only started after ethical clearance was granted. In accordance with university regulations and to ensure good research practice, interactive consent is also sought from each participant in each setting (Strunk & Locke, 2019, p. 24). A multilevel form of consent was employed, which included written and oral consent. Participants were made to understand that they can withdraw at any time and be assigned pseudonyms. I also applied for permission from the Namibia Training Authority to conduct research in the state-owned vocational training center, which is under its custodianship.

CHAPTER IV

PRESENTATION OF FINDINGS

Interview results from three TVET trainers, three TVET trainees, and three Curriculum Standard Developers in Namibia are presented in this chapter. These interviews sought to examine how well the Namibian TVET program matched the competencies required for the national and international labor markets. It was also to determine if the TVET trainees felt that they were competent to serve both the national and the labor market. The data gathered provides valuable insights into how effectively the TVET curriculum prepares Namibians for Global Citizenship skills, particularly in industries like civil and building services engineering. These findings are particularly relevant for understanding how well the Namibian TVET system can equip its graduates to meet both local and international labor market demands.

Alignment of the Namibian TVET Curriculum with Global Citizenship Education (GCED)

Fundamentally, the Namibian Technical and Vocational Education and Training (TVET) program helps graduates acquire the required abilities to negotiate both national and international employment markets. To ascertain whether the curriculum successfully combines Global Citizenship Education (GCED) ideas with a fit for changing global industry needs, a critical assessment is needed. Based on interviews with TVET trainers, trainees, and curriculum standard developers, this study offers a thorough examination of how these important players see the efficacy of the TVET curriculum in developing world abilities. Although all three groups agree that GCED is important, their knowledge, expectations, and experiences using it differ clearly. While some of GCED—such as the emphasis on global standards, adaptability, and technological competencies—are acknowledged generally, other crucial elements, like socio-emotional skills, cultural awareness, and sustainability, remain inconsistently handled.

Examining the Civil and Building Services Engineering Diploma curriculum shows that although it combines technical skill and environmental sustainability features, it does not particularly clearly provide comprehensive Global Citizenship Education (GCED) competencies. In line with elements of GCED stressing environmental responsibility, the curriculum stresses environmental issues and

introduces sustainable building techniques. It does not, however, have organized material meant to foster cultural understanding, socio-emotional skills, and global problem-solving capacity. This discrepancy implies that, although matching local industry needs, the curriculum does not adequately equip students for the more general demands of global involvement and international employment (NTA, n.d.).

Integration of Social and Emotional Learning (SEL)

The integration—or lack thereof—of Social and Emotional Learning (SEL) inside the TVET curriculum became another important factor of global readiness that surfaced from the results. Essential for success in local and global labor markets, SEL covers characteristics including teamwork, emotional intelligence, cultural awareness, and flexibility.

Although trainers acknowledged the value of these abilities, they said they are not formally taught in the course of instruction. Rather, they are sometimes taught subtly in casual settings or through class assignments. One trainer said, *"Students are not prepared emotionally and socially for international environments"* (KII with Trainer 2). This implies that even if the curriculum gives technical skills top priority, the emotional and interpersonal components of functioning in a globalized economy are mainly disregarded.

Trainees also recognized the need for social and emotional skills, especially in terms of respect and communication in different workplaces. One trainee underlined that *"primarily among students, it lacks respect. They regard their teachers not highly. Training has to be accompanied by respect"* (TVET trainee 2). This comment emphasizes the importance of organized SEL interventions inside TVET institutions to develop professionalism, collaboration, and cultural sensitivity.

Regarding the place of SEL in the curriculum, standard developers saw different angles. Arguing that *"The TVET curriculum must be designed to enhance not only technical competencies but also social and emotional skills such as empathy, cooperation, and cultural understanding,"* one developer feverously supported its inclusion (Standard Developer 1). Said another developer in a more pragmatic vein, *"We include modules on labor relations and conflict resolution to help students develop the necessary soft skills"* (Standard Developer 2).

These opposing points of view imply that although SEL is clearly important, its application is still erratic. While some stakeholders see it as a necessary ability set that should be addressed indirectly, others consider it a natural component of global

readiness. But given the growing focus on teamwork, cross-cultural communication, and adaptability in international business environments, the lack of organized SEL training in the Namibian TVET curriculum creates a major gap that might limit graduates' competitiveness in the worldwide workforce.

Understanding of Global Citizenship Education (GCED)

A recurring theme across trainers, trainees, and standard developers is the recognition of GCED as an important component of TVET. However, their interpretations of what GCED entails and how it should be incorporated into the curriculum vary significantly.

Trainers explain GCED mostly in terms of helping students to enter various labor markets. They see it as a development of technical capabilities to satisfy local and worldwide industrial needs. They do admit, though, that its inclusion into the syllabus is unofficial and usually left to the choice of individual trainers. One trainer said, *"Exposing students not just to the local market but to the worldwide framework in which these businesses operate..."* Second Trainer: This comment emphasizes the students' awareness of their need to be ready for a larger professional environment, but it also reveals the lack of a disciplined framework in the curriculum to methodically teach these competencies. Trainers said that although they try to inculcate professional ethics, adaptability, and problem-solving techniques, they have no clear curricular direction guiding them on how to do so.

Still, trainees saw GCED mainly as a method of finding work in foreign markets. Their conception of global citizenship is more pragmatic, stressing job market competitiveness and skill recognition above more general ideas, such as intercultural awareness, sustainability, or global social responsibility. *"I think it's mostly talking about how you're supposed to market yourself globally according to your skill study learned from TVET,"* one student said. Emphasizing the need for respect in a globalized workplace, another trainee said, *"Our lecturers are large people who might cause a conflict. They are huge, so they cannot tolerate that, and they do not even do it"* (TVET trainee 2). This implies that although some of the GCED, such as professional behavior and interpersonal skills, are being informally reinforced, the deeper ideological and socio-emotional elements remain mostly disregarded in the trainees' experiences.

Standard developers, in contrast, view GCED as a means of aligning the TVET system with international qualifications. They see it as a strategic framework

for ensuring that Namibian graduates remain competitive not only locally but globally. One standard developer pointed out, *“The integration of global citizenship principles such as empathy, social responsibility, and respect for cultural diversity into the TVET curriculum is crucial, yet the understanding of what GCE encompasses is still emerging”* (Standard Developer 1). Another developer emphasized that global benchmarking is already part of the curriculum design process, stating, *“We ensure that we not only train or produce trainees for the Namibian labor market, but also for employment elsewhere in the world”* (Standard Developer 3). Notwithstanding these initiatives, the actual consistency of use of GCED outside of technical skill level still varies.

While trainers and standard developers agree that GCED is a required component of TVET, the variations in these points of view expose a significant gap: its interpretation stays essentially focused on employability rather than holistic global participation. Trainees saw GCED as useful, but mostly in connection with their capacity to get jobs overseas, not as a tool for more general cultural flexibility or international cooperation.

Alignment of TVET Curriculum with Local and Global Labor Markets

The degree to which the TVET curriculum fits local and worldwide labor market needs is a main concern noted in all three categories. Although the curriculum is meant to satisfy local industry needs, trainers admitted that it does not adequately equip graduates for employment outside. *“Internationally, our students will face challenges adapting to different criteria, tools, and technologies,” one trainer said (Trainer 3)*. This shows a worry that students, despite their technical knowledge, are not exposed to the whole spectrum of global industry practices, making it challenging for them to go into foreign employment markets. Trainees mirrored these worries, many of whom realized their program lacked tools for worldwide employability.

While others said that competing internationally exposed them to world industry standards, these opportunities were not equally accessible to every student. One trainee described, *“I think I'm able to compete in that global state because I managed to compete with different cultures, different people from different countries,”* (TVET trainee 1). Others, however, thought that discrepancies in certification and technical requirements made their program inadequate for preparing them for working overseas.

Although they admitted these difficulties, standard developers underlined that benchmarking activities had been carried out to match Namibian credentials with international norms. According to one developer, *"We benchmark our curriculum against international standards and consult with global experts to ensure that it is aligned with best practices"* (Standard Developer 2). However, this benchmarking mostly pays more attention to technical credentials than cross-cultural competency, adaptability, and real-world problem-solving abilities.

The divergent points of view imply that although efforts are being made to match the curriculum with the demands of the global market, these initiatives are not resulting in any real learning opportunities for trainees. Trainers know the deficiencies, but often lack the tools and organized help needed to fill them. Trainees understand the limits of their instruction, but they do not always have the means to close these gaps on their own. While making sure credentials satisfy international standards, standard developers seem to be more concerned with technical alignment than with the whole range of skills needed for global citizenship.

Trainer and Trainees' perspective on their Preparedness for Global Labor Markets

The degree of preparedness of trainers and trainees in satisfying worldwide labor market criteria was a major issue expressed in all three participant groups. Trainers admitted they themselves lack enough exposure to global industry best practices, even while they aim to equip pupils for a competitive employment market. This limitation affects their ability to effectively teach students the adaptability and cross-cultural competencies required for international work environments. One trainer noted, *"Trainers need orientation to familiarize themselves with global techniques and standards before effectively incorporating them into teaching"* (Trainer 1). This implies that even if trainers understand the need to include global capabilities in their instruction, they are hampered in doing so holistically by structural and institutional constraints.

Trainees reported different degrees of faith in their readiness for the worldwide workforce, nevertheless. Some trainees who had taken part in exchange programs and international contests felt more suited to meet the rigors of worldwide employment. As one trainee stated, *"The curriculum didn't fully prepare me for the global market, but the competition I participated in helped me learn new communication methods and even foreign languages"* (TVET trainee 3). This

emphasizes how important global experience is in filling in curricular deficiencies and giving students a practical understanding of navigating many cultures and standards.

Other trainees, especially in light of little exposure to worldwide industry standards and limited access to new technology, had questions about their preparedness, though. *"The materials we are using are not the same as the other ones that people are using overseas,"* one TVET learner said. This finding emphasizes the technological differences between the training grounds in Namibia and those in more industrialized countries. While it helps domestic job placements, the emphasis on locally available tools and materials hinders trainees' capacity to easily fit into international labor markets, where different materials, procedures, and safety standards may apply.

Although they admitted these difficulties, standard creators pointed out that continuous efforts were being made to close these gaps. *"We ensure that trainers not only meet local standards but also are exposed to international best practices,"* one developer said (Standard Developer 3). Still, the extent to which these benchmarking initiatives result in real trainer development is dubious, as trainers themselves claimed to be unprepared to include global competencies into their curricula.

The discrepancy between trainers' knowledge of global trends and their capacity to impart them successfully points to the fact that, without focused professional development programs, Namibian TVET trainers would keep struggling to equip their students for worldwide jobs. Likewise, trainees without access to international exposure—through industrial alliances, contests, or exchange programs—are likely to find it challenging to fit global labor market needs.

Challenges for Curriculum Enhancement

Though the Namibian TVET program has many advantages, many issues limit its ability to fully include Global Citizenship Education (GCED) and equip students for local and foreign employment markets. One major issue is that, frequently at the expense of more general global competencies, the curriculum still mostly addresses local industrial demands. Trainer 1 explained, *"The curriculum is mostly designed to meet local needs, but there is a lack of focus on international standards or global job market requirements"*. Similarly, Trainer 3 observed, *"At this stage, I cannot say there's really any cohesion with the international market when it comes to our training program."* Although technical training is demanding, trainers admitted that the program does not sufficiently cover the adaptation needed for overseas

employment conditions. One trainee had similar worries: *"I feel confident about my skills for local jobs, but I don't know if my technical training would be enough to compete internationally,"* said trainee 1.

