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Initial teacher training curriculum for Global Education in Rwanda: Between national and global perspectives and necessities

Abstract

Despite the international political willingness, as framed in SGD 4.7, to integrate Global Education in national policies and curricula, little is known about how this is reflected in initial teacher education (ITE) in the Global South. Through document research with content analysis, the study at hand explores the profile of the ITE curriculum in Rwanda towards Global Education. The results indicated that the ITE curriculum has a threefold faced profile in relation to Global Education – nationalist, instrumentalist, and globalist-dynamist. Beyond its “Rwandocentrist” perspective, the ITE curriculum shows an openness to Global Education (i.e. valuing and respecting the cultural plurality and heterogeneity) in both content and methodological approaches. The study stimulates further scientific, political and practical reflections for the integration of Global Education in ITE in Rwanda and possibly similar educational contexts.

Keywords: *Initial Teacher Education, teacher education curriculum, Global Education, global south, Rwanda*

Zusammenfassung

Trotz der in SGD 4.7 formulierten internationalen politischen Bereitschaft, Globales Lernen in nationale Politiken und Lehrpläne zu integrieren, ist wenig darüber bekannt, wie sich dies in der Erstausbildung von Lehrkräften im Globalen Süden niederschlägt. Die vorliegende Studie untersucht anhand einer Dokumentenrecherche mit Inhaltsanalyse das Profil des Lehrplans für die Lehrkräfteerstausbildung in Ruanda in Bezug auf Globales Lernen. Die Ergebnisse zeigen, dass der Lehrplan in dieser Hinsicht ein dreifaches Profil aufweist – ein nationalistisches, ein instrumentalistisches und ein globalistisch-dynamisches. Neben einer ruandazentrischen Perspektive ist der Lehrplan inhaltlich und methodisch durch Offenheit für Globales Lernen (d.h. Wertschätzung und Respekt vor kultureller Pluralität und Heterogenität) gekennzeichnet. Die Studie regt weitere wissenschaftliche, politische und praktische Überlegungen zur Integration des Globalen Lernens in den Lehrplan für die Lehrkräfteerstausbildung in Ruanda und in vergleichbaren Bildungskontexten an.

Schlüsselworte: *Lehrkräftebildung, Curriculum, Globales Lernen, Globaler Süden, Ruanda*

Introduction

As a contribution to reflections on the SDG 4.7, the focus of this article is about exploring the profile of ITE curriculum towards Global Education in the context of Rwanda. Global Education is seen as a cornerstone for sustainable development due to its contribution to reflecting on development knowledge and competences on human interconnectedness and responsibility to it. In the following sections, the context and necessity of the study is first described (1). Second, research question and methodology are explained (2). Subsequently, results are described (3), discussed (4) and further implications are outlined.

Rwanda in the context of globalisation

In its efforts to rebuild the nation after the 1994 genocide against the Tutsi, openness to the world is one key strategic orientation of Rwanda to boost socio-economic development. In this regard, the country has signed various international development guidelines. They include but are not limited to the United Nations development agendas including Education for all (EFA), the Millennium Development Goals for 2015 and the Sustainable Development Goals (SDGs) for the year 2030. For example, the SDGs constitute the framework for planning, monitoring and evaluating different government programmes and plans (Government of Rwanda, n.d). Rwanda has been playing a critical role of peacekeeping in different parts of the world (cfr. Beswick, 2010). It is also among the first countries in Africa to allow Africans to enter the country free of charge and to ease entry by requiring only touristic visa at the airport. Moreover, the country has facilitated free movement of businesses and people (World Bank, 2020). However, on the other side, Rwanda strives to preserve its cultural heritage and identity (Gatwa, & Monyinkebe, 2022; 2019). Therefore, Rwanda seeks to maintain openness to the world and to nationalism at the same time.

In regard to education, the system has registered exponential quantitative increase of enrolments at all levels since the last ten years (Republic of Rwanda, 2022; MINEDUC, 2022). However, quality and equity are still challenges to address for further sustainable development of the sector. With regard to framing SDG 4.7 in policies and national curriculum, the question “How is SDG 4.7 reflected in the Rwandan educational system?” remains an unexplored dimension.

