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Câmpus de Marília

AMNA GOHAR

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**AN INTERCULTURAL LOOK AT TEACHER TRAINING:
REFLECTIONS FROM THE PEDAGOGY COURSE IN
BRAZIL AND PAKISTAN**

Marília - SP
2024

AMNA GOHAR

**AN INTERCULTURAL LOOK AT TEACHER TRAINING:
REFLECTIONS FROM THE PEDAGOGY COURSE IN BRAZIL AND
PAKISTAN**

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Advisor: Prof. Dr. Alonso Bezerra de Carvalho

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UNIVERSIDADE ESTADUAL PAULISTA

Câmpus de Marília

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TÍTULO DA TESE: UM OLHAR INTERCULTURAL PARA A FORMAÇÃO DE PROFESSORES:
REFLEXÕES A PARTIR DO CURSO DE PEDAGOGIA NO PAQUISTÃO E NO BRASIL

AUTORA: AMNA GOHAR

ORIENTADOR: ALONSO BEZERRA DE CARVALHO

Aprovada como parte das exigências para obtenção do Título de Doutora em Educação, pela
Comissão Examinadora:

Prof(a). Dr(a). ALONSO BEZERRA DE CARVALHO (Participação Presencial)
Departamento de Didática / Unesp Faculdade de Filosofia e Ciências Marília

Prof(a). Dr(a). MARIA SILVIA ROSA SANTANA (Participação Virtual)
Programa de Pós-Graduação em Educação / Universidade Estadual de Mato Grosso do Sul, Paranaíba

Prof(a). Dr(a). GIZA GUIMARÃES PEREIRA SALES (Participação Virtual)
Mestrado Profissional em Educação - UNASP / Centro Universitário Adventista de São Paulo (UNASP – EC)

Prof(a). Dr(a). CARLOS DA FONSECA BRANDÃO (Participação Presencial)
Departamento de Educação / UNESP/FFC - Marília/SP

Prof(a). Dr(a). ROSANE MICHELLI DE CASTRO (Participação Virtual)
Departamento de Didática e Programa de Pós-graduação em Educação / Faculdade de Filosofia e Ciências de
Marília

Marília, 13 de setembro de 2024

Paulo Sergio
Teles:19097331803

Assinado de forma digital por
Paulo Sergio Teles:19097331803
Dados: 2024.09.17 09:10:34
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Paulo Sérgio Teles
Supervisor Técnico de Seção
Seção Técnica de Pós-Graduação

Faculdade de Filosofia e Ciências - Câmpus de Marília -
Av. Hígino Muzzi Filho, 737, 17525-900, Marília - São Paulo
<https://www.marilia.unesp.br/#/poseduCNPJ:48.031.918/0008-09>

Dedication

I dedicate this humble effort to my parents (Ali Gohar and Begum Tasmia Gohar), my husband Arshad Jalal and son Muhammad Ibrahim Arshad , my sibling, whose valuable prayers, strong support and unceasing confidence in my abilities helped me a lot in completion of this research.

Thank you and I love you all.

I offer

To my husband Arshad Jalal and his family (Noor Jalal and Muntaj Pari), whom I consider my new family, my son Muhammad Ibrahim Arshad, my siblings, my relatives and my friends who have always supported, encouraged and trusted me and wanted see this achievement.

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Ms. Amna Gohar



***“In The Name of Allah
The Most Beneficent,
The Most Merciful” (English)***

***“Em nome de Alláh, O Mais Beneficente, O Mais
Misericordioso” (Portuguese)***

UM OLHAR INTERCULTURAL SOBRE A FORMAÇÃO DE PROFESSORES: REFLEXÕES A PARTIR DO CURSO DE PEDAGOGIA NO BRASIL E NO PAQUISTÃO

RESUMO

O Brasil e o Paquistão passaram por processos de colonização que continuam a exercer influência significativa em suas paisagens educacionais, culturais e econômicas. A formação profissional de professores desempenha um papel crucial na melhoria da qualidade da educação em um país. Apesar de sua importância, o campo enfrenta inúmeros desafios na era contemporânea. Este estudo visa avaliar o papel da formação profissional de professores nos sistemas educacionais de duas nações: Paquistão e Brasil. O objetivo principal é analisar os cursos de formação de professores em nível de pós-graduação e sua importância para o desenvolvimento profissional. O objetivo principal é investigar o processo de formação de professores, com foco particular em cursos de pedagogia, para examinar a legislação de políticas educacionais e sua implementação nos países. Além disso, explora a influência dos filósofos; Allama Muhammad Iqbal do Paquistão e Paulo Freire em sua educação em cada país. No final, a influência religiosa foi discutida no islamismo no Paquistão e no cristianismo no Brasil no contexto da educação. Empregando uma metodologia qualitativa que é tanto interpretativa quanto exploratória, o estudo alavanca pressupostos teóricos e metodológicos da análise qualitativa. Consequentemente, o método qualitativo foi adotado para estudo documental, interpretação e comparação. A coleta de dados se baseou em fontes secundárias, como rascunhos de políticas, artigos de notícias, conteúdo de cursos e revisões bibliográficas para descrever a constituição de cursos de pedagogia, revisão de conteúdo de cursos e contextos históricos. Os dados foram analisados usando análise temática e de conteúdo para destacar as semelhanças e diferenças no treinamento de pedagogia em ambos os países, particularmente em termos de implementação. As descobertas indicam que as políticas no Brasil e no Paquistão visam promover educação de qualidade produzindo professores bem treinados e competentes. Embora as disciplinas de pedagogia em ambos os países mostrem algumas semelhanças, elas também abordam as demandas em níveis nacional e internacional. Os filósofos têm um grande impacto na educação e na conscientização das pessoas sobre questões centrais. A religião também desempenhou um papel importante em ambos os países em seu setor educacional e tem grande impacto em suas vidas diárias.

Palavras-chave: Formação de professores, Política de Formação, análise comparativa, Brasil e Paquistão.

AN INTERCULTURAL LOOK AT TEACHER TRAINING: REFLECTIONS FROM THE PEDAGOGY COURSE IN BRAZIL AND PAKISTAN

ABSTRACT

Brazil and Pakistan have undergone colonization processes that continue to exert significant influence on their education, cultural, and economic landscapes. Professional training for teachers plays a crucial role in enhancing the quality of education within a country. Despite its significance, the field faces numerous challenges in the contemporary era. This study aims to evaluate the role of professional teacher training in the educational systems of two nations: Pakistan and Brazil. The main goal is to analyze the teacher training courses at the graduate level and its importance for professional development. The primary objective is to investigate the teacher training process, focusing particularly on pedagogy courses, to examine the legislation of educational policies and its implementation in the countries. Further, it explores influence of philosophers; Allama Muhammad Iqbal from Pakistan and Paulo Freire on its education in each country. At end, the religious influence has been discussed Islam in Pakistan and Christianity in Brazil in the context of education. Employing a qualitative methodology that is both interpretive and exploratory, the study leverages theoretical and methodological assumptions of qualitative analysis. Consequently, the qualitative method was adopted for documentary study, interpretation, and comparison. Data collection relied on secondary sources such as policy drafts, news articles, course content, and bibliographic reviews to describe the constitution of pedagogy courses, course content review, and historical backgrounds. The data was analyzed using thematic and content analysis to highlight the similarities and differences in pedagogy training in both countries, particularly in terms of implementation. The findings indicate that the policies in Brazil and Pakistan aim to promote quality education by producing well-trained and competent teachers. While the pedagogy disciplines in both countries show some similarities, they also address the demands at both national and international levels. The philosophers have a great impact on education and awareness of people about central issues. Also religion has played important role in both countries in their education sector and has great impact on their daily lives.

Keywords: Teacher education, Policy, comparative analysis, Brazil and Pakistan.

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LIST OF ABBREVIATIONS

B.Ed	Bachelor of education
HEC	Higher education comission
MOE	Ministrey of Education
MEC	Ministério da Educação
BNC	Base Nacional Curricular
BNCC	Base Nacional Curricular Comum
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
NEP	National education policy Pakistan

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CHAPTER-01

AN INTERCULTURAL LOOK AT TEACHER TRAINING: REFLECTIONS FROM THE PEDAGOGY COURSE IN BRAZIL AND PAKISTAN

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

The current research is totally based on comparative study of teacher training course and pedagogical practices that also presents a strong relationship between initial training and its constitution that identify the initial professional route of graduates of the pedagogy course. This research carried out comparatively about initial teaching practices at graduate level in Pakistan and Brazil. In general, the research intends to be innovative in comparison about teacher education, training and its future professionals, with a view to understanding gaps, insufficiencies, the internship, initial training, the practices of teachers in the classroom and virtues in this field in the respective South America country Brazil and Asia country Pakistan.

Education systems are structured to achieve specific goals and purposes with an organized infrastructure. Teacher education is a complex process with initial and professional training that is influenced by national and international educational policies and strategies (Raud & Orekhova, 2020). Diploma and teaching certificates are the initial requirement for professionally qualified teachers in the current era (Glathorn et al., 2006), while teacher programs have produced and prepared teachers with aspects of pedagogy and psychology to effectively improve their practical teaching (Selmo & Orsenigo, 2014). The quality education of teacher is most important requirement for promoting education reforms in the educational system and improves student achievement in practical and professional life in a nation (Cochran-Smith, 2008). Learning and practice are the two prominent factors in teacher education (Endedijk et al., 2012) that have a potential role in economic growth and development (Tang, 2015).

1.2. IMPORTANCE OF TEACHER EDUCATION

Teacher education is an important part to be exercise for their profession which drive the absorption of knowledge in university courses (Stürmer et al., 2015) can contribute to the improvement of their school experiences and, thus, balance theory and practice at the same time

(Julie & Brian, 2007; Paramita et al., 2020). The demographic changes in a country put a teacher in front of new experiences, with a wide range of students with different academic, physical and cultural perspectives in the classroom (Munthe & Rogne, 2015). Teacher education programs can address all of these problems by utilizing a hands-on learning environment that provides teachers with excellent skills, including in the field of research, for their future teaching and learning practices (Brouwer & Korthagen, 2005; Diamond et al., 2014). Vocational training potentially analyses and understands classroom behaviours, students' academic and socioeconomic status, as well as teachers' professional and financial status (Goeze et al., 2014; Kara et al., 2020). Training courses can be relevant moments to provide an individual with effective and high-quality pedagogical practices (Yang & Rao, 2020). Training needs or can create certain innovations and variations from specific environmental factors to achieve its goals. Training courses can be relevant moments to provide an individual with effective and high-quality pedagogical practices (Yang & Rao, 2020).

It is known, as noted above, that teacher education has become an increasingly important part of the educational system that improves the quality of education in any country. Thus, carrying out a comparative study on teacher education and its practical and theoretical role in Brazil and Pakistan can bring important contributions to education, especially when we consider two countries that have undergone a colonization process with an impact on education up to the present day. Or rather, in the field of education, Brazil and Pakistan suffered the consequences of a process of economic and political domination, with deep marks in their culture, values and practices. On the one side, bring them closer, on the other; distance them, with a view to the specifics of their contemporary realities. It clearly understood that a comparison between Brazil and Pakistan from an intercultural and dialogical perspective, the study establishes and highlight the points of contact and distance from their educational realities, specifically with regard to the Degree in Pedagogy, as a course of teacher training in both countries. Finally, we started from the idea that the comparative study is a possibility to carry out intercultural educational research for such results.

During their graduate studies and while pursuing a master's degree, the researcher worked as a professor in initial teacher training courses at two different universities. This role allowed the researcher to engage directly with numerous questions and discussions around teacher training, both from an academic and practical perspective. Teaching in this capacity gave

the researcher a foundation of firsthand insights into the dynamics of teacher preparation, revealing various aspects of how prospective teachers are trained to handle real-world classroom situations. As both a professor of teacher training and a researcher, the individual gained a well-rounded understanding of the subject by integrating personal experiences from professional life with extensive data gathered from academic studies. These experiences highlighted a critical insight: teacher training is not limited to theoretical instruction at the university level but also unfolds dynamically in the everyday work within classrooms and school settings. Trainee teachers not only learn from formal training sessions but also from navigating real-life situations and interacting with students and colleagues. Through these hands-on experiences, aspiring teachers are exposed to the realities of the profession, from classroom management to curriculum adaptation, and gain an understanding of the school environment as a whole.

Furthermore, these lived experiences help either reinforce or challenge the theories and discussions introduced in university courses. For example, a teacher might learn classroom management theories in a course, but it is only when they face a challenging classroom that they realize the practical application of these theories. In some cases, real-life teaching situations may even contradict the theories taught in academic settings. When such contradictions arise, teachers must adapt, often developing personalized strategies that work within their specific context. In summary, teacher training is a blend of formal academic learning and practical, hands-on experience. Through this combination, trainee teachers not only solidify the theories they learn in the university setting but also adapt and sometimes question them based on the realities they face in actual classrooms. This continuous interaction between theory and practice allows teachers to build their skills and understanding, making them more effective educators over time.

1.2.1 TEACHER EDUCATION: THEORY AND PRACTICE

The connection between theory and practice is much needed in the field of teacher education (Donaldson, 2011; Munthe & Rogne, 2016; Darling-Hammond et al., 2017). The teacher needs to be an expert in theory and practice; therefore, teacher education courses should be closely linked to work in the classroom (Darling-hammond et al., 2005; Grossman et al., 2008). Overall, many organizations work to address different methods of connecting theory and practice. Teacher training is increasing significantly every day around the world (Tatto et al., 2019). They are working to develop the program in accordance with the community and the

university in different areas (OCED, 2005; Tatto et al., 2012). In the study by Hammerness and Klette (2015), teachers must connect to practice during their courses in the teaching program. It makes the teacher more effective for practical teaching and makes him capable of being placed in the classroom (Darling-Hammond et al., 2005; Kriewaldt & Turnidge, 2013).

There is a huge gap between courses and practices in teacher education that has been criticized by education experts (Flores, 2014; Flores et al. 2016). Many global studies have investigated the unity of teacher education programs in different regions (Samaras et al., 2016; Canrinus et al., 2017; Joos et al., 2019). Coherence between course and practice has a positive impact on student learning and teaching (McQuillan et al., 2012). The teacher unit program also builds the teacher's professional identity (Rogers, 2011), through their teachers transferring their knowledge in a better way (Geraedts et al., 2006). By implementing a coherent program, there may be more opportunities to link theory and practice (Goh & Canrinus, 2019). By focusing on the coherence of the teacher training program, there may be a focus on teacher self-development that can improve the system (Canrinus et al., 2017). In addition, coherent teacher training allows trained teachers to critically examine and apply their teaching skills to endorse and engage in in-school internship (Canrinus et al., 2017; Canrinus et al., 2019). It plays a significant role when teachers implement their qualification for professional practice that influences student learning and academic performance (McQuillan et al., 2012; Timperley, 2005). Coherent teacher training allows trained teachers to critically examine and apply their teaching skills to endorse and engage in in-school internship (Canrinus et al., 2017). It plays a significant role when teachers implement their qualification for professional practice that influences student learning and academic performance (Timperley, 2005). Coherent teacher training allows trained teachers to critically examine and apply their teaching skills to endorse and engage in in-school internship (Canrinus et al., 2019). It plays a significant role when teachers implement their qualification for professional practice that influences student learning and academic performance (McQuillan et al., 2012).

1.2.2 CLASSROOM INTERACTION: STUDENT-TEACHER RELATIONSHIP

Teachers are agents of social change for their students in the classroom, their strong interaction and relationship plays a positive role in student development (Pas et al., 2014; Donnell & Gettinger, 2015). Teacher education programs also focus on the importance of the

teacher-student relationship to improve effective interaction (Tout et al., 2010). Positive student-teacher interaction improves students socially; their social competence, behavioural problems, and academic performance (Hamre & Pianta 2005; Mashburn et al., 2008). Research shows that students in high-level preschools and quality classrooms are more social than students in low-level preschools (Rimm-Kaufman et al., 2002; Burchinal et al., 2010; Johnson et al., 2013). Different programs seek to improve the classroom environment through workshops that are effective for the classroom (Glazer & Hannafin, 2006). Teacher education provides effective training for a positive classroom environment (Onchwari & Keengwe, 2008; Pianta et al., 2008; Rudd et al., 2009; Sheridan et al., 2009; Hamre et al., 2012).

Positive student-teacher interaction strengthens their relationship and teaching learning environment (Cooper, 2014). Teacher who pay proper attention and consider students' responses and encourage their involvement in the classroom (Patrick et al., 2007), through a strong belief and positivity that improved student behaviour and classroom learning activities (Kelly & Turner, 2009; Martin & Dowson, 2009). This interaction enhances cooperative learning and classroom discussion, which has a positive effect on student learning (Wang & Holcombe, 2010). Students enjoy class discussions and activity-based learning (Yazzie-Mintz & McCormick, 2012). Interaction with peers in the classroom is also important for student engagement and social development. Students really enjoy it when they are involved in interesting activities (Davis & McPartland, 2012). Research suggests that student engagement and interaction are as important as learning a subject (Cooper, 2014). However, activities in any discipline such as math, science, social studies, English, art each play an essential role and greatly influence student behavioural engagement in the classroom (Larson, 2011; Rossman et al., 2011; Wilhelm & Novak, 2011).

1.3. HISTORICAL AND THEORETICAL ASPECTS OF PEDAGOGY COURSE IN BRAZIL AND PAKISTAN

1.3.1 TEACHER TRAINING IN PAKISTAN

The end of colonial rule, promoted by the British, in the Indian subcontinent resulted in the migration of the population and the division of lands in two separate nations: Pakistan and India. The educational setting and distinctions under British colonial rule had a lasting impact on both countries. In the case of Pakistan, the country became independent in 1947, and due to the

lack of economic conditions, education and political self-determination the educational system was deeply affected. With multiple problems, the country, already independent, has not achieved economic growth (Husain, 2009).

Although considered a developing country and which could deepen and consolidate this development through high-standard education, with well-qualified teachers, what is seen is a standardized and low-quality teacher training, mainly due to the lack of good methods. education and the use of old training curricula (Government of Pakistan, 2006). In 2008, USAID launched a five-year "Teacher Development Project" initiative to bring quality education to Pakistan and introduced a four-year Bachelor of Education (B.Ed. Hons) and an Associate Degree in Education (ADE) (Government of Pakistan, 2009). Pakistani teacher education has both pre-service and in-service training programs (Aly, 2007). Initial training is necessary for the formation of a quality professional, while in-service training is provided after selection to promote and drive new educational trends into teaching (OECD, 2005). The in-service program is to be maintained in line with the current needs of the school, such as using audio and video resources to facilitate teaching (Soon, 2004; Khan, 2004).

In Pakistan, the Ministry of Education is responsible for training teachers and implementing their policies. Universities can offer teacher education programs evaluated by the Commission on Higher Education (HEC). The policy, adopted in 2009, sought to qualify the training of teachers, separating and adopting levels of training for primary, elementary and secondary, with accreditation and certification procedures, through which teachers were trained with training programs based on results of updated research (Ministry of Education, 2009). In addition, the National Council for Accreditation for Teacher Education (NACTE) is working to improve the quality of teacher education programs through NACTE standards (Jalal et al., 2017). The 'Professional Standards for Teachers' were developed with the aim of training primary teachers to make them more qualified and mastering the most up-to-date topics and ideas. This process of adopting a quality reform to the Pakistani teacher training system at all levels is under the responsibility of the Ministry of Education. (Ministry of Education, 2009).

1.3.2 TEACHER TRAINING IN BRAZIL

With the end of colonial rule in Portugal and Brazil becoming independent in 1822, through the declaration of Dom Pedro I – “Independence or Death” - and the establishment of the

Empire, Brazil took the first steps towards a policy of formation of professionals for education, influenced by post-colonization. Thus, training programs were affected, bringing consequences for the performance of teachers in the Brazilian context, with consequences until today (Sarmiento, 2015). Different factors in the environment influence the effectiveness of teaching, as well as appearing to affect its identity (Nascimento, 2010; 2014). Teacher training in Brazil prepares teachers for early childhood, elementary, secondary, youth and adult education, education for people with special needs, technical schools, indigenous education, rural or rural education and distance education. The teaching programs aim to promote a quality teaching career, as well as provide opportunities for the experience of teaching practice in public schools. The link between theory and practice is proposed and seen as a possibility to improve the quality of initial teacher education (Brasil, 2013).

In the 20th century, Brazil introduced 'theory/practice' in teacher training. The Ministry of Education is responsible for establishing and implementing teacher training (Ministry of Education, 2009). According to the national legislation of guidelines and foundations for training, only universities and higher institutions are approved to provide qualification and work in basic education (Brasil, 2005). The degree in Pedagogy is responsible for the training of teachers at municipal centers for early childhood education (CMEI) with children aged 6 months to 3 years, early childhood education with students aged 4 and 5 and elementary education with students aged 6 to 11 years. The Institutional Program for Teaching Initiation Scholarships (PIBID) project shows the importance of practical training for teaching and includes teaching practice in the teaching program (Santos et al., 2013). The national policy on teacher training (Brasil, 2009) also introduced a scheme of regular and distance courses. The Open University of Brazil (UAB) plays a key role in promoting teacher education through distance education (Brasil, 2006), which has improved enrolment in Pedagogy courses (Ministério da Educação, 2010).

1.4. JUSTIFICATION OF THE STUDY

From my path working in the teacher training course as well as a researcher at the Master's level and my experience as a professor at the University of Peshawar and Islamia collegiate university, encouraged me to do research on teacher training course. At master level I did my research on comparative study that was about teacher recruitment policies in all states of Pakistan. Therefore, the idea emerged from my research and professional experience to do

research on comparative teacher training internationally. For this purpose, the research is to develop a comparative investigation about the teacher training process and its contribution to pedagogical practice at school level, analysing the reality of two countries: Brazil and Pakistan. The primary goal of this comparative study is to explore the teacher training processes in both countries and assess how these processes contribute to effective teaching practices at the school level. The selection of Brazil and Pakistan is deliberate. Both countries have histories shaped by colonization but are culturally and religiously distinct, influencing their educational approaches. While Brazil has a predominantly Christian heritage, Pakistan's cultural and educational system is deeply rooted in Islamic traditions. These differences offer a unique perspective on how varying cultural and religious contexts shape teacher education.

This comparative approach to teacher education allows us to broaden our understanding by looking at how different nations prepare educators. Teacher education is a dynamic field, one that invites diverse approaches and reflections on how best to prepare future educators. By comparing Brazil and Pakistan, we can gain a richer understanding of how distinct cultural, religious, and historical backgrounds influence teacher training, potentially uncovering new insights into how pedagogical practices are developed, challenged, and enriched in varying contexts. This research aspires to bridge understanding across borders, contributing valuable perspectives to the global discourse on teacher education.

In the presentation to the Brazilian edition of classic book *Comparative Method in Education* (1973), Bereday considers that the forms of research represented by comparative education have become increasingly known and are structured on two principles:

“First, one thing can be compared to anything else, as long as a common denominator is found. Since the elephant and the fly breathe, we can compare them by saying that their breathing is heavy, while this one's is light. The second principle states that not everything is worth comparing. Only when most elements are the same is it desirable to compare those that are not. In this way their differences and variations become significant” (BEREDAY, 1973)

With regard to interculturality, and inspired by Catherine Walsh (2012), we thought to do research and compare from the most diverse historical and theoretical contexts, taking into

account the most complex relationships, negotiations and cultural exchanges, in order to develop a interaction between culturally different people, knowledge and practices. This intercultural perspective prevents us from reducing our processes of investigation and knowledge construction to a simple mixture, or fusion, combining elements, traditions, characteristics, values, beliefs and, in our case, teacher education policies situated and guided by practices culturally the most diverse. According to Walsh, understanding interculturality as constituted by several dimensions invites us to a deep analysis and discussion about our relationships and coexistence with others, whether people, cultures, practices, knowledge. In other words, interculturality refers to:

- A dynamic and permanent process of relationship, communication and learning between cultures under conditions of respect, mutual legitimacy, symmetry and equality;
- An exchange that is built between people, knowledge, knowledge and culturally different practices, seeking to develop a new sense between them in their difference;
- A space for negotiation and translation where social, economic and political inequalities, and society's power relations and conflicts are not kept hidden, but recognized and confronted.
- A social and political task that challenges society as a whole, which starts from concrete and conscious social practices and actions and tries to create ways of responsibility and solidarity. (WALSH, 2005, p. 10-11):

In this sense, the challenge we proposed to carry out in the research is to understand how differences and similarities in various aspects of education they conceived and implement for teacher education policies in two countries, in order to explore the new epistemological and axiological horizons. We defend the idea that researching teacher education, in the context of interculturality and a comparative study, may imply new perspectives, new concepts and new paradigms in the construction of knowledge and new pedagogical and didactic strategies. Therefore, we considered that teacher education is a field that encompasses different perspectives of approaches, fruitful and important for entering and reflecting on the field of education. As we have seen, the challenge we set ourselves in this research is more enriching to

expand our horizons beyond a situated place and include the possibility of comparing very different realities.

In this way, the comparative study, when concerned with making comparisons between different groups of people and realities, selecting and classifying their differences and similarities, should be relative, not complete, nor from a universalizing perspective, as parameters to judge and rank realities. In order to discover similarities as well as differences between cultures to gain a better understanding about teacher training. In this case of how the educational system from different areas learns and thinks, how they are motivated and how they interact with each other and how each culture can help in providing insight into the different resources of others. In this view, the researcher explored innovative and diversified ideas about teacher education in both countries. That was helpful to fill the gap in teacher education based on the results obtained. It builds perspectives and propositions that can contribute both to the deepening of debate and research on teacher education and teaching practice, as well as suggestions, redefinitions and reorientations of training policies and practices, especially for the course of Pedagogy in both countries.

1.5. OBJECTIVES OF THE STUDY

Investigate the process of teachers training in specifically graduate pedagogical courses to compare teacher training in Pakistan and Brazil, focusing on courses that prepare teachers for quality school-level teaching. It examines each country's historical development of training programs, relevant legislation, and how these courses tackle essential aspects of teaching, such as practical experience, teaching methods, student assessment, curriculum structure and technological skills. By analyzing these elements, the study aims to show how well these programs build essential teaching skills and prepare teachers for real classroom settings, emphasizing their role in developing professional competencies for education;

- Investigate and analyze the historical background, legislation and curricular guidelines of the Pedagogy courses of each country.
- Examine different aspects of a Pedagogy course; curricular structure, educational/theoretical contents and references, teaching and assessment methods, supervised curricular internships and use of technologies in Brazil and Pakistan.

- Explore the influence of philosophers on teacher education programs Allama Iqbal in Pakistan and Paulo Friere in Brazil
- Analyze the religious influence in initial training programs in the context of Christianity in Brazil and Islam in Pakistan.
- Compare the similarities and differences regarding initial teacher training process in both countries to present major findings.