Outdated teaching approaches that give conventional theoretical education top priority over practical, simulation-based learning that reflects real-world issues further widen this divide. Trainer 3 explained, *"We are still following the route of using your material from zero until the person has attained a certain level of competency, and added that modern tools and simulation technologies are largely absent."* Without exposure to evolving industry practices, many students struggle to apply their skills beyond Namibia's borders. Trainer 3 added, *"We are teaching the basics, but without a focus on global industry practices."*

The limited access to contemporary equipment and technology presents another significant obstacle that directly affects trainees' capacity to participate in worldwide employment markets. Some trainees voiced worries over the tools and resources provided for instruction, pointing out that they differ greatly from those utilized in more developed countries; *"Some of the machines we are using here are old and they are not like what you see in other countries or online videos,"* Trainee 3 said. While useful for domestic employment, depending on locally available resources separates what students learn from the reality of working in highly digitized and technologically advanced multinational businesses. Trainers also underlined the need for more chances for professional growth that would enable them to become acquainted with worldwide standards. While Trainer 3 said, *"I might need a little bit of orientation... to be able to offer it to someone,"* Trainer 1 observed, *"As trainers, we don't always have the necessary resources or exposure to the latest global techniques, so we cannot effectively teach those to our students."* Without such chances, trainers continue to be limited by their personal experiences and frequently find it difficult to incorporate new teaching approaches that fit worldwide industry standards.

The poor integration of social and emotional learning (SEL) into the curriculum presents still another difficulty. Although both trainers and trainees understand the value of abilities such as communication, adaptability, teamwork, and cross-cultural awareness, these are not specifically included in official training courses. As Trainer 1 pointed out, *"more focus on collaboration, communication, and adaptation..."* When students work overseas, particularly in multicultural settings, these abilities are absolutely essential. Rather than through formal instruction, many

trainees pick up these abilities informally through peer interactions and project-based learning. Trainer 3 stated, *"Emotionally, I don't think I have the ability to instil that one... On what to include, I would need direction."* Trainers underlined that many times, entering the workforce without the required emotional intelligence to negotiate professional environments effectively, this may be especially troublesome when looking for a job in multicultural and very cooperative companies.

Trainees' lack of controlled international experience further reduces their readiness for worldwide employment settings. Although some students have had the chance to engage in exchange programs or foreign contests, these events are not always easily available. Trainees lacking such exposure may thus find it challenging to fit into different working cultures and expectations when looking for a job overseas. *"Maybe say we send our students with the same unit standards to China to get for a week or so... so that they can go and acquire or see how other countries are doing their job,"* Trainer 1 said, supporting organized exchange programs. Standard developers noted that although efforts have been made to match the curriculum against worldwide credentials, this does not always convert into direct, practical experiences for students. According to one standard developer, *"the curriculum should be flexible enough to incorporate not only technical skills but also soft skills, including cultural awareness, critical thinking, and emotional intelligence"* (Standard Developer 1). The difference between policy and practice remains great without actual experience in many work settings.

These difficulties together emphasize the need for a more all-encompassing and forward-looking approach to TVET curriculum development. Expanding professional development for trainers, including more flexible and globally responsive teaching approaches, and strengthening international relationships would assist in closing the gap between local training and worldwide workforce needs. Along with a greater focus on SEL and flexibility, ensuring that students get organized exposure to international norms and workplace dynamics will help Namibian TVET graduates be successful in a world growingly linked by means.

Chapter Summary

The interviews with Standard Developers 1, 2, and 3 offer insightful analysis on how Global Citizenship Education is included in Namibia's TVET program. Although all three agree on the need of getting students ready for the global workforce, their opinions differ on some points, including the extent of GCED, the

function of trainers, and the harmony between local and international criteria in curriculum development. These variations underline the possibilities and difficulties in developing GCED in Namibia's TVET system, therefore stressing the requirement of a sophisticated and all-encompassing curriculum design.

CHAPTER V

DISCUSSION AND ANALYSIS OF FINDINGS

These results are synthesised in this chapter together with theoretical models, GCED research, and the larger background of Namibia's educational and employment objectives.

Integration of GCED in the TVET Curriculum

This study mostly reveals that although GCED is not expressly stressed as a fundamental component of the TVET curriculum for Civil and Building Services Engineering, it is implicitly integrated into it. Although some of the courses—such as sustainability, environmental awareness, and social responsibility—align with the ideas of GCED, these components are generally secondary to the technical instruction that constitutes the backbone of the program. *"The curriculum should be flexible enough to incorporate not only technical skills but also soft skills, including cultural awareness, critical thinking, and emotional intelligence,"* Standard Developer 1 said. Students who want to compete internationally in the workforce need these. This comment points to a more all-encompassing perspective of GCED, in which the integration of cultural competencies, critical thinking, and emotional intelligence is considered necessary for a larger learning experience, one that gets students ready for global issues beyond technical expertise.

From a theoretical standpoint, this captures the larger discussion on the use of GCED in training and technical and vocational education. Global competency frameworks, such as those presented by UNESCO (2021), underline that successful GCED integration calls for a curriculum that transcends surface topic areas to include global perspectives in teaching methodologies and learning outcomes. This study reveals, however, that GCED stays mostly inadvertent rather than deliberately organized in the Namibian setting.

This tendency of implicit rather than explicit integration is not unusual. Many educational institutions, as Kraska (2022) contends, include GCED more as a formal obligation than as a transformative learning aim. This symbolic integration reflects the results of Namibia's TVET system, in which GCED shows up as separate topics rather than being ingrained methodically over the curriculum. This result is in line with the more general body of research, including Goren and Yemini (2016), who noted that

institutional inertia, lack of resources, and conflicting goals inside educational institutions generally hampered the actual adoption of GCED even if it was acknowledged as vital.

The Capability Approach reframes this gap as a capability shortfall. While the curriculum provides technical skills (resources), it does not ensure that students can convert these into the broader set of functioning needed for global participation. As Sen (1999) argues, development is about expanding freedoms, not just resources. Without explicit GCED integration, graduates may meet local technical requirements yet lack the adaptability, cultural fluency, and critical thinking to function effectively in international settings.

