

**FACILITATING GLOBAL CITIZENSHIP EDUCATION FOR ENHANCING
RESPONSIVE QUALITY EDUCATION**

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“The earth is but one country and Mankind its citizens.”- Socrates

Abstract

In recent years, there has been a growing interest in global citizenship as a concept and its implication for education. It is partly because of the ongoing process of globalisation, and people in different places becoming more interdependent and interconnected, so that promotion of global citizenship education is seen as a way of addressing some of the global issues we face today, such as environmental issues, social injustices, poverty, and human rights violations. The primary aim of Global Citizenship Education (GCED) is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. Education for global citizenship helps young people develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. It is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. Education for global citizenship, is a public good that is of benefit not only to the individual pupils and students concerned but also to the well-being of society as a whole (Nixon, 2011). In fact one of the major goals of global citizenship education is to help learners to attain an individual, national, and global identity to transcend geographical borders. The present paper is a thematic intervention which explores how education for global citizenship can be facilitated through the curriculum and what are the challenges that come in the way of its implementation.

Key Words: Global Citizenship, Global Citizenship Education (GCED)

Introduction

We live in an increasingly interdependent world, where the actions of ordinary citizens are likely to have an impact on others' lives across the globe. In turn, our lives, our jobs, the food we eat and the development of our communities are being influenced by global developments. In other words an evolving and contested concept of citizenship raises important questions about how schooling should respond to new demands. So today's citizen as a member of the international community requires to receive special education for living at the current age and confronting with the challenges ahead. There comes the significance of Global Citizenship Education (GCED) in our curriculum. **Global Citizenship Education can be defined by a growing call for the inclusion of a sense of global mindedness that encourages students to develop a consciousness of global connectivity and responsibility** and our goal must be to educate global citizens who see themselves not simply as citizens of a local region, rather as human beings bound to all other human beings by ties of concern and understanding.

Although the image of education is different in various societies due to being affected by underlying factors including historical traditions, geographical position, social and political structure, economic systems and global trends (Ker, 1999), their common point in massive image of education is to educate for developing a good citizen. Therefore, Citizenship education should help students to develop thoughtful and clarified identifications with their cultural communities and their nation. It should help them to develop clarified global identifications and deep understandings of their roles in the world community as well.

Understanding the concept of Global Citizenship

Global citizenship is based on moral identity, which implies that **everyone has a moral obligation to care about each other, regardless of geographic locations or nationality**. According to Heater to be a global citizen means “a member of the human race; responsible for the condition of the planet; an individual subject to moral law; and promotion of world government”. Global citizenship is a way of understanding how the world works, and it links between our own lives and those of people throughout the world. **“The global citizen is one who is willing to think beyond boundaries of place, identity and category, and recognize all human beings as their equals while respecting humanity’s inherent diversity”** (Jefferess, 2008). As a leading international NGO Oxfam suggests the following characteristics of a global citizen:

- The wisdom to perceive the interconnectedness of all life and living
- 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 injustices
- 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.

Global citizenship meaningfully address questions of identity, religion, spirituality, ethnicity, culture, politics, economics, society and foreign relations in the twenty-first century. In other words, components such as identity, dependency, values, morality, culture, ethnicity and religion as well as concepts including rights, responsibility and contributions are challenged in their traditional meaning and are taken into consideration from a global perspective.

Global Citizenship Education

The global citizenship requires the presence of citizens with a global mind and necessary capability to tackle the global challenges existing at the current age. Education should train the learners to equip themselves to lead a good civic life, not just for the nation that they belong to but for the whole world they are part of. Students as global citizens must develop a deep understanding of the need to take action and make decisions to help solving the world’s difficult problems.

They need to participate in ways that will enhance democracy and promote equality and social justice in their cultural communities, nations, and regions, and in the world. So Global Citizenship Education should help students to realize that "no local loyalty can ever justify forgetting that each human being has responsibilities to every other"(Banks, 2008).

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, while 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. It indicates the key role of education in educating global citizen as a key for happiness and prosperity of societies and empowerment of the students to achieve a favourable life style and to find their position in an extremely unstable and enormously complicated and diverse world.

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
- Opportunities for active engagement
- Developing empathy and respect for diversity

Educating global citizens is teaching those skills and attitudes that make them aware, active, critical and sociable citizens. Students need the knowledge, skill, and attitudes which enable them to have an active role in different areas as a member of the world community. So, citizenship education parameters are; **knowledge and understanding, skills**, and **values** related to citizenship as shown in the following table (UNDP, 2000).

Parameters of Global Citizenship Education

<i>Knowledge& Understanding</i>	<i>Skills</i>	<i>Values</i>
Social equality	Critical thinking	Positive attitude towards cultural heritage of other countries.
Awareness of the destructive and harmful factors for the environment	Accepting and respecting pluralism in society	Concern for the environment safety
Awareness of international law	Respecting others' rights ability to challenge injustice and inequalities	Sense of identity and self esteem
Awareness of the role of government in establishing democracy	Mutual understanding ability	Commitment to social justice and equality
Awareness of the differences between political institutions of different countries	Respect for traditions and culture of other countries	Tolerating opposing views
Awareness of the globalization and interdependence	Ability to evaluate different global issues	respect for human beings
Awareness of the citizenship role in an international scale	Communication ability.	valuing and respecting diversity
Awareness of the global aspect of the issues such as immigration, trade, consumer's rights etc.	Logical reasoning and skill of just decision making	Concern for his own and others' peace and welfare
Awareness of the different religious national and moral identities of different countries	Accountability, cooperation, and conflict settlement ability	Law oriented attitude
Awareness of the influencing factors in sustainable development and peace	Ability to analyse and compare.	Tendency towards justice and truth seeking

Facilitating Global Citizenship Education through the curriculum

The necessity of global citizenship education in higher education is a need of the hour. Even in most of the developed countries, millions of people are suffering from lack of shelter, and health care. War and invasion are threatening millions of people around the world. The global changes as the result of earth's temperature rise, millions of tons of dangerous waste material produced by industrial countries and using more than three million pounds of pesticides which has killed and harmed the wild world and water living creatures are ringing the bell and demand a global effort for solving the problem (Sachs, 1995). In addition; prevalence of international crimes, terrorism, AIDS, illicit drug business, soil destruction, environment ruination, species extinction, desertification of land, forest destruction and migration have created a great threat.

The curriculum should incorporate the following **content areas** in regard to education for global citizenship:

1. