

GLOBAL CITIZENSHIP EDUCATION: A NEW IMPERATIVE FOR 21ST CENTURY EDUCATION

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Abstract

As the inevitable process of the 21st century, globalization has affected and altered all aspects of human life including education. The increasing interconnection between countries is leading to the recognition of both shared problems and shared solutions for which citizens' rights, obligations, and responsibilities transcend the traditional nation-state. In a globalized world, education is putting more emphasis on equipping individuals from an early age, and throughout life, with the knowledge, skills, attitudes and behaviors they need to be informed, engaged and empathetic citizens. Global citizenship is found to require significant adjustment of individual, corporate, national, and regional interests. Citizenship education, are focused on the learner and the development of skills and attitudes to participate in and contribute to a changing social order. Education for citizenship themes is often built around a stimulus activity that will make a bond with the student as a person and guide his or her development in relation to peers and others and the wider society. It is inspired by ethical principles in reference, in part at least, to civil, social, and political rights. This article seeks to provide an understanding of the concept of global citizenship and its relevance and implication in the 21st century education.

Keywords: *Global Citizen, Global Citizenship Education, Teacher, Curriculum*



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1.1 Introduction

The world in which we live, is a world where violations of human rights still arise; where the uneven development and distribution of wealth is a truth that everyone faces - and most severely those, who as a direct result, live in extreme poverty; and where climate change threatens the environment and thus humankind.

The concept of Global Education was developed in the 1990s and though originating from a Western context, is inspired by other visions of education from across the world - such as 'Educación Popular'. There are several precursors to the budding concept of Global Education, such as Human Rights Education, Citizenship Education, Environmental Education, Peace Education, Intercultural Learning, and Development Education, all of which provide essential contributions to the concept and understanding of Global Education. Poet Piet Hein, a Danish poet, framed the dilemma of understanding global citizenship when

he said, “We are global citizens with tribal souls” highlighting that while we have global responsibilities, people may not have the knowledge, skills, attitudes or consciousness to act on these responsibilities (Hein in Dower, 2002, p. 146). There has been a shift in education discourse and practice. This shift recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas.

In the present era of globalization, the recognition of global interdependence on the part of the general public has led to a higher degree of concern in global citizenship in education. In the 21st century, citizenship is understood in global terms, so that schooling might progress individual nations' global competitiveness. Many universities worldwide have responded to the call for for a globally oriented education by sending their students to study abroad in increasing numbers, and some have announced that this will soon become a mandatory degree requirement

In a globalized world, education is putting more emphasis on equipping individuals from an early age, and throughout life, with the knowledge, skills, attitudes and behaviors they need to be informed, engaged and empathetic citizens. Global citizenship meaningfully addresses questions of identity, religion, spirituality, ethnicity, culture, politics, economics, society and foreign relations in the twenty-first century (Dower and Williams quoted by Stewart, 2008, p: 6-7). Many, who make claims to global citizenship education, share a pragmatic sensibility that suggests that the meaning of global citizenship is the difference it will make within and for our future experience (Hickman, 2004).

Education is expected to facilitate international cooperation and promote social transformation in an innovative way towards a more just, peaceful, tolerant, inclusive, secure and sustainable world. Therefore, efforts are best focused on the practices of global citizenship education to fully understand what it is. Based on this, it is strongly felt that it is necessary to offer a new explanation of citizenship, reconsideration of its goals and the prerequisite of global citizenship education, thus, this study is seeking specifically the following goals:

1. To explain conceptual dimension of global citizenship
2. To discuss Global citizenship education implications in action
3. To discuss how global citizenship education can be Integrated in education systems?

1.2 Citizenship: A contested notion

Global citizenship is a contested concept in scholarly discourse, and there are multiple interpretations of what it means to be a global citizen. (UNESCO, 2013) Some have called global citizenship ‘citizenship beyond borders’, (A. Weale) or ‘citizenship beyond the nation-state’.⁴ Others have noted that ‘cosmopolitanism,’ as a term, (M.E. Keck and K. Sikkink, 1998) may be broader and more inclusive than global citizenship, while still others opt for ‘planetary citizenship’, focusing on the global community’s responsibility to preserve the planet Earth. (H. Henderson and D. Ikea, 2004,). As Abdi and Shultz (2007; 2008) propose, any understanding of citizenship should bring with it a concern with entitlements, exclusion, access, and equity.

Despite differences in interpretation, there is a widespread understanding that global citizenship does not imply a legal status. It refers more to a sense of belonging to a broader community and common humanity, promoting a ‘global gaze’ that links the local to the global and the national to the international. It is also a way of understanding, acting and relating oneself others and the environment in space and in time, based on universal values, through respect for diversity and pluralism. In this context, each individual’s life has implications in day-to-day decisions that connect the global with the local, and vice versa.

Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions (Oxfam, 2006; p: 1).

1.3 Conceptualizing Global Citizenship

Global citizenship does not involve legal status, and cannot be simply defined as progressive politics or extensive world travel. It is a 21st-century approach to living in with doctrine of global responsibility and accountability are applied to everyday local actions and complex global problems are addressed on an individual basis. It highlights an essential function of education related to the formation of citizenship in an increasingly interconnected and interdependent world spurred on by the multiple processes associated with globalization.

The notion of ‘global citizenship’ has recently gained prominence in international development discourse with the recently-adopted United Nations Secretary-General’s Global Education First Initiative (2012). Among the three priority areas outlined in this global initiative, the third aims to ‘foster global citizenship’. Students in the 21st century need global citizenship education in order to be empowered with the knowledge, skills, and values that can assist them in taking actions to address the interconnected social, political, cultural and global realities of the 21st century. The ultimate objectives of global citizenship education (GCE) is to build a sense of belonging with a global community and a common humanity, and nurture a feeling of global solidarity, identity and responsibility that generates actions that are not only based on, but also respect universal values.

For UNESCO, global citizenship education (GCE) develops the knowledge, skills, values and attitudes learners need to build a more just, peaceful, tolerant, inclusive, secure and sustainable world. In a globalized and fast-changing world, these are critical skills that current and future generations need to act today and find solutions to tomorrow’s global challenges. It is directly related to the civic, social and political socialization function of education, and ultimately, to the contribution of education in preparing children and young people to deal with the challenges of today’s increasingly interconnected and interdependent world.

Some definitions of global citizenship emphasize the individual dimension; thus, McIntosh (2005) describes it as the ability to see oneself and the world around one, the ability to make comparisons and contrasts, the ability to “see plurally”, the ability to understand that both “reality” and language come in multiple versions, the ability to see power relations and understand them systematically, and the ability to balance awareness of one’s own realities with the realities of entities outside the perceived self. Other definitions underscore the question of multiple rights and refer to “intercultural citizenship,” defined as “recognizing rights and status of different subgroups, divided also by gender, ethnic, linguistic and religious lines” (Leung & Lee, 2006, p. 26).

Further expanding the concept of global citizenship, Cogan (1997) finds that it would have to be multidimensional, and comprise the following eight characteristics: (1) the ability to look at and approach problems as a member of a global society; (2) the ability to work with others in a cooperative way and take responsibility for one’s roles and duties; (3) the ability to understand, accept and tolerate cultural differences; (4) the capacity to think in a critical and systemic way; (5) the willingness to resolve conflict in a nonviolent manner; (6) the

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willingness to change one's style and consumption habits to protect the environment; (7) the ability to be sensitive toward and to defend human rights; and (8) the willingness and ability to participate in politics at local, national, and international levels. This is a tall order and it will require several generations to move into a new mind-set.

Dower discusses how an interest in the idea of global citizenship has developed in the last thirty years because of four main factors, namely:

- 1) The increasing pressure of global problems requiring common solutions.
- 2) The general phenomenon of globalization.
- 3) Revived interest in the idea of citizenship itself.
- 4) A revived interest in the perennial approach of cosmopolitanism, often called nowadays the "global ethnic" (quoted by Chen, 2006).

1.4 Goal of Citizenship Education

The overriding goal of citizenship education is to prepare students to play an active and positive role in their dealings with school, family, society and globally. This includes being active and responsible participants in their own communities, and when possible being active and responsible participants in the wider community of human beings. Of particular importance is acceptance of diversity and respect for other human rights norms, and development of a mind-set of collaborating with others to solve shared problems in a peaceful way. Cogan and Kubow believe that the aim in developing a global perspective is to expand and enrich students' perspectives, so that their views of the world are not ethnocentric, stereotypical or otherwise limited by a narrow or distorted point of view. If we neglect to nurture a global perspective students are likely to continue viewing the world narrowly through the lenses of their own interests, location and culture"(quoted by Evans and Reynolds, 2003; p 7-9).