Deeper integration of GCED into the curriculum could help to develop global competencies, including intercultural communication and global problem-solving, both of which are vital in a society that is getting more linked by the day. The results of the study, however, show that the real use of global competence in curriculum design does not match the theoretical knowledge of it. Many institutional and ideological impediments help to explain the resistance to formally including GCED in TVET. Among them are opposition to curriculum reform, a dearth of qualified teachers, and an emphasis on the urgent employability needs of local labor markets instead of the worldwide needs for flexible, globally capable people. This points to a more general problem in vocational education, where, for a worldwide economy, short-term job market alignment usually takes precedence over long-term skill development.

The results of the study highlight a discrepancy between the actual situation of curriculum development in the TVET sector and the goal for TVET as presented in Namibia's National Development plans. Vision 2030 seeks to build a production-based education system that gives vocational training and skill development top priority; nonetheless, the results show that the present curriculum does not sufficiently fit global competencies or international norms. Particularly with regard to including global capabilities, the TVET Standard Developer observed, "The curriculum is not yet fully aligned with the Vision 2030 goals, particularly."

This finding draws attention to a serious discrepancy between the real ground curriculum and national development aspirations. The Namibia National Development Plans and the TVET Transformation Strategy (2016-2032) call for greater integration of global competencies into the TVET system, yet this remains an

area of underdevelopment. As the study suggests, the focus on local needs and the prioritization of technical skills must be balanced with a more systematic approach to incorporating global competencies into the curriculum. This requires policy reforms, curriculum development efforts, and the allocation of resources toward teacher training and global benchmarking.

Need for Explicit Global Citizenship Education

The study also identified a clear need for a more explicit and structured integration of GCED principles in the curriculum. While sustainability, environmental impact, and social responsibility are linked to GCED principles, these themes do not provide a comprehensive framework for developing students' global competencies in a structured manner. However, the curriculum lacks a comprehensive framework for developing students' global competencies in a systematic manner. A TVET Trainer explained, *“We benchmark our curriculum against international standards and consult with global experts to ensure that it is aligned with best practices.”* While benchmarking ensures alignment with industry requirements, it does not necessarily translate into the development of GCED-related competencies such as cultural awareness, ethical responsibility, and global cooperation.

This lack of explicit integration mirrors global concerns raised by UNESCO (2021), which highlighted that many TVET systems worldwide struggle to effectively embed GCED into their curricula. The challenge is not simply an issue of policy intent but also of implementation, as the absence of a structured curriculum framework leads to inconsistent application of GCED principles.

In the case of Namibia, limited government resources and the absence of a clear, systematic framework for embedding GCED into TVET curricula hinder its full realization. The government has made strides in introducing sustainability programs, such as the Skills for Green Jobs initiative and Education for Sustainable Development, as outlined in the Namibia Revised TVET Policy (2021). However, these efforts have been fragmented and insufficient to achieve comprehensive GCED integration.

The integration of GCED principles should go beyond sustainability and environmental awareness to encompass areas such as cultural awareness, global cooperation, and social justice. As noted by Galguera (2018), teacher training and the availability of pedagogical resources are key factors in enabling the successful integration of GCED into the curriculum. However, without explicit guidance in

curriculum design and policy implementation, efforts to incorporate GCED may remain limited to surface-level interventions.

Curriculum Alignment with Global Labor Market Needs

The alignment of the TVET curriculum with global labor market needs is another critical theme emerging from the study. A recurring theme in the findings is the tension between local labour market demands and the need for broader global competencies. As Trainee 3 expressed, *“I know how to do the work here, but I am not sure if I would be able to work in another country with people from different cultures.”* This sentiment reflects a broader concern that while students may be well-prepared for local job markets, they are not sufficiently equipped to compete on the global stage. This highlights a disconnect between policy aspirations and real-world outcomes. The increasing globalization of industries means that employability is no longer solely determined by technical proficiency. Employers are increasingly looking for workers who can function effectively in multicultural teams, adapt to different workplace cultures, and contribute to internationally collaborative projects.

The findings align with studies that critique the traditional focus of TVET systems in Sub-Saharan Africa. Chinengundu and Hondonga (2022) argue that the predominant focus on local economic needs often comes at the expense of equipping students with global competencies. Similarly, Zaheer (2022) suggests that without an intentional shift toward global citizenship training, many TVET graduates will struggle to transition into international labor markets.

In Namibia, the emphasis on local labor market needs, while valuable, needs to be balanced with a focus on global labor trends. Employers in the global workforce are increasingly looking for employees who possess cultural awareness, intercultural communication skills, and the ability to work in diverse environments. These competencies are not adequately developed within the current TVET curriculum, which focuses primarily on technical skills. As such, the study suggests that a more explicit focus on global competencies is necessary for students to be competitive in the international labor market.

From a Globalization Theory standpoint, Namibia’s TVET operates within globalisation’s structural pressures but has yet to fully address its socio-cultural dimensions. From a Capability Approach view, this means that while technical capabilities are being developed, the broader set of capabilities needed for “global functionings” is undernourished.

Competency of TVET Students in the Global Labor Market

The study found that while students acknowledge the importance of global competencies, there is a pervasive sense of uncertainty about their readiness to compete in the global labor market. As Trainee Hangula shared, *“I feel confident about my skills for local jobs, but I don’t know if my technical training would be enough to compete internationally.”* This uncertainty is particularly significant given the increasing demand for internationally mobile workers in industries such as engineering, construction, and technology.

The issue is not only about skills but also about confidence and exposure. TVET students in Namibia lack structured opportunities to engage with international perspectives, develop intercultural communication skills, or apply their learning in diverse contexts. UNESCO (2021) underscores that TVET systems often fail to adequately prepare students with the soft skills, such as intercultural communication and global awareness, that are essential for success in global industries. The lack of such competencies among TVET students highlights the need for curriculum reforms that go beyond technical training to focus on the development of a broader range of skills that are crucial in the international workplace.

To address this gap, there must be a shift in the way TVET is conceptualized—not merely as a pipeline for immediate labor market needs but as a holistic educational system that fosters lifelong adaptability. Providing students with opportunities to engage with international perspectives, gain exposure to global issues, and develop skills for intercultural collaboration will enhance their employability in the global labor market. The integration of global competencies into the curriculum must be seen as essential for preparing students to thrive in a competitive, interconnected world.

Expression of Competencies for Global and Namibian Labor Markets

Trainees demonstrated their competencies in ways that revealed both their strengths and areas for improvement. Among the strengths were technical proficiency in construction processes, a solid understanding of safety standards, and exposure to sustainable building techniques. However, there were also notable gaps, including limited exposure to global industry technologies, insufficient language and intercultural training, and a lack of structured opportunities for international collaboration.

Using the Capability Approach, these findings show that while trainees have resources (skills, qualifications), their conversion factors—such as access to updated tools, language proficiency, and cross-cultural experience—limit their ability to fully participate in global labour markets. For example, a student may understand sustainable construction methods but lack the capability to apply them in a different regulatory context due to unfamiliarity with foreign codes.

From a Globalization Theory perspective, the expression of competencies is shaped by the uneven geography of skills recognition: global standards may be embedded in Namibian qualifications on paper, but the absence of practical alignment (e.g., industry placements abroad, international accreditation) reduces their market value outside Namibia. These results are consistent with studies from other Sub-Saharan African contexts (Chinengundu & Hondonga, 2022; Zaheer, 2022) that found TVET graduates often feel underprepared for global roles due to a focus on national rather than transnational competencies.

Understanding GCED: Perspectives from Trainers, Trainees, and Curriculum Developers

The study revealed that while stakeholders broadly recognize the importance of Global Citizenship Education (GCED), their understanding of its meaning and scope varies across roles. Trainers tend to interpret GCED as the alignment of local training with global industry benchmarks. For instance, one trainer explained, “*We benchmark our curriculum against international standards and consult with global experts to ensure that it is aligned with best practices.*” While this view highlights awareness of the need to prepare students for global competitiveness, it also reflects a technocratic understanding of GCED—primarily as standard equivalency rather than as a transformative framework encompassing global ethics, cultural intelligence, and civic engagement.

Trainees demonstrated a more fragmented but emerging understanding of GCED. Trainee 2 stated, “*Sometimes we talk about respecting others’ cultures or teamwork, but it’s not really called global citizenship. Maybe we are learning it, but we don’t know we are.*” This indicates that GCED-related values such as respect, collaboration, and tolerance may be present informally in the learning environment but are not explicitly identified or taught as part of a cohesive framework. Thus, students experience GCED concepts but do not necessarily recognize or name them as such, reflecting a passive and incidental form of learning.

Standard developers also expressed an understanding of GCED, that focuses on holistic competence development. One explained, *“The curriculum should be flexible enough to incorporate not only technical skills but also soft skills, including cultural awareness, critical thinking, and emotional intelligence.”* Here, GCED is understood as an integrated skillset essential for navigating international labor markets, indicating a broader conceptualization of global competence.

Despite this range of understandings, there is consensus among stakeholders that the current curriculum lacks an explicit and structured approach to GCED. Trainers and standard developers alike acknowledge that while themes like sustainability and social responsibility are included, they are not tied into a comprehensive pedagogical model that supports GCED. This reflects global concerns raised by UNESCO (2021), which emphasized that many TVET systems embed GCED symbolically, without integrating it as a core curricular element.

In the Namibian context, this symbolic integration is further constrained by resource limitations and the absence of formal implementation strategies. As one standard developer noted, *“There is no guideline that says: this is GCED and here’s how to teach it. We try to include some of the principles, but it’s not formalized.”* This underscores the need for policy clarity and curriculum design that translates stakeholders’ conceptual understandings of GCED into operational frameworks and teaching practice.

For stakeholders, GCED is broadly understood as preparing students to be adaptable, ethical, and globally competent professionals, yet this understanding is not sufficiently reflected in curriculum content or delivery. The findings suggest that realizing GCED in TVET requires not only recognizing its importance but also translating shared understanding into structured curriculum interventions, educator training, and institutional support mechanisms.

Global Citizenship Education and the Role of TVET

The study highlights that while GCED is not overtly emphasized in the TVET curriculum, there are implicit areas where it is integrated, such as in sustainability and social responsibility. However, for GCED to be fully realized, it must go beyond these superficial aspects and encompass areas such as intercultural understanding, global problem-solving, and critical thinking. KII TVET Trainee 3 noted, *“We are taught to think about our environmental impact, but the connection to being a global citizen isn’t always clear.”* This reflects a broader challenge in integrating GCED into

TVET: the need for a more explicit and systematic approach to embedding global citizenship into the curriculum.

A comprehensive approach to GCED would incorporate global competencies into both technical and non-technical courses, providing students with the skills necessary to engage with global issues, work in international teams, and navigate complex global challenges. This perspective aligns with UNESCO's (2021) assertion that GCED should be embedded at all levels of education, including TVET, to promote peace, sustainability, and global cooperation.

Barriers to Implementing Global Citizenship Education in TVET

The study data revealed that participants expressed several significant and recurring barriers to the full implementation of Global Citizenship Education (GCED) in Namibia's TVET sector. These barriers point to a lack of readiness at both the institutional and instructional levels. One of the most prominent concerns was the limited preparation and training of TVET trainers, which directly impacts their ability to meaningfully integrate GCED principles into teaching practice. In addition, stakeholders highlighted systemic issues such as outdated infrastructure, the absence of international exposure, weak curriculum guidance, and minimal student awareness of GCED. These challenges reflect broader tensions between local educational priorities and the global competencies emphasized in GCED frameworks.

These barriers mirror UNESCO's (2021) finding that TVET systems in the Global South face both structural and capacity-related challenges in embedding GCED. Giddens' theory helps explain these as consequences of uneven global integration, while the Capability Approach shows how they translate into diminished opportunities for learners.

Divergent and Misinterpreted Understandings of GCED Among Stakeholders

A critical barrier identified in the study is the inconsistent and sometimes inaccurate conceptualization of GCED among trainers, trainees, and even curriculum developers. Although GCED is increasingly prioritized at the national policy level through instruments such as Vision 2030 and the Revised TVET Policy (2021), its interpretation among stakeholders varies widely. For example, while some trainers equate GCED with benchmarking against international standards, others see it narrowly as environmental education or teamwork. As one trainee put it, *"We are taught to think about our environmental impact, but the connection to being a global citizen isn't always clear."* This misalignment between policy intent and stakeholder

understanding leads to superficial implementation and reinforces the gap between curriculum objectives and classroom practice.

This variation reflects what Goren and Yemini (2016) describe as the "ambiguous identity" of GCED within education systems that lack coherent integration strategies. Without shared institutional definitions or pedagogical models, GCED risks remaining a symbolic aspiration rather than an educational reality.

In summary, stakeholder perspectives revealed variability in how GCED is conceptualised. Trainers tended to define GCED in terms of employability in international markets, with a focus on technical competence. Trainees often equated GCED with opportunities for overseas work, placing less emphasis on civic or ethical dimensions, whereas curriculum developers saw GCED as aligning national qualifications with international benchmarks, but admitted that implementation beyond technical content was inconsistent.

These variations also align with Andreotti's (2006) distinction between "soft" GCED (focusing on tolerance, skills for global employability) and "critical" GCED (interrogating power relations and promoting social justice). In Namibia's TVET, GCED is largely interpreted in the "soft" sense, which fits neoliberal globalisation priorities (Tikly, 2017) but risks neglecting the deeper civic competencies that UNESCO (2021) frames as central to SDG 4.7.

From a Globalization Theory perspective, this reflects policy borrowing without full contextualisation—adopting the language of global citizenship without embedding its transformative aims in local realities. The Capability Approach indicates that stakeholders prioritise certain capabilities (technical skills) while undervaluing others (civic engagement, intercultural empathy) that could enhance graduates' real freedoms in diverse work environments.

Limited Professional Development and Global Exposure for Trainers and Trainees

Several trainers acknowledged their own limited exposure to international standards and best practices, which hampers their ability to teach GCED-related competencies. Trainer 1 admitted, *"I might need a little bit of orientation... to be able to offer it to someone."* Trainer 2 added, *"As trainers, we don't always have the necessary resources or exposure to the latest global techniques, so we cannot effectively teach those to our students."* This signals a capacity gap that constrains the integration of GCED in pedagogical practice.

One particularly noteworthy obstacle to GCED was a dearth of official international trade prospects or global immersion programs. *"Maybe say we send our students with the same unit standards to China to get for a week or so... so that they can go and acquire or see how other countries are doing their job,"* Trainer 3 said. While some students have benefited from international competitions, these experiences remain ad hoc and inaccessible to most trainees.

Lack of Clear Guidelines and Structured Curriculum for GCED

One of the most frequently cited barriers by standard developers and trainers is the absence of formal guidelines and curriculum frameworks for embedding GCED. As Standard Developer 1 noted, *"There is no guideline that says: this is GCED and here's how to teach it. We try to include some of the principles, but it's not formalized."* This reflects not only a policy gap but also an implementation vacuum, where the intentions of national education policy do not translate into clear curriculum tools or standards.

Emphasis on Local Industry Needs at the Expense of Global Competencies

All stakeholder groups highlighted the current curriculum's focus on meeting local labor market demands rather than preparing students for the global workplace. Trainer 1, for example, stated, *"The curriculum is mostly designed to meet local needs, but there is a lack of focus on international standards or global job market requirements."* Similarly, Trainee 2 expressed, *"I feel confident about my skills for local jobs, but I don't know if my technical training would be enough to compete internationally."* This underscores a systemic misalignment between local relevance and global readiness.

Inadequate Access to Modern Equipment and Learning Technologies

Another significant barrier is the outdated infrastructure and tools used in training. This technological gap was described by a trainee: *"Some of the machines we are using here are old, and they are not like what you see in other countries or online videos."* The reliance on locally available tools may support domestic employability, but simultaneously limits trainees' ability to engage with international standards and technologies.

Weak Integration of Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) competencies—such as empathy, adaptability, and cross-cultural collaboration—are essential for global citizenship. However, these are not systematically taught. Trainer 1 stressed, *"There's a need for*

greater emphasis on teamwork, communication, and adaptability... These skills are crucial when students work abroad, especially in multicultural environments."

Trainer 2 confessed, *"Emotionally, I don't think I have the capacity to instil that one... I would need guidance on what to include."*

Confusion and Limited Student Awareness of GCED Concepts

Trainees often expressed partial or unclear understanding of GCED, which limits their ability to apply its principles intentionally. One trainee stated, *"Maybe we are learning it, but we don't know we are."* This suggests that without explicit framing and naming of GCED in the curriculum, students struggle to understand or engage with the broader principles of global citizenship, even when they are indirectly exposed to them. Another trainee remarked, *"Sometimes we talk about respecting others' cultures or teamwork, but it's not really called global citizenship."* This suggests that while GCED-related experiences may occur, they are not recognized as such by learners due to a lack of naming, framing, or assessment.

The findings demonstrate that the barriers to implementing GCED in Namibia's TVET system are deeply structural, rooted in curriculum design, institutional capacity, and pedagogical approaches. Drawing on Giddens' globalization theory, these barriers reflect a tension between local educational structures and global interconnectedness. While stakeholders recognize the importance of GCED, their ability to actualize it remains constrained by policy gaps, limited resources, and insufficient institutional support. Addressing these barriers requires a coordinated effort involving curriculum reform, professional development, investment in infrastructure, and the creation of structured international partnerships to ensure TVET graduates are not only locally competent but globally competitive.