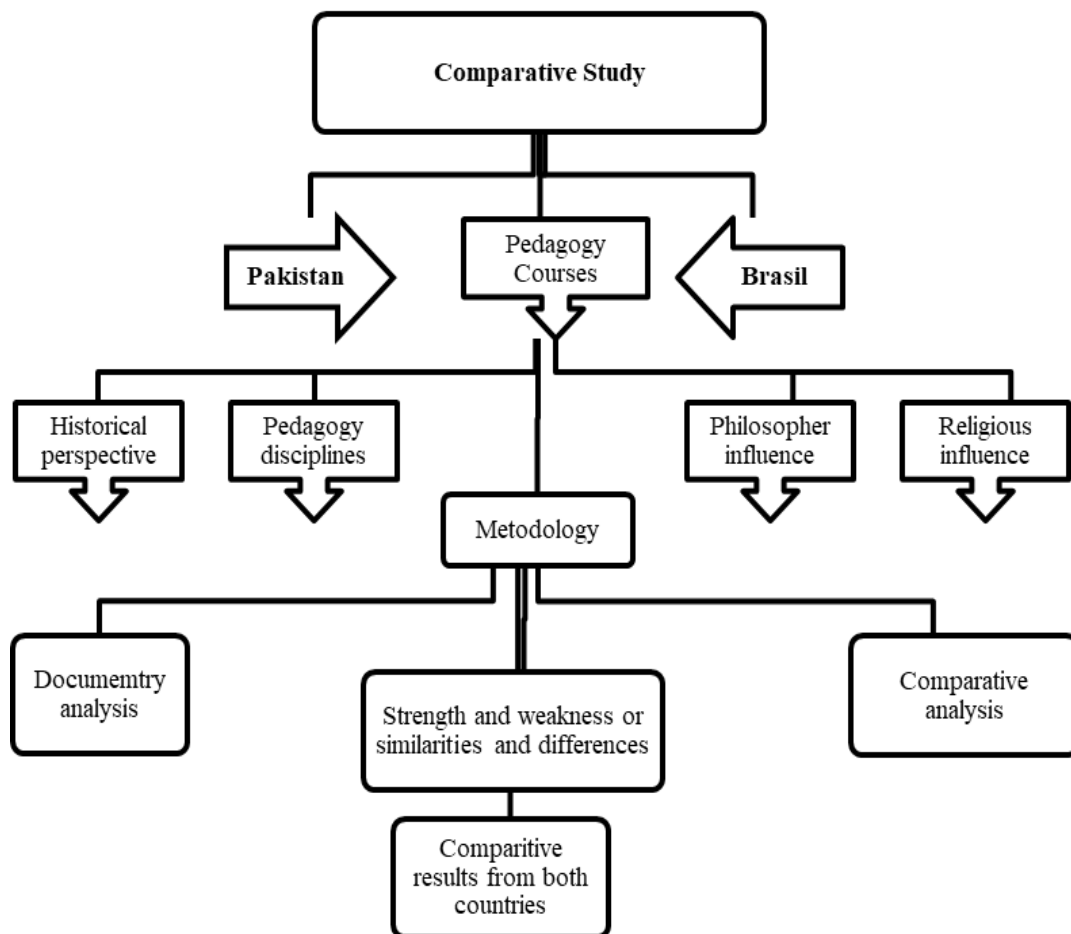
This study applies a structured methodology that combines documentary, interpretive, and comparative approaches to comprehensively analyze teacher training in Pakistan and Brazil. Beginning with documentary analysis, the researcher collected critical information on current teacher training policies and practices, especially regarding pedagogy courses, by examining official documents, policy guidelines, and curriculum frameworks that reveal each country's foundational standards and regulations for teacher preparation. In the second phase, an analytical-interpretive approach delves deeper into this collected data, scrutinizing syllabi to identify key educational themes, innovative concepts, and instructional strategies embedded within each program. This phase interprets the educational philosophies guiding teacher training in both countries, shedding light on the intentions behind curriculum design and pedagogical priorities. The final phase employs a comparative analysis, synthesizing the findings from both nations to reveal similarities, differences, and unique aspects in their approaches. This comparison explored how historical, cultural, and legislative factors shape the distinctive features of each teacher education system, ultimately aiming to assess the effectiveness of their training practices and uncover valuable insights into the skills and knowledge deemed essential for teaching at the school level in diverse educational contexts.

1.6. RESEARCH METHODOLOGY OF THE STUDY

Methodology refers to the overall approach of research design that reflects the standards of the selected research paradigm (Collis and Hussey 2009). Qualitative methodology involves an intensive study of all aspects of one phenomenon to see their interrelationships. It is chosen when not much is known about the issue under study. This helps to gain a deep understanding of the research context and develop richer knowledge about the phenomena, especially social conditions (Silverman, 2010). Another author argues that qualitative research tries to report multiple perspectives to develop a holistic picture of the issue Creswell (2009; 2013) and Yin

(2009) has argued that qualitative researchers are often less rigorous and provide less opportunity for generalization. Despite such shortcomings, qualitative research is useful for studying social phenomena that do not aim to provide a general law.

Figure 1.1 CONCEPTUAL-METHODOLOGICAL FRAMEWORK FOR PROJECT DEVELOPMENT



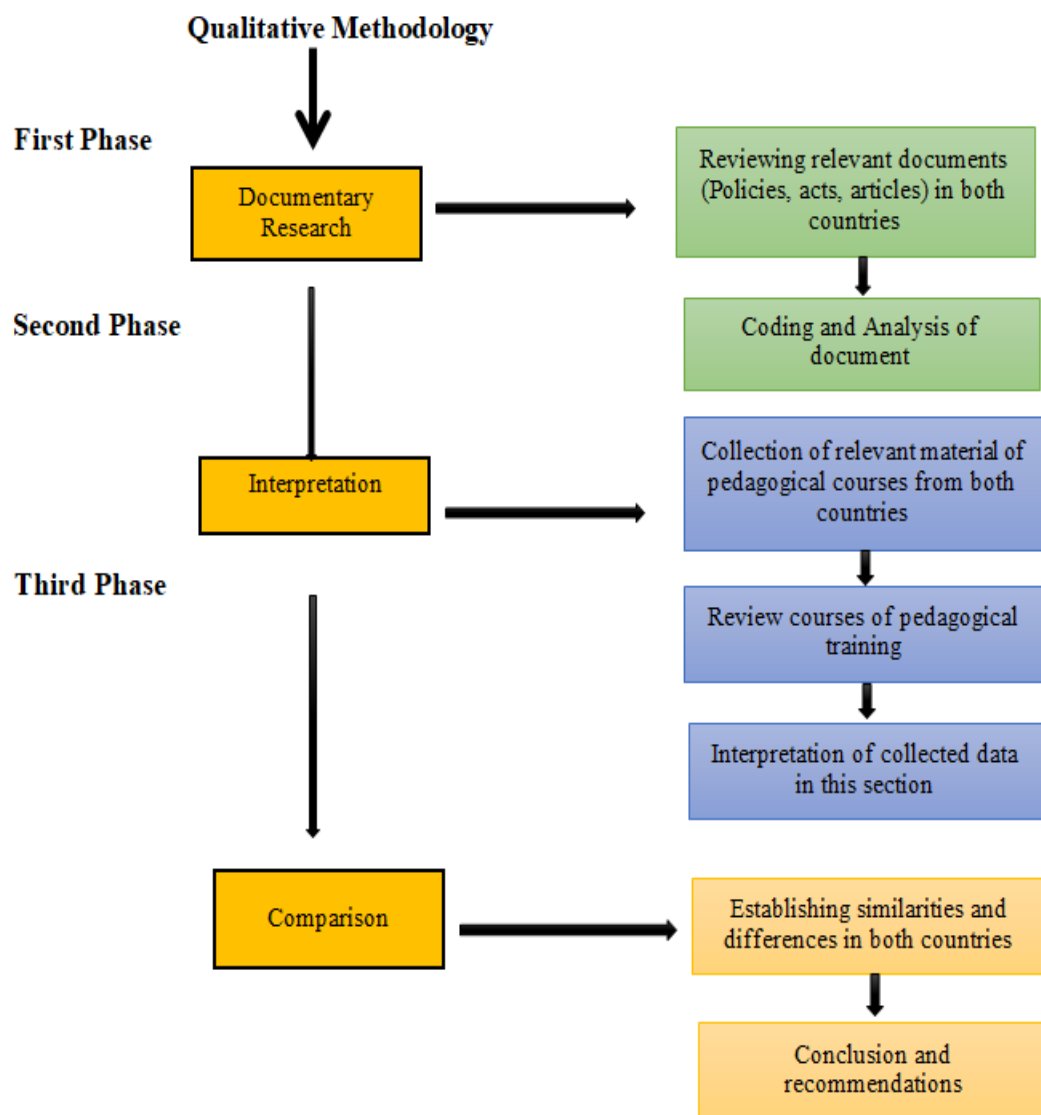
Source author, 2023

1.6.1 RESEARCH DESIGN; QUALITATIVE RESEARCH METHOD

This research developed on the bases of qualitative research approach. It is the most dominant approach and considered a method widely used in the 20th century by quantitative research in the Social Sciences (Dörnyei, 2007). Qualitative research has different methods and techniques to be conducted; it is not delimited to a specific paradigm or limited area, so it is different for different surveys (Denzin & Lincoln, 2011). It is the most appropriate method for this project because it requires the collection of mostly non-numerically open data that analysed mainly by non-statistical methods. The qualitative paradigm adopted that not be based on the explanation or mere description of the data collected, but an interpretive approach is adopted in seeking the meaning of the data.

The methodology used for the accomplishment of this research was a triple approach such as documentary, interpretive and comparative and presented in details in figure 1.1. The qualitative methodology was selected since the qualitative data details the research data. Qualitative methodology is, therefore, applied here to obtain data about the research context. Researcher chose qualitative research methodology because it seeks to study issues in their natural settings and to understand phenomena in terms of the meanings that people bring to them (Silverman, 2010). Rich empirical data required more insight data therefore; qualitative data are gathered in its natural setting, thereby making the effects and richness of the environment be factored. The qualitative methodology will allow the social and cultural contexts in which the participants work and approach them from different job positions to compare and understand their viewpoints (Myers, 2009). Therefore, the application of quantitative methodology to the study wasn't suitable Hence a qualitative approach is suggested and adopted. So far, this research has justified the adoption of documents analysis, an interpretive and comparative paradigm with the use of a qualitative methodology. The following section deals with selecting an appropriate research strategy for this study.

FIGURE 1.2 ILLUSTRATION PROCESS OF DATA COLLECTION AND ANALYSIS COMPARATIVELY



Source; Author, 2023

1.6.1.1 First Phase of the research; Documentary review

Therefore, in the first phase for the fundamental objective of the research is to analyse the process of constitution, legislation, historical and theoretical aspects and curricular guidelines of pedagogy courses in Brazil and Pakistan. Similarly, the influence of philosophers on education in both countries were explored by using review of related articles meanwhile the influence of religion has been also analysed by using bibliographic/documentary analysis of articles and

policies. Adopting the method of comparison, a literature review and documental survey carried out on each national system separately, with its history and current development. The literature review aims to demonstrate different dimensions that directly contribute to the understanding of training policy in both countries. Documentary research includes the use of written documents covering government publications, journals, certificates, publications, biographies, journals, and various other sources of visual and pictorial materials in physical and material format (Scott, 2006; Payne & Payne 2004).). The documentary studies that was reviewed and analyzed for this research is mentioned in table 1.1 below.

Table 1.1 Sources for documentary study

S. no	Documentary studies	Brazil	Pakistan
1	International level	Internationally published material or articles	
2	National Level	Educational Acts and Policies by federal and national government, National Newspapers and Departmental Reports or articles	
3	Provincial/State level	Provincial Government Policies; Regional Books or articles	
4	Local Level	local Policy Documents, Regulation and Reports or articles	

Source Author, 2023

Therefore, in this stage research data was collected by secondary sources that provide interpretations of historical events based on primary sources. These sources include international reports and journals, education policy documents, speeches by government officials, Ministry of Education Annual Reports, and newspaper articles. They reflect both international and national perspectives and intentions regarding initial teacher education and training. Secondary sources were evaluated using a framework derived from a literature review and cross-checked with informants during reviews of pedagogy courses and relevant literature. This literature work already cited in chapters 2 (Policy work), 3 (Pedagogy course analysis), 4 (Philosopher influence), and 5 (Religious influence), offered valuable data that enhanced the scope and

understanding of the study. The documentary component was prioritized for several reasons: to get relevant information on current policies and practices in pre-service teacher education. Further to explore key secondary resources that would provide context for the research and a literature review of related research.

Research focusing on educational problems can use policy documents to get a handle on understanding the nature and sources of complex issues. Policy document analysis is a research tool in looking for the nature of policy documents as much as what lies both behind and within them. More particularly, it lends itself to be used as a method in qualitative projects. The documentary analysis research presented is policy document centred, and therefore, this method demands some understanding of the nature and purpose of the policy. In that context, the research reported here is limited in the current study of education policy for teacher education at the national level of Pakistan and Brazil. At the macro level, legislation guides education provision at the national level in acts of Parliament. In Pakistan, Education policy (2009) and for Brazil (2019) has been selected for the review and analysis. In both countries, the upper level of administration of education (policy-making, policy development) and lower institutional leaders (policy management, policy implementation), knowledge of the purpose and function of policy documentation is imperative in the process of scrutinizing and analysing policy documents. The rest of this study has been structured to acclimatize the nature of policy documents with a specific reference to policy documentation in the perspective of performance appraisal developed in Brazil and Pakistan for teachers.

Research Question 1. At the beginning the first research questions were considered to collect information for; Q.1. What are the historical backgrounds and legislative frameworks influencing the curricular guidelines of Pedagogy programs in Brazil and Pakistan? For that researcher has collected data from online official government websites to get the policy document to review the legislation of each country by documentary analysis that is presented in details in chapter 2 of the research. For further detailed analysis and checking the influence of the current selected policies in Pakistan (Policy, 2009) and in Brazil (Policy 2019) on the current teacher education the researcher focused research question 2.

Research Question 2. What extent does pedagogy courses address the on-going professional development required for teachers? That was a broad term itself where the

researcher collected contents of discipline from Pedagogy course from both countries in order to clarify the influence of policy and professionalism for teacher training. Therefore the researcher further highlighted major things in chapter 3 in which its mentioned about the key differences in the curricular structure of Pedagogy courses in Brazil and Pakistan, educational concepts and theories differ between Pedagogy courses in Brazil and Pakistan, theoretical contents and references are commonly used in Pedagogy courses in Brazil compared to Pakistan, teaching methods in Pedagogy courses differ between Brazil and Pakistan, assessment methods are prevalent in Pedagogy courses in Brazil and Pakistan, and supervised curricular internships structured and implemented in Pedagogy courses in Brazil compared to Pakistan.

Research Question 3. What is the impact of philosophers on the teacher education programs in Brazil and Pakistan? In this stage the data were collected from related literature and articles national and international level to check and review the influence of philosophers on teacher education in both countries. The major findings were mentioned in chapter 4 where the great philosopher Paulo Friere has great influence on Brazilian education system and specifically pedagogy while in Pakistan we didn't find any such philosopher who has influence on teacher education specifically on pedagogy but we have a great national poet and philosopher who have a great influence on our education system. Moreover Pakistani education is based on Islamic norms and values therefore they are considering Islamic values prior to every philosophy.

Research Question 4. How does religious influence shape initial teacher training programs in Brazil's Christian context and Pakistan's Islamic context? In this chapter 5 researcher described in details the influence of religion Islam in Pakistan and Christianity in Brazil and their impact on education.

The literature review and document analysis demonstrated that every dimension contributes directly to the preparation of beginning teachers in both countries. It is assumed that the research cannot be conducted without taking account of the influence of these dimensions. It is also assumed that the empirical research methods have been designed to cover the issues of adequacy, effectiveness and quality of pre-service teacher education. The main assumption underlying the research question is that pre-service teacher training meets the needs of teachers for continuous professional development. It is assumed that pre-service teacher training is the first and strongest rung on the ladder of continuous professional development. The last objectives

is related to the execution of a comparative analysis, is in a sense a leading question for all the research questions, although it is asserted in the literature quoted that such an approach would be profitable in generating or enhancing theory. So, the underlying assumption is that comparative study of different dimensions between Brazil and Pakistan was helpful to identify the problems as well as enhancing the possibility of solutions.

A document as the source of data does not draw attention to the researcher's presence as they can quietly work behind the scenes. As a qualitative research method, documentary analysis is often chosen as a second or supplementary way of collecting data in order to add rigour to a study through a multi-method form of triangulation. In fact, a rationale for choosing to use documentary analysis is its appropriateness as a second research technique. Unless it is employed in ethnographic, linguistic or historical research for example, it is seldom used as the sole method. Bowen affirms this by stating: The rationale for document analysis lies in its role in methodological and data triangulation, the immense value of documents in case study research, and its usefulness as a standalone method for specialised forms of qualitative research. In other types of research, the investigator should guard against over-reliance on documents.

1.6.1.2 Second Phase of the research; Interpretation and Content analysis

In the second phase, the practical aspects of a Pedagogy Course in Brazil and Pakistan have examined, such as: the curricular structure and its practical implementation adopted in both countries. For this the researcher requested to universities of Pakistan and Brazil to provide complete handbook of contents of disciplines for pedagogy/teacher training programs. Where the researcher analysed all the disciplines from the discipline contents of both countries and few were selected for the analysis of the study that are mentioned in table 1.2. In addition, the technique adopted by pedagogical courses in the past and present for teaching in this technological age has emphasized. To achieve these objectives, content analysis and an interpretive qualitative approach and has been used, in which the researcher collected data from teacher training programs in order to obtain in-depth information. Qualitative research uses different approaches to data collection and analysis that aim to provide an in-depth and detailed description and interpretation of the research work (Holloway et al., 2010; Smith et al., 2011).

Table 1.2 Discipline selected for review and analysis

Discipline names from Graduate program		
S. no	Brazil	Pakistan
1	Educational psychology	Educational psychology
2	Didactics I	Pedagogy I
3	Didactics I	Pedagogy II
4	Digital information and communication technologies	Instructional and communication technology
5	Fundamentals of early childhood education	Child development

Source Author, 2023

The above disciplines were selected for review and analysis through content analysis in both countries and comparative results were presented at the end. An approach to content analysis is outlined to provide a practical resource for analytic activity that could be appropriate in either research or practice in educational settings. As a research method documentary analysis recommends itself to many qualitative researchers as straightforward, efficient, cost-effective and manageable. Its major advantage is the availability of documents, usually at little or no cost to the researcher. By working with documentary data rather than data collected from human subjects' ethical approval to access the data is seldom needed, thus researchers can circumvent the need to make applications for ethical approval to conduct a study; a process that might involve complications or delay. This does not mean that documentary researchers have no ethical concerns however, be-cause to gain access to documents that may be confidential to staff for example, and the researcher needs to obtain the organisation's permission to use the document for expressed and ethical research purposes. A further advantage is the unobtrusive nature of documentary analysis that makes it non-reactive (Bowen, 2009; Bryman, 2012).

1.6.1.3 Third phase of the research; Comparison

In the third phase of the research project, the researcher analyzed all the collected data from the document analysis and surveys to compare it similarities and differences on different

aspects such as the policies, teacher training, teacher-student relationship, curriculum content, internship and its process, the use of technologies, assessment strategies and religious influence on training. The main focus of the research at final stage is based on comparative analysis. Through this comparative study of different dimensions between Brazil and Pakistan, it presents useful information to identify the problems, as well as expand the possibility of solutions to improve teacher education in both countries.

In studying research being carried out in other countries, comparative educationists need to consider four basics: 1. Know your own culture 2. Know as much as possible about the culture you are investigating (language, customs, history, politics, sport). 3. Constantly question assumptions; for example, French people are arrogant, Germans are highly organised, Australians are easy-going, and Laos people are gentle. 4. Recognize your strengths and weaknesses, and play to your strengths. Perhaps the biggest challenge for anyone attempting to do comparative work is to locate them within a cultural context. To make an assumption relating to one's culture and identity is far from straightforward (Hall, 1999). Comparative education is to be a useful tool in making international comparisons, it must take into account both contextual and cultural factors in cross-national research' (Crossley & Watson, 2003, p. 32). Perhaps the most difficult of the four points I have mentioned relates to the assessment of the researcher's own strengths and weaknesses. The nature of a study should be determined by a theoretical problem that a researcher hopes to solve, but the study must also be one they are capable to undertake. For example, a working knowledge of the language of the country under study is important. While documents such as questionnaires and surveys can be translated, the nuances of language may restrict the researcher's understanding of what has been written; this could adversely affect the outcomes of the study.

1.6.2 RESEARCH DATA ANALYSIS

Teacher training courses are designed coherent with schools needs and demand throughout the world. In this perspective major themes will be raised through document analysis of policies, acts, historical information and professional training of teacher training courses in both countries. Further it will aim to explore effectiveness of pedagogical courses for practical and theoretical in both countries. This study adopted overall a qualitative approach, using documentary analysis for the final analysis of research data. Firstly, researcher analysed and reviewed documents by

qualitative thematic approach in order to find out strengthen results. That further evaluates teacher training professional courses to investigate its contribution to practical profession. It also analysed philosopher and religious influence on teacher training in both countries. It was investigated comparatively at last stage to check its similarities and differences. Therefore, at first stage of the research were concerned with giving continuity in the understanding of historical perspective and its constitution for teacher training in Pakistan and Brazil.

This documentary review were analysed by content and thematic approach for comparative results. In the process of analysis, the researcher interprets data through content and thematic analysis. That requires researchers to return repeatedly to data and the coding process throughout the analysis. For this analysis researcher reviewed steps of Vaismoradi et al., (2016) that can be helpful in analysis to facilitate the quality research findings. Based on analysis researcher compared all major themes from coding data to present a comparative analysis of teacher training of both countries. Qualitative content analysis used for the analysis of qualitative data to generate themes for the study.

Table 1.3 Stages of themes development in qualitative content and thematic analysis

Stages	Explanation
1 Initial Review	-Reading transcriptions and highlighting key meaning units -Coding and identifying major and relevant themes. -Writing reflective notes
2 Construct Themes/Codes	-Classifying; Comparing; Categorizing; Contrasting; Tagging - Translating and transliterating - Defining and explaining
3 Correction of themes/codes	- Include and Exclude. - Connecting Themes to Established Knowledge - Achieving Stability.
4 Final Results	- Present final comparative results from the reviewed documents.

Author Made, 2023

In this phase, the researchers perform initial analysis of contents selected from documents. It was done by using an open-coding procedure, resulting in many different codes and

themes/concepts. Similar themes will be selected from same courses of both countries (Brazil and Pakistan). That was more systematic coding process, in which the themes/codes were compared for strengths and gaps coming in teacher education in both countries. Thematic analysis as a powerful and flexible method for qualitative research that allow researchers to conduct it in laborious and different way (Kiger & Varpio, 2020). It is a method to analyse qualitative data to identify and analyse themes from the data, it also tells us how to code data, develop and create themes and presents final analysis for the study (Braun & Clarke, 2006). It is best method using for qualitative research in the field of education (Braun & Clarke, 2006; 2012; Clarke & Braun 2017; Nowell et al., 2017). In order to make possible the paths that we intend to take in the implementation of the project, we presented below what instruments was adopted for data collection and information, in order to validate the discussion and practical proposals arising.

At the beginning of the research the researcher defined all the research objectives and question and on the basis of these questions data collection was started by using documentary secondary sources to interpret it through thematic and content analysis and presents fruitful results. Therefore after reviewing the relevant literature the researcher selected relevant documents for review and research. Then we started to prepare and organize the documents for initial review and coding. After coding the analysis is started to interpret the data to present findings and draw conclusions. This study mainly focused on documentary analysis and comparison therefore, the centrally delegated pedagogical content of pedagogy courses for the preparation of teachers in Pakistan and Brazil. The content in Pakistan and Brazil applies to undergraduate initial teacher training with few differences. The aim is to compare policy-making intentions in the two countries as these are set out in state-sponsored programmes for the preparation of future teachers. We also scrutinize the potential of cross-cultural policy learning comparatively.

Therefore, qualitative research methodology is used to develop a rigorous consistency between theoretical and philosophical assumptions. Since the research problem is context-driven, interpretive in nature, and interested in understanding how things work, the researcher believes qualitative research is an appropriate one for conducting this research. Interpretive empirical study philosophy is adopted to gain "knowledge of reality" by studying social constructions. Accordingly, qualitative methodology is the right choice because the framework's main objective

is to be able to interpret the phenomenon being investigated. The research applies a framework based on an interpretative institutional lens that can generate an understanding of the phenomenon and map key contextual and procedural factors. In using qualitative methodology, the researchers consider social properties and realities as the outcomes of social interaction.

The study's conclusion clearly highlights the importance of teacher education for the practical profession. It also reflects the effectiveness of professional teachers and their practices at the school level. The study revealed the connection and coherence of teacher education courses with school practice in two countries, identifying gaps and strengths of professional skills and their application in school. This study effectively contributes to school education and teacher training courses in both countries. Brazil and Pakistan are countries that have different cultures, traditions, norms and values. In both of them there are many differences in their lifestyles, social interaction, language, religion, educational system, traditions, culture, etc. so this comparative study can bring innovative and diverse ideas that it is not always possible to observe and verify when we adopt a single perspective.

1.7. STRUCTURE OF THE THESIS

The thesis consists of six chapters. The detailed structure of the thesis is below:

Chapter 1: This introductory chapter presents an introduction to the study by explaining its purpose and main idea. It also throws light on teacher training programs and its importance to undertake this research. A brief detail was given about teacher training programs in Pakistan and Brazil. The chapter explains the purpose of the study and explains how the purpose was planned and achieved. In the end, the justification of the study has been explained and research objectives have been stated. Researcher also included a personal experience on the research that becomes a base for the emergence of this idea for comparative research. In the second section of chapter 1 research methodology is outlined that highlight method of the research its questions and explanation of the research paradigm employed in this study. That explains the research method design chosen for this study and elaborates why comparative method were applicable in this study and how the research tools, i.e. literature review, policy documents and bibliographic reviews were administered and analyzed for data collection and review process.

Chapter 2: This chapter is based on the background of the research presents a detailed background of teacher educational policies and its legislation in Pakistan and Brazil since its

creation when each of them got independence from colonization. A historical perspective of teacher training programs has been presented to establish a connection between theory and practice. This chapter also reports teaching programs/courses being used by teachers in Pakistan and Brazil for the professional development of teachers. This chapter explains the historical constitution of teacher training in both countries. Also, it explains the process of teaching practice during the program.

Chapter 3 consists of the literature review that deals with issues relevant to this study. Within this chapter courses has been analyzed of a Pedagogy course in Brazil and Pakistan. I have discussed the curriculum structure of teacher training programs in both countries. Further it explores the concept of education, its contents, theoretical references, supervised curricular internships and the use of technology was discussed. At the end by exploring research studies which indicate a need for a paradigm shift in the role of teachers and trainers in the teaching practice.

Chapter 4 researchers have explained the influence of Philosopher on teacher education process in Brazil and Pakistan whereas Paulo Freire's influence on Brazilian education system has been discussed in details with theoretical references. On the other hand, from Pakistan Allama Iqbal philosophy were discussed in the educational context. Pakistani situation has been explained in the context of their policies and philosopher influence that are general to all education.

Chapter 5 presents a critical influence of religion on teacher education in both countries where in Brazil influence of Christianity and in Pakistan Islamic influence has been discussed in details.

Chapter 6 contains discussion on the main themes which emerged from data analysis. This chapter discussed comparative findings which were focused on the research questions and highlighted themes which were main focus of the study yet had a strong link to understand the context and implications of the study. In the last chapter draws general conclusions from the study, highlights contributions and limitations, and suggests some implications for the implementation.

CHAPTER-02

EDUCATIONAL POLICES FOR TEACHER TRAINING IN BRAZIL AND PAKISTAN

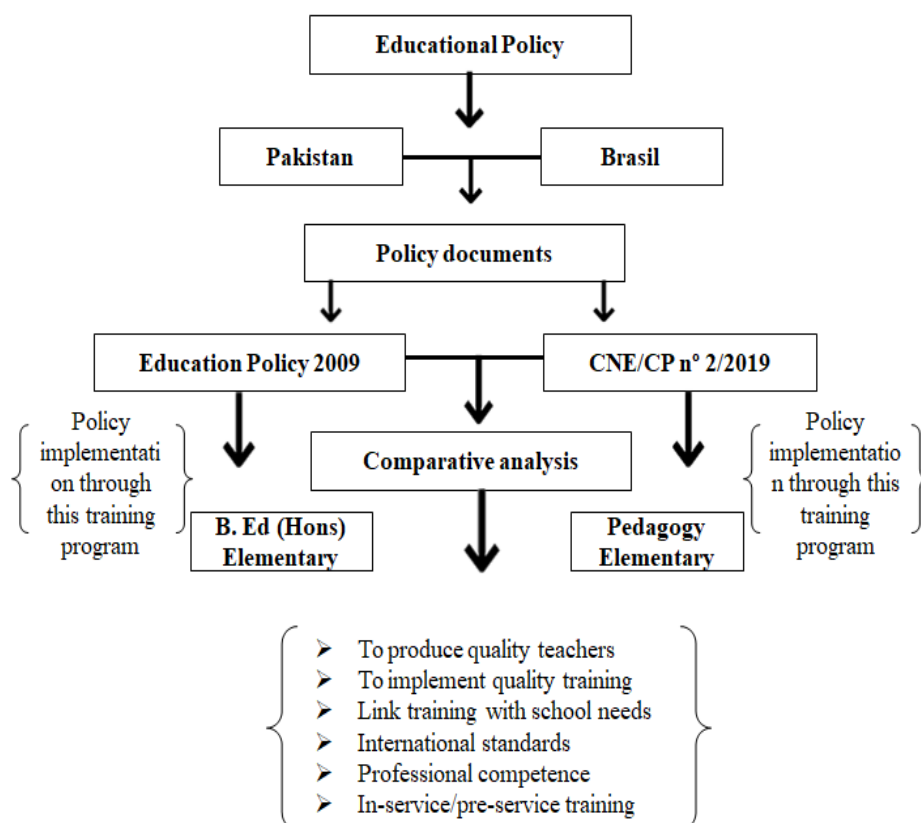
2.1 BACKGROUND OF THE STUDY

In this chapter, researcher discusses the educational policies for training of teachers with regard to the professional development in the context of Pakistan and Brazil. In which all rules and regulation in entering the teacher training degree course was discussed. Also, it finds out initial training of their professionalism and their identity as a teacher. In its second part, the section focuses on the teacher's preparation for teaching and the knowledge necessary for its exercise. Research that addresses the issue of teacher training represents a significant amount in the context of investigations on education, compared to topics that portray aspects of the professional identity of teachers and beginning teachers, as demonstrated in the documentary/bibliographic survey of policies presented in this text.