Global Education in ITE curriculum

Though the United Nations stress the importance of Global Education as an engine for achieving SDGs (UN, 2015, p. 19), knowledge about how individual countries integrate it in their educational policies and curricula is still limited especially in the Global South. In the Global North, Global Education is integrated in education policies at regional and national levels (GENE, 2022; Nygaard, & Wegimont, 2018). Existing literature shows that a paternalist understanding of world society by participants from both North and South still prevails (Scheunpflug, 2021; Nyiramana, & Niyibizi, 2020). With this situation, it becomes indispensable that global agendas can only be effectively integrated when contextual realities are considered (cfr. Verger, Altinyelken, & Novelli, 2018). Accordingly, home-grown initiatives are necessary for globalization (Niyibizi, 2022; Trippstad, 2015).

Global Education is a key for Sustainable Development. It is a change that needs to be reflected at different levels and forms of education. In this regard, teacher education should be at the forefront of Global Education and hence sustainable development. The reason is that the latter serves as a pillar for engineering all initiatives in the sector of education through teacher training before and during service (European Commission, 2013). TE system in Rwanda, like the whole education system, has gone through several structural, curricula, pedagogical changes with the aim of improving its quality (Gahutu – in progress). The introduction of a competence-based curriculum is one the initiatives aiming at educational quality improvement in Rwanda (MINEDUC/REB, 2019). However, no scientific study has been carried out so far to explore how far global issues and related competences are reflected in regard to teaching and learning process, especially in the Global South. The aim of this paper is to further scientific reflections on this aspect and more particularly to enlighten the extent to which global issues and related competences are reflected in ITE curriculum in Rwanda.

Global Education: conceptual framework

Global Education remains a messy term which cannot be unilaterally conceptualised. Moreover, empirically based conceptualisations are yet to be developed (Scheunpflug 2021; Conolly, Lehtomäki, & Scheunpflug, 2019). In the framework of Europe, it is conceptualised as “Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.” (GENE, 2022, p. 2).

In this conceptualisation, Global Education aims at developing people's competences to deal with the word issues like social injustice, inequity and inequality both at local and global. The question might be about how Global Education can look like and integrated in school and TE curricula.

In her research on Global Education, Scheunpflug reflects Global Education by starting from the characteristics of the (global) world society, their implications for teaching and learning, as well as required competences (2011, p. 35). Her reflections are summarized in the following table: Due to the complexity of global societies, there is need of reflecting different competences to deal with global challenges. Therefore, the author reflects the structures of the world society, related challenges in relation to teacher education as well as possible

Global societies	Challenges for teaching and learning	Competences
Complexity	Dealing with knowledge	Literacy, knowledge of globalisation, local knowledge
Contingency	Certainty & Uncertainty	Tolerance to ambiguity
Interconnectness	Local, regional, global relationships & networks	Thinking and working in networks and virtual spaces
Otherness	Familiarity & strangeness	Intercultural competences

Tab. 1: Framework of Global Education

Source: Scheunpflug, 2011, p. 35

competences. Global Education is still an emerging field for theoretical underpinnings (Scheunpflug, 2021). Meanwhile, there is extensive literature on Global Education in the Global North both at regional like European Union (for e.g., GENE, 2022), national as well as scientific levels (Scheunpflug, 2021; 2011; Scheunpflug, & Asbrand, 2006). In reaction to Eurocentric thinking which remains a challenge for Global Education in the Global North (Schreiber & Siege, 2016, p. 241), Afrocentric perspective is being developed in order to consider African perspectives of global world society (UNESCO, 2018, p. 48). However, once they are not reflected for the benefits of global world society, they are both likely to exacerbate the problem as they are both ethnocentric. Therefore, the centrality of this research is about exploring how ITE curriculum frames Global Education in Rwandan context.

Research question & methodology

To enlighten the perspectives of the Rwandan ITE curriculum towards Global Education, the study is guided by the following research question: “What the profile of the Rwandan ITE curriculum towards Global Education?”. Qualitative approach (Savin-Baden, & Major, 2013) was used to delineate existing perspectives. The competence-based curriculum framework was analysed in an iterative deductive and inductive process using content analysis through coding and inter-coding. The deductive coding framework was developed (Creswell, 2014; Mayring, 2014) and validated in cooperation with other researchers. Thanks to this process, six criteria including i.e., inspiration (underlying the curriculum), purpose (what it stands for), content (themes), teacher and competences were identified. In the lenses of the identified criteria, a threefold profile of ITE curriculum in relation to Global Education was identified, which is described hereunder. It is worth noting that the citations (direct or indirect) are drawn from the ITE curriculum framework as published by Rwanda Education Board [2020] (2020). Therefore, page(s) where the citations were drawn are indicated.

Results: Profile of ITE curriculum towards Global Education

The results of this research are described in two sections. Firstly, a threefold profile of ITE curriculum regarding Global Education is portrayed. Secondly, related methodological approaches are highlighted in relation to Global Education.

A threefold profile of ITE curriculum in relation to Global Education

From the lenses of the afore-described criteria, a threefold profile about Global Education in Rwandan ITE curriculum was generated. This includes nationalist profile (with major focus on Rwandans and solely Rwanda); instrumentalist profile (with main focus on moulding predetermined teacher for labour market in the way of an employability approach). Additionally, globalist-dynamist profile concerns the development of competences in a dynamic world reflecting national, regional and international perspectives. Each of the profiles is described hereunder with either direct or indirect citations from the curriculum framework.

Nationalist profile: In the perspective of nationalist perspective of the ITE curriculum, the centrality is put on Rwanda and Rwandans as inspired by national policies and long-term strategic plans like visions 2000-2020 and 2020-2050 (27; 32 & 35). For instance, the mission of education is stated as follows: “To transform the Rwandan citizen into skilled human capital for the socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promoting science and technology, critical thinking, and positive values” (36). In this mission the target of education is solely Rwandans (see also 11 & 18). Here, education transforms Rwandans for the national development (see also 11, 27; 46; 68 & 104) especially self-sustained economy (19 & 106). Regarding content, the ITE curriculum insists on inculcation of the Rwandan culture and heritage to be preserved for the future generation (47; 76; 112 & 123). Consequently, the curriculum is oriented to train prospective teachers as “Patriots” nationally responsible for sustaining national interests (13; 15; 112 & 45). Accordingly, a competent and well-trained teacher is characterized by patriotist spirit materialized through national consciousness and pride of Rwandan socio-cultural heritage as well as maintain Rwandan image in the world (123).

Instrumentalist profile: The second generated profile of ITE curriculum concerning Global Education is instrumentalist. In this regard, quality TE is inspired and oriented to national, regional and international conditionalities of the labour market (37; 39; 40–42; 46; 55 & 105). For example, the ITE curriculum is inspired by labour market-oriented from East African perspectives of the harmonisation of education (11; 22; 38; 40; 42; 55 & 105). In this regard, teacher training complies with and promotes “standards benchmarked internationally” (14). This implies that the instrumentalist side of the ITE curriculum is oriented to an employability approach of TE, especially to train teachers ready to compete both at labour market in Rwanda and beyond.

Globalist-dynamist profile: The third profile of the ITE curriculum is globalist-dynamist. In this perspective, the curriculum is oriented to prepare student teachers for dealing with and adapting to the changing world in a broader sense and, later, do so for students. In this orientation, it shows the development of awareness of the diverse world issues like climate change (30) as well as the interconnectedness between them without forgetting to reflect them at different levels i.e.,

national, regional and international. The globalist-dynamist profile is described using the sources of inspiration, purpose, teacher, and competences as criteria.

Sources of inspiration: The ITE curriculum is mainly inspired, in the perspective of this profile, by mission of education in Rwanda as well as the goals of education in East Africa Community (EAC). Human rights, respect for the diversity, justice, peace constitute parts of objectives of education in both Rwanda and EAC and hence inspired the ITE curriculum (4 & 23). For example, the curriculum “supports a rights-based approach in which values such as respect, acceptance, tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human rights” (53).

Purpose of TE and teacher profile: In the perspective of globalist-dynamist profile, ITE curriculum reveals threefold purpose of TE. It includes adaptation to changing world, horizontal and vertical mobility of student teachers, linking local to international. In the ITE curriculum, the world is seen as dynamic and implies uncertain future. Accordingly, ITE focuses on equipping prospective teachers with competences to adapt to such dynamicity, uncertainty and complexity of the education in the changing world (48 & 38). In this perspective, teachers are seen as professionals capable of dealing with changing world as well as agents change in the dynamic environment – locally and globally (68 & 122). Therefore, ITE curriculum reflects the possibilities of vertical and horizontal mobility. In this orientation, the curriculum reflects plausibility of mobility and transferability of student teachers within and between education within the country and abroad (45 & 50).