CHAPTER VI

CONCLUSION AND IMPLICATIONS FOR FUTURE RESEARCH

This study explored the skills for Global Citizenship Education (GCED) in the TVET Diploma in Civil and Building Services Engineering in Namibia, revealing critical insights aligned to its four core research questions. The study set out to examine how Global Citizenship Education (GCED) is integrated into the Civil and Building Services Engineering Diploma at NQF Level 5 in Namibia, how stakeholders understand GCED, and how students express their competencies to participate in both the global and Namibian labour markets.

Using a qualitative case study approach (Yin, 2018; Stake, 1995) and purposive sampling (Creswell, 2013), data were gathered through semi-structured interviews with curriculum developers, trainers, and trainees, alongside a review of curriculum documents. Analysis was guided by the dual theoretical framework, enabling a multi-scalar interpretation of the findings.

The finding revealed, firstly, that the curriculum exhibits partial and implicit integration of GCED principles, largely through technical and environmental sustainability modules. However, the absence of explicit socio-emotional, civic, and intercultural components limits its capacity to fully prepare graduates for global engagement. This finding echoes Kraska (2022) and UNESCO (2021), which highlight that GCED in TVET often remains at a technical compliance level rather than transformative integration.

Secondly, it highlights the divergent understandings of GCED among stakeholders. While policy frameworks such as Vision 2030 prioritize GCED, trainers and trainees conceptualize it in fragmented ways—focusing on environmental themes or soft skills rather than holistic global citizenship. This reflects Andreotti's (2006) notion of “soft” GCED, prioritising global competitiveness over critical engagement with social justice and cultural diversity. From a Globalization Theory view, this shows policy borrowing without deep localisation. The Capability Approach reveals an emphasis on certain capabilities while neglecting others that are equally crucial for labour market adaptability.

Thirdly, the findings reveal a number of barriers, including insufficient curriculum guidance, lack of trainer preparation, outdated resources, limited

international exposure, and conceptual confusion about what GCED entails. Fourth, trainees reported strong technical skills and awareness of environmental practices but expressed limited confidence in intercultural communication, advanced technology use, and adapting to foreign regulatory environments. While they possessed resources (skills, qualifications), their conversion factors—such as exposure to global work contexts and proficiency in international industry standards—were limited. This aligns with Chinengundu & Hondonga (2022) and Zaheer (2022), who found similar readiness gaps in other African TVET contexts. The finding underscores Sen's (1999) argument that real freedoms depend not just on having resources, but on being able to effectively convert them into valued functioning in diverse contexts.

These findings underscore a pressing need for a more explicit, coherent, and systematic integration of GCED into the TVET curriculum. Institutional capacity building, professional development for trainers, and the creation of guiding curriculum frameworks will be critical. The study also highlights the importance of addressing conceptual ambiguities through shared definitions and targeted sensitization across stakeholders. From a theoretical perspective, the findings reflect Giddens' (1990) notion of the duality of globalization—where local structures must increasingly respond to global forces. Namibia's TVET system, while grounded in local economic priorities, must also evolve to prepare graduates for global participation. This research adds to the growing body of knowledge calling for more integrated, context-sensitive GCED strategies within vocational education.

The findings of this study demonstrate the complexities involved in developing skills for GCED and their integration within TVET systems, particularly in developing countries like Namibia. Given the non-explicit nature of GCED integration within the Civil and Building Services Engineering curriculum, its role within TVET remains a subject for further examination, particularly regarding how GCED can be effectively embedded into technical and vocational education and training. The study identifies the absence of explicit frameworks for embedding GCED into the TVET curriculum as a notable gap. While it highlights the presence of sustainability and social responsibility in the curriculum, other competencies, such as intercultural competence, global problem-solving, and global collaboration, are less systematically incorporated. The extent to which models from other contexts can be adapted to Namibia's TVET system remains an open question that warrants further examination. The analysis confirms that GCED in Namibian TVET currently

functions more as a technical alignment exercise than as a holistic capability-building process. The gap between structural integration and learner capability suggests that curriculum reform must go beyond embedding technical content to fostering socio-emotional, intercultural, and adaptive competencies.

Contribution to Knowledge

This study makes a multifaceted contribution to the field of Technical and Vocational Education and Training (TVET) by offering empirical, theoretical, and practical insights into the integration of Global Citizenship Education (GCED) within a Namibian engineering diploma programme. Empirically, it represents the first in-depth investigation in Namibia that explores the integration of GCED in TVET while simultaneously analysing how students articulate competencies relevant to both global and local labour markets. By examining learners' self-expression of skills and preparedness, the study provides valuable context-specific evidence on how global competencies are internalised within vocational settings.

Theoretically, the research advances understanding by integrating macro-structural theories of globalisation with micro-level human development frameworks. This dual perspective enables a more holistic analysis of GCED in vocational education, addressing a common theoretical gap wherein global policy structures are often considered in isolation from learner agency. The study thus contributes to a more nuanced understanding of how global forces and individual capabilities interact within educational spaces.

Practically and in terms of policy, the study avoids prescriptive recommendations but identifies key implications for curriculum designers, instructors, and policymakers. It underscores the importance of a deliberate, context-sensitive approach to GCED—one that is holistic and aligned with both international standards and Namibia's socio-economic realities. The findings suggest that integrating GCED effectively requires balancing global competitiveness with local relevance, ensuring that learners are prepared not just technically, but also as ethical and culturally responsive global citizens.

Implications for Future Research

Comparative analyses of GCED integration in TVET systems across different countries, particularly within Sub-Saharan Africa, may provide insights into contextual challenges and adaptable strategies. Examining how GCED contributes to workforce preparedness in these regions may deepen understanding of its relevance

and applicability within Namibia's TVET context. The link between GCED exposure and students' readiness for the global workforce, particularly in countries with comparable socio-economic conditions, remains underexplored.

The long-term influence of GCED integration on the career trajectories of TVET graduates remains an area for further investigation. Examining employment outcomes of graduates with exposure to GCED may provide empirical insights into whether global competencies contribute to increased opportunities in international labor markets. Teacher training and professional development emerge as significant factors influencing the extent to which GCED can be successfully embedded into TVET curricula. The training needs of TVET educators, particularly concerning their preparedness to teach global competencies, require further scrutiny. Assessing the effectiveness of current teacher training programs may reveal areas where pedagogical approaches could be strengthened to better facilitate GCED instruction.

