

Quality Teacher Education in Punjab with the Vision of International Network of Teacher Education Institutes: A Content Analysis

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ABSTRACT

Punjab is assisting the nation in achieving Sustainable Development Goal 4: Quality Education by putting the Asia-Pacific ESD Teacher Competency Framework into practice. A comparison of Punjab's public and private universities that provide teacher education is another goal of this research, as is determining how many of the different elements of ESD have been covered in the courses that make up the B.Ed. honors program. Along with a content study of the latter, the integration of the three domains of the Asia-Pacific ESD Teacher Competency Framework into the curriculum has also been sought. Several Punjabi institutions, both public and private, have incorporated the SDG curriculum into their teacher preparation programs.

Key Words: *Teacher Education, Education for Sustainable Development, Quality Education, Teacher Competency.*

INTRODUCTION

The adoption of the Asia Pacific ESD Teacher Competency Framework in Punjab has facilitated the progress of the country towards achieving Sustainable Development Goal 4, which focuses on ensuring quality education. Furthermore, the objective of this study is to conduct a comparative analysis of public and private universities in Punjab that provide teacher education. The study aims to determine the degree to which the different elements of Education for Sustainable Development (ESD) are incorporated into the curriculum of teacher education programmes, specifically focusing on the B.Ed. honour degree programme. There has been a request to incorporate the three domains of the Asia Pacific ESD Teacher Competency Framework into the curriculum, as well as conduct a content study of the curriculum. The introduction of the Sustainable Development Goals (SDG) curriculum has been implemented in teacher education programmes at certain universities in the Punjab region, encompassing both public and private institutions.

According to Orr (2004, p. 27), certain scholars argue that the concept of "sustainability" poses a significant challenge to education. This is because education must shift its focus away from individual and national development and instead prioritise the critical issues currently facing humanity. The aforementioned modification will give rise to novel issues that educators will encounter in the classroom. Agenda 21, proposed during the initial Earth Summit (United Nations Conference on Environment and Development) held in Rio de Janeiro in 1992, is a comprehensive approach aimed at simultaneously curbing economic and social advancement while preserving the Earth's natural resources from depletion. The formulation of this strategy was prompted by the escalating apprehension surrounding the depletion of the Earth's natural resources.

The investigation of the historical roots of the worldwide discourse surrounding sustainable development (SD) and, subsequently, education for sustainable development (ESD) holds

significant significance as it unveils the prevailing discourses and patterns that influence the behaviours and actions of educators. Furthermore, it sheds light on the established customs and practices that educators can adopt to define their own rituals and practices.

This research holds significant importance as it unveils the prevailing discourses and patterns that influence the behaviours and methodologies of educators. Due to the participation of all local schools in UNESCO's Related Schools Project Network (ASPnet), it is expected that the identification of school-level Education for Sustainable Development (ESD) projects in Kesenuma, Japan, will be facilitated by employing the UNESCO definition of Sustainable Development (SD) and ESD as outlined by Oikawa (2014a).

Investing in the education of teachers has been found to yield several advantages, including enhanced student learning and accomplishment as well as long-term educational growth (Al-Zboon, 2016; Faulkner et al., 2017; Mckeown, 2014). The allocation of resources towards the development of teachers' education possesses the capacity to augment the teaching profession. The importance of investing in the future of the teaching profession is recognised by the Sustainable Development Goals (SDGs) set by the United Nations (Leal Filho et al., 2018). According to a report by UNESCO in 2014, it is crucial to emphasise the significance of teacher preparation in order to ensure widespread support and effective implementation of Education for Sustainable Development (ESD) programmes. Ferreira, Ryan, and Tilbury (2007) assert that Education for Sustainable Development (ESD) assumes a crucial function in equipping educators with the necessary skills to foster the development of their students throughout their academic trajectories.