Competences: In the perspective of the globalist-dynamist profile of the ITE curriculum, a diversity of competences is proposed, including personal, cognitive, and social competencies. It should be noted that there is no clear-cut line between the competences, rather, they are closely interconnected. First, the personal competences described in the ITE curriculum concern self-reflexivity and self-responsibility. In this regard, the curriculum insists on self-discovery and self-exploration and on learning to deal with one's self-issues and hence being self-responsible of one's own action and life (25). Second, the ITE curriculum shows a diversity of social competences including communication, cooperation and valuing and respecting the cultural plurality and heterogeneity. In this direction, communication-related competences are considered as important for training prospective teachers. In this regard, emphasis is put on developing competences to communicate with others (25 & 80) including those with different social and cultural backgrounds (21; 51; 77; 79 & 108). Therefore, it insists on intercultural communication related competences as a key to preparing prospective teachers. As outcomes, ITE curriculum expects future teachers to have competences to “work effectively with people from diverse backgrounds: social, cultural, political, linguistic and religious” (105) and “work for a harmonious society” (21; 51 & 108). In this orientation, the ITE curriculum reflects the conditions to work and live in a multicultural context requires tolerance and respect of others' rights, views and feelings (45 & 80). Therefore, prospective teachers are expected to live and practice their own beliefs with respect to the religious and cultural diversity of others (71 & 122). Hence, communication and cooperation related competences in multicultural contexts are seen as important for prospective teachers in an interconnected and dynamically interacting world. Moreover, the curriculum indicates a plurality of cognitive and meta-cognitive competences. They include for examples critical, abstract, and complex thinking as well as tolerance of uncertainty, lifelong learning, problem

solving, research skills, creativity. In this orientation for example, reflectivity, logical thinking, reflective decision making, imaginative and evaluative skills are proposed as key for quality TE (13; 23–25 & 113). In the context of dynamicity, uncertainty and complexity of the world, prospective teachers are expected to have abstract and complex thinking in a multi-perspective way (42). In this regard, complex thinking is seen as important to link individual and the dynamic world with relation to multi-time (past, present and future), multiperspectivity i.e., historical, geographical sociological, and cultural as well as multi-level i.e., national, regional, and international (70 & 140). For example, the teacher training curriculum shows that prospective teachers should understand the needs, necessity and opportunities for cooperation among nations (112). Additionally, they should be aware of world problems and contribute to finding solutions (50 & 111) in a more holistic perspective. Accordingly, ITE curriculum makes it visible that training should focus on developing competences to “evaluate national, social, economic and political issues within the regional and global context and contribute to the national debate” (71). Moreover, it requires competences in problem-solving, creativity and sense of agency in terms of taking initiatives (75) as well as contextually reflective and logical thinking (79) and more broadly commitment to social justice and equity (112). The threefold profile of the ITE curriculum in relation to Global Education is synopsised hereunder (table 2). Each profile shows different perspectives concerning sources of inspiration, purpose, teacher to be trained to and competencies.

Types Criteria	Nationalist	Instrumen- talist	Globalist- dynamist
Sources of inspiration	National policies	Conditiona- lities of the labour market	Human values: peace, justice, democracy, human right
Purpose	Maintain National- ism-cen- teredness	Moulding tool, Compliance, competition, integration	Adaptation to changing world
Teacher	Patriots	Labour competitor	Agents of change
Compe- tence	-	Capability to compete on the labour market	Higher order competences, openness to and knowl- edge of global issues, dealing with diversity

Tab. 2: Profile of the ITE curriculum towards Global Education

Source: Author's own design from the data (2023)

Initial Teacher Education in relation to Global Education:

A look at methodological approaches

In addition of threefold profile of ITE curriculum mainly oriented to content, it is worth to have a look at methodological approaches in relation to Global Education. In this regard, concept of learning, process-oriented principles as well as related success conditions are reflected. Learning is conceptualized as “personalized, active, and participative. Moreover, learning is seen as effective when it is embedded in the direct context of the learner (15 & 47). More than that, learning is not seen in a fragmented way. It is seen as a lifelong process (15). In this orientation, the ITE interconnects three principles – learner-centredness, inclusiveness and competence orientation – that are considered as backbone of the ITE curriculum.