Students' perceptions of global citizenship and their understanding of the competencies required for international employability present another avenue for investigation. How students define global citizenship and which skills they perceive as essential for global labor market participation remain questions worth exploring. Examining these perspectives could offer insights into how GCED content is received by learners and whether current instructional methods align with their expectations.

Policy and institutional support play a crucial role in determining the extent to which GCED is prioritized within TVET education, yet this remains an under-examined area. Understanding how existing government policies and institutional frameworks shape the incorporation of global competencies in vocational training may reveal structural facilitators or constraints. Identifying institutional barriers—such as resource constraints and rigid curricular structures—may offer perspectives on why GCED integration varies across different TVET programs.

Further exploration of these research areas could contribute to a more comprehensive understanding of GCED's role within TVET education, particularly in its potential to enhance both technical training and global workforce preparedness. Examining these dimensions may also inform educational policies that seek to balance technical proficiency with broader global competencies.

This study affirms that the integration of GCED in TVET is not merely a curriculum design issue but a matter of balancing global aspirations with local imperatives. As Namibia positions itself within an increasingly interconnected labour

market, the challenge lies in ensuring that graduates are not only technically competent but also capable of navigating cultural diversity, ethical complexity, and shifting global demands.

In essence, GCED in TVET must evolve from being a symbolic add-on to becoming a central capability-building strategy—one that equips learners with the real freedoms to shape their futures, whether in Windhoek or Warsaw, or Kathmandu.

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APPENDICES

Interview protocol

Dear X,

Thank you so much for agreeing to be interviewed as part of my MTVET research. I am analysing the design of the TVET in Namibia and its alignment to prepare Namibians for skills to serve the global and Namibian labour market. The research also aims to explore whether the students are competent to cope in the global as well as the Namibia labour market. I am sure your views will be of great help to my study. What we are discussing here is confidential. And therefore, for confidentiality purposes I am going to give you a different name. I hope you don't mind about that. In this part of the interview, I would like your views as a TVET traier of Civil and Building Services Engineering Diploma NQF Level 5.

You must feel free to ask for clarification if needed.

Ok let us start:

I have noticed that Global citizenship education (GCED) covers cognitive understanding, socio-emotional development, and behavioral competencies, fostering critical thinking, empathy, respect, and cooperation. Through GCED, learners are empowered to promote sustainable development, human rights, gender equality, a culture of peace, non-violence, and appreciation for cultural diversity.

1. How do you interpret the concept of global citizenship education in the context of the TVET system in Namibia?
2. In what ways is global citizenship education integrated into the TVET curriculum?
3. How do you ensure that the TVET curriculum prepares students for the global and national labour market?
4. How do you assess the competency of students to fit into the global labour market?
5. What challenges do you face in implementing global citizenship education in the TVET system in Namibia?
6. What improvements would you suggest to better align the TVET curriculum with the global labour market?

Interview Checklist for TVET students

Dear TVET trainee,

Thank you so much for agreeing to be interviewed as part of my MTVET research. I am analysing the design of the TVET in Namibia and its alignment to prepare Namibians for skills to serve the global and Namibian labour market. The research also aims to explore whether the students are competent to cope in the global as well as the Namibia labour market. I am sure your views will be of great help to my study. What we are discussing here is confidential. And therefore, for confidentiality purposes I am going to give you a different name. I hope you don't mind about that. In this part of the interview, I would like your views as a TVET trainee of Civil and Building Services Engineering Diploma NQF Level 5.

You must feel free to ask for clarification if needed.

I have noticed that Global citizenship education (GCED) covers cognitive understanding, socio-emotional development, and behavioral competencies, fostering critical thinking, empathy, respect, and cooperation. Through GCED, students are empowered to promote sustainable development, human rights, gender equality, a culture of peace, non-violence, and appreciation for cultural diversity.

1. How do you understand the concept of global citizenship education?
2. In what ways do you feel the TVET curriculum has prepared you for the global labour market?
3. Can you provide examples of how you have demonstrated your competency to fit into the global and national labour market?
4. What challenges have you faced in preparing for the global labour market?
5. What improvements would you suggest to better align the TVET curriculum with the global labour market?
6. How do you think global citizenship education can be better integrated into the TVET curriculum?

Questions for TVET Standard Developers

Thank you so much for agreeing to be interviewed as part of my MTVET research. I am analysing the design of the TVET in Namibia and its alignment to prepare Namibians for skills to serve the global and Namibian labour market. The research also aims to explore whether the students are competent to cope in the global as well as the Namibia labour market. I am sure your views will be of great help to my study. What we are discussing here is confidential. And therefore, for confidentiality purposes I am going to give you a different name. I hope you don't mind about that. In this part of the interview, I would like your views as a TVET standard Developer in Namibia. You must feel free to ask for clarification if needed.

I have noticed that Global citizenship education (GCED) covers cognitive understanding, socio-emotional development, and behavioral competencies, fostering critical thinking, empathy, respect, and cooperation. Through GCED, students are empowered to promote sustainable development, human rights, gender equality, a culture of peace, non-violence, and appreciation for cultural diversity.

1. How do you interpret global citizenship education within Namibia's TVET system?
2. In what ways is global citizenship education integrated into the TVET curriculum, particularly for Civil and Building Engineering programs?
3. What measures are in place to equip trainers with the necessary skills to effectively teach global citizenship knowledge? Can you share specific examples or best practices?
4. How are social and emotional skills related to global citizenship addressed in the curriculum? What strategies support trainers in teaching these skills?
5. How does the curriculum promote actions and behaviours associated with global citizenship? Can you provide classroom examples?
6. What processes ensure the TVET curriculum prepares students for the international labor market, and how do you evaluate graduates' readiness for global challenges?