According to the findings of Kalsoom, Qureshi, and Khanam (2018), the educational systems in Pakistan, both at the basic and secondary levels, have demonstrated a lack of emphasis on the integration of Education for Sustainable Development (ESD). Although education policy has outlined 19 objectives for Education for Sustainable Development (ESD), there exists a limited body of research investigating the relationship between ESD and the achievement of Sustainable Development Goals (SDGs) (Mirza, 2015). For instance, the works of Kalsoom and Khanam (2017), Kalsoom et al. (2017), and Kalsoom et al. (2018) are cited as examples. Kalsoom et al. (2018) conducted a study to examine the factors that lead to the limited level of enthusiasm among the academic community towards sustainable development (SD) and education for sustainable development (ESD).

The profession in question exhibits low quality in Pakistan due to a multitude of factors (Rehmani, 2006), with the education of teachers being a central point of contention. The exploration of the requirements, requests, and challenges faced by educators in the 21st century has garnered attention in recent scholarly investigations within the realm of teacher training. The objective of this study is to enhance the overall standard of education. The adoption of a sustainable lifestyle is necessary within a society characterised by restricted availability of natural resources. When a society makes the decision to ignore a particular dimension, it is essentially relieving itself of the obligation to address the current and future consequences it is imposing on the planet and its inhabitants. According to the study conducted by Nazar, Chaudhry,

Ali, and Faheem (2018), the implementation of Education for Sustainable Development (ESD) has empowered individuals to effectuate transformative changes on a global level by endowing them with the agency to do so. As a consequence, the outcome has led to a future characterised by both security and sustainability.

A significant number of individuals in contemporary society exhibit a keen inclination towards self-improvement through the pursuit of higher education, either at the undergraduate or graduate level. This aspiration stems from their desire to enhance their knowledge and skills, hence augmenting their overall competence and societal worth. Maruna (2019) posits that the attainment of a sustainable future necessitates the implementation of educational programmes that integrate rigorous instruction and sustainable methodologies.

A nation's ability to secure a successful future for its children and offer them a high-quality education is contingent upon its commitment to investing in the succeeding generation. The fourth Sustainable Development Goal, which pertains to quality education, is of utmost importance. The major objective of UNESCO's endeavours is to guarantee equitable access to a high-quality education, delivered by licenced educators, for all children. The paper "Our World of Data" (Singer-Brodowski, Brock, Etzkorn, & Otte, 2019) highlights that the indicator "Qualified Teachers" lacks comprehensive and current data while being accompanied by official measurements. This is due to a scarcity of data that is both comprehensive and current.

Promoting environmental awareness among students The Asia-Pacific group posits that for ESD to achieve success, it is imperative to broaden its focus beyond mere interpersonal connections. Furthermore, it is imperative to address the broader agenda of education and innovation in addition to the aforementioned points. It is not advisable to have the belief that ESD is a straightforward phenomenon. The integration of the principles and content of Education for Sustainable Development (ESD) into the existing educational system is of utmost importance. However, the initial action to be taken involves doing a comprehensive inventory assessment. Based on our comprehension, the ultimate objective of formal education is the pursuit of knowledge and learning. The forthcoming significance of this function is noteworthy. A challenging endeavour that was effectively accomplished through a noteworthy action.

Undoubtedly, a pencil. However, the presence of the potential for change should instill within us a sense of optimism. In the future. Conversely, it is important to note that this revolution will not occur instantaneously. In 2015, the Sustainable Development Goals (SDGs) were adopted by the United Nations General Assembly. These goals provide a comprehensive set of global objectives designed to improve human well-being by the year 2030. The aforementioned objectives can be included in the Sustainable Development Goals document. The Sustainable Development Goals (SDGs) place significant emphasis on the acquisition of knowledge and skills by all learners in order to foster the advancement of sustainable development.

This measure is implemented with the aim of facilitating the advancement of both the planet as a whole and global society towards a condition characterised by increased

sustainability. The seventh task of Sustainable Development Goal 4 as well as the eighth task of Sustainable Development Goal 12. Educators possess significant influence as catalysts for societal transformation and assume a crucial function in advancing the cause of sustainable development education. Educators possess the potential to guide their pupils towards adopting a more sustainable lifestyle. As a result, the Global Action Programme on Education for Sustainable Development (ESD) has prioritised international collaboration to enhance the pedagogical and educational competencies of teachers and educators. Given that we are currently at the midpoint of the sustainable development process, it is opportune to evaluate our collective progress in terms of strengthening and fostering interdisciplinary endeavours. The establishment of collaboration among many ministries and administrations is vital.

In order to ensure the sustainability of the future, it is imperative to establish and maintain a high level of connectedness. As our investigation into the intricate context in which ESD initiatives are implemented persists, we find ourselves encountering recurring patterns. The expeditious implementation of ESD projects in the Asia-Pacific region is crucial for their efficacy in effectively addressing prevailing and emerging global challenges. Therefore, it is imperative to consistently modify ESD programming to align with the specific context in which it is to be applied.

The intricate act of traversing a tightrope should be approached with the utmost seriousness and caution at all times. It would be highly advantageous if the Asia-Pacific framework for teacher education programmes on Education for Sustainable Development (ESD) incorporated a more comprehensive inventory of prerequisites for courses of this sort. The academic institutions in Pakistan are facing a scarcity of theoretical frameworks that can effectively analyse the various domains and sub-domains of the Academic Programmes, Teaching, and Curriculum (APTC). The future of sustainable living may plausibly encompass this scenario.

The variation in individuals' perspectives and attitudes is contingent upon their personal attributes and the cultural background in which they were raised. The Asia Pacific teacher competency framework offers Pakistan a viable opportunity for constructing a model that may be utilised by future ESD practitioners. The reason for this is that Pakistan lacks the requisite skills to effectively implement ESD competence frameworks in teacher education.

This vision remains unchanged, regardless of its nature or characteristics. Nevertheless, the issue of how to proceed remains unresolved. What are the reasons for me to care? How may the integration of this competency framework into the education of teachers in Pakistan contribute to the attainment of the Sustainable Development Goals? The significance of environmental sustainability and social responsibility (ESD) is increasing, leading to heightened awareness of climate change and other global challenges and concerns in the public sphere.

THE FORMULATION OF THE PROBLEM STATEMENT

Education provides individuals with the requisite knowledge and skills essential for active engagement in a professional workforce, leading to enhanced remuneration and the cultivation of a more stable and successful future. The objective of this study was to examine the impact of teacher education on the attainment of Sustainable Development Goals, specifically focusing on the integration of the International Teacher Competency Framework in Punjab to enhance the quality of education. The study additionally sought to examine the content of study plans provided by both public and private universities that provide programs in teacher education.

THE OBJECTIVES OF THE STUDY

- to underscore the importance of education in fostering sustainable development within the teacher education curriculum in the province of Punjab.
- to acquaint relevant stakeholders with the international teacher competency framework (INTEI) within the specific context of the teacher education system in Punjab.
- In order to assess the alignment between educational programs for teachers and the Asia Pacific ESD teacher competency framework, a study was conducted.

QUESTIONS FOR FURTHER RESEARCH

1. In the context of Punjab's teacher education programmes, why is it so important to emphasise education for sustainable development?
2. Does the course of study for teacher education have the ability to make learning about international frameworks more accessible?
3. Does the course of study provide and provide opportunities for students to learn in order for them to increase their capacity for sustainability?

TECHNIQUES AND PROCEDURES

Because this research is based on the interpretivism philosophy, it was possible to employ relevant qualitative approaches in a methodical way in order to answer each specific purpose of this study. In order to analyze the required unit of analysis (the plan of studies), a grounded theory and a phenomenological research design were utilized. These universities in Punjab, both public and private, offer teacher education curricula. In order to determine the degree to which the domains of the international teacher competency framework, the sustainable development goals, and the plan of study are interconnected, a content analysis was carried out. The meaning of the data was derived from the findings of the analysis.

PARTICIPANTS IN THE RESEARCH STUDY

The planned participants for the study were public and private universities in Punjab that provided teacher education programs. The B.Ed. honors' scheme of studies was used as the study sample. These studies are typically included in teacher education programs.

THE ANALYSIS OF CONTENT

Imagine a World Where Public and Private Universities Both Offer Teacher Education

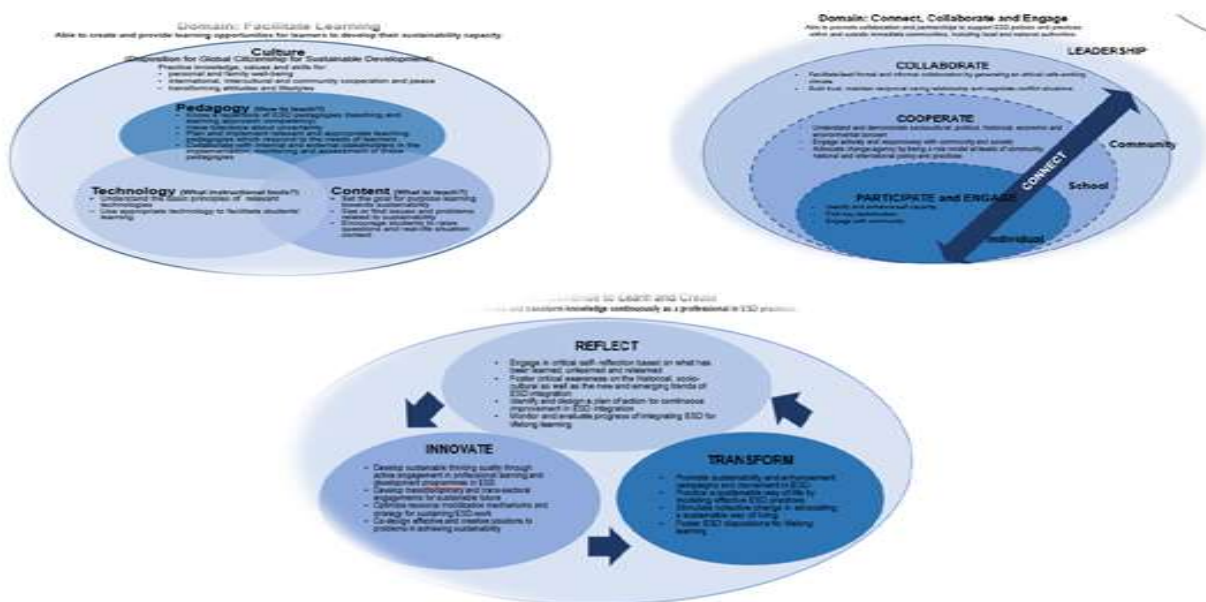
An analysis was conducted on documents derived from public and private universities with the aim of assessing their compatibility with the Asia-Pacific ESD Teacher Competency Framework. These documents were primarily focused on the visions, missions, and goals of the respective institutions. The vision and mission statements of public and private universities that provide teacher education emphasize the importance of fostering scientific, social, economic, financial, and elected leadership skills among students. This is achieved through learner-centered teaching and research, with the ultimate goal of enhancing the quality of education to meet global standards and contribute to national stability.

This statement is present among the vision and purpose statements of universities that provide programs in teacher education. Students who choose to pursue the Bachelor of Science with Honors degree in education are equipped with the essential information and abilities required to engage with education as a complex and diverse discipline. Students acquire the skills to analyze educational difficulties from the perspectives of economics, social politics, and professional growth, with the aim of ensuring the future generation of educators possesses exceptional qualities. The objective is to establish a community including proficient and dedicated professionals who possess the ability to establish and sustain an atmosphere conducive to democratic principles and conducive to teaching and learning. This environment will empower students to develop autonomy and cultivate a lifelong commitment to study.

The purpose of this endeavor was to guarantee that the institution's graduates are cultivated to possess qualities of sensitivity, tolerance, and compassion, in addition to possessing a deep understanding of knowledge, innovative thinking, and research skills, all of which contribute to their comprehensive development. As a result of this, students would possess enhanced capabilities to undertake leadership roles in various societal areas and academic disciplines. In the realm of education, the primary objective is to cultivate highly educated, proficient, competent, capable, and efficient teachers and teacher educators. This is achieved by empowering them to become autonomous learners and valuable contributors to society. This is accomplished through the creation of dynamic and inventive educational environments, with the ultimate goal of enhancing the overall quality of education and raising the standard of living. This program places emphasis on the cultivation of teachers who possess exceptional levels of subject matter expertise, instructional proficiency, dedication, and ethical conduct.

The objective of the teacher education course was to provide aspiring educators with both the necessary pedagogical skills to teach and learn in a global educational context as well as an appreciation for Islamic theology and values, thereby facilitating the holistic development of their students. The institution aims to cultivate an inclusive academic atmosphere that fosters

support for individuals of all genders, achieved through a range of initiatives and endeavors. The objective would be achieved by the establishment of a high-quality educational system that ensures equal provision of knowledge and skills to both genders, enabling them to actively participate in the socio-economic progress of Pakistan. Additionally, its objectives include influencing the attitudes and ideologies of graduates with the aim of fostering their development into conscientious global citizens who possess qualities of peacefulness and compassion. The primary objective of the B.Ed. (Hon.) program is to provide comprehensive education to aspiring educators, equipping them with the necessary knowledge, abilities, and attitudes required to excel as competent and professional teachers. This is achieved through a curriculum that combines both content-based and professional courses, enabling educators to incorporate innovative teaching practices into their pedagogical approach. This aligns with the Pakistani National Professional Standards for Educators, thereby rendering it permissible.



INTEI-- ESD Teachers Competency Framework

The framework was developed as a result of the First and Second Asia-Pacific Regional Meetings on Teacher Education for Education for Sustainable Development (ESD), held on 27-29 November 2018 in Okayama, Japan, and 17-19 September 2019 in Bangkok, Thailand, respectively. The primary focus of the sessions was on teacher education pertaining to ecologically sustainable development (ESD).

Inter-Relatedness Asia Pacific ESD Teacher Competency Framework (INTEI), Scheme of Studies			
Domain.1	Sub Domains	Points of Sub-domains	Scheme of Studies (CONTENT)
Facilitate learning	Culture	Disposition of global citizenship	- Environmental Science - Geography - Citizen Education and Community Engagement - Teaching of Social Studies
		Personal and family wellbeing	Islamic Studies / Ethics
		Cooperation and peace	Education in Pakistan
		Transforming attitudes	- Educational Psychology & Guidance - Observational Visits and teaching Practice
	Pedagogy	Tolerance about uncertainty	Language Skills
		Plan and implement	Teaching Practice
		Collaborate with internal and external stakeholders	Philosophical perspectives of Educational Planning and Management
	Technology	Use of technology to facilitate learning	- Basics of Information & Communication Technology - Computer Applications - Educational Statistics and Computer Application - Instructional Technology for Computer Studies & Data Analysis - Educational Technology and ICT - Computer Assisted Language Learning - Comparative Education - Computer Literacy - Instructional and Communication Technology (ICT) in Education - Information and Communication Technology (ICT) in Education
		Learning towards sustainability	- Curriculum Development - Introduction to Inclusive Education - Teaching of Teaching Of Applied Electricity - Teaching of General Electronics - Comparative Education - Art, Craft and Calligraphy
	Content		

Inter-Relatedness Asia Pacific ESD Teacher Competency Framework (INTEI), Scheme of Studies			
Domain.2	Sub Domains	Points of Sub-domains	Scheme of Studies (CONTENT)
Continue to learn and create	Reflect	critical self reflection New and emerging trends	- Classroom Assessment - Quality Assurance in Education - Teacher Education in Pakistan - Critical Thinking and Reflective Practices
		Plan of action Evaluation Continuous improvement	- Monitoring and Evaluation in Educational Planning and Management - Managing Educational Resources - Economics and Financing of Education - Educational Assessment and Evaluation - Classroom Assessment - Test Development and Evaluation
	Innovate	Active engagement in Professional learning	- Research Methods in Educational Planning and Management - Educational Planning and Evaluation - Research Methods in Education - Educational Psychology
		Develop transdisciplinary and trans sectoral engagements	- Research Project - School Management
		Optimize resource mobilization	Human Rights Education
		Codesign effective solutions to problems	Contemporary Issues and Trends in Education
	Transform	Promote sustainability	Philosophy of Education
		Stimulate collective change	- Project Management - Human Resource Management in Education
		Life long learning	Education for Sustainable Development