This research is based on a comparative analysis of teacher education policy in two countries Pakistan and Brazil. It aims to compare recent changes and development in two particular diverse educational systems, based on documentary/bibliographic surveys, policies reviews and analysis, pedagogy program analysis and journal articles. In this documentary/bibliographic review, the analysis of the visible aspects of educational systems through policy studies, such as the organization of studies, the types of teacher education, recruitment system and the rules and regulations for teachers, indicates that there are significant differences between national education systems. However, more detailed analysis at the level of policy formulation and representation of contradiction these differences show that policy changes appear to be quite similar, particularly in recent years, where there has been a tendency toward the globalization of an advance technological educational policy paradigm. The conceptual framework of both countries is the following in figure 2.1. This represents both countries and its selected policies for analysis of teacher education programs in both countries.

Researcher highlighted the main initiatives and improvement done by policy makers in both countries and detailed analysis is presented. At last comparative revision was done to reviewed similarities and differences in both countries.

Figure 2.1 Conceptual framework of the policy study in both countries



Source: Author, 2023

In Pakistan current policy 2017-25 has been developed by experts and researchers. But unfortunate the responsible authorities are not adopting it for the implementation in the country. Therefore, the researcher just review it for the purpose of teacher training that also emphasis teacher education and pay attention to all important areas related to quality education in the country. But for comparative review and analysis researcher selected education policy 2009 which is still implemented practically in Pakistan. The main purpose for teacher education demand driven teacher education; uniformity in designations, qualifications, salary structure and professional growth; development of professional accreditation standards and linking the

curriculum with the standards; quality assurance of teaching personnel; and continuous professional development of teachers (NEP, 2009).

The current government is fully aware of all constraints due to which previous policies didn't bring quality education in the country that is why an Advisory Committee has been constituted comprising renowned educationists to assist and facilitate the Ministry of Federal Education and Professional Training in preparing National Education Policy 2017 with the consultation of province/regions. After that the curriculum creation for the course of teacher training is the authority of higher education commission (HEC). Under the supervision of HEC and experts from the education field the course contents were developed. HEC is the prestigious organization of Pakistan which role has to promote quality education in every field of education after their authorization a program can take place at university level. The entire university education sectors are working under the rules and regulation of HEC in Pakistan. But unfortunately, the system failed to implement new policy 2017-25 and all organizations in Pakistan are still following previous policy of 2009. The purpose of 2009 policy was quite similar to the new policy but they still adopted the previous one. The purpose of 2009 policy was to prepare qualified, competent, committed and quality-conscious teachers, educational managers, leaders and teacher educators who may promote among learners the cognitive skills and dispositions required for developing a sustainably developing society. They are also sensitive and responsive to the social context of education and are committed to inclusive education for disabled and socially and economically disadvantaged (NEP, 2009).

In the context of Brazil, the researcher analyzed the National Common Base for the Initial Formation of Teachers of Basic Education (BNC-) and its implications for the public university and teacher formation. The methodology favors documentary/bibliographic research, with emphasis on theorists who discuss curriculum policy and teacher formation. In the documentary analysis, we have as source the Opinion no. 22/2019/CNE/MEC and Resolution CNE/CP no. 2, of 20 December 2019, which establishes the National Curricular Guidelines for the Initial Formation of Teachers of Basic Education and the National Common Base for the Initial Formation of Teachers of Basic Education. The analysis reveals that teacher formation becomes increasingly instrumental, used to meet the needs of capital. The locus of formation ceases to be

the University and becomes the school, the priority space for teaching, research and extension actions.

Comparative research attempts to compare two or more items such as policies or sets of practices with a view to discovering something specific about one's educational system or all of these (Drew et al., 2007). It frequently touches several areas in one study and concentrates most often on specific theories that do not mean to describe overall systems but only subsets of those systems (Ayme et al., 2009). Comparative education research major task is to identify similarities and differences between national/international policies and practices rather than adopted perspective by the policy makers. It provides a method to understand structure and organization of education system. It supposed to analyze and compare in depth one's education system with transformations in the national and international contexts. It is only possible to explain and describe transformation of education system by comparative analysis (SCHRIEWER, 2009). So, the current research also represents investigation in which the concepts of teacher professionalism and professional knowledge in recent teacher education reforms in Pakistan and Brazil are compared.

Educational experts must have Knowledge of policy to adopt and implement in academic organizations, most especially those dependent on state funding, almost every function of the organization is dictated by a policy that has both national and local ramifications. Policy at the national level sets out broad statements that define a particular stance. They must be able to look back behind the policy to know what forces brought it into being, tap into policy history to understand how it was constructed, and, most importantly, evaluate how it works to achieve its stated purposes. Policy is practically a guide for action underpinned by a belief system associated with a particular value set, generally aligned to a political or ideological position (Bell & Stephenson, 2006; Busher, 2006). For educational leaders, policy is a way to change, demanding them to engage with the policy from documentation to action. Educational leaders, according to Alexander (2013), need to reflect on the conditions they desire to influence and change and how they can use policy in pursuit of a "better world." Policy is significant in education first and foremost since it determines the resources availed to educational endeavours therefore, leaders will always be interested in the public policy decisions at the Government level that enable equitable education provision.

The policy context is complex due to multiple stakeholders and numerous leaders. Alexander (2013) observed: The complexities of leadership are particularly apparent in education policy, where leadership takes several forms, from the teacher in the classroom to the principal of a building, to the administrators of a school district, to the school board members, to the policymakers at the state level or their peers in the federal government. The area of policy is also of great consequence for educational leaders as it creates the platform for all leadership and management activity that occurs around policy implementation. Policy guidelines impact everyone in a school whether these are externally or internally determined. Leaders need to be aware of the demands created by external policy as they mediate between the external and the internal policy contexts (Busher, 2006). It is policy documentation that provides guidelines for practice, and consequently, policy documents need to be understood at a depth that enables capable action to ensue. Thus, education leaders need skills that span the interpretation of purposes and recognition of the values that drive the policy, a critical appreciation of the construction and elements of the policy, and competent implementation, monitoring, and review (evaluation) of the policy in practice. In short, educational leaders are required to manage policies in various ways. They may take pragmatic advantage of the framework for analysing the guided policy document type that is proffered in this study.

Brazil and Pakistan have been chosen for the analysis of teacher education and its policies. In this scenario, the challenge researcher proposed and carried out in this research is to understand how, teacher education conceived in two countries with differences and similarities in various aspects? And how these teacher education policies are implemented in order to check its implementation in new epistemological and axiological horizons? We defended the idea that researching teacher education, in the context of interculturality and a comparative study implied new perspectives, new concepts and new paradigms in the construction of knowledge and new pedagogical and didactic strategies.

2.2 WHAT IS POLICY?

Policy studies emerged during the 1950s in mainly western countries for its development and replacing the previous with new amendments. With the passage of time, it becomes an established field of study central to the ways in which societies are now governed. Throughout

the world governments employed a large number of policy experts to help them think through social problems, develop programmes and assess their effectiveness. They also used to justify and promote political decisions, helping to steer social formations in particular directions. In this sense, policy studies as a field is inextricably linked to the processes of change. Especially in its more technical and bureaucratic forms, it has even come to replace politics, sidelining debates about values, shifting attention instead to matters of administrative dictates and directions (Rizvi & Lingard, 2009). It is most important for policy researchers to have knowledge of explaining policy dynamics as well for those adopting a policy design perspective (Howlett, 2019).

Studies shows that policy is generated promoted and contested in multiple sites, involving teachers, parents and pupils as well as governments and their agents. It requires attention to the context of power, social structures and relationships and discourses around education in both national and global contexts. Seeing policy as politics focuses on how state policy in its design and attempted delivery involves politics, through interests, conflicts, power and control-so that politics is an essential element of policy as explained by Ozga and Lingard 2007:

“This opens policy up to the appropriate participation of all those involved through points of conception, operational formulation, implementation, delivery on the ground, consumption and evaluation, rather than separating policy from politics, which has the effect of protecting and sustaining bureaucratic logics of practice from democratic possibilities”

Policy is developed through which governments generate, evaluate and implement policy rules and regulation that are the subjected. It is considering as product of governmental action is one that many find conceptually lacking and methodologically limited. Policy-making involved material and discursive contexts in which policy is made. Its development not only involves policy directives but the arguments of other groups outside the formal institution of policy making (Ozga, 2000). By reviewing policy studies, it is clear to understand how policy instruments are combined and how they relate to each other. By this combination policy shows its effectiveness when enacted and how these portfolios evolve and change over time (Rogge & Reichardt, 2016). Further authors explain that education policy is not confined to the formal

relationships and processes of government, nor only to schools and teachers and legislation affecting them. The broad definition of policy requires that we understand it in its political, social and economic contexts, so that they also require study because of the ways in which they shape education policy (Ozga, 2000).

2.3 EDUCATIONAL LEGISLATION IN FOCUS: TEACHER TRAINING IN BRAZIL AND PAKISTAN

Education policies in the perspective of Pakistan and Brazil has been analysed by the researcher below;

2.3.1 EDUCATION POLICY PAKISTAN (NEP-2009)

Education policy 2009 is a comprehensive policy draft which covers all important aspects of education sector and brings initiative reforms to each sector in the country. The Ministry of Education acknowledges the contributions of all provincial and federal governments in the development of the National Education Policy (NEP). The document is a result of the collective advice and inputs from the governments of all federating units, as well as members of civil society, universities, officers of the Ministry of Education, provincial and area education departments, education managers, specialists, academia, teachers, students, parents, and various other stakeholders, including the Higher Education Commission, NAVTEC, IED-AKU, AEPAM, PM & DC, and PEC, among others (NEP, 2009).

The National Education Policy (NEP) 2009 follows a series of education policies dating back to the country's inception in 1947. The review process for the National Education Policy 1998-2010 began in 2005, culminating in the finalization of the White Paper in March 2007. This White Paper served as the foundation for developing the Policy document. The delay in finalizing the draft was due to various factors, including the consultation process and significant political changes in the country. Two primary reasons prompted the Ministry of Education (MoE) to initiate the review in 2005, well before the existing Policy's time horizon (1998-2010). Firstly, the Policy was not yielding the desired educational outcomes, with deficiencies in access, quality, and equity of educational opportunities. Secondly, international challenges such as the Millennium Development Goals (MDGs), the Dakar Framework of Action Education for All

(EFA) Goals, and the pressures of globalization, alongside domestic pressures like devolution and demographic transformations, necessitated a renewed commitment to ensuring quality education for all (MOE, 2009).

The policy has covering all aspects of education in the country but for the current research the researcher selected the relevant themes and area that is related to our work and objectives of the research. Therefore, the researcher selected policy actions and proposal that only highlight teacher education and teacher training in the country. NEP, (2009) proposed specific measures concerning the professional education and training of teachers. For example, it recommended that:

- A Bachelor's degree, with a B.Ed, shall be the minimum requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a Bachelor degree in education (B.Ed)., shall be ensured by 2018. Primary Teaching Certificate (**PTC**) and Certificate in Teaching (**CT**) shall be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring shall be based on the advanced criteria. Exceptions shall be made in case of less developed areas where teachers with relevant qualifications are not available. Diploma in Education (D.Ed) may be used as an intermediate qualification till B.Ed teachers are available universally.
- Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
- Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies. The curriculum shall include training for student-centered teaching, cross-curricular competencies, and an on-site component.
- A separate cadre of specialized teacher trainers shall be developed.
- Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
- All teachers shall have opportunities for professional development through a programme organized on a three-year cyclic basis. Progress in career shall be linked to such professional development.

- In-service teachers training in mathematics shall be provided, with due attention to developing conceptual understanding, procedural knowledge, problem solving and practical reasoning skills.
- In-service teacher training in science shall be based on real life situations, use of science kits and provision of science kits to all primary and middle schools.
- Teacher allocation plans, likewise, shall be based on school needs and qualifications of teachers. Over the next two years, Governments shall develop a rationalized and need based school allocation of teachers, which should be reviewed and modified annually.
- Provincial and Area Administrations shall develop effective accountability mechanisms, including EMIS data on teacher deployment, to control absenteeism and multiple jobholding.
- Institutionalized and standardized in-service teacher training regime shall be established in those provinces where it has not already been done.
- In-service training shall cover a wide range of areas: pedagogy and pedagogical content knowledge; subject content knowledge; testing and assessment practices; multi-grade teaching, monitoring and evaluation; and programmes to cater to emerging needs like trainings in languages and ICT.
- Training needs shall be assessed on the basis of research and training programmes.
- Governments shall take steps to improve social status and morale of teachers. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures.
- Incentives shall be given to teachers in rural or other hard areas, at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural postings.
- The teaching workforce shall be managed on a truly professional basis, organized as a specialized function.
- In-service teacher training institutions shall emphasize developing the capacity of teachers and school managers for school development plans, to overcome low achievement scores.

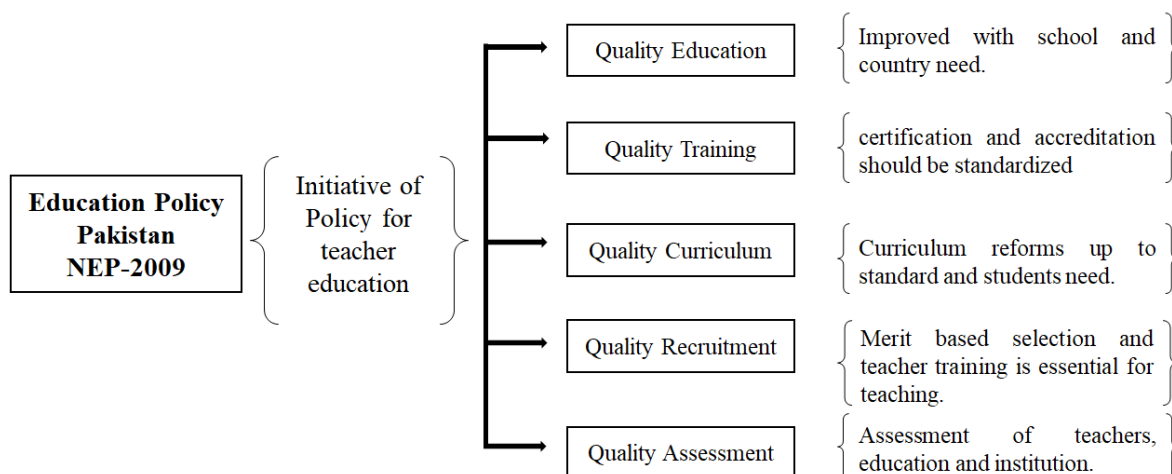
- Special short term courses for improvement of language skills for rural area teachers shall be designed.
- The voice of teachers associations shall be given due consideration in decisions on collective issues affecting teachers.
- Government shall aim to draw upon resources from the private sector through public private partnerships, especially in the areas of teacher education and professional development programmes.
- International Development Partners' resources shall be harnessed within a broad national programme of teacher improvement for the country as a whole through inter-tier collaboration.
- Maximum age limit shall be waived off for recruitment of female teachers.

Education is the only way to bring quality education by producing responsible citizens in the country. Therefore, education has always been the major concern of successive governments in Pakistan since its independence. In Pakistan till 2017 government implemented National Education Policy (NEP) 2009 and onward. Global educational development and current needs of advance era created condition to revise previous education policy with new updates in Pakistan. Therefore, in 2017 government took initiative and develop a new national education policy 2017-2025. The Vision 2025 provides a balanced educational approach, politically united, economically sound and prosperous, morally and spiritually elevated nation's programs to meet the 21st century challenges (GOP, 2017). But the new policy didn't implement in the country meanwhile previous policy NEP 2009 was adopted and continued as the purpose of 2009 policy was also focusing a mission or vision of improvement each sector of education until 2025.

In Pakistan 2009 policy present and highlight all important areas related to quality education in the country where experts also focused teacher education. The main purpose for teacher education demand driven teacher education; quality in education, qualifications, salary structure, recruitment and professional growth; development of professional accreditation standards and linking the curriculum with the standards; quality assurance of teaching personnel; and continuous professional development of teachers. The current government is fully aware of all constraints due to which previous policies didn't bring quality education in the country that is why an Advisory Committee has been constituted comprising renowned educationists to assist

and facilitate the Ministry of Federal Education and Professional Training in preparing National Education Policy 2009 with the consultation of province/regions. They introduced bachelor courses for teachers training and were implemented in the country onwards. The major reforms of policy were shown in figure 2.2.

Figure 2.2 National education policy Pakistan initiatives for teachers



Source; Author, 2024

The main purpose of current education policy is to recruit skilled and dedicated teachers on merit basis at all levels of education. In order to produce quality trained teachers, teaching courses in institutions was initiated with certification procedures according to National Professional Standards for Teachers. Further for quality teacher production courses was updated in the existing teacher training institutions in terms of staff and facilities to teach new degree programs (2-year ADE and 4-year B.Ed. (Hons)) approved by HEC. These programs will be offered by all provincial Colleges of Education and University of Education in the country. As well career professional Development (CPD) program for teachers were initiated at formal and non-formal levels. Teacher training curriculum is updated according to the needs of the learners' curriculum and scheme of studies. This policy aims to create a balance between demand and supply of quality teachers (National education policy (NEP), 2009).

Teacher education has been criticized by researcher due to lack of knowledge about training and availability of resources in Pakistan (Dilshad, 2010; Akram & Zepeda, 2015).

Researchers highlighted the main issues of teacher training such as distance from school needs; syllabus was not according to learner needs, insufficient resources and universal entry standards into teacher education programs (Ali, 2011). Teacher education must emphasize on theory and content but there is lack of connection between theory and practice (Ahmed, 2008). The professional competencies of teachers do not meet to the needs of schools. As a results lack of teaching skills and pedagogical training ultimately leading to a lack of understanding of how students learn, how to deliver well and how to implement effective teaching programs (Iqbal & Shams, 2012).

Professional standards lacking to alignment with teacher education in Pakistan therefore an initiative STEP project has been taken by stakeholders. In order to overcome the gap between theories and practice in 2008 the Policy and Planning wing of the Ministry of Education (MOE) in collaboration with the United Nations Educational Scientific and Cultural Organization (UNESCO) designed the Strengthening Teacher Education in Pakistan (STEP) project. The main focus of this project was to develop the Professional Standards for Teachers in Pakistan by meeting and discussion with various stakeholders. They believe that it would definitely contribute to the quality of teacher education and impact on students' learning outcomes (Akram & Zepeda, 2015; Government of Pakistan, 2009). The main aim of STEP project was to bring a quality reforms and development at regional, national and international level on Professional Standards. It gets approved by national stakeholders as Professional Standards that were developed to describe capabilities, skills and attributes considered to be indispensable for teacher educators. These Standards were also designed to guide the development of pre-service and in-service programs of teacher education and to guide policies, procedures and systems for accrediting teacher education programs (Butt, 2008).

The National Professional Standards provided a categorical structure to articulate professional competencies and to deliver a policy mandate to implement it for quality teaching. Therefore the, Government of Pakistan has promoted ten Professional Standards (Government of Pakistan, 2009):

“Subject matter knowledge, human growth and development, knowledge of Islamic values, instructional planning and strategies, assessment,

learning environment, effective communication and proficient use of information communication technologies, collaboration and partnerships, professional development and code of conduct and the teaching of English as a second/foreign language (ESL/EFL). Each of these Standards comprises three components, (i) knowledge (what the teacher knows); (ii) dispositions (behaviors, attitudes and values); and (iii) performance (what the teacher can do and should be able to do)”.

Ministry of Education established these standards in 2009 with the collaboration of USAID and UNESCO through provincial and national workshops. In order to prepare institutes of teachers training, its accreditation and certification procedures aligned with the National Professional Standards for Teachers. Where the government’s focal intention was to establish a process to measure teachers’ competences with substantial areas of professional standards in line with the National Curriculum. As a result of implementing these rules of professional standards effective teacher will reproduce with students’ success. The main idea of implanting these standards was to create link between the curriculum of teacher education programs and addressing classroom needs (NACTE, 2009). Teacher education courses should include contemporary content knowledge, as well as particular skills and dispositions aligned with the Professional Standards to address students’ learning needs (Government of Pakistan, 2017). These professional Standards were not widely incorporated into teacher education programs and in school classrooms for learners (Akram & Zepeda, 2015). Where the main reason founded through literature that teacher professional standards were not incorporated in teacher training courses by universities.

This section presents an analytical review of the National Education Policy 2009, highlighting key themes such as recruitment, curriculum, assessment, and training. Curriculum adjustments aimed to align teacher education with school curricula, incorporate student-centred teaching, address education in emergencies, and include early childhood education. Assessment improvements suggested feedback from institutions like NEAS and PEACE, while training emphasized standardized, regular in-service opportunities, particularly for math and science teachers. The policy acknowledged the unsatisfactory quality of public sector teachers and

recommended measures like induction training, salary upgrades, and incentives for rural teachers, with the aim of addressing both national and international educational challenges.

The primary objective of this study was to analyze the National Education Policy 2009 from the perspective of teacher education. The study focused on main dimension reviewing the policy through the lens of teacher education and exploring its initiative for teacher educators. The overall analysis emphasized on the documentation quality of the policy but also check its effectiveness in achieving its goals and actions towards sector reforms. Key features identified for their effectiveness included teacher recruitment, teacher education curriculum, teacher education assessment, and teacher training. The new recruitment criteria were deemed beneficial for improving education quality. The phasing out of PTC (Primary Teaching Certificate) and CT (Certificate of Teaching) courses, criticized for their short duration and outdated teaching methods, was a significant provision. According to Pre-STEP (2010), these certification programs were characterized by a lack of critical thinking, poor subject matter teaching, ineffective formative and summative assessments, and outdated pedagogical techniques. A notable feature of the policy was the inclusion of early childhood education in the teacher education curriculum, introduced in Sindh to enhance teacher quality (GOP-Survey, 2012).

The study's findings suggest a need to evaluate all teacher education programs comprehensively. UNESCO (2006) noted that the Government of Pakistan has not taken concrete steps to unify teaching courses under a single framework. Previous research indicates that policy implementation has been consistently weak. The study revealed a lack of systematic processes for evaluating teacher education in Pakistan and a need for research to support policy actions. Dilashad (2010) identified deficiencies in resources, research, and evaluation in teacher training programs. Reba and Inamullah (2014) emphasized the need for feedback mechanisms for prospective teachers to address their weaknesses. The study also highlighted the involvement of NGOs in the teacher education curriculum, which fails to meet current requirements (Bilal and Khan, 2012).

In 2018, a Bachelor's degree with a B.Ed shall be the minimum requirement for teaching at the elementary level, and a Master's degree for secondary and higher secondary levels. Primary Teaching Certificate (PTC) and Certificate in Teaching (CT) will be phased out, encouraging

current teachers to upgrade their qualifications while new hires must meet advanced criteria, with exceptions for less developed areas. Teacher training, accreditation, and certification will be standardized, with curriculum adjustments to meet school needs, including student-centered teaching and cross-curricular competencies. Specialized teacher trainers will be developed, and recruitment, professional development, promotions, and postings will be merit-based. Teachers will undergo professional development every three years, linked to career progress. In-service training will enhance mathematics and science teaching skills, and teacher allocation plans will be based on school needs. Accountability mechanisms will be established to control absenteeism, and a standardized in-service training regime will cover diverse educational needs. Efforts will be made to improve the social status and morale of teachers, with incentives for rural postings and a professional approach to workforce management. Teacher training institutions will focus on capacity building, and short-term language courses for rural teachers will be introduced. Teachers' associations will be involved in decision-making and public-private partnerships and international development resources will be leveraged for teacher education.

In conclusion, this study underscores the importance of conducting research to enhance teacher training programs and ensure that policy actions are research-supported. There should be a needs assessment before initiating any training programs. While increasing the quantity of training programs is less significant, the primary focus should be on ensuring quality through effective teacher training programs. Despite their potential, these programs are not functioning effectively, as indicated by various studies.

2.3.2 EDUCATION POLICY BRAZIL (CNE/CP 2/2019)

In Brazil, National Council of Education considering article 62 of the Education Guidelines and Bases Law (LDB) which establishes the curricula of training courses for teachers that will refer to the National Common Curricular Base (BNCC-Educação Básica). In 2017, article 11, establishes the period of two years implementation of the aforementioned curricular adequacy of teacher training which is approved by BNCC- Education basic (Educação Básica). In 2018, among other provisions, establishes that BNCC-Education Basic should contribute to the articulation and coordination of educational policies and actions in relation to teacher training (Brazil Resolution, CNE/CP 2/2019). The BNCC and Teacher Training has objective to improve

students' skills and competencies it lays out need to be incorporated into the curricula of initial teacher training programs, so that all future teachers feel prepared to develop them in their students. The main focus and initiative of the draft CNE/CP 2/2019 is improvement of teacher education in different aspects in the country. Here are the mentioned articles presented in the policy draft for teacher education in Brazil;

- Art. 1º the present Resolution is defined as National Curricular Directors for the Initial Training at the Higher Level of Professors for Basic Education and Institution.
- Art. 2º Training as a teacher of development or development, with licensing, the competencies that are taught in the BNCC-Basic Education.
- Art. 3º On the basis of our principles, the competencies will be established by the BNCC, required by the licensing or development of corresponding correspondence teachers.
- Art. 4º Specific competencies refer to three fundamental dimensions, such as, interdependent mode and without hierarchy, are integrated and complemented by teacher action.
- Art. 5º The training of professors and female professors of Education, in accordance with the Law of Directors and Bases of National Education (LDB), to attend to the specifics of the exercise of their activities, as well as the objectives of different stages and modalities foundations.
- Art. 6º The training policy of professors for Basic Education, in agreement with the regulatory markets, specifically with the BNCC, as relevant principles: teacher training for all stages and modalities of Basic Education.
- Art. 7º curricular organization of courses intended for the Initial Training of Professors for Basic Education, in consonance with apprenticeships prescribed by the BNCC of Basic Education.
- Art. 8º the courses intended for the Initial Training of Professors for Basic Education have the same pedagogical foundations mentioned in the policy.
- Art. 9º must guarantee to students an organizational atmosphere that articles in the offer of licence in the current courses and programs of teacher training, through the institutionalization of units integrated with the training of professors, to integrate

the teachers of the department of education, promoting an organic bridge between Higher Education and Basic Education.