First, learner-centredness is conceptualized in the curriculum at hand as “addressing student teachers' individual needs, interests, abilities and backgrounds, creating an environment where learning activities are organized in a way that encourages students to construct knowledge either individually or in groups in an active way” (16 & 15). In this orientation, learner-centeredness values heterogeneity of student teachers by valuing their individualities and backgrounds. Second, inclusiveness concerns the consideration and equitably provide support, by showing high expectations (15), for students whose ill-backgrounds like disabilities and other special educational needs might hamper their learning (15–16 & 50). Third, competence-based approach concerns interconnected three dimensions of teaching and learning – cognitive, socio-affective, and psychomotor – by continuously, holistically, and concomitantly reflecting knowledge, skills, and attitudes (16 & 39).

Furthermore, flexibility and collaboration of stakeholders are considered as success conditions for competence-based teacher training. First, learning to teach requires flexibility to equip student teachers to deal with uncertainty and complexity (15). Moreover, the ITE curriculum recommends reflecting intra-disciplinarity and inter-disciplinarity through enhancing intra- and inter-subject coherence (48). Additionally, it is about reflecting the integration of cross-cutting issues (35–40) and generic competences within and between subjects (62–65). Second, the ITE curriculum sees the power of collaboration of stakeholders. For instance, continuous communication and collaboration between teacher training colleges – including but not limited to student teachers, teacher educators, school leadership and communities (72).

Discussion

In the next sections, findings of this study are discussed in line with the discourse on Global Education. In this regard, results are discussed in two perspectives: Rwandocentrism in the context of globalisation and reconciliation of threefold profile.

Rwandocentrism in the context of Globalization: Balancing the ambivalence

The results of this study show a sense of Rwandocentrism being at the centre of education. The statement of educational mission emphasizes the transformation of Rwandans into skilled human capital ready to boost national development as the goal of education. Similarly, inculcation of Rwandan cultural heritage, solid commitment to national identity and promotion of patriotism spirit are at the heart of objective and content of the ITE curriculum. This sense of nationalism has its merit and credits in the make-up of Rwanda as a nation and reconstruction efforts in the aftermath of 1994 Genocide. In the mean-

time, the world has changed and is changing on an unprecedented pace. Global interconnectedness and interdependence stand as the main features of the current global environment. Humankind is now a single community bound together by a spirit of mutual concern, common interests and shared fate (Räsänen, 2010, p. 13; Parekh, 2003, p. 11). The current global setting calls for a review of how people look at the world and how they cope with its requirements. Cosmopolitanism is suggested as a cultural, moral and political orientation with potentials to respond to the limitations of nationalism and a fitting approach to address global issues associated with globalization (Lin, & Jackson, 2020, p. 89; Calhoun, 2008, p. 429). Accordingly, cosmopolitanism theoretically reflects ethical, cultural, political behaviour to deal with globalisation (Calhoun, 2008). The ascendancy of cosmopolitanism as alternative paradigm to look at the global issues sparked a vigorous debate among scientific community splitting it into two main blocs defending either cosmopolitanism or nationalism (Gunesch 2004; Bowden 2003). However, neither nationalism nor cosmopolitanism was found ready to provide alone satisfactory solutions to all humanity's questions and needs; rather, both trends have been found to possess some major flaws rendering them potentially dangerous if untamed (Gunesch, 2004; Bowden, 2003). Yet, put together, they reinforce one another, and they possess important complementary aspects which are essential in tackling the challenges brought forth by globalization (Calhoun, 2008, Gunesch, 2004; Bowden, 2003; Parekh, 2003). The reconciliation of both paradigms is believed to be a possibility and necessity (Erez, & Laborde, 2020; Berdún, 2013, p. 26). For instance, Bowden (2003) suggests that "the possession of global awareness does not inhibit one from expression of patriotic pride and even a love of one's country" (p. 245).

The discussion above leads to the assumption that extreme sense of Rwandocentrism does not carry with it the potentials to prepare prospective teachers for their future environment which would be all the more only challenging to them. Extreme nationalism is reportedly harmful (Gunesch, 2004; Bowden 2003) and self-destructive as there is a claim that "the vitality and longevity of a national identity depend upon its adaptability and ability to absorb the influx of foreign influence if it is not to stagnate and risk extinction" (Bowden, 2003, p. 244). A cosmopolitan patriotism (Erez, & Laborde, 2020; Appiah, 1997) which reinforces national identity while considering global issues is suggested as a fitting alternative to mere nationalism especially in the current time of global interconnectedness.