Inter-Relatedness Asia Pacific ESD Teacher Competency Framework (INTEI), Scheme of Studies			
Domain.3	Sub Domains	Points of Sub-domains	Scheme of Studies (CONTENT)
Connect collaborate and engage	Collaborate	Ethically safe working environment Build trust Negotiate conflict situations	- Negotiations and Conflict Management - Islamic System of Education - Classroom Management
	Cooperate	Understand and demonstrate environmental concerns	- Environmental Education - Communication and Life Skills - Development Studies
		Engage actively and responsively with community and society	Education Management Information System
		Advocate change at level of community, national and international policies and practices	- School Organization and Effectiveness - Educational and Vocational Guidance and Counselling - Policy Formulation, Analysis and Implementation - Supervised School Experience / Observation / Visits
	and Participate engage (individual, school and community)	Enhance self capacity Engage with community	- Health and Physical Education - Guidance and Counselling - Technical Writing & Presentation Skills - School Society & Teacher - Trends and Contemporary Issues
	Leadership	connect individual, school and community.	- School Community and School Administration - Educational Leadership and Management - School, Community and Teacher - Citizenship Education and Community Engagement

RESULTS OF DOMAIN 1

The initial domain, denoted as "facilitate learning," is subsequently separated into four discrete subdomains.

CULTURE

Culture is a comprehensive and intricate notion that incorporates a wide range of beliefs, values, practices, and Teacher education programs typically incorporate a comprehensive curriculum that encompasses several topics, such as environmental science, geography, citizen education, outreach to the community, and the pedagogy of social studies. These courses exhibit a notable dedication to cultivating global citizenship, advancing personal well-being, supporting collaboration and peace, and facilitating the changing of perspectives.

PEDAGOGY

The subject of pedagogy places great importance on the deliberate introduction of cognitive dissonance, cultivating a willingness to take risks, and fostering collaborative relationships with stakeholders both within and beyond the educational institution. Teaching pedagogy holds

significant importance within the realm of education. This aligns with the subject matter covered in various educational programs offered to individuals desiring to become educators.

TECHNOLOGY

The curriculum comprises a range of courses centered on the overarching theme of "technology" and its impact on educational enhancement. These courses encompass the basics of information and communication technology, computer applications, educational statistics and computer application, teaching with technology for digital investigations, analysis of data, educational technology, computer-assisted language learning, comparative educational institutions, and computer literacy. Additional key focal areas are "Comparative Education" and "Computer Literacy." This component, which is part of teacher education programs, places emphasis on the instruction and utilization of instructional and networking technologies (ICT), as well as information and communication technology (ICT). The objective is to enhance the overall quality of education standards. The objective of this component is to contribute to the enhancement of educational quality standards.

CONTENT

The central thesis, titled "Learning for Sustainability," pertains to the subject matter covered in educational courses designed for teachers. The courses offered encompass a range of subjects, such as comparative education, art, crafts, and calligraphy; curriculum development; introduction to inclusive education; teaching of applied electricity; teaching of general electronics; and teaching of comparative education.

RESULTS OF DOMAIN 2

The second primary domain is titled "Continual Learning and Creation" and encompasses three distinct subdomains. The second primary domain is sometimes denoted as "Domain No. 2."

REFLECT

The term "reflect" is present in the following compilations of courses: The topics of interest include classroom assessment, quality assurance in education, teacher education in Pakistan, critical thinking and reflective practices, monitoring and evaluation in educational planning and management, managing educational resources, economics and financing of education, and educational assessment and evaluation.

INNOVATE

The term "innovate" holds significance within the context of the following courses: Research Methods in Educational Planning and Management, Educational Planning and Evaluation, and Research Methods in Education. This term encompasses key concepts such as active engagement in professional learning, the development of transdisciplinary and transsectoral engagements, optimization of resource mobilization, and the collaborative design of effective solutions to problems. Themes commonly addressed in teacher education programs include educational psychology, research projects, school management, human rights education, and contemporary

problems and developments in education.