1.5 Global Citizenship Education in Practice.

Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom. While GCE can take different forms, it has some common elements, which include fostering in learners the following competencies:

- an attitude that is supported by an understanding of numerous levels of identity, and the potential that transcends individual cultural, religious, ethnic or other differences (e.g. sense of belongingness to common humanity, respect for diversity);

- a profound knowledge of global issues and universal values such as justice, equality, dignity and respect (e.g. understanding of the process of globalization interdependence/interconnectedness, the global challenges and sustainability);
- cognitive skills to reflect critically, systemically and creatively, as well as adopting a multiperspective approach that recognizes different dimensions, perspectives and angles of issues (e.g. reasoning and problem-solving skills supported by a multi-perspective approach);
- non-cognitive skills, including societal skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives (e.g. global empathy, sense of solidarity); and
- Behavioral capacities to act collaboratively and responsibly to find global solutions to global challenges, and to strive for the collective good (e.g. sense of commitment, decision-making skills).

1.6 Integrating Global Citizenship Education In Education Systems

Global citizenship education takes ‘a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding’ (UNESCO (2014).) and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both ‘formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation’. (UNESCO 2014)

Oxfam claims that Education for Global Citizenship gives children and young people the opportunity to develop critical thinking about complex global issues in the safe space of the classroom, encourages children and young people to explore, develop and express their own values and opinions, whilst listening to and respecting other people’s points of view, to care about the planet and to develop empathy with, and an active concern for, those with whom they share it. This is something that children of all ages need, for even very young children come face to face with the controversial issues of our time through the media and modern communications technology. (2006, p: 1).

Global citizenship education includes the following features:

- Comprehensive knowledge about world political systems
- Comprehensive knowledge about world economic systems
- Critical thinking skills that transcend boundaries
- Cross-cultural communication skills
- Provide active engagement
- Develop empathy: Global education must shift to help students personalize the world and internalize their connections to people living in worlds far away (Cartwright et al, 2009).

There is no single approach to implement global citizenship education, although experience suggests that assured factors contribute to its successful delivery; these are presented below. Policy decisions in this respect will be conversant by a range of contextual factors including education policy, systems, schools and curricula, the capacity of teachers, as well as by the needs and diversity of learners and the wider socio-cultural, political and economic context.

How to integrate it in education system?

Use inquiry-based and practical teaching and learning tasks. Inviting students to become the experts. Allow them to be the researchers and propose the questions they would like to answer. Ask over what they would need to become experts in this field: where can they access for information and expertise; whose voices need to be heard in order to acquire the facts on the issues? Provide them with the tools and the chance to find out the answers to the questions on their own. If feasible, get students to experience aspects of the world they are studying. Let them determine what global citizenship is and what it is not. Introduce them to words like “empowerment,” “solidarity,” and “equity.” Confront them with the picture of reality that is shown to them in the media: what they are looking at are true? Does it represent the whole truth? Whose perspectives can help us get a fuller picture of the truth

1.7 The Curriculum Aspiration:

Many serious investigations and efforts also have been done in other countries to revise curriculums so that a large portion of curriculum goals have been allocated to discussion on the global issues. In the comprehensive and known curriculum designed by Oxfam, three components including knowledge and understanding, skills and values and attitudes play key roles in upgrading a responsible global citizenship. He has designed his curriculum for global citizenship education separately for the groups in the age range of 5-19

years old, based on the mentioned components. Each of these components includes the following subsets as seen in the following table 3(Oxfam, 2006, p: 3).

Kerr(1999) has explained the Common goals were observed in the curriculum of sixteen countries participating in the citizenship studies (IEA). These objectives were consisted of the followings:

- Development of individual capabilities.
- Promotion of equal opportunities.
- Preparing the students for employment.
- The foundation for continuing the education and graduating studies.
- Growth and development of knowledge, skills and understanding.
- Promotion of citizenship (in the form of democracy or society) and the preservation of cultural heritage.

Where can Education for Global Citizenship be incorporated into curriculum?

It can be incorporated in different subjects like:

- In English Language Arts through multi-literacy practices – reading, writing, oral communication, media literacy;
- In Social Studies through human relationships, human-earth relationships;
- In Sciences through environmental issues and sustainability; conflicts of values – religious, political, economic;
- In Health through global health issues, migration, food;
- In Business and Economics through globalization, trade, global finance networks and institutions;
- In Math through substituting x, y, z for real world variables; learning math through social justice;
- In Art through visual culture, photography, dance, drama, music;
- In Physical Education through outdoor activities, appreciating the outdoor environment.

Preparing students at an individual level

Education for citizenship themes is often built around a *stimulus activity* that will make a bond with the student as a person and guide his or her development in relation to peers and others and the wider society.