Global Education in teacher training: reconciliation of the threefold profile

The analysis of the findings of this study brings to the fore threefold profile of ITE curriculum in Rwanda: Nationalist, instrumentalist, and globalist-dynamist. Rwandocentrism is the centrality of the teacher education as examined through the analysis of ITE curriculum provision. Besides, the world is seen as dynamic and implies uncertain future. Accordingly, ITE focusses on equipping prospective teachers with competences to adapt to such dynamicity and complexity of the education in the changing world. Learner-centeredness, inclusiveness and competence-orientation are pedagogical premises of the ITE curriculum. According to the findings of this study, a diversity of competences is suggested in the perspective of global-dynamist profile of the ITE curriculum in Rwanda. In the current context of globalized world, education faces a variety of challenges from the specific nature of the content to deliver to the increasingly diverse students (Zhao, 2010, p. 426). The growth of knowledge poses the challenge of not

only dealing with abundant knowledge but the lack of knowledge, as well (Scheunpflug, 2011, p. 32). This conjuncture puts the teachers in a tough position where they are required to make sound and professional judgments (Zhao, 2010, p. 426). Teachers are at the cross-road of cultures building bridges between generations and preparing young people for a more challenging and uncertain future (Räsänen, 2010, p. 13). This requires a new generation of teachers who are able to make a critical reflection of the complexities of the current environment (Räsänen, 2010, p. 16), interpret them and grasp what they mean for their job (Zhao, 2010, p. 429). To prepare that generation of teachers, there is a need of global oriented teacher education where local educational institutions prepare prospective global-minded teachers (ibid., p. 429).

Conclusively, the ITE curriculum towards Global Education necessitates a complex and multifaceted change project which needs to consider the reconciliation of its nationalist and globalist-dynamist profile in a flexible paradigm which is embedded in a humanistic perspective of education. The instrumentalist profile is not thoroughly lost in this conjuncture, rather it is reshaped towards the view of investment in education as a valuable contribution to the well-being of humankind. It is a venture which requires teacher education to transcend the common practices of covering a defined set of requirements, completing a certain number of credits and demonstrating an understanding of certain knowledge and skills (Goodwin, 2010, p. 22) to develop a thinking-based and solution seeking-oriented learning.

Outlook

The study at hand stimulates further scientific, political and practical reflections for the integration of Global Education in ITE in Rwanda and possibly similar educational contexts.

Research: The results ignite further scientific questions. First, curriculum design and its implementation can depend on a variety of factors. As a follow up of this study, further empirical research is recommended to explore how ITE curriculum is implemented. How are prescribed competences and values taught? How are global issues and competences reflected in the curriculum in the practice of teacher training in the context of Rwanda. In the same orientation, further empirical studies can be done to delineate how Global Education is reflected and taught in different subjects. Second, as indicated earlier, existing literature on Global Education comes from the Global North (Schreiber, & Siege, 2016, p. 241). In this backdrop, conceptual research is recommended, too, through a reconstructive contextualisation, for the conceptualisation of Global Education in Rwanda and possibly similar context. Third, further empirical research on development of the ITE curriculum could be an added value for understanding its orientations.

Policy and practice: Despite the appearance of global issues and competences likely to facilitate Global Education, the SDGs are not explicitly visible in the ITE curriculum. Therefore, reflections on SDGs in general and more especially on SDG 4.7 necessitates to be explicitly included and reflected in ITE curriculum of Rwanda. Furthermore, Global Education requires joint efforts of formal, non-formal and informal education (UNESCO, 2018). Therefore, the integration of networking in-country and beyond (see Scheunpflug, 2011, p. 39) like excursions and exchanges could be reflected in relation to Global Education. More than that, there is a need for continuous training for teacher educators on global issues as well as the integration and reflections of Global Education in ITE curriculum and practice in both content and methodological approaches.

Conclusively, all world agendas need not only to be signed and ratified, but to be implemented in a context-related way. This study shows that in order to give the SDGs some more weight within the country, more efforts are needed in this direction. This study is a contribution for this journey.

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