TRANSFORM

The notion of "transformation," which includes important components such as "advancing sustainability," "facilitating collective transition," and ongoing development," carries significance in the context of the courses (Philosophy of Education, Management of Projects, Management of Human Resources in Education, and Education for Sustainable Development) provided within the programs for the education of teachers. The curriculum of these courses centers around the principles of sustainable development in education, the management of human resources within educational contexts, and the implementation of effective project management strategies. The classes encompass several subjects, such as education for sustainable development, human resource management in education, and education for sustainable development.

RESULTS OF DOMAIN 3

The third domain titled "Connect, Collaborate, and Engage," encompasses four subdomains. These subdomains can be further classified into two distinct types.

COLLABORATE

Engage in collaborative efforts to collectively contribute. The concept of "collaboration," encompassing key elements such as the establishment of an ethically sound working environment, the cultivation of trust, and the effective resolution of conflict situations, holds significance within the context of teacher education programs, specifically in courses such as Negotiations and Conflict Management, Islamic System of Education, and Classroom Management. The concept of collaboration encompasses key elements such as the establishment of an ethically secure working environment, the cultivation of trust among participants, and the effective management of conflict situations through negotiation.

COOPERATE

The concept of cooperation is an essential aspect of human interaction and societal functioning. Areas of study that are relevant to the concept of "cooperation" include environmental education, communication and interpersonal abilities, studies in development, education information systems for management, organizational structure and efficiency, professional development, and educational and technical education. These areas of study share a common focus on enabling students to understand environmental issues and to effectively respond to them by taking appropriate action. Moreover, the domains of environmental education, communication and living skills, and development studies are all pertinent to the concept of "cooperation. As a result, each of these many educational approaches has become relevant to the notion of "collaboration. As a component of the "Cooperate" educational objective, students are required to actively promote and support transformative initiatives at the local, national, and global scales.

PARTICIPATE AND ENGAGE

According to the text, kids are encouraged to actively engage themselves, as well as their school

and community. In the context of teacher education programs, students are mandated to register for a range of courses including sports and physical education, guidance and counseling, technical writing and presentation skills, school society and teacher, trends and contemporary issues, and school society and teacher. Courses such as these are specifically tailored to enhance students' abilities as educators. Each of these classes can be linked to the second domain of the Asia-Pacific ESD Teacher Competency Framework to varying degrees.

LEADERSHIP

The concept of leadership is a widely discussed and studied topic in various academic disciplines. The concept of "leadership," which revolves around connecting individuals, schools, and communities, holds significant prominence within the curriculum of many courses offered in teacher education programs. These courses encompass a diverse array of subjects. The rationale behind this is that the notion of "leadership" underscores the interconnectedness of individuals, institutions, and communities. The courses under consideration are as follows: The subjects of study include educational leadership and management, school, community, and teacher leadership in educational settings, as well as school, community, and teacher citizenship education and community engagement.

CONCLUSION

In order to better understand the three major domains and subdomains of the INTEI (International Teacher Education Institute) ESD teacher competency framework (2018), this research study used ESD indicators within the teacher education institutions in Punjab. With the aid of the INTEI (International Teacher Education Institute) ESD teacher competency model, the study also examined the domains and subdomains related to sustainability, local sustainability, and global sustainability in teacher education programs in Punjab. This objective was successfully achieved by the researcher through an examination of the B.Ed. Honors program's study schedule. A test was carried out in order to determine whether or not the content possessed compatibility and relevance with the content of the INTEI framework. Because of this, it was decided that the content of the scheme of study should be in accordance with the domains and subdomains of the Asia Pacific ESD Teacher Competency Framework. This was a direct result of what had happened. Even though it appears that this framework will not be operationalized, it was decided that the plan of research ought to embrace the ideas contained in the worldwide model known as INTEI. This decision was made despite the fact that it would appear that this framework is not going to be operationalized.

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