- Art. 10. All courses with a higher level of licensing, intended for the Initial Training of Professors for Basic Education, will be organized in three groups.
- Art. 11. Referral load schedule of licensing courses must follow distribution: I - Group I: 800 classes, based on how they provide scientific, educational and pedagogical knowledge and education and their articles with schools, schools and educational practices.
- Art. 12. In Group I, a timetable of 800 hours shall be entered in the first year, taking into account the integration of the three dimensions of professional teaching professions.
- Art. 13. For Group II, which comprises a study foundation in stage and / or curricular component or age of enrolment, a timetable of 1,600 hours must be completed from 2º to 4º years, followed by three types of courses.
- Art. 14. The Pedagogical Project of the Course (PPC), in the Education and Distance Education (EaD) modality, must present for each component of Groups I and II.
- Art. 15. In Group III, a timetable of 800 hours for the pedagogical practice of having been intrinsically written, from the first year of the course, with the studies and practically presented our curricular components, and which are then distributed in the policy draft must be adopted.
- Art. 16. Licenses are specifically designed for the teaching of the special Education.
- Art. 17. The Superior and teaching Media Education Courses for the Training of Indigenous Professors must attend.
- Art. 18. The courses in Medium Level, in the Normal standard, intended for the training of teachers of Early Childhood Education and the initial years of Elementary Education.
- Art. 19. For students and licensors who pursue studies for a Second Licentiate, training must be organized in a manner that corresponds to the BNCC schedule.
- Art. 20. The Second Licensing Course may be conducted by the Superior Education Institution from which a reconnaissance and reconciliation qualification offer may

be offered to the MEC after the alleged facilitation has been dispensed with the issuance of new authorizations.

- Art. 21. In the case of unlicensed graduates, habitation for the master's degree will not be taken during a course in Pedagogical Training, which must be completed with a basic timetable of 760 hours with a form or subsequent distribution
- Art. 22. Training to train in Administration, Planning, Inspection, Supervision and Educational Orientation for Basic Education, our terms of art.
- Art. 23. The evaluation of licensees must be organized as a reform in relation to learning and the development of competencies.
- Art. 24. IES must organize a continuous process of assessing the progressions of the form and articulate with the ambience of learners.
- Art. 25. It will be up to the National Institute of Educational Studies and Research Anísio Teixeira (Inep) to develop an evaluation instrument in locoprofessors' training courses, which will be considered in the next Resolution.
- Art. 26. Approve the National Institute of Students and Educational Permits Anísio Teixeira (Inep) elaborate the new format of the National Examination of Student Examination for the training courses of professors, with consensus on what is available in this Resolution.
- Art. 27 Fixed the limit of up to 2 (two) years, from the publication of this Resolution, for implantation, by the Institutions of Higher Education (IES), the National Curricular Directorates for the Initial Training of Professors for Education and from the BNC Formation, defined and instituted by the present Resolution.
- Art. 28. Licensors who initiate their studies at the vigilance of CNE / CP Resolution No. 2/2015 will have the assured right to conclude with the same curricular guidance.
- Art. 29. As competencies of teachers will reviewed by concerns of the National Base Come to the Initial Training of Professors of Basic Education.

This is analyzed in article 1 and 2 that teacher training must be based on a set of competencies predetermined by the BNCC. According to this base, competence is defined as "the mobilization of knowledge (concepts and procedures), skills (practical, cognitive, and socio-emotional), attitudes, and values to address the complex demands of everyday life, fully exercise

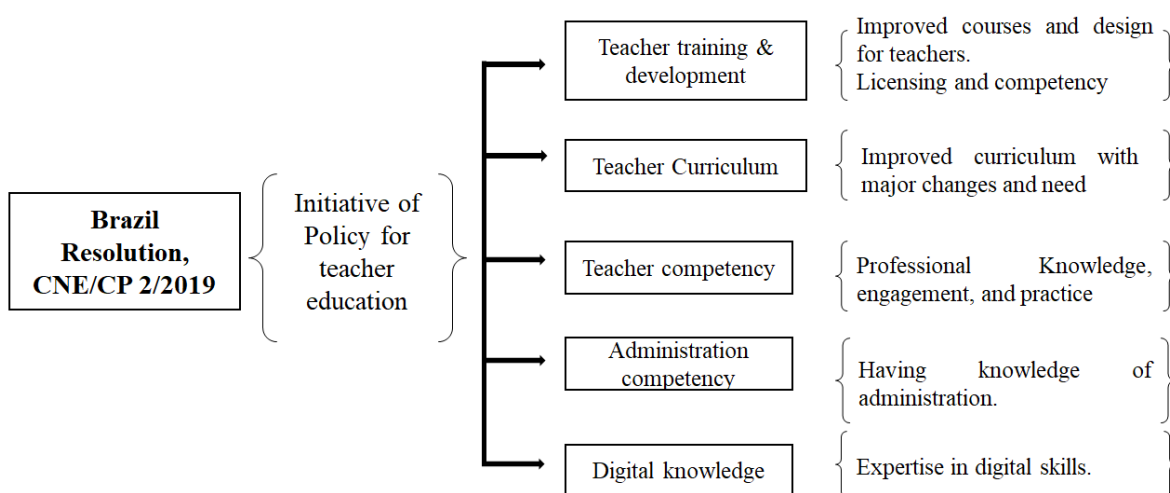
citizenship, and navigate the world of work (BRASIL, 2017). These competencies are essential to ensure the rights, learning objectives, and development of the individual, as established in Resolution CNE/CP no. 02/2019. Reviewing CNE/CP Opinion No. 22/2019 and Resolution CNE/CP No. 02/2019 indicates a paradigm shift that centralizes teacher formation and performance within an epistemology of practice. This shift emphasizes practical know-how as a foundational element of teacher education. Consequently, theoretical formation is minimized in favor of a focus on competencies. These competencies are comprised of three dimensions: professional knowledge, professional practice, and professional engagement, as outlined in Article 4.

Such teaching competencies, as established in the attached document to the aforementioned Resolution, known as BNC-Formation, encompass a set of skills designed to concretize teaching performance. This policy of teacher formation involves control and regulation of what teachers must know and teach, thereby restricting the formation to predefined knowledge. This act undermines teaching autonomy, disregards the teacher as a critical thinker, and limits the potential for critical work. Consequently, teaching is secondary and based on outcomes demonstrated by students in standardized assessments. Moreover, other crucial aspects of teacher education, such as living wages, working conditions, career development, and continuing education, are overlooked. Therefore, in this context, teaching work is understood as potentially generating the most value (Antunes, 2018; Curado Silva, 2020).

This "new" formative model based on BNC-Formation essentially reverts to technical education, or more precisely, to the pedagogy of Escola Nova, albeit with a new appearance but the same underlying purpose: teaching that prioritizes "learning to learn," emphasizing practice over theoretical and humanistic conceptions. Within this new framework, universities must adapt and align their teaching projects to comply with the recommendations of Resolution CNE/CP No. 2/2019 and its annex BNC-Formation. In other words, universities are expected to follow these prescribed guidelines so that future teachers, upon entering schools, are prepared to develop practical skills in their students, with a focus on the job market starting from Basic Education.

The main purpose of the BNCC to produce competent and successful student, for that they took initiative to revise the curriculum of initial teacher training programs, so that all future teachers will be prepared to train students in a better way. Ministry of Education in Brazil has taken initiative for its implementation but universities were not agreed due to some conceptual differences to the BNCC's content but still it exists. BNCC ensures that if the suggested skills were incorporated it will produce effective teachers for the society. The required skills such as admission test, competencies in their curricula, it will be a thoughtful modification from the current academic focus. However, the matter of how to teach these skills and abilities will remain, as it goes outside the BNCC's range. Further to achieve this goal the Ministry of Education established a different "common core" for teacher training programs (Pre-service/in-service) and sent it to the consideration of the National Education Council in 2018 that was accepted in November 2019. The major reforms of policy were shown in figure 2.3.

Figure 2.3 CNE/CP 2/2019 initiatives for teachers in Brazil



Source; Author, 2024

This resolution establishes the National Curricular Guidelines for the initial training of higher-level teachers for basic education, aligning with the competencies outlined in the BNCC (National Common Curricular Base). It emphasizes the development of specific competencies across three fundamental dimensions, integrating theoretical and practical knowledge. The guidelines mandate that teacher training programs must ensure an organized educational

environment, bridging higher and basic education through integrated institutional units. Training courses are structured into three groups with specific hour requirements and include provisions for various educational levels and specialties, including indigenous education and special education. The resolution also outlines evaluation processes for teacher training programs and sets a two-year implementation period for higher education institutions to adopt these guidelines (Brazil Resolution, CNE/CP 2/2019).

According to Brazil Constitution (1988) BNCC-Basic Education must provide basic learning that guaranteed students achievement and their full development to keep in mind article 205 of the federal constitution. Also, article 2 of Education Guidelines and Bases Law (Lei de Diretrizes e Bases da Educação LDB), require the establishment of relevant professional competences of teachers. In 2018, new proposal for a national of basic education teacher training were prepared and convened by the National Council of Education (CNE) to analyze and issue a proper draft regulating the Common National Base for the Initial Training of Teachers of education (BRASIL, Minister of education 2018). The basic purpose of this proposal was to established the National Curriculum guidelines for the training of teachers for Basic Education, at higher level, licentiate course, full graduation and was approved which became effective until. It confirmed teacher training by competence, the need to intensify the links between the training institutions and the school reality since the beginning of the training courses and the implementation of a system for evaluating courses and certifying teachers' competences (DA SILVA, 2019).

In conclusion, the present Resolution delineates the National Curricular Guidelines for the Initial Training of Professors for Basic Education at the Higher Level, emphasizing alignment with the BNCC (Base Nacional Comum Curricular) and adherence to the Law of Directives and Bases of National Education (LDB). The Resolution specifies a comprehensive framework for teacher training, structured into three main groups, with a clear schedule for coursework and practical training. It highlights the importance of integrating scientific, educational, and pedagogical knowledge with practical experience. Additionally, it mandates the institutionalization of units that bridge Higher Education and Basic Education, ensuring an organic and cohesive training environment. The guidelines also account for special education, indigenous education, and second licensure, fostering a holistic and inclusive approach.

Institutions of Higher Education are given a two-year timeframe to implement these guidelines, ensuring that new and existing students can complete their studies under the appropriate curricular frameworks.

2.4 TYPES OF TEACHER TRAINING

There are two types of teacher training internationally In-service and pre-service here both are discussed in the context of two countries.

2.4.1 TEACHER TRAINING IN PAKISTAN

In Pakistan teacher training institutions are formed in the country that delivers two types of training to teacher one is pre-service and second in-service training. They provide an opportunity of training for prospective teachers and serving teachers. The purpose of pre-service training is to enroll students for teaching course to produce a professional and high qualified teacher for schools. Pre service training train teachers skillfully with enough knowledge and attitudes that is necessary for teaching (Ahmad, 2012). This type of training is implementing at different levels such as primary (I-V), elementary (VI-VIII) and secondary (IX-X) and these all training are offering in teacher training institutions.

On the other hand, In-service teacher training is applied to update and refresh teacher knowledge and skills according to current needs and demand. It also enhances professional competency of teachers in schools, it ensures the skills and knowledge in continuous in-service training grow and improve them with time (Shah et al., 2011). Also, it is mentioned in the policy recommendation that each teacher must have the opportunity for in-service training at least once every five years. All these responsibilities were remained under the supervision of the federal ministry of education before 18th amendment of the constitution of Pakistan. After 18th amendment in 2010 these responsibilities were decentralized to the provincial ministries of education in the country therefore now every province is responsible for the creation and implementation of the policies.

In Pakistan each province has a centralized organizational structure for teacher education. Where in the provinces of Pakistan; in Baluchistan and Sindh the responsible authority for

teacher training; in-service and pre-service is the Bureau of Curriculum and Extension Center/Wing. In Khyber Pakhtunkhwa the Directorate of Education and Teacher Education handles pre-service and in-service teacher training in the province. In these three provinces, in-service training programs are conducted by Provincial Institutes of Teacher Education (PITE) and pre-service by government colleges for teacher training and Institutes and department of education at university level. In Punjab province, Directorate of Staff Development is responsible for in-service teacher training and for in-service government colleges for teacher training and Institutes and department of education at university level. At the federal level in-service teacher education is conducted by the National Institute of Science and Technology Education (NISTE) (GOP, MOE, 2009). However, it is reported that trained teachers performed better when they get in-service training (Shah et al., 2011).

2.4.2 TEACHER TRAINING IN BRAZIL

In Brazil teacher training is also categorized into in-service or pre-service training. The training provides practice of teaching to train students for professional teaching that is composed of an initial and continuous training that involves courses, seminars and post-graduation, activities that are considered complementary to get degree in teacher education. Pre-service and Initial training is a started stage in which studies for teacher professionalization begins, where the professor develops for professions through constant training for teacher work. On the other hand, continuous training is the sum of importance for the quality and continuity of teaching. Continuing education is presented as a formative process throughout the professor's professional life. Its format and durability are differentiated, assuming a formation and procedural character. The teaching systems, universities and the schools are the main mobilizing agencies of this formation of teachers (CUNHA, 2013). Teacher training provides the knowledge and training that train teachers for their professional career. These training isn't about to taught them methodologies, skills and practical work but also train them in a cultural domain and humane which allow them to understand the environment and apply your knowledge according to your surroundings. (GATTI et al., 2019). After 1990 era the teacher training is considered very important for profession, as train teacher have effective impact on school environment (ANDRÉ, 2012).

License is considered important and starting point for Initial training and teaching career. The initial teacher training is constituted for a recognized period for perspective students conducted by the Institution of Higher Education (IES). That provides a specific knowledge such as scientific and pedagogical as well as the theory and practice relationship presented in the profession. The main objective of initial training is to train teachers for basic teacher education that have a connection to professional exercise at school level. The National Curricular Directives for the Initial Training of Basic Education, by the CNE/CP Resolution nº 2/2019 confirm that:

The courses intended for the Initial Training of Professors for Basic Education have the same pedagogical foundations: [...], the compromise with innovative methodologies and other formative dynamics that propose the future of meaningful and contextualized teaching professor aligned with the BNCC, showing the development of autonomy, the ability to resolve problems, investigative and creative processes, the exercise of collective and interdisciplinary work, the analysis of challenges in living today and society and its possibilities (BRASIL-CNE/CP 2/19, 2020).

The Resolution of the CNE/CP nº 2/2019, the National Base Comum for the Initial Training of Teachers of Basic Education (BNC - Formation) has main objective to provide curriculum for the formation of professors to make them competent and prepare for their professional life. Consequently, this is a policy has a great impact on future teacher training. Research of Imbernón (2011), he mentioned that initial training offered to the professors the courses does not offer sufficient supports for the application of theoretically methodologies that develop in the auditorium for implementation. Initial training is very important for the initiation of professionalization, which they learn are supposed to apply in their profession. Regarding the function of initial training, Imbernón (2011), describes that Initial training must have knowledge of systematic, cultural, contextual, pedagogical and personal ambitions which must enable the future professor to adopt an educational setup in all its complexity to show flexibility that support their actions in practical life.

2.5 GLOBAL TRENDS FOR TEACHER EDUCATIONAL POLICIES

In the current era globally, initiative have been taken to improve quality of teacher education in the world by transforming teacher education policies (Santoro & Kennedy, 2016). Particularly, in the developing countries situation of teacher education has been point outed that how teaching profession is perceived such as professional knowledge for teaching and the nature of the training they receive. The major purpose is to attain high quality of teacher education as ongoing teacher professional development relating to professional standards that is essential to the rising of professional teaching standards and successful learning outcomes of students (Santoro & Kennedy, 2016; Call, 2018). The collective international focus on teacher quality has called for the implementation of professional standards through which teacher can better understand what teachers believe, know, comprehend and are able to enact as professional practitioners in their fields (Kennedy, 2015). Certainly, it is reported that insufficient knowledge and skills to meet the learning needs of learner, inadequate teacher education and professional training, lack of well-structured and systematic induction of teachers lead to a negative impact upon the quality of teacher preparation (Mason, 2013).

The quality of teacher education and learning outcomes are included in national education policies. It responds to a set of specific questions focused on strategies to improve learning, links between teacher quality and learning outcomes, and how policy seeks to overcome learning obstacles for the most disadvantaged. The inclusion of teaching and learning in education policy and a range of strategies that can support teaching and learning, both directly and indirectly (HUNT, 2015). In the contemporary world, education is given high priority globally. Various international organizations, such as the United Nations (UN), UNESCO, UNICEF, and UNDP, are dedicated to enhancing education worldwide. In September 2000, representatives from all 192 UN member states convened to establish the Millennium Development Goals (MDGs), which aimed to be achieved by 2015. The accomplishment of the MDGs stands as one of the most significant poverty alleviation efforts in modern history. Among its eight primary objectives, the MDGs emphasized the improvement of global education.

Countries like the Netherlands, the United Kingdom, Hong Kong, Canada, Australia, and the United States have implemented well-planned policies that focus on the qualitative improvement of teacher education. These policies prioritize the preparation, induction, support,

and assessment skills of new teachers, alongside their professional knowledge and curriculum updates. Notably, Finland and Singapore are among the nations excelling in promoting teacher education. The MDGs strongly emphasize the education of the masses, underscoring its importance in achieving broader developmental goals (UNESCO, 2007).

In the developed countries like Canada, Australia and the United States they are providing standards governing certification or registration for teachers, as well as accreditation for programs, create some regularity across university-based pre-service programs, even when other pathways offer substantially different levels and kinds of preparation. In Singapore, there is only one institution offering teacher education the National Institute of Education at Nanyang University. This offers both undergraduate and graduate programs guided by the same set of competencies. Although variability in the kind and quality of preparation is much greater in some countries than others, all of the places we studied have some excellent programs that are offering high-quality preparation and are innovating in interesting ways (Darling-Hammond, 2017). Teacher education is the demand of 21st century. In the US like other countries there are serious gaps in opportunities to learn, school completion rates, and academic achievement for different segments of the population. There have been two major responses by the US government and private foundations to the enduring problems of teacher education over the last 40 years (ZEICHNER et al., 2017).

In Brazil the current scenario of teacher education policies is related to training projects which express tensions, disputes and interests at stake for their implementation. The theme stems from postgraduate studies in education and in the context of the group of studies and research at a public university in São Paulo and aims to analyze the current national regulations in the field of teacher education, mainly Pedagogy. It is exploratory qualitative research using documentary review and thematic analysis. The result shows that these laws disregard the knowledge historically produced by the referred field and lead undergraduate courses to the emptying of critical and scientific training, to the opposition between theory and practice, to the dissociation between research and teaching, to the alignment of the initial training of teachers with National Common Curricular Base (BNCC), the reduction of theoretical training to practice by practice, among other determinations (LOPES et al., 2021).

Teacher education, both pre-and in-service, programs are offered in Nigeria by different teacher education institutions (as provided in the National Policy on Education), and varying

degrees of success recorded, various problems still confront the program with far reaching consequences in Nigeria's educational system. This paper talks about the need for teacher education, the ideal teacher education, teacher education and national development, analyses the historical contexts of the teacher education reforms and development in Nigeria with emphasis on the roles of the Christian missions, the colonial administration and that of the Nigerian government after independence. It examines key recommendations of two commissions (Phelps Stokes and Ashby) and their implications to the reform and development of teacher education in Nigeria both during colonial era and after independence. The paper further discusses the influence of these and other reforms in shaping teacher education in Nigeria, the challenges still facing it, and finally suggests solutions and a holistic approach to better the lots of teacher education in Nigeria (OGUNYINKA et al., 2015).

In Finland, teacher education aims at balanced development of the teacher's personal and professional competencies. Particular attention is focused on building pedagogical thinking skills that enable teachers to manage the teaching process in a diagnostic manner, using research as a base and conducting action research as a guide. In addition to studying child development, learning and pedagogy in the content areas, each student completes a master's thesis in which he or she takes up a problem of practice and studies it in a rigorous way. There is a strong emphasis on learning to teach students who struggle to learn, on the theory that if teachers can understand and respond to these students' unique needs, they will be able to teach all children successfully (Darling-Hammond, 2017).

In Chile the study conducted on Initial Teacher Education (ITE) programs that have been affected by covid-19. Teachers faced difficulty because physical teaching shifted to virtual. As a result, many challenges faced by teachers due to lack of direct interaction with learners. On the other hand, these challenges brought unique positive experience for student teachers for future learning. Based on the findings of this study, a series of recommendations for ITE programs are provided (SEPULVEDA-ESCOBAR et al., 2020). As it is clear that for every action there must be a proper policy to be adopted in this case there wasn't such policies to train teachers and students but in near future policy makers must give main importance to digital learning. In the review of Ping et al., (2018) study reports what, how, and why teacher learn. The major findings show that teacher training should be a growing field of interest and focused for quality learning.

Where study indicated that there is lack of basic knowledge for teacher, must be practical activities and general teaching experience so they may perform well in their career.

2.6 CONCLUSION

It is concluded after reviewing of the policy documents in the perspective of Pakistan and Brazil. The latest policy of Pakistan 2017-25 present and highlight to bring quality education to the country where the main emphasis is given to teacher education and training but unfortunately is wasn't implemented in the country so the researcher selected national education policy (NEP) 2009 for the final consideration and review. The findings of the research are clear that quality education is possible with quality teachers in the country. Therefore, the main purpose for teacher education demand driven teacher education; quality education/training and qualifications, salary structure and professional growth; development of professional accreditation standards and linking the curriculum with the standards; quality assurance of teaching personnel; and continuous professional development of teachers. The current government is fully aware of all constraints due to which previous policies didn't bring quality education in the country that is why an Advisory Committee has been constituted comprising renowned educationists to assist and facilitate the Ministry of Federal Education and Professional Training in preparing National Education Policy 2009 with the consultation of province/regions.

The main purpose of current education policy is to recruit skilled and dedicated teachers on merit basis at all levels of education. In order to produce quality trained teachers, teaching courses in institutions was initiated with certification procedures according to National Professional Standards for Teachers. Further for quality teacher production courses was updated in the existing teacher training institutions in terms of staff and facilities to teach new degree programs (2-year ADE and 4-year B.Ed. (Hons)) approved by HEC. These programs are offered by all provincial Colleges of Education and University of Education in the country. As well career professional Development (CPD) program for teachers were initiated at formal and non-formal levels. Teacher training curriculum is updated according to the needs of the learner's curriculum and scheme of studies. This policy aims to create a balance between demand and supply of quality teachers.

In Brazil the main purpose of the BNCC to produce competent and successful teachers, for that they took initiative to revise the curriculum of initial teacher training programs, so that all future teachers will be prepared to train students in a better way. Ministry of Education in Brazil has taken initiative for its implementation but universities were not agreed due to some conceptual differences to the BNCC's content but still it exists. BNCC ensures that if the suggested skills were incorporated it will produce effective teachers for the society. The required skills such as admission test, competencies in their curricula, it will be a thoughtful modification from the current academic focus. However, the matter of how to teach these skills and abilities will remain, as it goes outside the BNCC's range. Further to achieve this goal the Ministry of Education established a different "common core" for teacher training programs (Pre-service/in-service) and sent it to the consideration of the National Education Council in 2018 that was accepted in November 2019.

In Brazil the pedagogy course for four years was initiated and structured in 2007. The course aimed at the fundamentals of education, theories, contents, methodologies and teaching practices and management theories and practices. Further the main emphasis would be on teaching in Early Childhood Education, Early Years of Elementary School and Educational Management, as defined by the Curriculum Guidelines for Pedagogy Courses. According to the Article 12 of Resolution CNE/CP No. 2/2015 and accomplishing the objectives of the course: to train teachers to work in Early Childhood Education and in the early years of elementary education and in education management, from an inclusive perspective, therefore the course's curricular matrix included three interconnected study cores.

CHAPTER-03

COMPARATIVE ANALYSIS OF A PEDAGOGY PROGRAM IN BRAZIL AND PAKISTAN

3.1 CURRICULUM

Education is playing the most powerful role in acquiring skills and improving wellbeing in the development of citizens and nation. Knowledge can be gain and transmitted through the process of education outside and within the school. It nourishes and train students to grow up differently and raised their personality and behavior to make them better and perfect person of society. The major aim of education is to increase student knowledge, understanding and practical skills which enable them to serve their country. Therefore, a question come to everyone's mind that how education is implemented, directed and evaluated in practical? As it is recognized that all educational programs have provided an instrument or a framework which give direction to educational programs to implement it practically that called curriculum. Also reported by MBAKWEM (2011) said that curriculum is like a vehicle through which educational goals can be archived. Another thing comes to mind is that where to implement curriculum for the achievement of educational goals. Then institution comes to mind that might be school, college and university to use curriculum set to fulfill goals. Educational institute is an agent that working for society to enroll students and pursue curriculum of specific course to achieve educational goals.

Curriculum is planned and designed on a systematic procedure through high experience and knowledge with support of school of the learners (ACHOR AND WILFRED-BONSE, 2013). It has a set of rules for learning, intended objectives and outcomes. It is known as that all learning of students can be achieved within educational system. It is an organized and written pattern for each subject which made on the basis of societal needs, problems, desire and value (ABOHO, 2010). Curriculum is used like an instrument in school to structure learning goals and pedagogical practices, as it shows the way of delivery, communicates and executes rules, norms. (MØLSTAD AND HANSÉN, 2013). It gives a track to cover a course that contribute to basic question; 'What is taught?' and 'What ought to be taught in educational institutions?'. Curriculum development process varies from lower level to modify current practices for the upper-level innovations where new updated and high-level curricular possibilities arise (TAYLOR AND

RICHARDS, 2018). Through curricula students are scientifically presented to the material and non-material world. It is a representation of past, current perspectives of human culture that considered the most important to transmit knowledge to new generation. It brings innovative diversity of knowledge according to educational requirement in different contexts of curricula.

These concept of curriculum and guided learning has main focus on differences of views and beliefs, nature of knowledge, students, teaching and learning process to achieve educational goals. The ideological perspective is a considered very useful to help in characterizing the nature of current discussion in education (TAYLOR AND RICHARDS, 2018). Education and curriculums cannot be separated because both are connected and share a relationship in which both of them are enhanced in educational setup therefore, effective curriculum is a base for high standard education. That's why it is necessary for students to pay close attention to curriculum and education when selecting field and schools to attend (CAMPBELL-PHILLIPS, 2020).

In this chapter researcher discussed the teacher training program its implementation and some curriculum contents were selected for comparative analysis from Brazil and Pakistan. Initially, the background of the pedagogy course creation is discussed after that researcher analyzed their curricular structure in the perspective of both countries. After that the researcher selected some curricula and teaching plans or contents of the five subjects (Table 3.2) from pedagogy course in Pakistan and Brazil. Pedagogy disciplines at UNESP-Marilia and University of Peshawar were collected from 4-year Pedagogy course. The choice of universities was done by researcher on her ease because researcher remained a part of university of Peshawar and current doctorate student at UNESP-Marilia. It is also noteworthy that both universities in this study once had qualifications in teacher Education. After collecting the material, a study was carried out of all the teaching plans/contents of the five disciplines comparatively. In which it is identified that the contents dealt with directly themes related to teacher training education. For this a qualitative analysis of the contents were used to analyze the teaching. In this the practical aspects of a pedagogy course in Brazil and Pakistan were examined such as: the curricular structure and its practical implementation adopted in both countries. In addition, comparative analysis was adopted for few pedagogical course contents and for teaching also technology use, teaching internship and research project was discussed.

3.2 BACKGROUND OF PEDAGOGY PROGRAM FOR GRADUATES

Teacher training and education at graduate level has been selected in both countries for analysis. Therefore, the background of the course/program creation has been discussed in details. After reviewing graduate teacher training program five similar disciplines were selected for comparison.

3.2.1 PROGRAM CREATION IN BRAZIL

In Brazil the pedagogy course for four years was initiated and structured in 2007. The course aimed at the fundamentals of education, theories, contents, methodologies and teaching practices and management theories and practices. Further the main emphasis would be on teaching in Early Childhood Education, Early Years of Elementary School and Educational Management, as defined by the Curriculum Guidelines for Pedagogy Courses. According to the Article 12 of Resolution CNE/CP No. 2/2015 and accomplishing the objectives of the course: to train teachers to work in Early Childhood Education and in the early years of elementary education and in education management, from an inclusive perspective, therefore the course's curricular matrix included three interconnected study cores. The first General training study center based on the fundamentals from education to theories, contents, methodologies and teaching practices and to management theories and practices, secondly is based on Child education, a Special education and the educational management. Third is based on integrated studies consisting of a project, program of studies or activities, to be prepared by the professors and students of each semester, in each of the classes, except in the last semester of the course (Pedagogy course FFC/UNESP/Marilia, 2022).