The list of stimulus activities below begins with stories, which can be used by teachers and others.

a) Stories: They engage students' empathy and introduce concepts, skills, values, and problem-solving supportive of citizenship and peacebuilding behaviours. Stories can represent a way of engaging the interest of students at an emotional and personal level, while assigning important information and demanding them to identify with pro-social behaviours and values.

b) Photographs/pictures depicting a relevant scenario: The learning power of stories can also be harnessed using pictures which carry a story behind them.

c) Prearranged activities and role play/skits: They help students to widen fundamental concepts, skills and values for behavior change and ethics development. Game-like activities, role plays or skits oriented to citizenship and peace can make a stronger bond of student with a teacher.

d) Traditional sayings and stories: They are the cultural and religious references. It is important to connect the curriculum with the society around the student. Peace education programmes is the best example which often draw on religious teachings and Stories

e) Expressive activities (art, drama, poetry, creative writing, diaries, music, dance) and sports: It help entail students' identities and emotions, and can be used as a teaching tool to carry many citizenship and peace education objectives, as well as serving to convene psychosocial needs.

f) Events facilitated in the classroom, school or environment: Teaching supplies and training can integrate events that are estimated to occur in the school or environment, while teachers can be trained to respond to particular events. Peer mediation activities, or school council events may be discussed in class.

g) Reading materials to have an open class discussion of the issues. Reading from a textbook preferably written to help teachers and students is one of the most used stimulus activities. For education for global citizenship, the textbook or other materials should preferably endow with support to the teacher and student through suggestions of questions for discussion and reflection, to help students connect the content to their own lives.

1.8 Teacher and Global citizenship

Global citizenship education requires skilled educators who have a good understanding of transformative and participatory teaching and learning. The main role of the educator is to be a guide and facilitator, encouraging learners to engage in critical inquiry and

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supporting the development of knowledge, skills, values and attitudes that promote positive personal and social change. However, in many contexts, educators have limited experience of such approaches. Pre-service training and ongoing opportunities for professional learning and development are critical, to ensure that educators are equipped to deliver quality global citizenship education. (Kerr, 1999).

Recent studies indicate that many new teachers rarely begin their careers with the deep knowledge and robust skills necessary to respond to the wide diversity of learners in their classrooms (Desveaux & Guo, 2011; Goddard, 2013; Schneider, 2007). Research to date indicates that although teachers recognize the importance of global citizenship as a theme in the school curriculum and interest among them in integrating global citizenship into their practice is high, many teachers lack the confidence and pedagogic skills to educate for global citizenship (Desveaux & Guo, 2011; Kelly, 2004; McLean, Cook, & Crowe, 2006; Reimer & McLean, 2009; Richardson & Blades, 2006; Schweisfurth, 2006; Sears & Hughes, 2006).

Within a Life Long Learning framework, teachers need solid initial training in Global Education, which can be further developed throughout their careers, by way of international mobility programmes and further training. International teacher exchange programmes are another method to expose educators to other countries, cultures and societies as well as to new pedagogical methods and competencies. For example, in Korea, the Ministry of Education has established international teacher exchange programmes to increase teachers' knowledge and understanding of global issues and trends, improve interpersonal/communication skills and improve pedagogical skills. Over 450 teachers have participated in the programme since 2011, with the number of participating teachers in 2014 expected to increase. The programme includes pre-departure training, local orientation, co-teaching and school activities in the host countries, and a final presentation with teachers, schools and government upon the teachers' return. Exchange initiatives for teachers and educators were launched in the early 1990s, primarily supported by the United States Information Agency, to expose volunteer teachers, academics and officials from Eastern Europe to civics and citizenship education in universities and education institutions across the United States. So, through either an independent or an integrated training programme, teachers and education managers should be provided with opportunities to learn about this specific pedagogical orientation.

1.9 Conclusion

Educating for global citizenship has become a shared goal of educators and educational institutions interested in expanding their own and their students' understanding of what it means to claim or to have citizenship in the twenty-first century. We are also challenged to create educational institutions that remain relevant to students as they find their place within this global context. It is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others. In a changing world, we need to be flexible and thoughtful about how to educate for Global Citizenship. Many educational actors and stakeholders will need to work together to implement this new approach, and a key role shall be played by youth organizations. However, global citizenship education is a relatively new term to many experts in curriculum development, practitioners and education managers and there is a need to provide them with some pedagogical guidance. Therefore, Global Education has to be a joint project of all, making young people and teachers cooperate together in the learning process.

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