3.2.2 PROGRAM CREATION IN PAKISTAN

In Pakistan USAID launched a five-year "Teacher Development Project" initiative to bring quality education to Pakistan and introduced a four-year Bachelor of Education (B.Ed. Hons) course in 2008 (Government of Pakistan, 2009). B.Ed (Hons) aimed to ensure content and pedagogical requirements for a teacher that might necessary for teaching in primary, elementary and secondary where the main emphasis is on teacher training and subject knowledge. This is a 144-credit hour four-year program consisting of 08 semesters of 06 months each. The purpose of B.Ed (Hons) is to provide a blended academic theory with relevant coursework, field experiences and student teaching. The curriculum of B.Ed (Hons) is designed to align with standards set by the HEC and includes all the essential elements required to help prepare students for a career in

teaching. It provides theoretical background to the candidates including Teaching Practice that provides on-the-job training. Student must pursue an individual project which reflects the potential of originality. It must be relevant with day-to-day work at the elementary school level and should contribute to the knowledge, skills and resourcefulness.

3.3 CURRICULUM STRUCTURE

Curriculum structure is the mode or system in which it is organized and designed which includes subjects and learning areas. It is developed as compulsory and elective subjects according to grade. In this part researcher discussed the curricular structure of pedagogy program of both countries and it is summarized in table 3.1.

Table 3.1 Pedagogy course structure in Pakistan and Brazil

Teacher training Program	Pakistan	Brazil
Program name	B.Ed (Hons)	Pedagogy course
Duration	4 years	4-7 years
Semester	08	08
Credit Hours/Hours	140-144	3360 hours
Disciplines	48	48
Teaching level	Elementary	Elementary
Specialization	Teaching with specific Subject specialty; Science, language and mathematics	Teaching with specific area specialty: Child education, Special education and educational management.
Teaching Practice	Yes	Yes
Thesis	Yes	Yes

Source: Author 2023

3.3.1 CURRICULUM STRUCTURE OF PEDAGOGY COURSE IN PAKISTAN

In Pakistan it is mandatory to complete 4 years of 8th Semesters (6th months each semester) of B.Ed (Hons) with 48 disciplines that are upto 140-144 credit hours. The eligibility of admission in this course is intermediate also graduates can apply in the 3rd year for the degree if eligible they will get admission. This course has a combination of academic theory with relevant coursework, field experiences and student teaching. The curriculum is developed to align with standards set by the HEC that is based on essential elements required to help and prepare teacher for a career in teaching. It provides an opportunity of teaching practice that strengthen theoretical background and knowledge of the individual for teaching profession. At the final year every

student must pursue an individual research project which reflects the potential of originality. It must be relevant with day-to-day work at the elementary school level and should contribute to the knowledge, skills and resourcefulness (B.Ed (Hons) HEC/Pakistan, 2013).

3.3.2 CURRICULUM STRUCTURE OF PEDAGOGY COURSE IN BRAZIL

In Brazil it is mandatory to complete pedagogy course degree in 4 years or maximum 7 years with 3360 hours. It has 48 disciplines in the 8th semesters. Students are required to take at least 105 hours of optional subjects and 300 hours in one of the three proposed courses, in order to graduate, the student must complete a minimum of 3360 hours. The eligibility for pedagogy course is completed high school or equivalent for that an exam is conducting that contain questions general knowledge, secondary education, national and international current affairs. Graduate students can apply who have undergraduate degree exempting them from the selection process. The main purpose of pedagogy course is created connection between theory and practice, practices, interdisciplinary perspective, curricular organization, Integration of training required for professional practice, that are beneficial for practical teaching. Students are engaged in teaching internship and also at the end year they proposed to update pedagogical research project (Pedagogy course FFC/UNESP/Marilia, 2022).

3.3.3 COMPARATIVE REVIEWS OF CURRICULUM STRUCTURE

The first thing that is common in both countries is the duration of the course that is 4 years while the names of the program is different in Brazil it is known as ‘Pedagogy’ and in Pakistan ‘B.Ed (Hons)’. Whereas the main purpose of both courses is to train teacher according to school need and national demand. In Pakistan the course is devoted to training and subject specialty where in the last two years students need to select disciplines of their interest and expertise such as (Science, language and mathematics) that they can teach at school level later. On the other hand, in Brazil in last years the students have to select one area to be expert in that such as Early Childhood Education, Early Years of Elementary School and Educational Management. Also the other thing that is similar that students have to do their teaching practicum/teching internship in their opted courses at school. The students have to submit a complete portfolio/folder to mention all their internship activites in it. The teaching internship is supervised by Professors in both countries. The research work (TCC) is also mandatory and done by students at final year in both countries. In Brazil they have scholarships for teaching internship in Pakistan students dont have this opprtunity.

3.4 PEDAGOGY COURSE FRAMEWORK/CONTENTS IN PAKISTAN AND BRAZIL

The Pedagogy program is designed for current elementary and secondary teachers who are looking for a graduation degree. Its goal is to provide teachers with the necessary knowledge, strategies and means for working with the improving quality education and active learners in their classrooms. Through extensive training in pedagogy program the teachers become well equipped with skills for teaching and understand needs of their students and ensuring progress towards quality education. The program also strives in helping teachers to develop skills for fostering global awareness and cultural understanding among their students by examining and comparing transnationals issues of education across the globe. In order to achieve the program goals teachers are required to complete 48 courses in Brazil and Pakistan which typically can be completed within about four years. From these courses five disciplines are selected for comparative analysis in Pakistan and Brazil that are the following:

Table 3.2 Five disciplines from Pedagogy course of Pakistan and Brazil

S.no	Brazil	Pakistan
1	Educational psychology	Educational psychology
2	Didactics I	Pedagogy I
3	Didactics I	Pedagogy II
4	Digital information and communication technologies	Instructional and communication technology
5	Fundamentals of early childhood education	Child development

Source: Author, 2023

In both countries for the implementation of the pedagogy course their contents were slightly revised and updated. In Pakistan the medium of language for B.Ed (Hons) and all education at higher level is in English while in Brazil the medium of language for Pedagogy course and all education is in Portuguese. The researcher analyzed five disciplines (table-1) contents of pedagogy course comparatively from the perspective of both countries (Pakistan and Brazil). Therefore, some major themes from each discipline contents were described in parts such as: course purpose, course learning outcomes, description of course contents, methodology and assessment are as follows for each discipline contents;

3.4.1 EDUCATIONAL PSYCHOLOGY IN PAKISTAN AND BRAZIL

Educational psychology is important for teaching learning process in order to understand students' needs and intelligence. This course is comparatively analyzed below in the view of Pakistan and Brazil;

3.4.1.1 Course purpose

In the context of Pakistan discipline name “Educational Psychology” that is developed by the experts in 2010 and finalized its updated version in 2013. The credit hours of this discipline are 3 credits (48 contact hours). The main purpose of this course is to clarify the basic concept of psychology, its theories, principles of human development, learning, motivation, individual differences, intelligence, and assessment. Also, the main emphasis is given to connect these concepts to real classroom teaching (B.E.d (Hons) HEC/Pakistan, 2013).

In Brazil discipline name is also “Educational Psychology” that is also developed by experts of psychology department. The credit hours for the discipline are 5 credits and total credit hours are 75. The main purpose of the course is to learn psychology scientific knowledge such as epistemological influences and object of study. The articulation between psychology and education; the constitution of educational psychology and the main contemporary psychological currents that think and explain man. The nature of the subject of knowledge in educational theory and practice. The contribution of psychological research to pedagogical action and to the creation of theories and practices regarding the teaching-learning relationship practice (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.1.2 Course Learning outcomes

At the end of the course, students will able to share their thoughts and differentiate between psychology and educational psychology. They will explain psychological learning theories of main authors and apply in the classroom. They will able to understand individual differences based on physical, intellectual, emotional, and socio-cultural differences. They will clearly understand the concept and theories of motivation and analyze the impact of educational psychology on the processes of teaching and learning (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil at the end of the course the student should be able to identify main authors of psychology and will analyze the main contributions of these authors to the field of education. Also, they will able to identify the influence of psychology in pedagogical practice (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.1.3 Description of course contents:

In Pakistan at the beginning the course focuses on teaching and psychological theories and its application to classroom practice. They learn theories such as behaviorism, cognitivism, and humanism. Further it provides clear instruction about complex questions about how students learn, how human beings use their senses to interact with the environment, how information is processed, and how individuals would cope in different life situations if their basis of learning were removed. Student Teachers will also examine how people have tried to answer these questions using different theories of motivation. It also focuses on individual differences among students. Teachers interact with a large number of students who are not only physically different, but have mental, social, cultural, and emotional differences. They explain the concept of motivation and its theories to implement in real classroom (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the beginning courses focuses on history of psychology its epistemological foundations and its practical field application. They learn about psychology of education and its role for education. Further they emphasized to introduce school or contemporary psychological needs and their contributions to education. They learn theories such as behaviorism, Psychoanalysis, Constructivism, humanism, Psychodrama and transpersonal Psychology and their implementation in practical life (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.1.4 Teaching methodology for course

In Pakistan the teaching method that is adopted for teaching educational psychology is using an interactive approach and student-centered teaching approach through the following methods such as inquiry, discussion, cooperative learning strategies (e.g. jigsaw, readings, group work, mind mapping, and think, pair, share), question and answer technique, text-against-text and interactive lectures (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the adopted methods are dialogued lectures, group work, discussions of texts, films, dynamics and experiences for teaching learning process (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.1.5 Assessment for course

In Pakistan the assessment criteria included presentation, assignment and written paper for this discipline. They have two exams middle and final to be qualify in the semester and also each student must present their work and submit assignment to pass this discipline where 80%

marks are assigned in written work and 20% for presentation and assignment (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil student are assessing through the production of a written text in the classroom and self-assessment. For the evaluation, participation during classes and in groups, attendance and punctuality will also be considered (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.2 PEDAGOGY I/DIDACTICS IN PAKISTAN AND BRAZIL

For teacher training it is an essential subject to understand the methodology of teaching that how to teach? When to teach? What to teach? In this course student teacher knows about the ways of teaching at school level. This course is comparatively analyzed below in the view of Pakistan and Brazil;

3.4.2.1 Course purpose

In the context of Pakistan discipline name “Pedagogy I” where the credit hours of this discipline are 3 credits per week. The pedagogy I discipline is about teaching English (that is on the base of elective discipline) and for other it might be teaching science, arts and mathematics etc but the researcher selects English contents from Pedagogy I because it is more encouraged and implemented. The main purpose of this course is to produce competent English teachers who are aware of the problems of English language teaching ELT and have the ability to address them successfully with the help of effective pedagogy. Therefore, Students and Teachers are encouraged to design different activities and materials to impart the teaching of the four language skills. The aim of the course is to cover major aspects related to ELT problems and seek solutions through the implementation of assessment techniques and test development. After completing the course, Student Teachers will be fully equipped with proficient knowledge of ELT. Student Teachers will be more prepared with the knowledge of specific pedagogical skills for teaching English and ready to apply theoretical knowledge to classroom practices (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil discipline name is “Didactics I” that is concerned with didactics department. The discipline will fix its concern around two fundamental questions that are reflected on the teacher's work: education and didactics. An attempt will be made to conceptualize education not only in terms of its purposes, but also emphasizing its political function and its specificity. The latter requires the analysis of different concepts of Didactics in terms of the multidimensionality of the teaching-learning process and how it is seen by the main currents of didactic-pedagogical

thinking today, from which different teaching methods and techniques derive (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.2.2 Course Learning outcomes

At the end of the course, students will be able to use the receptive and productive skills in Interactive Communicative Approach (ICA) and collaborative and cooperative approaches of learning and design suitable teaching resources to attain the targeted objectives of gaining competency in teaching English. They will complete research projects based on acquired knowledge of ELT to be implemented in real-life situations and adapt testing tools and assessment techniques for ELT (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil at the end of the course the student will be able to consider himself competent for structuring of knowledge. They will Prioritize the analysis of didactic concepts in Brazil, relating them to the historical moment and the concrete conditions in which they emerged. To check the coherence and inconsistency between theoretical-epistemological conceptions and effective practices. Knowing the various pedagogical trends and having subsidies that favor the elaboration of a teaching proposal. Discuss the influence of new technologies on the educational process. Reflection on the practical dimension of Didactics I in teacher training (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.2.3 Description of course contents:

In Pakistan in pedagogy course emphasizing to improve student teachers understanding of pedagogical skills and their effective use in the ELT classroom. They aims to provide Student Teachers the opportunity for language development and equip them with competencies in teaching the English language. They taught them National Standards and benchmarks for good English teachers. Opportunities are provided to implement embedded competencies, such as reading and thinking skills, writing skills, oral communication skills, formal and lexical aspects of language, and appropriate ethical and social development, and their standards in classroom situations. Further it develop research culture, which will be utilized in real life. It will improve Student Teachers' critical thinking, allowing them to analyze situations and seek solutions for problems in ELT (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the main emphasis of course is given on education, pedagogy and didactics. The subject of the knowledge process. Didactics and philosophy of education from the perspective of Sociology and Psychology. Also, Pedagogical trends in Brazil and its Identification of authors or

experiences linked to pedagogical trends. The use of new technologies (computers, internet) in the teaching and learning process (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.2.4 Teaching methodology for course

In Pakistan the teaching method that is used is interactive communicative approach with collaborative and cooperative learning and a project- and activity-based approach is recommended. The discipline taught through the Interactive Communicative Approach (ICA) as well as mini-research projects based on school visits. Comparative research studies can be assigned to assess and analyze ELT (in public, elite, and non-elite schools) to suggest remedies. (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the adopted methods for this subject are reading, discussion and analysis of texts. The lecture method is used further screening of films or documentaries, theoretical study of relevant teaching practices, individual and group work and class presentation of research carried out (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.2.5 Assessment for course

In Pakistan the assessment criteria included presentation, assignment and written paper for this discipline. They have two exams middle and final to be qualify in the semester and also each student must present their work and submit assignment to pass this discipline where 80% marks are assigned in written work and 20% for presentation and assignment (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the evaluation of the teaching-learning process carried out concurrently with the development of activities; the progress of each student evaluated in relation to the proposed objectives, through analysis of the production of oral and written texts and their participation in the proposed activities (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.3 PEDAGOGY II/DIDACTICS II IN PAKISTAN AND BRAZIL

For teacher training it is an essential subject to understand the methodology of teaching that how to teach? When to teach? What to teach? In this course student teacher knows about the ways of teaching at school level. This course is comparatively analyzed below in the view of Pakistan and Brazil;

3.4.3.1 Course purpose

In the context of Pakistan discipline name “Pedagogy II” (methods of teaching related to subject specialization-II) where the credit hours of this discipline are 3 credits per week. The

pedagogy II discipline is about teaching specialization in selected subject (that is on the base of elective disciplines at final years). The researcher selects Teaching of social studies contents from Pedagogy II because it is more encouraged and implemented. This course will deepen Student Teachers' understanding of teaching social studies, particularly history and geography. Social studies aim to develop informed, educated, and socially responsible citizens. This course provides insight into historical and geographical thinking and works to enable Student Teachers to think historically (i.e. to identify sources, corroborate them with supporting data, and analyze information). The history component will enrich Student Teachers' understanding of past events, chronology, and cause and effect. It will also enable Student Teachers to understand and appreciate other communities, cultures, and ethnicities living around them and to promote tolerance and respect. The geography component will help Student Teachers understand spatial patterns, physical differences across time and space, and sustainability. Student Teachers will learn to develop their own aids for teaching geography and to apply modern teaching methods to make lessons more interesting and innovative (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil discipline name is “Didactics II” that is concerned with didactics department. Continuing with the contents worked on Didactics I, the discipline of Didactics II will fix its concern around three dimensions: the search for a possible delimitation of Didactics concerns as a field of knowledge, discipline and teaching subject, highlighting the contributions therefrom arising for the training and performance of teachers; that of understanding the broader processes centered on pedagogical planning, on the possible relationships between theory and pedagogical practice and on the other resulting processes centered on the collective construction of the pedagogical project, on reflections centered on the conceptions and elaboration of curricula, teaching plans , lesson plans and the relationship between the lesson and teaching and learning; that of reflection processes around the aspects and subjects that constitute teaching practice: historical-social-institutional context, objectives and objects, methods and means, learning assessment. (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.3.2 Course Learning outcomes

At the end of the course, students will able to identify key concepts in history and geography and its relationship to the environment and contemporary societies. In this they analyze different perspectives in historical records; interpreting, corroborating, and assessing reliability; and thinking historically, spatially, and laterally about other people and communities

living around them. Use historical and geographical thinking as a potent means for developing critical thinking, tolerance, respect, and democratic values. Apply the inquiry method and collaborative work in their classrooms and incorporate the use of ICT in teaching social studies (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil at the end of the course the student will be able Understand the historical development of Didactics, its relations with educational theories and its contributions to teacher education and performance; the need for collective construction of the pedagogical project and its importance for the development of teaching work; relate the different constitutive aspects of the teaching-learning process in school education; Reflect on the practical dimension of Didactics II in teacher education. Recognize the unit and lesson plan as important tools for organizing teaching work; Identify the ideologies that support adoption and the various types of textbooks, teaching and assessment methods and developing unit and lesson plans in order to incorporate interdisciplinarity and transversality. Use school and community resources as well as technological instruments including the Media and learn the various learning assessment instruments, the survey of criteria and the application of the chosen instruments. (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.3.3 Description of course contents

In Pakistan in pedagogy II course emphasizing social studies its disciplines and its history of social studies as subjects. From historical perspective they recognized individual development and identity also relation to culture and society; relation to science and technology; Global connections and Citizenship. They focus on real classroom issues in social studies such as Socio-cultural and political issues in teaching social studies, Issues of teaching social studies in the classroom, Useful teaching strategies to minimize classroom problems. Further it taught the teaching method of history and geography, methods of teaching social studies in elementary grades (interactive lecture, cooperative learning, demonstration, observation, discussion, inquiry-based learning, fieldwork, and role play) and using different teaching strategies and methods in lesson planning. From historical perspective the main areas are discussed; The relationship between human beings and the past; the concepts of change and continuity through time, Cause and effect: Past events and the lessons for contemporary societies. Using textbooks and libraries in history and geography, Creating history and geography corners in the classroom. The assessment methods for assessing history and geography, Purpose and significance of assessment

in social studies in elementary grades, Significance of assessment in the social studies and Integrating ICT in assessment in elementary grades. For evaluation and activities students must analyze the national curriculum and designing effective related assessment practices. Types of assessments relevant in the teaching of social studies and practical examples (self-assessment, case studies, social action projects, portfolio assessment, collaborative group work) (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the main emphasis of course didactics II as a field of knowledge, discipline and teaching subject, Historical development and educational theories, Contributions of Didactics to teacher training and performance, Pedagogical project and teaching work, Conception, execution and evaluation of pedagogical projects, The relationship between pedagogical theory and practice, Project, curriculum and teaching plans, The class and teaching-learning relationships, Unit Plan and Lesson Plan, The Didactic Book: objectives and limits; ideology, prejudices and stereotypes; selection. The teaching-learning process in school education, Purposes and historical, social and institutional context, Subjects of the teaching and learning process, Teaching and learning objectives and objects, Teaching methods and means, Evaluation of the teaching and learning process. The practical dimension of discursively systematized teaching actions, via a pedagogical project, by Kindergarten and Elementary Schools (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.3.4 Teaching methodology for course

In Pakistan the teaching method that is used student-centered approaches to teaching social studies. Focus will be on approaches that develop learning attitudes and creative, analytical, and critical thinking in history and geography. In order to do so, methods and techniques such as the inquiry method, interactive lectures, and problem-based and collaborative learning will be used (B.Ed (Hons) HEC/Pakistan, 2013).

In Brazil the adopted methods for this subject are Lectures, Reading and production of texts by students, Observation and discussion of teaching work in public elementary and high schools, Theoretical-practical activities (15 hours), aimed at integrating the disciplines of each semester, Practical activities - extra class, so that students can research in public schools of Early Childhood Education and Elementary Education of situations where the effective participation of all subjects of a school community is required. Experience in the classroom, activities and

situations in which Didactics knowledge needs to be activated (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.3.5 Assessment for course

In Pakistan the assessment criteria included presentation, assignment and written paper for this discipline. They have two exams middle and final to be qualify in the semester and also each student must present their work and submit assignment to pass this discipline where 80% marks are assigned in written work and 20% for presentation and assignment. For one of the two to four assignments, Student Teachers will conduct an inquiry of a relevant social studies topic. Quizzes will be used to assess Student Teachers' knowledge and perception. The midterm examination will provide feedback regarding Student Teachers' conceptual knowledge and its practical application in and out of the classroom. The final examination will evaluate Student Teachers' understanding and skills learned throughout this course (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the evaluation of the teaching-learning process will be carried out concurrently with the development of activities; the progress of each student will be evaluated in relation to the proposed objectives, through analysis of the production of oral and written texts and their participation in the proposed activities (Pedagogy course FFC/UNESP/Marilia, 2022)

3.4.4 TECHNOLOGICAL COURSE IN PAKISTAN AND BRAZIL

The most important course for the current and advance era it needs to be compulsory at all level of education as it is demand of the day. For teacher training it is important subject to be in touched with your students from anywhere and can teach them through online means. In this course student teacher knows about the use of teaching and communication through online means at school level. This course is comparatively analyzed below in the view of Pakistan and Brazil;

3.4.4.1 Course Purpose

In Pakistan digital course name is “Information and Communication Technologies (ICTs) in Education” is a broad and constantly changing subject with credit hour 2. This course will prepare teachers to understand, use and apply a range of technologies and platforms in teaching and learning, in line with international standards. With the changing face of technologies and related application, this course will primarily focus on

using technologies for learning ‘how to learn’ to cope with change. It will provide opportunities to prospective teachers to collaborate with students, educators, peers, parents, and global community using digital tools and resources to support learning, success and innovation (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the course name is “digital information and communication technologies in education” with credit hour 5. Digital Information and Communication Technologies (TDIC): main concepts, analysis and application. Relationship between the information society and its reflection on people's way of life, education, behavior and thinking in the contemporary globalized world. TDIC and school mediation: didactic-pedagogical projects and resources; intentionally use and innovate in teaching methodologies. Practice as a curriculum component (PCC) It constitutes the practical, contextualized and significant dimension of this curricular content, which is aimed at teacher training. It will be worked on in such a way as to favor the meeting of knowledge about the area of study that is the object of this plan, with pedagogical knowledge, that is, about how to learn and how to teach this content, about the ability to use the media relating them to the different teaching methods in Education, demonstrating mastery of TDIC suitable for teaching-learning processes, based on knowledge of the various resources on the internet and educational software to develop pedagogical practices. The PCC, within the scope of this discipline, will have the task of providing opportunities for the didactic transposition of historically constructed knowledge in the area, articulating them with the didactic knowledge necessary for teacher training (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.4.2 Course learning outcomes

In Pakistan after completing this course, Student Teachers will be able to explain why technologies are appropriate (and not appropriate) for certain types of learning (knowledge), utilize a range of technologies (radio, video, computer, online tools, and others) to create, plan, and deliver instruction (application), model effective use of ICTs to locate, analyze, create, and evaluate information resources to support teaching and learning (application), engage children in using digital tools and resources as part of an authentic or collaborative learning activity (integration), provide a well-articulated perspective on ICTs in education informed by personal experience and critical examination of resources, curriculum, and educational practice (evaluation) (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil at the end of the course the student should be able to: Favoring the appropriation of scientific and technological principles and foundations, with a view to understanding DICT dynamics. Understand the relationships between the media, their characteristics, languages and education, as well as the implications for pedagogical practice. Enabling the application of TDIC in pedagogical practice and in different contexts of life. Develop a critical sense about TDIC and the implications for its insertion and use in society and education (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.4.3 Course description

In Pakistan course topics include supporting policies and guidelines for ICTs integration, computer-mediated learning, telecommunications and multimedia resources, online teaching and learning, problems of classroom integration, and computer support for professional development and administration. Teachers-in-training will engage with the design and creation of exciting, intellectually challenging and authentic learning environments in which ICT changes not only what students learn but also how they learn, as we move forward in the 21st century. Trainees in this course will examine how ICT might be used to both enhance and transform learning. The changing world demands changes in, and quickly learning competencies. The course is aimed at specifically developing the following competencies in prospective teachers: critical thinking and reflective approach, decision-making, handling of dynamic situations, multi-tasking, working as a member of a team, and collaboratively, communicating effectively and general ICT competencies enabling professional and day-to-day work (computer/Internet, other audio/video equipment, digital camera, mobile phones, online and digital resources and tools). Use of ICTs in all courses across the program is highly appreciated to achieve this end. Focusing on the details of ICTs integration in education would be challenging for this 2-credit hour course. Therefore, course-extension suggestions and ideas are also provided at the end of this course guide. The course comprises (a) an experience-based study of learning with information and communications technologies (ICTs), (b) a critical examination of pedagogical, technical and societal issues arising in the educational use of ICT, and (c) the development and evaluation of educational applications and resources of ICTs. Using recorded-classroom videos (Examples for different subject and pedagogy areas - Child Development, Early Childhood Education etc.), Using video prompts in classroom, Lesson Planning using video resources, (Continued) Video,

animations, movies and television broadcast, Using movies in education (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the main purpose of this course is to get knowledge of Information Society and Digital Information and Communication Technologies: digital skills, Socio-historical aspects of Digital Information and Communication Technologies (TDIC) and their relationship with Education; Conceptualization of technology, information, information technology and communication: critical analysis of its application in education, Relationship between media, culture and education: implications for/of educational public policies, Internet use and types of resources applied to education, Active teaching methods, Assistive Technology in inclusive education. for this the PCC will include, in this discipline: field work in the school context, which will include observation of everyday pedagogical practices and the possibilities of using TDIC in such practices; elaboration of projects and/or didactic-pedagogical materials about and with the use of TDIC, based on the fieldwork carried out; presentation and discussion of these projects and/or didactic-pedagogical materials, including the participation of professionals who work in the observed school context, with a view to analyzing the applicability of the projects and/or materials elaborated on and using DICT, as well as the association of the contents of the training curriculum with the skills necessary for pedagogical practice, in order to favor the understanding of the possibilities of flexibility in school planning, with the help of TDIC, and in accordance with the educational demands of the students (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.4.4 Teaching Methodology for the course

In Pakistan the teaching methods for ICT course are Inquiry-based, question answer technique, experiential learning, discussions and reflections, Peer instruction. Collaboration and learner-centered instruction (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the teaching methods for ICT are dialogued class, group activities, observation and analysis of school contexts to associate curricular contents with the practical possibilities of using DICT in such contexts. • Elaboration and discussion of projects and/or didactic-pedagogical resources using TDIC (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.4.5 Assessment for the course

In Pakistan the assessment criteria included presentation, assignment and written paper for this discipline. They have two exams middle and final to be qualify in the semester and also each

student must present their work and submit assignment to pass this discipline where 80% marks are assigned in written work and 20% for presentation and assignment. This is application based course the main focus will be online reflections that demonstrate that Student Teachers have read the assigned readings and websites, Attendance and participation in online and in-class discussions demonstrating that Student Teachers have read the assigned readings and websites, Assignments, Micro-teaching lesson: Teaching with technology, E-portfolio (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the evaluation criteria are; field work presented in written and oral form. Production and systematization of dissertation texts and didactic-pedagogical resources using TDIC and presentation of field research results and projects and/or didactic-pedagogical resources developed (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.5 CHILDHOOD EDUCATION COURSE IN BRAZIL AND PAKISTAN

Children education is an important discipline through which a teacher can better understand students need and differences. For teacher training it is an essential subject to understand the learning level of their students. This course is comparatively analyzed below in the view of Pakistan and Brazil;

3.4.5.1 Course Purpose

In Pakistan the name of the course is “child development” with 3 credit hours. The primary focus of this course is learning about children in order to become an effective teacher. It provides Student Teachers with an overview of child development and growth as a holistic process. The latest research and thinking about the conditions that affect children’s learning and development will be addressed across developmental domains and stages of development. Development of language and cognition as well as emotional, social, and physical characteristics of children will be explored (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the name of the course is “Fundamentals of early childhood education” with 5 credit hours. The discipline aims to present the origins, current situation and trends in early childhood education from 0 to 6 years old in Brazil and in the world, within the socio-political and economic framework that has conditioned it (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.5.2 Course learning outcomes

In Pakistan aafter completing this course, Student Teachers will be able to: describe major theories and themes about how children develop, compare the characteristics of various

developmental stages according to, different theorists, identify factors influencing the learning process, design age-appropriate teaching methods based on developmental theory, identify individual differences of students and children with special needs, reflect on their conceptions about child development and its implications for teaching and learning (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil at the end of the lesson students will be able to: Lead the professional future to the elaboration of a conception of Early Childhood Education, understood as a necessary and essential systematic activity for the humanization of the child, through interaction with adults and their peers. Discuss the correct characterization of the school where this education is developed. Analyze the training of early childhood education professionals (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.5.3 Course description

In Pakistan the course provides examples of theorists who look at child development from different perspectives. Each has implications for teachers. Although the course includes units on children with special needs and the influence of society and culture, the central emphasis is always on development. (Student Teachers will have the opportunity to study special needs and society/culture in more depth through other course work.). This summary is for the Instructor's use in preparing for the course. It has been prepared for educational use only and may not be used for commercial purposes. Instructors may feel free to duplicate any parts of the summary they would like to share with Student Teachers, but they should give proper attribution when citing material for other purposes. Student Teachers will form their own child development theories. Implications of child development theory for schools, teachers, and society will be considered. Student Teachers will be provided with real experiences to study and observe children at different levels of development. They will have an opportunity to enhance their understanding of how people learn, individual differences and learning styles, and how theories of learning and development relate to classroom learning and teaching. The course will enable Student Teachers to create learning environments that suit the needs of an individual child as well as children in general (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the main achievement of the discipline is to explain emergence of the Early Childhood Education school, its historical development: representatives and defenders. Its Socio-political and economic conditions responsible for the need to systematize Education from 0 to 6

years old. Early Childhood Education in different countries and democratization of education in Brazil and preschool education. Nursery or pre-school: recreationist, introductory or philanthropic vocation. General characteristics of child development and its pedagogical consequences: what is the function(s) of preschool? And Early childhood education professionals: construction of identity (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.5.4 Teaching Methodology for the course

In Pakistan. A variety of learning and teaching approaches will be used throughout the course, such as group work, peer learning, class debates, and discussions. Student Teachers will collaborate on performance-based tasks such as role playing, making informational posters, and writing letters to teachers. The course links learning approaches with assessments to provide Student Teachers with opportunities to accept responsibility for their own learning (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the adopted teaching methodology for the discipline are: Expository classes, Discussion in groups, Studies and elaboration of texts and Seminars (Pedagogy course FFC/UNESP/Marilia, 2022).

3.4.5.5 Assessment for the course

In Pakistan assessments will be used in the course, including mid-term and final examinations. The assessment criteria included presentation, assignment and written paper for this discipline. They have two exams middle and final to be qualify in the semester and also each student must present their work and submit assignment to pass this discipline where 80% marks are assigned in written work and 20% for presentation and assignment (B. Ed (Hons) HEC/Pakistan, 2013).

In Brazil the evaluation will take place in a continuous process based on individual and group participation in debates, reflections and elaborate and/or systematized works (Pedagogy course FFC/UNESP/Marilia, 2022).

3.5 COMPARATIVE REVIEW ON FIVE SELECTED DISCIPLINES

Table 3.3 presents the teaching plans of selected discipline from pedagogy course in Pakistan and Brazil. In this table, general categories were created from the disciplines that present the specific contents of each discipline mentioned in the teaching plans.’

Table 3.3 Teaching plans of selected discipline from pedagogy course in Pakistan and Brazil

Comparative Analysis of Disciplines			
S.N	Contents present in teaching plans	Pakistan	Brazil
I.	Conceptual aspects of the discipline	✓	✓
II.	Education, teaching and learning of students	✓	✓
III.	Conceptual understanding and theoretical theories	✓	✓
IV.	theory connection with practical classroom	✓	✓
V.	Understanding Individual differences	✓	✓
VI.	Teaching methodology and work plan	✓	✓
VII.	Curriculum organization and strategic support	✓	✓
VIII.	Collaboration and cooperative learning	✓	✓
IX.	Historical background	✓	✓
X.	National and international standards	✓	✓
XI.	Professional training of students for practical life	✓	✓
XII.	Theoretical and Practical activities	✓	✓
XIII.	Digital use and knowledge transmission	✓	✓
XIV.	Assessment and assignments	✓	✓
XV.	Group discussion and seminar	✓	✓

Source: Authora 2023.

According to table 3.3, the overall comparative review has presented from pedagogy discipline (Pakistan and Brazil) on the selected courses for the analysis. It is analyzed comparatively on pedagogy course listed in the analyzed teaching plans were: conceptual aspects of the discipline, education, teaching and learning of students, conceptual understanding and theoretical theories, theory connection with practical classroom, understanding individual differences, teaching methodology and work plan, curriculum organization and strategic support, collaboration and cooperative learning, historical background, national and international standards, professional training of students for practical life, theoretical and practical activities, digital use and knowledge transmission and assessment and assignments. It is noteworthy that the disciplines are developed by experts in the specific field. Therefore, in most of the courses the expert created proper objectives, methodology, assessment techniques and relevant content material.

In an educational setting, it is essential for teachers to know about human development and how students learn. Students learn according to their own pace and ability, so concepts about individual differences and different types of learners are also covered. In different ways,

Pedagogy courses are trying to promote teacher training that is more focused on serving diversity, seeking to develop some content that contemplates the specificities of a certain group of students. However, this diversity of contents, as well as the diversity of the workload, the names of disciplines and the treatment of contents developed among the different courses, demonstrates that there is no consensus on the minimum knowledge necessary to guarantee training capable of facing the challenge of teaching for everyone. It was found that each course focuses on different aspects with different approaches according to national and international demands. The best theoretical backgrounds and theories by great authors are presented in the discipline for the students training. The majority of courses names and discipline names are founded relevant and, in many parts, they have same theories and application.

3.6 SUPERVISED CURRICULAR INTERNSHIPS/RESEARCH PROJECT IN BRAZIL AND PAKISTAN

The Research Projects is a practical work in which students and their supervisors are actively involved in the research process. In this project students take action and do planning with the guidance of supervisor from start to end. At the end students submit their project report for evaluation and present it in the final evaluation. The other important part is teaching practicum/teaching internship that take place at school by doing practical teaching in their selective courses and supervised by expert teachers. At the end of teaching practice students submit report of their overall activities. These both practical activities are important for teaching and are mandatory part of pedagogy course in Brazil and Pakistan.

3.6.1 TEACHING PRACTICE AND RESEARCH PROJECT IN BRAZIL

In Brazil students start teaching internship from the third year that ends in the fourth year. Also, at the final year student chooses one of the courses in their interest from the given courses (Child education, Special education and educational management) that offered at last year as an optional discipline. Students will perform their research activities in selecting area among the selected chosen discipline for the Course Completion Work (TCC). Further in Brazil the Pedagogy Course Internship Project comprises the disciplines: Supervised Internship of Teaching Practice in Early Childhood Education; Supervised Internship of Teaching Practice in the Early Years of Elementary School; Supervised Internship in Educational Management. In terms of teaching, from the third year onwards, Mandatory Internships of the Pedagogy course are planned, supervised by professors of the course, who accompany the students' activities, from

the beginning, with orientation of classes in these three areas. At the end, each student delivers the Internship Folder, with the activities carried out and the required supporting documents. In orientation activities, students are presented with the entire organization and administration of schools, as well as the Municipal Departments of Education and the Regional Boards of Education. Also, in Brazil during teacher training students received scholarships from Institutional Program of Scholarships for Teaching Initiation-PIBID funded by Capes (Pedagogy course FFC/UNESP/Marilia, 2022).

3.6.2 TEACHING PRACTICE AND RESEARCH PROJECT IN BRAZIL AND PAKISTAN

On the other hand in Pakistan during 4 years of B.Ed (Hons) students start teaching internship from second year and it ends in the last year. They have teaching practicum in different semesters such as third, fourth, seven and eight where in the third and seven semester they have short time teaching practicum and in the fourth and eight semester they have long term teaching practicum. Students select courses of their interest at third year of the program where they have to opt two subjects from the given groups such as from science group, they have to select a pair of their interest (biology/Chemistry or Mathematics/physics) from arts (Urdu/English). Where students specialize in two major subjects. In these subjects they get expertise as a subject that they can teach at school level later. Further in Pakistan during the B.Ed (Hons) teaching practicum comprises on observing different administration activities and teaching in the opted disciplines: Urdu/English, biology/Chemistry or Mathematics/physics). Teaching practice is mandatory for all of the Pedagogy course and are planned that is supervised by professors of the course, who accompany the students' activities, from the beginning, with orientation of classes in these three areas. At the end, each student delivers the portfolio of all activities they did at school and the required supporting documents. In orientation activities, students are presented with the entire organization and administration of schools. At final year students do their research project under the supervision of supervisor. The research work can be done from any topic related to the field of education according to the interest of students. It is also mandatory and the final report is evaluated by experts at the final evaluation (B.Ed (Hons) HEC/Pakistan, 2013).

3.7 CONCLUSION

The major findings from this chapter were drawn according to collected information. The first and very interesting thing is that the 4-year teacher training program is started in 20th century in both countries with the suggestions and recommendation of responsible authorities such as HEC in Pakistan and BNCC in Brazil. Teacher training program its implementation and curriculum contents were analyzed comparatively where it is explored that teaching courses in both countries are Pedagogy disciplines are taught in different languages such as English in Pakistan and Portuguese in Brazil. Sometimes students faced difficulty to learn in second language as English is not the national language of Pakistan but it is official language using in all department while in Brazil students are lucky to learn in the same and one language. For quality education it is important to learn something in your own language. It is also noteworthy that both selected universities in this study had qualifications in teacher Education at elementary level.

The names of the program is different in Brazil it is known as 'Pedagogy' and in Pakistan 'B.Ed (Hons)' whereas the main purpose of both courses is to train teacher according to school need and national demand. In Pakistan the course is devoted to training and subject specialty where in the last two years of B.Ed (Hons) program students need to select disciplines of their interest and expertise such as (in Science; biology, chemistry, in language Urdu/English and in mathematics; physics/statistics/mathematics) so in that subjects they got mastery and later they can teach relevant subject at school level. On the other hand, in Brazil in last years the students have to select one area to be expert in that such as Early Childhood Education, Early Years of Elementary School and Educational Management. Also the other thing that is similar that students have to do their supervised teaching practicum/teaching internship in their opted courses at school and is mandatory in both countries. The students have to submit a complete portfolio/folder to mention all their teaching internship activities in it for evaluation to their supervisors. The teaching internship is supervised by Professors in both countries. The research work or project (TCC) is also mandatory and done by students at final year under the supervision of supervisor in both countries. In Brazil they have scholarships for teaching internship in Pakistan students don't have this opportunity.

The courses and their contents are similar up to more extent in both countries. In the educational psychology and child development the psychological theories and their authors are similar. Also the main focus is given on the practical implication of these theories at practical

teaching at school level. Where the Pedagogy I & II/Didactics I & II is also relevant to teaching practice and practical teaching activities and classroom interaction. In this disciplines the teachers are trained according to the need and demand of their course and school need but the main emphasis is given on the way of teaching. The other subject digital technology is selected that is the need of the current time. In which all the basic concepts related to teaching and technology is presented. It is practical course and most of activities are done by students practically at school level.

CHAPTER-04

PHILOSOPHER INFLUENCE ON EDUCATION IN PAKISTAN AND BRAZIL

4.1 HISTORICAL BACKGROUND OF PAKISTAN

The uprising of 1857-58 marked a significant turning point in the history of South Asia during the nineteenth century. Following this event, the British Parliament passed the Government of India Act in 1858, transferring authority to the British Crown, represented in India by the Governor-General who also held the title of Viceroy. Consequently, India officially became a Crown colony in 1876, although the roots of British colonialism can be traced back to 1757 when British naval forces and merchants initially set foot in India sub-continent. This marked the beginning of over two centuries of British colonial rule over the Indian subcontinent (Lyer, 2010). The British Empire's presence in sub-continent India capitalized on the decline of the Mughal Empire and the emergence of various warring factions vying for control across eighteenth-century India (current India, Pakistan and Bangladesh). Through military might and strategic diplomacy, the British expanded their dominion over vast territories, leveraging both force and cunning (Tharoor, 2017). Post the 1857 mutiny, the British Crown transitioned to direct rule as a gesture to settle certain native states during the rebellion. However, they retained the authority to intervene in the internal affairs of states whose rulers were perceived as disloyal. These native states eventually agreed to either Pakistan or India in 1948, adopting similar legal, administrative, and political structures as those under colonial rule (Lyer, 2010).

The British colonial administration deliberately implemented a "divide and rule" policy that sowed discord between Hindus and Muslims in India. The goal was to weaken any unified opposition to British rule by exploiting religious differences and preventing the two communities from forming a cohesive resistance movement. Through this destructive strategy, the British sought to maintain their control over the Indian subcontinent by dividing and exploiting the common people. They promoted rivalries and conflicts between Hindus and Muslims, undermining the potential for a united front against the foreign occupiers. This policy of divide and rule was a calculated tactic used by the British to consolidate their power and continue

extracting resources and wealth from India. By keeping the major religious communities at odds with each other, the colonial authorities were able to suppress any meaningful challenge to their dominance. Political figures like Allama Muhammad Iqbal recognized this divisive strategy and used their influential voices to call for unity among Indians, regardless of faith. Iqbal's poetry and political activism aimed to rally the people against the foreign oppressors and their attempts to fracture Indian society along religious lines. The British's divide and rule approach represented a concerted effort to undermine India's rich cultural diversity and religious harmony. This colonial policy had lasting impacts, contributing to the tensions and conflicts that continued to shape the subcontinent's tumultuous path towards independence. This strategy exploited religious differences to foster animosity among Indians, leading to widespread violence, displacement, and economic devastation (Tharoor, 2017). Recognizing India's diverse sociocultural landscape, the British deliberately stoked tensions between various groups to weaken unity and consolidate their power. By fostering divisions based on religion, caste, and class, they undermined national cohesion and exacerbated communal strife (Tharoor, 2017). The legacy of these divisive policies is still evident in present-day India, Pakistan, and Bangladesh. Lingering Hindu-Muslim animosity continues to shape social dynamics in these nations, perpetuating marginalization and discord that originated from colonial strategies aimed at maintaining control through division.

The British East India Company arrived in the 17th century for trade but gradually gained political power through alliances and military victories. By the 18th century, the British established control over most of India, including the regions that would become Pakistan. This period saw economic exploitation, administrative changes, and the introduction of Western education systems. The 19th century saw the rise of Indian nationalism, advocating for self-rule from British control. However, religious and ethnic differences within the subcontinent also emerged. Muslims, concentrated in northwestern India, began asserting their distinct cultural and religious identity.

The All-India Muslim League, formed in 1906, advocated for Muslim rights and interests. The Two-Nation Theory, developed by Muslim intellectual Muhammad Ali Jinnah, argued that Hindus and Muslims constituted two separate nations due to religious and cultural differences. This theory provided the ideological basis for the demand for a separate Muslim state. The All-

India Muslim League formally adopted the Lahore Resolution in 1940, demanding the creation of independent Muslim states in areas with Muslim majorities. Growing religious tensions and violence in the 1940s made a united India seem increasingly difficult. Facing pressure and recognizing the depth of Muslim sentiment, the British proposed a partition plan in 1947, dividing India into two dominions: India (Hindu-majority) and Pakistan (Muslim-majority). This plan was rushed and poorly defined, leading to mass displacement and violence. Both India and Pakistan gained independence in August 1947, but the partition process was a bloody affair, displacing millions and claiming countless lives. Pakistan initially consisted of two geographically separated regions: West Pakistan (present-day Pakistan) and East Pakistan (present-day Bangladesh). This geographic separation and cultural differences led to the 1971 Bangladesh Liberation War and the creation of Bangladesh as an independent nation. The partition continues to influence relations between India and Pakistan, with ongoing tensions regarding borders, security, and historical grievances.

The most important event was the historical announcement of India's Governor-General, Lord Mountbatten with regard to the "date of British withdrawal from India to August 15, 1947. The act created two new dominions India and Pakistan. Both these new dominions were given freedom of choice either to continue to be the member of the British common wealth or to leave it. The power was to be transformed to the constituent Assemblies of India and Pakistan which were created by the act itself to frame the constitution for their respective countries and until the new constitution both the new dominions were required to conduct their dominion affairs at the central, as well as provincial level, according to the Government of India act 1935. There were five hundred sixty-two princely states at the time of partition. They were bound with Britain through treaties which allowing them complete free hand in the suppression of their subjects, imposed British crown as the paramount power, whose functions were performed by the viceroy.

The British Paramountcy on the princely states lapsed on August 15, 1947. The rulers of the states were given three options. Firstly, they could join of their own free will as independent entities, Indian dominion. Secondly, they could join the dominion of Pakistan. Thirdly they could choose to remain independent. The British colonial administration deliberately implemented policies that sowed discord between Hindus and Muslims in India. The goal was to weaken any unified opposition to British rule by exploiting religious differences and preventing the two

communities from forming a cohesive resistance movement. The British pitted these two groups against one another and eventually Muslim league was forced to demand the creation of separate state to be called Pakistan. Because it felt its interests would not be represented in the Hindu majority India. On august 15, 1947 after ruling the sub-continent the British surrendered the power India and Pakistan became two sovereign nations. The concept of partition was touted as a means of bringing security and property to the region. However today's circumstances reveal quite contrary. Broadly speaking four factors could be considered for the growth of Muslim separatism which later took the form of "two nation theory". First the British policy of divide and rule, second the emergence of Muslim middle class. Third, the growth of communal sentiments, fourth the mistakes committed by the Indian national congress (Mir, 2014).

4.2 HISTORICAL BACKGROUND OF BRAZIL

The colonization of Brazil by the Portuguese began in the early 16th century and involved various economic cycles, including the extraction of Brazil wood, sugar, gold, and diamonds, heavily relying on slave labor from both Africa and the indigenous population. Initially, the Portuguese were drawn to Brazil for its Brazil wood (pau-brasil), which was valuable for its red dye. The Treaty of Tordesillas in 1494 had already divided the New World between Spain and Portugal, with Brazil falling under Portuguese influence. Following the discovery of Brazil wood, the sugar plantation system became the cornerstone of Brazil's economy, with the first sugarcane brought by Martim Afonso de Sousa in 1532. This led to the extensive use of African slave labor, as indigenous labor proved insufficient and unsustainable due to high mortality from European diseases and harsh working conditions.

The historical development of Brazil can be divided into several distinct periods: the colonial period (1500-1822), the imperial period (1822-1889), the republican period (1889-1963), the military dictatorship (1964-1984), and the contemporary period from 1985 to the present. Firstly, Brazil, the largest country in South America with a vast population, stands out globally for its extensive territories and diverse populations (Haussman & Haar, 1978). The Portuguese explorer Pedro Álvares Cabral first discovered Brazil in April 1500 (Bender, 1990), leading to its status as a Portuguese colony. Over the more than 300 years of Portuguese colonization (1500-1822), Brazil developed under the influence of the Portuguese political system. It remained a colony until 1822, when it gained independence and entered the imperial

period. Secondly, considering Brazil's political situation, the country was governed by a colonial system since the Portuguese colonization in the 16th century. The main ethnic groups that have significantly influenced Brazilian culture are Portuguese, Indigenous (native), and African (Haussman & Haar, 1978).

In the early 1960s (1961-64), during President J. Goulart's aggressive reform efforts, Brazil experienced significant political unrest. Right-wing factions were plotting to overthrow the government. Serious inflation and internal political conflicts led to more than two years of social and economic turmoil. Amid this chaos at third period, the Brazilian military staged a coup in March 1964, ending the brief post-war parliamentary democracy and starting a period of military dictatorship. Power remained concentrated in the hands of a few elites (Huang, 2003). Voter turnout was low during this period, with only 5% voting during the Republican era. This increased to 16% in 1945 and 25% in 1962, but by 1990, only 48% of the population voted, with 23% being disenfranchised under the prevailing political and social systems (Wang, 1990). This indicates that power was still controlled by a small elite group.

Freire, (1993) argued that for some, democracy meant seeking equality within an unjust system. However, in Brazil, some politicians used national resources to maintain their power and benefit personally, leading to a closed society with concentrated power and prevalent injustice and inequality. Freire believed that Brazil's lack of democratic experience hindered its democratization and kept the public's consciousness at a naive level, highlighting false democratization and corruption (Freire, 1993, 1997). Culturally, Brazil is unique as the only Portuguese-speaking country in South America, with different customs and traditions from its Spanish-speaking neighbors. Before European arrival, Indigenous people lived in Brazil. Later, African slaves were brought to Brazil, integrating their customs and language into Brazilian culture. This mix of ethnic groups has resulted in Brazil's diverse ethnicity (Bender, 1990).

The Jesuit priests came to Brazil in 1549 to teach Christianity and European ways to the natives. They hoped this would make them easier to rule. While they protected the natives from being enslaved by the Portuguese, they didn't mind if Africans were enslaved. Their power faded in the 1700s, and around the same time, the Dutch tried to take over Brazil's sugar farms. They eventually gave up, but hurt Brazil's sugar business for a while. In the late 17th and early 18th

centuries, the discovery of gold and diamonds led to the Gold Cycle, a period focused on exploiting these resources using slave labour. The wealth generated from these resources fuelled Brazil's development, but also led to the decline of gold reserves by the end of the 18th century. Brutal slavery was a cornerstone of Brazil's colonial economy, with millions of Africans and indigenous people forced into labour. The *bandeiras* who captured slaves and searched for riches, played a part in expanding Portuguese control while devastating indigenous communities. Brazil's colonization left a lasting impact on its social, economic, and cultural dynamics, shaped by slavery, resource exploitation, and European cultural influence.

The apparent paradoxical fact that Brazil's independence from Portugal was led and proclaimed in 1822 by the heir to the Portuguese throne has always made the country's political emancipation seem strange and difficult to understand when compared to other independence processes in the Americas. As a result of a few selected superficial characteristics that are a biased historical story, Brazil's independence has traditionally been framed as a peaceful political transition from a colony to a formally independent country, and as a historical example of political, economic, and social continuity. It is almost as if nothing of importance had happened in the early 1820s, notwithstanding independence itself and, more crucially, a revolutionary transition from absolutism to constitutional monarchy (Cariello, & Pereira, 2024).

4.3 TRANSFORMING EDUCATION IN BRAZIL: THE ENDURING INFLUENCE OF PAULO FREIRE'S PEDAGOGICAL PHILOSOPHY

The education system in Brazil has a complex history marked by exclusion and inequality. In the early years after independence from Portugal in 1822, the ruling elite maintained the structural inequalities of the colonial era, with schools primarily serving the children of the white elite and landed gentry. Even after the abolition of slavery in 1888 and the establishment of the Republic in 1889, the problem of educational exclusion persisted (Bittar & Ferreira, 2016). While the Jesuit missionaries had established schools to train administrative teams, their pedagogical approach differed from the Protestant reformers who sought to establish a network of elementary schools to allow everyone access to reading the Bible. In Brazil, no such inclusive policies were implemented, and no special schools were built for the formerly enslaved population. Compared to many Western countries that had consolidated their school systems in

the 19th century, Brazil entered the 20th century with a severely underdeveloped educational system. In 1900, the illiteracy rate among those over 15 years old was a staggering 65.3%. This stark contrast reflects Brazil's history as a predominantly agrarian, rural society marked by three centuries of slavery (Romanelli, 1986).

During the transition to democracy in the 1980s, Marxism continued to influence Brazilian academic work. However, this influence came from a new interpretation of Marxism that entered Brazil through the first translations of Antonio Gramsci's works by intellectuals linked to the Brazilian Communist Party in the late 1960s (Ferreira, 2012). Once these ideas became known in Brazil, they had a significant impact on academic fields, particularly in Social Sciences and Education. Gramsci's principles about the State and hegemony helped understand Brazil's historical trajectory. Additionally, Gramsci's emphasis on education as a way to build a new cohesive group that could overcome capitalism challenged the dominant Althusserian interpretation among Marxists. The influence of Italian Marxism was further strengthened by the translation of Mario Alighiero Manacorda's works in 1989. This marked a turning point in the field of Education History in Brazil due to Manacorda's unique interpretation of educational processes, his extensive use of source materials, and his system of explaining education as a means for social change. Manacorda, following Gramsci's thinking, also offered a fresh interpretation of Marx's ideas, highlighting the importance of the liberal-democratic tradition while also seeking to overcome it by combating any kind of determinism (Manacorda, 2012).

Paulo Freire is one of the greatest educators of all time, was born in Recife, Brazil, on September 19, 1921, and died of heart failure in Sao Paulo, Brazil on May 2, 1997. Freire taught Portuguese in secondary schools from 1941-1947 before becoming active in adult education and workers' training. He was the first Director of the Department of Cultural Extension of the University of Recife (1961-1964). Freire's *Pedagogy of the Oppressed* (1970) is an argument for a system of education that emphasizes learning as an act of culture and freedom. His works became just famous as he gained an international reputation for his program of literacy education especially for the rural and dispossessed in Northeastern Brazil. He was jailed by the new government after 1964 and was forced into a political exile that lasted fifteen-years, eventually returning to Brazil in 1979. As a living testimony, his many works have been translated into

many languages, and have inspired the tradition of critical pedagogy (Taken from site: <http://paulotgl.blogspot.co.nz/>).

“Education either function as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world” (Paulo Freire, *Pedagogy of the Oppressed*).

Freire's work developed in the context of adult literacy education in Brazil at a time when there was a high rate of illiteracy among the adult population. He was forced to leave the country following a military coup in 1964 and continued to develop his pedagogic theory during a long period of exile, first in Chile and later in the United States. In *Pedagogy of the Oppressed*, he drew a distinction between the 'banking concept of education' and 'problem-posing education, which has much in common with the outlook on teaching and learning which we discuss in the rest of this book. In the banking concept of education, according to Freire,

“Knowledge is a gift best owed by those who consider themselves knowledgeable upon those whom they considers knowing nothing” (Freire, 1993 [1970]: 53).

In problem-posing education, by contrast, the teacher enters into dialogue with her/his students, acknowledging to them as fellow beings capable of consciousness and intentionality, and treats them as co-investigators into the nature of reality. Freire's description is worth quoting at length (Freire, 1993 [1970]; Skidmore & Murakami, 2016).

Freire's proposals, it is essential to identify the characteristics of the teacher development processes in Brazil, recovering the cultural frameworks that boosted the development of education and the formation of the curriculum over the last decades. Many of the legacies of these social phenomena remain in the workings of Brazilian schools, despite the time that has elapsed between the emergence of such frameworks and the successive changes in public policies, including those related to teacher education until today. The genesis of Brazilian education is initially based on the Christian and Catholic framework, understood as a synthesis of two ancestral and fundamental cultural frameworks: the Indo-European, which brought up the

culture of the gaze from the Greeks, and the Semitic, of Hebrew-Jewish nature, with an emphasis on the culture of the word (Casali, 2018). The Jesuits oversaw acculturating the first peoples and maintaining central power, enforcing the teaching of Portuguese to the indigenous peoples, and in doing so disseminating the language of the colonisers throughout the Brazilian territory thus establishing a linguistic hegemony favourable to colonisation. At the same time, the first peoples were taught biblical stories and Catholic rites. In this way, a colonising process was set in motion, integrating communication and faith.

Brazil has been influenced by many cultures and has become a cultural melting pot. To understand this, we can look at Brazilian religious practices. Freire noted that Brazil had always been very authoritarian and had developed a "culture of silence" (Freire, 1985; Shor & Freire, 1987). This can be seen as part of Brazil's historical culture. Regarding elite politics, Brazil was focused on empire during the colonial period and continued this focus during the imperial and republican periods. Freire (1997) summed it up by saying, "The rise of democracy in Brazil depends on the development of the economy, and when democracy improves, it can end the oppressive forces imposed on the poor by the rich". Freire's life work aimed at democratizing Brazil, raising critical consciousness through his pedagogy. He believed that as Brazilians became more critical, they would transform their world and make it more democratic.

During Portuguese colonial rule, Portugal aimed to exploit Brazil rather than develop it into a civilized society (Freire, 1997). Consequently, Portugal did not invest much in Brazilian education (Haussman & Haar, 1978). Portugal's focus was on occupation and exploitation, not on educating the Brazilian people. Portuguese colonists did not plan for the development of Brazil or its communities (Freire, 1997). This neglect resulted in high illiteracy rates, a tradition continuing from colonial times. Education was often reserved for the aristocracy, serving as a status symbol rather than being functional. This symbol of education separated the upper and lower classes, leaving the common people largely illiterate. The educational model in Brazil, based on European culture, was established during the colonial period. Brazilian society was primarily agricultural, with educational opportunities often reserved for the aristocracy and elites in various powerful sectors like the church and professional fields. The education provided to these elites was more symbolic of social status than functional. Consequently, there was a stark

contrast between the educated few and the largely illiterate masses. The educational model in Brazil during the colonial period was based on European culture (Hausman & Haar, 1978).

According to Paim (1967), during the colonial period in Brazil, there were distinct educational curricula; one for the Portuguese elite living in the colony, and another for the indigenous peoples. The curriculum for the indigenous population was subject to strict controls, based on the *Ratio Studiorum* the manual of the Jesuit order. This manual had stringent requirements for teachers, who had to be at least 30 years old, with extensive teaching experience, and adhere to Jesuit values. Enlightenment books were forbidden for these teachers, effectively isolating them from the progressive and divergent discourses spreading across Europe, including in Portugal. This had the effect of blocking access to the scientific ideas that were gaining traction in Europe. The Jesuits maintained a presence in Brazil for two centuries, and their legacy is still visible in various aspects of the current Brazilian education system. Many teachers today still lack autonomy and authorship, following prescriptive curricula and pre-determined manuals that serve institutional interests rather than the needs of the diverse population. The reliance on standardized assessments as the sole criterion for policymaking is a common practice, and these hegemonic public policies often fail to engage with the wider pluralistic society and its regional and sociocultural requirements. The enduring influence of the Jesuit approach, which represented the Portuguese interests in the colonization of Brazil, has fostered a culture of submission to authority that is deeply ingrained in the position of teachers in the country.

Brazil's colonial education system changed after the Jesuits' expulsion. The Marquis of Pombal introduced a secular curriculum and laid teachers, aiming for a more practical approach. However, this faced challenges like disruption from rapid changes and a lack of qualified teachers for the new subjects. In 1807, when the Portuguese royal family, led by King João VI, fled to Brazil to escape the Napoleonic invasion, they brought with them many collaborators, some of whom were in a position to take on teaching roles. The monarch then established an educational structure divided into three levels: Primary education that focused on teaching reading and writing. During this period, secondary education in Brazil focused on language studies, with the introduction of additional subjects beyond the primary curriculum. The secondary level aimed to provide students with a more advanced education, building upon the

foundational skills acquired in primary school. This expansion of the curriculum at the secondary level reflects an effort to broaden the educational opportunities available to Brazilian students. By incorporating new subjects alongside the core language instruction, the secondary education system sought to expose students to a wider range of knowledge and prepare them for potential future pursuits. However, it's important to note that access to this enhanced secondary education was likely limited, as the education system at the time still catered primarily to the elite classes. The majority of the population, particularly those from disadvantaged backgrounds, may have had limited or no access to secondary schooling during this period. Higher education that designed for advanced studies. However, the Brazilian education system remained under the influence of external specialists belonging to the culture of the colonizer, with limited connections to the local context. This meant that the curriculum and teaching methods were largely disconnected from the realities and needs of the Brazilian population. As noted by Boaventura (2009), the education system implemented during this period continued to reflect the interests and perspectives of the Portuguese colonial power, rather than addressing the unique circumstances and requirements of Brazilian society.

Paulo Freire's critical pedagogy focused on democratizing Brazilian culture and emphasized the need for quality and accessible education. In 1964, about 4 million school-aged children in Brazil could not attend school, and there were about 16 million illiterate people over the age of 14. This widespread illiteracy was seen as a significant barrier to Brazil's development and democratization (Freire, 1978, 1997). Freire believed that reducing illiteracy would increase political participation and lead to democracy in Brazil. Due to his efforts in this field, Freire was arrested and imprisoned during the 1964 military coup in Brazil. In response to the authoritarian period in Brazil, a critical framework emerged that was heavily influenced by the critical pedagogy of Paulo Freire. Freire advocated for freedom of thought, awareness of citizenship rights, and dialogue in all aspects of human interaction, including education, as a means to build a more just and egalitarian society (Casali 2018). Freire's ideas have been championed globally by influential thinkers like Gramsci, Dewey, Giroux, Torres, and Mayo. They have studied the complex relationships between power, domination, social justice, freedom, democracy, identity, knowledge, culture, and the role of education and its agents.

Freire emphasized problematization and dialogue as essential components of the educational process, where ideas should flow freely without imprisonment or exclusivity. He believed teacher-student relationships must be respectful, and teaching authority should be distinct from authoritarianism. Contrary to popular misconceptions, critical pedagogy does not equate to a lack of systematization or teacher complacency. It advocates for a responsible teacher who is a curriculum leader, lesson author, and professional committed to student learning. Radical pedagogy cannot make concessions to neoliberal 'pragmatism' that reduces education to mere technical-scientific training of students rather than their holistic formation. Necessary technical-scientific training should not be narrowly limited to the technical and scientific aspects that characterize mere training (Freire 2000).

In Freire's view, teachers cannot simply be trained, as this risk reproducing the oppressive "banking" model of education in students' own practices. Currently in Brazil, Freire's ideas are not widely accepted or disseminated in the education system due to political-ideological polarization (Moratelli, 2022). Despite the democratic discourse and student-centered objectives adopted by institutions, there is little effective recognition of Freire's emancipatory pedagogy outside of academic circles and intellectuals aligned with his liberationist ideology. To conclude this section, which has aimed to contextualize teacher education in Brazil, it is essential to highlight the trends in professional development adopted in different era with the collapse of traditional school environments, teachers were thrust into a "no place" and "no time" perspective created by unfamiliar technologies (Auge, 2012). They were forced to leave their comfort zones, which had been shaped by Western rationalist and positivist philosophy, characterized by strict disciplines and controls that had historically structured teaching, learning, and schools in Brazil (Casali, 2020). Similarly, educational materials and Teaching Systems, which had been central to teachers' professional development for decades, were replaced by technology and its resources, making them the main focus of teacher development, while traditional teaching and learning were relegated to secondary importance.

Paulo Freire was a complex pedagogical thinker whose work required on-going reflection and discussion. Despite the new problems and challenges that have arisen since Freire's death in 1997, Freirean ideas remain as relevant today as ever. Over the past twelve years, numerous books and papers on Freire's theory and practice have been published, with several books being

released posthumously (Roberts, 2015). Freire's historical and political analysis posited that Brazil's immature democracy was primarily due to its "predatory colonization," characterized by slave labor and power abuse, which silenced the Brazilian people and hindered their ability to advocate for themselves.

Freire's first book, "Education as the Practice of Freedom," significantly influenced his doctoral thesis at Recife University in 1959 (Torres, 2014). His second book, "Pedagogy of the Oppressed," established his international authority on pedagogy. Published in 1968, with an English version in 1970, this book is deeply rooted in specific contexts and reflects Freire's direct or indirect observations from his educational engagements. It represents his philosophical reflection on education as a practice of freedom (Freire, 1998). "The Pedagogy of the Oppressed" is driven by authentic humanism and presents itself as a pedagogy of man. It critiques a pedagogy that starts with the oppressors' egoistic interests, which are cloaked in paternalism, and turns the oppressed into objects of humanitarianism, thus maintaining oppression and dehumanization (Aronowitz, 1981). Freire's analysis highlights the social structures, including economics, education, and religion, that keep the proletariat docile and unable to control their historical roles, which is crucial for transforming or creating their living world. During his imprisonment in 1964, Freire began writing "Education as the Practice of Freedom," published in Chile in 1969 while he was in exile. This book is included in "Education for Critical Consciousness," which comprises two parts, with "Extension and Communication" as the second part. This work distinguishes between expansion plans and communication plans, exposing the epistemology underlying Freire's educational theory, which rejects both idealism and materialism in explaining the cognitive process. Instead, Freire posited a dialectical theory embedded in human cognition, existing in practice (Freire, 1994; Goulet, 1997).

By 1970, Brazil's population had reached 110 million, with one-third of the adult population being illiterate. These individuals lived under a cultural mythology created by oppressors, rendering them incapable of reading, writing, and using Portuguese effectively. Consequently, literacy education became a significant goal in Brazilian adult education, which Freire pursued throughout his life. Illiteracy not only hindered social and economic order but also deepened injustice, preventing individuals from making decisions or participating in politics, thereby stalling democratic development in Brazil (Freire, 1985; Freire & Macedo,

1987). Freire did not advocate for a radical political revolution but rather a true revolutionary intention to liberate people and enable them to live more freely. Addressing Brazil's distinct class issues, Freire emphasized improving social structures to achieve a perfect society (Elias, 1994; Freire, 1985).

Paulo Freire's pedagogy, also known as critical pedagogy, is a transformative educational approach that emphasizes critical thinking, dialogue, and social action. It contrasts with traditional education, which often views students as passive recipients of knowledge. Freire's pedagogy encourages students to actively engage with the learning process, question the status quo, and develop their own understanding of the world. Neoliberalism is a political and economic ideology that promotes free markets, limited government intervention, and individual responsibility. In the context of education, neoliberalism has led to policies that focus on standardized testing, accountability, and privatization. These policies have been criticized for narrowing the curriculum, focusing on rote memorization, and increasing inequality in education. Freire's pedagogy has been influential in many parts of the world, but it has faced resistance in Brazil. This is partly due to the country's history of military dictatorship and neoliberalism, which have emphasized traditional and standardized approaches to education.

In recent years, there has been a growing interest in Freire's pedagogy in Brazil. This is due in part to the recognition that traditional education methods have not been effective in addressing the country's deep-seated social and economic inequalities. Lesson Study (LS) is a collaborative professional development approach that originated in Japan. In Lesson Study, teachers work together to plan, teach, observe, and analyze lessons. This process helps teachers to develop their own pedagogical skills and to learn from each other. Lesson Study can be a valuable tool for promoting Freirean pedagogy in teacher education. By focusing on dialogue, collaboration, and critical reflection, Lesson Study can help teachers to develop the skills they need to implement Freire's approach in their classrooms. The Salvador pilot project was a research study that introduced Lesson Study in public schools in Salvador, Brazil. The project aimed to assess the potential of Lesson Study for promoting Freirean pedagogy and improving student learning outcomes. The project found that Lesson Study can be a valuable tool for implementing Freirean pedagogy in the classroom. Teachers who participated in the project reported that they were able to develop their skills in critical thinking, dialogue, and collaboration. They also reported that

their students were more engaged in learning and were better able to think critically about the world around them.

4.4 ALLAMA MUHAMMAD IQBAL INFLUENCE ON EDUCATION IN PAKISTAN

Allama Muhammad Iqbal, popularly known as Iqbal, was born on February 9, 1877, into a Kashmiri family in Sialkot, British India (now in Pakistan). His ancestors were originally Brahmin Hindus who had converted to Islam and migrated from Kashmir to Sialkot after the War of Independence in 1857. Iqbal's father, Sheikh Nur Muhammad, and his mother, Imam Bibi, were devout Muslims. As a child, Iqbal was sent to learn the basic teachings of Islam under the tutelage of Maulana Mir Hassan. On Mir Hassan's recommendation, Iqbal was then admitted to the Scotch Mission High School in Sialkot, where he completed his primary, elementary, and secondary education by 1892. After his schooling in Sialkot, Iqbal went to Lahore and graduated with distinction from Government College in 1897. He then pursued a Master of Arts (MA) degree, also from Government College, under the supervision of Professor Thomas Arnold, who helped direct Iqbal's attention towards philosophy.

Iqbal completed his MA in 1899, securing the top position in the university exams. Following his MA, Iqbal briefly worked as the McLeod Arabic Reader at Oriental College, Lahore, before joining Government College Lahore as an Assistant Professor of Philosophy, a position he held for five years. In 1905, Iqbal left for Europe to pursue higher studies, earning a PhD from the University of Munich in Germany, with a thesis on "The Development of Metaphysics in Persia" (Qadir, 2006). Iqbal's early life and education were shaped by his Kashmiri-Brahmin heritage, his devout Muslim upbringing, and the political and social turmoil of British India at the time. These formative experiences would go on to deeply influence his later work as a renowned poet, philosopher, and political thinker.

The period between 1877 and 1938 is considered a critical time in the history of the Subcontinent. During this era, significant strides were made in terms of religion and nation-building. Iqbal's poetry from this period reflects these themes, acting as a powerful tool against the prevailing sluggishness. He is recognized as one of the greatest reformers and fighters of the 19th century, a time when Indian politics and religious turmoil were at their peak (Alam, 2021). The religious landscape of the 19th century was complex, characterized by emerging plots and

conspiracies. Various sects and segments posed a threat to the peaceful unity of Islam. British spies from the Ministry of Commonwealth aimed to divide Islam, make it hybrid, and weaken the Ottoman Empire. They spread their influence throughout the Arab countries and South Asia, including India, promoting enemies of Islam within their ranks. This facilitated their colonial rule in these regions. The Russian invasion and imperialism in Iran in 1908 deeply affected Iqbal, a sentiment expressed in his poem 'Shikwah' (the Complaint). This poem aimed to awaken Muslims from their oblivion and prepare them for a new day. Iqbal's poetry thus served as a barrier against the British Ministry of Commonwealth's conspiracy to destroy Islam (Altaf, 2008).

During this period, Iqbal was in a colonized India, suffering under British imperialism. For three centuries, the British had established their administration throughout India, initially appearing as traders. They plundered India's treasures and oppressed its people, aiming to weaken the country's strength through division and spreading illiteracy. This led to a decline in India's religious and cultural diversity. India also suffered from internal issues such as dogmas and bad traditions, including keeping women away from education, prohibiting literature and science knowledge, and the custom of Sati (burning wives after their husbands' death). These factors made the country powerless to revolt against British rule. The British used the destructive "Divide and Rule" policy to exploit the common and unaware people. However, Iqbal and like-minded individuals resisted, using unity-based, emotionally charged, and war-declaring poems to rally the countrymen to unite and fight against the foreigners (Alam, 2021).

Allama Muhammad Iqbal realized that nationalism was not a remedy for Muslims. He observed that Western nations, which had embraced nationalism, became extremely selfish, prioritizing their own interests over moral values. Nationalism led to exploitation and greed, stripping these nations of high human morality. Iqbal concluded that if nationalism meant selfishness and exploitation, it was not the aim of a respectable nation. Witnessing the stagnation of the Islamic world and the inaction of Muslims, he returned to his original ideas and declared his mission as the awakening of the Islamic nation, urging a return to Islamic values and ethics. He believed that Western civilization, built on the pursuit of wealth rather than high morals, was destined to fail. "Among these new gods is the greatest homeland The garment he wears is the shroud of religion" (Iqbal A. M., Kuliyaat-e-Iqbal, 2002). In his poetry, Iqbal lamented the

superficial nature of Western civilization and called for Muslims to seek a foundation of high morals. He was raised with the teachings of Islamic Sufis and believed that Islam provided a solid foundation for a dignified life and progress. From 1909 to 1918, Iqbal's thoughts centered on two main areas: self-awareness and inter-Islamic ideology. He criticized mysticism that advocated self-destruction and promoted a vibrant and life-affirming literary mission to combat the decline in Muslim society caused by materialism.

Iqbal viewed patriotism as a political concept that led to material conflicts and rivalries, hollowing out the roots of humanity. He believed that European nations were on a path of destruction due to extreme nationalism (Umar, 2006). The annulment of the Partition of Bengal in 1911 and the subsequent political events in the subcontinent profoundly impacted Iqbal's thoughts and feelings. He became increasingly involved in political matters, advocating for the rights of Muslims and expressing his disillusionment with nationalism and patriotism (Qureshi, 2011). During World War I and the subsequent years, Iqbal observed the suffering of Muslims globally, particularly after the fall of the Ottoman Empire. His poetry, such as "Khizr-e-Raha," provided solace and guidance to Muslims during these turbulent times. He supported the Khilafat Movement and admired the determination and sincerity of its leaders, despite differences in political approaches.

In the 1920s, Iqbal's involvement in politics grew, and he became a member of the Punjab Legislative Assembly in 1929. He opposed the Nehru Report and advocated for separate electorates for Muslims. His efforts, along with those of other Muslim leaders, eventually led to the adoption of the fourteen points by Mr. Jinnah, which became a cornerstone for Muslim political demands. Iqbal's political vision culminated in the call for an independent Muslim state during the Allahabad Muslim League Conference. He actively participated in the Round Table Conferences in London, advocating for the permanent individuality of Muslims in the Indian constitution. His efforts significantly contributed to the political landscape that eventually led to the creation of Pakistan (Iqbal, 2014). Iqbal believed that Muslims needed to define their actions clearly to secure a predictable future. He was a strong proponent of the partition of India to create a separate state for Muslims, where they could live freely and uphold their values. His unwavering commitment to this cause shaped his political and literary contributions, leaving a lasting impact on the Indian subcontinent (Iqbal, 2014).

He is believed to be the inspiration behind the historical ‘Pakistan Movement,’ being one of the few leaders who first conceived the idea of Pakistan as a separate nation for Muslims. Iqbal was a highly educated man who completed a significant part of his studies in India, with additional education in England and Germany, where he was introduced to the philosophies of Goethe, Heine, and Nietzsche. During his time abroad, he joined the London branch of the All India Muslim League. Upon returning to India, Iqbal practiced law for some time before entering politics, where he became known for his legal expertise, political ideologies, and philosophical theories. He is fondly remembered as a great poet and scholar, significantly contributing to Urdu literature with works such as ‘Rumuz-i-Bekhudī’ and ‘Zabur-i-Ajam.’

It is the duty of the intellectuals of the nation to utilize their vision and insight to establish an educational standard that considers both past conditions and future requirements. If necessary, subjects that may not align with students' preferences but are essential for the nation's development should be introduced, even if forcibly. Human nature is such that familiarity with initially unfamiliar concepts eventually becomes ingrained. Reflecting on the last century, characterized by significant change and revolution, particularly in the Islamic world, we see the influence of intellectuals like Allama Muhammad Iqbal, who guided the nation during this critical period. This era, marked by events like the bloodshed in Tripoli and the Balkans, the fall of the Ottoman Caliphate, and the loss of Islamic rule in India, posed immense challenges to Islamic scholars. Traditional Muslim educational styles persisted, but they failed to address the rapidly changing global trends. The decline of Islamic rule saw the emergence of an academic tradition that sought to balance ancient wisdom with modern challenges.

Iqbal's educational philosophy emphasizes the importance of understanding the self and the universe to attain perfection. He believes in integrating rational and intuitive knowledge, arguing that a purely materialistic or spiritual education is inadequate. He highlights the need for both types of knowledge to coexist, as one without the other is incomplete. Iqbal's educational ideas can be categorized into three main aspects: teaching style, sources of knowledge, and the objectives of acquiring knowledge. He critiques the Western education system and provides a framework for a balanced approach to education, incorporating both scientific principles and spiritual teachings. In terms of teaching style, Iqbal advocates for an environment that nurtures curiosity and intellect. He stresses the importance of selecting subjects that reflect the nation's

future needs and believes that a scientific approach to education can eliminate societal grievances. The selection of subjects should be based on cognitive principles, integrating various fields of knowledge, including science, spirituality, and materialism. Iqbal argues for the inclusion of spiritual aspects in education to prevent the foundations of materialism from dominating the educational landscape.

Iqbal's philosophy also distinguishes between formal and informal education. Formal education occurs within schools and madrasahs, while informal education involves personal study and experiences. Iqbal believes that non-formal education, acquired through personal experiences, is more impactful and realistic than formal education alone. Formal education should serve as a foundation for lifelong learning, fostering belief and self-confidence in individuals. Regarding sources of knowledge, Iqbal identifies four main sources: revelation, history and archaeology, self-knowledge, and the book of nature. Revelation is the primary source, providing absolute guidance and consciousness. History and archaeology offer insights into human intellectual evolution and civilization. Self-knowledge involves introspection and understanding the self, contributing to spiritual development. The book of nature, or the universe, invites continuous exploration and reflection, completing the spectrum of human knowledge.

Iqbal critiqued the present educational system and elaborated on the type of education necessary for a nation's better future. He emphasized that current education methods fail to incorporate his ideas, focusing instead on materialism and neglecting spirituality. He criticized the adoption of a European-style education system, which he saw as promoting materialistic values while lacking spiritual and moral guidance. Iqbal believed that this system was a conspiracy against religion and morality, reducing education to a mere means of livelihood and intellectual slavery. In his critique, Iqbal lamented that the educational system does not nurture the intellectual and spiritual faculties necessary for the nation's growth. The selection of subjects in educational institutions is job-oriented, and both teachers and students focus on material success rather than lofty educational goals. According to Iqbal, this approach leads to the intellectual and moral decline of the nation, severing the educated from their cultural roots and making them prisoners of foreign ideas.

Iqbal argued that the modern education system, influenced by Western materialism, has failed to produce great thinkers like Rumi and Ghazali. He believed that the emphasis on material knowledge has led Muslims to lose their scientific consciousness and intellectual heritage. Iqbal urged a return to an education system that balances material and spiritual needs, integrating religious values and encouraging contemplation as advised in the Quran. He criticized the blind imitation of Western education and highlighted the need for an education system that fosters research, creativity, and a deep understanding of both religious and worldly knowledge. Iqbal called for the revival of the rich intellectual and spiritual heritage of the Muslim world, advocating for an education that aligns with Islamic principles and promotes the holistic development of individuals. Iqbal's disappointment with the current system is evident as he observes the absence of visionary leaders and scholars. He stressed that the decline in moral and spiritual values has prevented the emergence of influential personalities. Iqbal's vision for education includes the integration of traditional Islamic teachings with modern knowledge, ensuring that students grow intellectually, morally, and spiritually.

Iqbal is not only a renowned thinker on education but also taught in higher education institutions in both the subcontinent and Europe. His active involvement with the All India Mohammadan Educational Conference, 'Anjuman-e-Himayat-e-Islam,' Punjab Educational Conference, and other forums further cemented his reputation as an eminent educationist. This work presents an overview of Iqbal's philosophy and its application to the educational process. His philosophy holds tremendous significance not only for the Pakistani educational system but for the entire world. Central to Iqbal's philosophy of education is the concept of self-identity (khudi), which empowers individuals to realize their full potential for goodness. His educational theory is deeply rooted in his fundamental philosophical thought, which includes (i) the belief that the ultimate reality is Allah (swt); (ii) the notion that the ultimate source of knowledge is revelation (wahi); and (iii) the idea that ultimate success lies in unconditional surrender to the will of Allah (swt). This paper aims to provide a brief outline of Iqbal's educational thought, warranting a comprehensive and detailed study on the reconstruction of educational thought in the context of Iqbal's philosophy.

Their theory of education is deeply rooted in their fundamental philosophical principles derived from Islam. This philosophy of education epitomizes the pinnacle of Islamic thought on

the subject, highlighting their tendency towards reconciling and integrating various intellectual traditions. They successfully synthesize legal, philosophical, and mystical educational ideologies. Allama Iqbal's philosophy holds immense significance not only for Pakistan's educational system but also globally (Fareeha & Saeed, 2002). Iqbal was not just a prominent thinker in education; he also practiced his ideas, teaching in higher education institutions both in the subcontinent and Europe. His active participation in forums such as the All India Mohammadan Educational Conference, 'Anjamane-Himayat-e-Islam', and the Punjab Educational Conference further solidified his reputation as an eminent educationist (Shakir, 1989).

Dr. Saleem, a renowned educationist, aptly interprets Iqbal's concept of the individual and community. He argues that the primary objectives of both the community and the individual are the same: eradicating evil and establishing a just moral order in this world. This perspective suggests a natural cooperation, rather than adversarial confrontations, between the community and the individual (Saleem, 2006). The core of Iqbal's educational theory is the concept of good will (khudi), which empowers the individual's innate abilities. In this sense, education (ta'limo-tarbiyah) aims to uncover and develop the individual's hidden potentials, channeling them towards achieving goodness (Munawar, 1989). If an individual or nation withdraws from struggle or becomes passive, their individuality (khudi) will diminish, and their talents will remain unrealized (Mushtaq, 2004).

Iqbal considers the curriculum to be the most crucial element of the educational process. His curriculum model is based on the following principles (Minajuddin, 2009): the foundation of education should involve examining and critiquing the world, ultimately developing its own perspective. Iqbal states that "our duty is to carefully watch the progress of humanity and maintain an independent critical attitude towards it" (Khalid, 1986). An education system structured solely on instinctual needs without purification according to absolute knowledge will produce maladjusted and fragmented personalities. Meeting the rightful and just natural needs of the spirit (ruh), mind (aql), and body (jasad) is essential for developing a balanced, healthy personality. Education without an axiological emphasis is either useless or destructive. In this view, education is never value-free (Ahmed, 1989). Overall, education is holistic, harmonious, and balanced only if it encompasses the entire span of life, from this life to the hereafter.

Education that focuses solely on this life, without any connection to the hereafter, is flawed and incomplete (Mushtaq, 2009). Iqbal's philosophy and theory of education encompass the entire educational process, particularly its four essential elements: (a) aims of education; (b) curriculum; (c) teacher's role and methodology; and (d) evaluation. These elements are discussed as follows: The aims of education, according to Iqbal's philosophy, are to produce a true personality (mu'min) by strengthening an individual's unique identity (khudi) so they can fulfill their destined role in the world and meet the diverse challenges of all times (Ahmed, 1989).

In conclusion, Iqbal's educational philosophy integrates rational and intuitive knowledge, emphasizing the importance of both material and spiritual education. His approach seeks to create a balanced educational system that nurtures the intellect and spirit, preparing individuals for both worldly and spiritual success. By adopting Iqbal's principles, educational institutions can provide a holistic education that equips students with the knowledge and wisdom necessary for national progress and individual fulfilment. According to Allama Muhammad Iqbal, character education, in its fullest and most accurate sense, encompasses the entirety of cultural influences that impact the life of both individuals and communities. Understanding this clearly implies that the emergence of a remarkable creative thinker, who offers a distinctive message and presents new values to the world, is of immense interest to educators. The more such a thinker's ideas captivate the imagination, understanding, and enthusiasm of their contemporaries, the greater their influence as an educational force. Allama Iqbal strongly believed that he had valuable contributions to make towards solving the ever-recurring yet ever-relevant issues of character education.

4.5 CONCLUSION

British colonialism in South Asia left a complex and enduring legacy. The British East India Company's initial trade interests eventually transformed into political control by the 18th century. The 1857 uprising marked a turning point, leading to direct rule by the British Crown. The British employed a "divide and rule" strategy, exploiting religious and social differences between Hindus and Muslims to maintain control. This policy weakened national unity and sowed discord that continues to resonate in the region today. The 19th century saw the rise of Indian nationalism, but also the emergence of distinct Muslim identity. The Two-Nation Theory

had driven the demand for a separate Muslim state, Pakistan. The 1947 partition of India into India and Pakistan was a rushed and violent process, displacing millions and leading to countless deaths. The consequences of partition continue to shape relations between these nations. The British relinquished control in 1947, leaving the princely states to choose their path.

Allama Muhammad Iqbal, a renowned poet, philosopher, and political thinker, developed a comprehensive educational philosophy that emphasized the development of both the mind and spirit in Pakistan. Iqbal's philosophy centres on the concept of "khudi," which translates to self-awareness or individuality. Education should empower individuals to realize their full potential and develop a strong sense of self. Iqbal believed that a well-rounded education integrates both rational and intuitive knowledge. Scientific knowledge is essential, but it should be complemented by spiritual development rooted in Islamic teachings. Iqbal criticized Western education systems for their emphasis on materialism and neglect of spiritual values. He argued for an education system that fosters critical thinking, creativity, and a deep understanding of both religious and worldly knowledge. Iqbal envisioned an education system that promotes the holistic development of individuals, encompassing intellectual, moral, and spiritual growth. This prepares students for success in both this life and the hereafter. His ideal curriculum encourages students to examine the world critically and develop their own perspectives. Education should aim to cultivate well-rounded personalities who meet their spiritual, mental, and physical needs. He envisioned teachers as facilitators who guide students in their intellectual and spiritual journeys. His philosophy offers a valuable framework for educational systems seeking to nurture well-balanced individuals who can contribute meaningfully to society in Pakistan.

The colonization of Brazil by the Portuguese spanned over 300 years, from the early 16th century to the country's independence in 1822. This period was marked by the exploitation of various natural resources, including Brazil wood, sugar, gold, and diamonds, all of which relied heavily on slave labor from both Africa and the indigenous population. The Portuguese were initially drawn to Brazil for its valuable Brazil wood, but the sugar plantation system soon became the cornerstone of the colonial economy. This led to the large-scale importation of African slaves, as indigenous labor proved insufficient and unsustainable. Over the centuries, Brazil's population and culture were shaped by the intermingling of Portuguese, indigenous, and African influences. While Brazil's independence in 1822 was led by the heir to the Portuguese

throne, it represented a significant political and social transition, moving from an absolutist colonial system to a constitutional monarchy. The legacy of Brazil's colonial past, including the profound impact of slavery, continued to shape the country's social, economic, and political dynamics in the centuries that followed.

Brazil's education system has a long history of exclusion and inequality. During the colonial period, education was reserved for the elite and the model focused on European culture, leaving the majority of the population illiterate. Paulo Freire, a Brazilian educator, emerged in the context of high illiteracy rates and argued for a more democratic and critical approach to education. His "Pedagogy of the Oppressed" challenged traditional banking methods of education, which focused on rote memorization, and instead advocated for problem-posing education that encouraged students to think critically and question the status quo. Freire's ideas faced resistance due to Brazil's history of authoritarian rule and neoliberalism, but there is a growing interest in his work in recent years, particularly as a way to address the country's social and economic inequalities.

CHAPTER-05

RELIGIOUS INFLUENCES ON TEACHER EDUCATION IN PAKISTAN AND BRAZIL

5.1 INTRODUCTION: THE INTERSECTION OF RELIGION AND EDUCATION

Pakistan came into being, in 1947, in response to the demands of Islamic nationalists to establish a separate homeland for the Muslims of the Indian sub-continent. It was in 1973, that the country's third constitution formally established Pakistan as an Islamic state. Islam is the religion of 97% of the population, but racially and linguistically the country has considerable heterogeneity. Culturally speaking, the country presents a rich diversity, with no single visible pattern. Religion, at times, is subjected to a host of different interpretations largely due to widespread ignorance and illiteracy and is perpetuated in some cases as acceptable cultural/social norms (UNESCAP, 1997). Religion was major justification for a separate homeland for the Muslims of the subcontinent. This was grounded in the argument that Islam, unlike other religions, is not merely a collection of rituals but a comprehensive code of life that encompasses moral, spiritual, social, cultural, political, economic, and legal values. From its inception, all public declarations by Pakistan's leaders, both political and otherwise, have consistently emphasized governing the country in accordance with the teachings of the Quran and the sayings and life of the Holy Prophet Mohammed SAW), as outlined in the Hadith and Sunnah.

The word 'Islam' means 'submission and surrender' to the will of Allah (God). In fact, religion is not the preferred term to denote Islam: the word 'Deen' (meaning a code of life) is preferred (Council of Europe, 1972). Hence, Islam is a faith as well as a complete code of behavior, with no separation between religious, social, economic or political affairs. This means that all pious, but allegedly secular, activities of everyday living of a person either for oneself, one's family or the community are deemed acts of worship, for which there is a reward. It is understandable that most philosophers sharply differentiate between traditional Muslim education and secular education. In direct contradiction to the belief of western philosophers, who view religion as a personal matter, Islam strongly opposes such a perception. Faith, thus, is the axis around which life turns and religion the common denominator, whatever the field of learning (Al-Jamali, 1998). Any Islamic education would have to start with an understanding of

the educational implications espoused above. The concept of education, as various other concepts, is embodied in the Quran, and demonstrated in the life of the prophet (Sunnah) and in his words/sayings (Hadith).

5.2 ISLAMIC INFLUENCE IN PAKISTAN: HISTORY AND CURRENT STATUS

The Influence of Religion on Education Religion is a crucial issue impacting education in Pakistan. Islamic education has been compulsory for Muslim students since the 1950s. The country enjoyed a period of relative secularism. The nation's constituent assembly, led by Mohammed Ali Jinnah in 1947, stated, "You belong to any religion or caste or creed—that has nothing to do with the business of the State" (Leirvik, 2008). Meanwhile, Article 22 (1) of the Constitution of Pakistan states, "No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own" (Nayyar & Ahmed, 2005). However, since the 1970s, there has been an increasing trend towards religious fundamentalism. Education anchored in the majority religion of Islam has remained deeply embedded in the ethos of the Bhutto, Zia-ul-Haq, Sharif, and Musharraf governments from 1971 to 2008. The National Education Policy of 1998-2010 aimed to make Islamic studies the code of life incorporated in all education (Hussain, Salim, & Naveed, 2011).

Today, non-Muslims in Pakistan face widespread discrimination. The education system in Pakistan has been significantly influenced by conservative Islam since the 1970s, as noted by Clifford Geertz, an American anthropologist, who highlighted the geopolitical factors shaping the type of Islam practiced in the country (Geertz, 1968). This trend is alarming for religious minorities and secularists, as it promotes intolerance and xenophobia. According to Professor Aziz Talbani, the logic of past colonization is perpetuated by the colonized (Talbani, 1996). The education system has become increasingly permeated by a nationalist and conservative form of Islam, leading to a decline in tolerance for pluralism and secularism. The influence of conservative Islam on education has been profound, with a dramatic increase in the focus on religion since the 1970s. This shift has been marked by a reduction in tolerance for pluralism and secularism, creating a challenging environment for religious minorities and secularists (Talbani, 1996). The education system in Pakistan has been shaped by a nationalist and conservative form of Islam, which promotes intolerance and xenophobia. This trend is a continuation of the logic of

past colonization, perpetuated by the colonized. The education system has become increasingly focused on religion, with less tolerance for pluralism and secularism (Talbani, 1996).

According to the research results, the education system in Pakistan has undergone significant Islamization under the military regime of Zia-ul-Haq from 1977 to 1988 (Hussain, 2011). During this period, the government prioritized the revision of educational curricula to align them with Islamic ideology. The goal was to ensure that Islamic thought permeated the thinking of the younger generation and equipped them with the conviction and ability to reshape society according to Islamic principles (Hussain, 2011). This Islamization process was further reinforced by the Sharia Act of 1991, which established a committee to oversee the "Islamization" of education in the country (Leirvik, 2008). In 2005, a delegation from the Oslo Coalition on Freedom of Religion held a conference in Pakistan, where Naeem Shakir, a Pakistani lawyer and human rights activist, was invited to participate (Leirvik, 2008). This suggests that the issue of religious influence in education has been a subject of ongoing discussion and concern; both within Pakistan and in the international community. The research results indicate that the contemporary educational landscape in Pakistan is heavily influenced by the government's efforts to promote Islamic ideology and values within the curriculum and educational institutions. This has raised questions about the balance between religious and secular education, as well as the potential impact on the diversity and inclusivity of the education system.

During the military rule of General Zia in Pakistan, many progressive political activists, scholars, intellectuals, and university/college teachers were targeted and removed from their positions (Shakir, 2005). They were replaced by more conservative, religious-minded individuals who were tasked with preparing educational curricula that promoted religious fanaticism and a medieval mindset (Shakir, 2005). As a result, educational institutions became centers for generating harmful religious prejudices and obscurantism. The society was militarized, and socio-religious tolerance among the people completely disappeared (Shakir, 2005). Since the Zia regime, government schools in Pakistan have been heavily criticized for using textbooks that foster religious indoctrination, define citizenship solely in religious terms, exclude religious minorities, promote negative perceptions of India and Hindus, and advocate oppressive views on the role of women (Leirvik, 2008). This permeation of Islamic ideology in Pakistan's education system is both a socio-political and an educational issue (Leirvik, 2008). The curriculum and

teaching materials have been skewed to align with a particular religious and political agenda, undermining the development of a pluralistic and tolerant society.

5.3 RELIGIOUS INFLUENCE ON PAKISTANI EDUCATION

This study explores the concept of religious literacy as perceived by school teachers in Pakistan and how it can help Pakistani students build strong social cohesion and religious inclusion (Ashraf, 2018). Religion is a compulsory part of every citizen's life in Pakistan, and the Constitution provides freedom to profess one's religion (Constitution of Pakistan, Article 20). While the population is 97% Muslim, the remaining 3% includes other religious minorities. Despite this religious pluralism, incidents of religious conflict have become common, occurring not only between different religions but also within and between majority and minority Muslim groups (Pakistan Institute for Peace Studies, 2014). The concept of 'religious literacy' is understood as relevant knowledge about world religions, the capacity to recognize the life practices of people with different beliefs, the ability to understand the diversity within each religion, and the ability to benefit during interactions with believers of different religions (Moore, 2007; Dinham and Francis, 2016). Religious literacy is a well-researched topic in Western Europe and the United States, but it is a new concept in the Pakistani context that has not yet been debated in scholarly research (Davie, 2015).

The presence of Islam within the educational curriculum (Ahmad, 2004; Ahmad, 2007) and the practice of Islam in society (Syed et al., 2016) are two different realities in Pakistani society. The knowledge provided in educational textbooks has eliminated multicultural learning and focused only on Islamic values, leading to severe conflict between different interpretations of Islamic knowledge by various sects (Behuria, 2008). In this context, extensive illiteracy about religion not only supports prejudice and intolerance but also obstructs cooperative actions among humans (Moore, 2007). Ashraf's (2018) call for religious literacy in Pakistani education, by debating the historical construction of Islamized ideologies in political and educational contexts, is the only available text in the literature to date. This study aims to understand and address the types of teaching and learning about religion and belief in the Pakistani education system through discussions with teachers from different levels of education. It defines religious literacy as knowledge of people's religions and beliefs, the ability to recognize the diversity within each religion, and the practice of accepting different beliefs within a religion as well as between religions.

Religion became a compulsory subject in Pakistani schools during the First Education Conference in 1947, with the aim of addressing the creation of an education system inspired by Islamic ideologies (MOENT, 2017). Religious education, specifically Islamic education, is a mandatory subject from grade 3 up to the graduate level in all general and professional institutions (Constitution of Pakistan, Article 31). The teaching of Islam and the Quran has been further emphasized since 2017, when the federal government announced that it is compulsory for all Muslim students to learn the Quran in schools from grade 1 to grade 12. This shift in education policy occurred after the 18th Amendment, which transferred control over education to the legislative and executive authority of the provinces, after 63 years of federal control (MOENT, 2017). The issue of religion in Pakistan's education system has attracted significant attention from scholars. Religious education has played a positive role in society by providing free education, increasing literacy, and teaching religious principles and human values, others have criticized it for spreading conservative, violent ideologies and leading to political indoctrination (Fair, 2008; Rahman, 2004; Bano, 2007). In summary, religion occupies a central position in the construction and development of Pakistan's education system, with Islamic education being a compulsory subject at all levels. This has led to ongoing debates and controversies regarding the role of religion in education and its potential impact on social cohesion, extremism, and the overall development of the country.

The practical application of religious education in schools is significantly influenced by government policy and teachers' personal beliefs, creating a varied landscape of educational practices (Ashraf, 2018). Government and school policies are critical in shaping these practices, particularly in a divided society where teachers' sectarian beliefs might lead to a chaotic learning environment (Dinham & Francis, 2016). The Islamic mode of citizenship and teaching in national and school policies often overlooks challenges such as violence, religious conflicts, and plurality. In the study, all teachers agreed that national and provincial education policies should include religious education, with only four advocating for school autonomy in policy creation (Ashraf, 2018). However, there are no strict guidelines for teaching different Islamic principles or religious diversity, and most teachers did not support the idea of hiring specialists for religious education, arguing that basic religious knowledge is sufficient for teaching (Dinham & Francis, 2016). Introducing the concept of religious literacy, defined as the ability to understand and respect different religious beliefs and practices, and faced resistance. Sixteen teachers outright

rejected it, citing potential conflicts and societal sensitivities, while five appreciated the concept but opposed its implementation in schools (Ashraf, 2018). Only four teachers supported teaching religious literacy, emphasizing its potential to foster respect and understanding among students (Dinham & Francis, 2016). These differing perspectives highlight the complexities and challenges of integrating religious literacy in Pakistani schools.

5.4 CATHOLIC INFLUENCE IN BRAZIL: HISTORY AND CURRENT STATUS

From 1500 and 1822, Brazil was a colony of Portugal, during which time the Portuguese crown established and defended Catholicism in the conquered territories (Pierucci, 1990). After gaining independence in 1822, Brazil became an Empire and made the Catholic Church the official State religion, supporting its institutional interests and securing its virtual religious monopoly. The inception of the Republic in 1889 led to the juridical separation between State and Church in Brazil. While considered one of the less conflictive disestablishments in Latin America, the clergy decried and resisted this move. However, the separation freed the Catholic Church from state tutelage, allowing it to submit directly to the Vatican, Romanize and discipline its clergy, repress liberal priests, shape popular Catholicism, expand its infrastructure, recruit new pastoral personnel, and grow its network of seminaries, parishes, dioceses and schools nationwide (Pierucci, 1990). During the last four decades of the Old Republic, the Catholic Church became stronger as both a religious institution and a locus of political power in Brazil. Despite disestablishment, the Brazilian state continued to privilege the Catholic Church over other, demographically insignificant religious groups like Protestant minorities, spiritualists, and practitioners of indigenous and Afro-Brazilian rituals (Pierucci, 1990).

Throughout most of the 20th century, the Brazilian religious field remained dominated by Catholicism, showing little religious diversity. In 1970, the country was 91.1% Catholic. By 2000, Catholics had decreased to 73.8% of the total population, especially in metropolitan and more economically developed regions (Pierucci, 1990). In the last quarter of the century, Catholic hegemony was disrupted alongside re-democratization, economic modernization, medicalization of culture, cultural changes, pluralization of the religious field, and the formation of a religious market. The accelerated expansion of the Pentecostal movement and the rise of those without religion contributed significantly to the decline of Catholicism since the 1980s. Even with this demographic depletion, Catholics still numbered 125.5 million out of a total population of 170 million Brazilians in 2000. However, traditionally, most Brazilian Catholics

do not attend Catholic services, participate in official religious activities, engage with ecclesial authorities, or follow their moral, doctrinal and religious guidelines. As Rubem César Fernandes evocatively described, Brazilian Catholicism is characterized by "few priests, few masses, and a lot of festivities" (Fernandes, 1982).

Religion is an indispensable element in the lives of Brazilians. Almost 90% of the country's population identifies as Roman Catholic, and Brazil has more Roman Catholics than any other country in the world (Bender, 1990). In addition to Catholicism, Brazilians also follow other religious beliefs, such as Christianity, Buddhism, and Judaism. Brazil has adopted a tolerant attitude towards religion, allowing the existence of various religious beliefs (Bender, 1990). People in Brazil are free to choose different religious affiliations. However, the influence of foreign missionaries and European immigrants has affected Brazil's religious beliefs and behaviors (Freire, 1985; Wang, 1990). The church has become an important place for the spread of European culture. According to Paulo Freire's analysis, the traditional church has represented the concept of the dominant class, passing on only the capitalist concept of humanity and advocating for the maintenance of the status quo, while opposing drastic social reform (Freire, 1985). Even if the church claims to be neutral in the relationship between history and political action, its actions have often benefited the elite members of society (Wang, 1990).

Freire advocated for the role of a revolutionary church that could truly liberate the oppressed, as the church is a place dominated by culture (Freire, 1985). He believed that the church should play a more active role in promoting social change and empowering the marginalized communities in Brazil. According to the research, the extreme alienation and irrationality in the real world in Latin America caused growing poverty, inequality, and mass exodus of poor people. In this context, the voices advocating for equality, people's rights, and the liberation of social reality became a central theme of history (Zhang & Chen, 2000). Within liberation theology, concepts like "freedom," "equality," and "justice" are not just abstract states of human life, but rather historical values and goals that are rooted in human nature and the divine (Zhang & Chen, 2000).

The free nature of human beings and the search for liberation are not simply human requirements or practices in the sense of history, but the fundamental way of human existence, according to the language of theology. Influenced by liberation theology, Paulo Freire's critical pedagogy also aimed to liberate people. Freire was concerned with respect for God, peace, and

love, as well as the liberation of humanity. The core idea of Freire's political science and pedagogy was a philosophical vision of liberated humanity, based on the respect of life and the hope and vision of the future (Giroux, 1985). This concept is consistent with the theological idea of transforming the obstructions that hinder the nature of human freedom (Zhang & Chen, 2000). Liberation theology was an important trend in Catholic and Protestant churches throughout Latin America, including Brazil, as a movement to fight for justice for the poor and the oppressed. The clergy and their followers became social activists who actively participated in social and political movements (Bender, 1990).

5.5 RELIGIOUS INFLUENCE ON BRAZILIAN EDUCATION

The history of Brazilian society has been marked by an enforced relationship between the Catholic Church and the government, despite Brazil's secular constitution. Even though Brazil is officially a laic country with no formal religious involvement, Catholicism has maintained a strong influence on educational and political issues since the colonial period. In this context, religion permeates various social spheres in Brazil, and it utilizes numerous channels, such as the media, churches, and schools, to disseminate certain ideologies. This bibliographic research aims to review the existing literature on the influence of religion on education in Brazil, which is a secular country. Additionally, the research endeavors to investigate the potential effects or consequences of this relationship on the educational landscape in Brazil. The review suggests that despite Brazil's secular constitution, the Catholic Church has maintained a significant influence on the country's educational and political spheres, dating back to the colonial period. This relationship has led to the utilization of religion as a tool to disseminate specific ideologies through various channels, such as the media, churches, and schools. The analysis of the different studies provides insights into the complex dynamics between education and religion in the Brazilian context.

Religion can be seen as a powerful system of beliefs and ideologies that motivates and persuades people to act in a certain way in the world, dictating how they live and think, how parents raise their children, and more (Emmerick, 2010). Additionally, religion plays a crucial role in people's decision-making, social interactions, and various human activities (SANTIAGO, SILVA, BARROSO, 2009). With these considerations in mind, it becomes clear that religion goes beyond an individual dimension (a private belief) and is a social phenomenon that can

encompass a whole society. In Brazil, religion has been part of society since the colonization by Portugal in the 1500s. This colonization entailed the process of acculturation, where the colonized (Native Brazilians) was expected to assimilate the colonizer's (Portuguese people) culture. In other words, Portuguese culture was imposed on the Brazilian indigenous population. Religion was one aspect of the Portuguese culture, specifically the Catholic religion (having the Bible as its main doctrine), which was the official religion for several decades in Brazil. Moreover, other religions did not have the same prestige as the Catholic did.

This assumption is asserted in the Brazilian Constitution of 1824, which stated that the Roman Catholic Apostolic Religion would continue to be the Empire's Religion, and all other religions were allowed only as a domestic worship in private homes. The indigenous were converted to Christianity (Fernandes, 2008; Santos, 2011). Catholicism was considered God's work, while indigenous religions were considered devil's. This ideology legitimized the practices of catechism by Jesuits in the first centuries of the Brazilian Colony. In this regard, 'unreligious' people were frowned upon since religion was seen as a basis for an individual's conduct. Although other religious perspectives (such as Protestantism) permeated and have permeated the Brazilian context, the Catholic Church has occupied a hegemonic position in Brazil, which is a Christian society, as studies have shown that the majority of the population is declared as Catholic (MENDONÇA, 1995). In the first decades after colonization, education was delegated to the Catholic Church because of its ecclesiastic hegemony. Therefore, the Church, as an institution, used education (and other means) as a vehicle to propagate its beliefs and was also concerned with its own preservation and expansion (Hagopian, 2006).

The religious-oriented schooling system promoted oppression, exclusion, and discrimination, since it supported the domination by the bourgeoisie; therefore, schools were available only for the elite (powerful groups). Consequently, education was a synonym for power and prestige. However, it is imperative to emphasize that this power and prestige brought limitations. On the one hand, people who were educated had more power and prestige; on the other, they were unconsciously shaped by stronger forces (religious and political ideologies). Ergo, the history of education in Brazil is marked by oppression, separatism, and other principles that contradict contemporary perspectives on education, which uphold egalitarian principles and the emancipation of individuals through education (Freire, 1996; Kirsht, 2009).

In the study of religious diversity in a high school focusing on current social issues like identity, conflicts/violence, and prejudice However, the author contends that due to the school's solid religious diversity, some students seemed resistant to the proposal (Leite, 2015). Researcher argues that religion classes should not aim to debate religion, but rather provide "a grasp of different ways to be and live in the world," as religion should be understood as part of a certain culture. In a case study, Lima (2015) interviewed Art, History and Religion teachers in a secondary school to understand their attitudes and pedagogical practices regarding the relationship between religion and education. The author concluded that Catholicism is hegemonic in the school, and this hegemony has some effects on school practices. The school glosses over topics on diversity (religious, gender, etc.), and ethnic subordination and hierarchy are naturalized practices, leading to the marginalization of black students. Maia e Silva (2012) conducted an ethnographic study to investigate teachers' and students' perceptions of religious education in a public school. The results reveal that the (catholic) teachers tend to use catholic-oriented materials in class, and minority religions are not covered in the religion classes observed. The classes focused on evangelical and catholic teachings, which made some students unsatisfied and uninterested due to the religious heterogeneity in the class. Silva (2011) investigated how religion classes in a secondary school were conducted, interviewing three religion teachers. The analysis indicates that the religion education in that school infringes educational laws, as the religion classes are wholly catholic-oriented and overlook any other religion. These studies suggest that despite Brazil's secular constitution, Catholicism maintains a strong influence on the educational system, often leading to the marginalization of religious diversity and the exclusion of minority religious perspectives in the classroom.

The study revealed that non-religious students tend to discredit the Bible and religion, while religious students reinforce their religious beliefs and values. This suggests that the university context is a powerful environment that helps individuals forms their own ideologies. The study indicates that although religion tends to distance itself from science in a university setting, students still maintain and reinforce their religious views. However, the study lacked a deeper analysis on why students discredit the Bible, which could be due to inconsistencies between biblical premises and scientific discoveries (Briggs, 2011). In a study by Santiago, Silva, and Barroso (2009), university students reported that the influence of religion on their lives can lead to a lack of autonomy and low self-esteem. One student expressed, "I feared to

make my own choices, not much because of people, but because I was taught that there is a being that, wherever you are, in whatever situation, keeps an eye on you, this being is God". Several other studies, including Carvalho et al. (2012), El-Hani and Sepulveda (2009)), confirm the significant influence of religion on university students' lives, which can affect their academic performance. However, these studies do not demonstrate how students' academic performance is specifically influenced by religion or lack of religion, nor do they discuss whether the academic performance is good or not based on religious affiliation. The studies also suggest an integration of religious and scientific knowledge among university students. While the scientific discourse tends to distance itself from the religious one, religious students assimilate scientific knowledge and maintain their religious beliefs, using scientific knowledge to complement their religious understanding. For instance, biology students investigated by El-Hani and Sepulveda (2009) believed in the origin of life coming from God (religious knowledge) while also accepting the theory of evolution (scientific knowledge).

5.6 CONCLUSION

Religion significantly influences Pakistani education, shaping policies, curriculum, and classroom practices. Pakistan came into being in 1947 in response to the demands of Islamic nationalists for a separate homeland for the Muslims of the Indian sub-continent. In 1973, the country's third constitution formally established Pakistan as an Islamic state. Islam is the religion of 97% of the population, but the country exhibits considerable racial and linguistic heterogeneity. Culturally, Pakistan presents a rich diversity with no single visible pattern. Religion is sometimes subject to various interpretations, largely due to widespread ignorance and illiteracy, and is perpetuated in some cases as acceptable cultural and social norms. National and provincial policies mandate the inclusion of religious education, reflecting the Islamic ethos of the state. However, this influence also brings challenges, such as sectarian differences and societal sensitivities, which complicate the implementation of a unified religious curriculum. The lack of specialized training for religious education teachers further adds to the complexity. Efforts to introduce religious literacy, aimed at promoting understanding and respect for diverse beliefs, often face resistance due to fears of conflict and societal norms. Overall, religion's pervasive role in Pakistani education underscores the need for balanced approaches that respect religious values while fostering inclusive and harmonious learning environments.

Religion has had a significant influence on education in Brazil since the country's colonization by Portugal in the 1500s. During this time, the Catholic Church established itself and made Catholicism the official state religion. Education was largely controlled by the Catholic Church. Even after Brazil became independent in 1822 and the separation of church and state in 1889, the Catholic Church maintained a dominant position in the education system. The state continued to favor Catholicism over other minority religions. Throughout most of the 20th century, the Brazilian education system remained heavily influenced by Catholicism, with little religious diversity. In 1970, Brazil was 91.1% Catholic, although this percentage declined to 73.8% by 2000. Studies have found that Catholic dominance in education has led to the marginalization of religious diversity and the exclusion of minority religious perspectives in the classroom. The Catholic ideology has permeated the curriculum and teaching materials, promoting intolerance towards religious minorities, particularly in government schools. Despite Brazil's secular constitution, the Catholic Church has maintained a strong influence on educational issues since colonial times. It has used education as a means to propagate its beliefs and values. In summary, the Catholic Church's historical dominance and the continued privileging of Catholicism in Brazil's education system have had a profound impact, often at the expense of religious diversity and minority rights. This legacy of Catholic hegemony remains a contentious issue in contemporary debates around education policy and curriculum in Brazil.

CHAPTER-06

FINDINGS OF THE RESEARCH

The research concludes that Pakistan and Brazil's teacher training and educational systems are profoundly influenced by their colonial legacies, cultural values, and religious backgrounds, shaping their modern educational approaches. Both countries' colonial histories have left enduring marks—Brazil's Portuguese colonization emphasized Catholicism and a stratified social order, while Pakistan's British rule fostered an English-based administrative and educational framework that remains influential. The comparison reveals that Brazil has moved toward a structured, secular educational system, Pakistan integrates Islamic principles into its curriculum, both at policy and classroom levels, impacting teacher training approaches.

In examining teacher training specifically, the study highlights contrasting approaches. Pakistan's educational policies have gradually developed standards for teacher certification and curriculum alignment with Islamic principles, yet face implementation delays and resource limitations. In Brazil, initiatives like the “Resolução CNE/CP nº 2/2019” focus on competency-based teacher training, with a structured framework emphasizing continuous professional development and technological integration. This structured approach is reinforced through national guidelines that require teacher licensure programs to include extensive practice-based training and collaboration with local educational institutions, reflecting Brazil's efforts to balance theoretical and practical skills for teachers.

Religiously, both countries incorporate beliefs into their education systems but with different effects. Pakistan's curriculum integrates Islam, viewing it as integral to national identity, while Brazil, though influenced historically by Catholicism, adheres to a secular constitution that limits religious influence on public education. However, Catholic values subtly permeate moral education, creating complex dynamics. In conclusion, the research underscores how historical, religious, and political factors continue to shape teacher training and education in both Pakistan and Brazil, emphasizing that each country's unique context requires tailored solutions to modernize and improve educational practices, fostering an inclusive and effective educational environment.

As a final conclusion, I believe that the research carried out has brought important elements in the context of a comparative study, in order to contribute to reflections and the construction of public policies in the field of education. We also tried to take an intercultural approach in comparing the two countries, in an attempt to show that within the Pakistani and Brazilian educational reality there are points in common and others that are unique and specific to each historical and cultural context. If, on the one hand, both were marked by a colonising process that made people, symbols, rites and myths invisible, subalternised and massacred, on the other hand, doing research of this nature opens up the possibility of a dialogue that moves towards commitment and the building of partnerships, better understanding and the production of knowledge and practices of resistance. Therefore, considering a decolonial perspective, we have tried to think of possibilities for epistemological ruptures that give us the chance to demythologise knowledge that emerged from the Eurocentric paradigm, considered and postulated as absolute truths.

It is therefore up to us to continue believing that, through the decoloniality of knowledge, we will culminate in the promotion of a teaching and training project that is open to demythologising preconceptions, in the search for an increasingly urgent dialogue in a world full of stereotypes and prejudices emerging from coloniality. Finally, it is essential that we build a society based on an intercultural perspective in all spheres, including education, in order to consider and recognise that all knowledge is important.

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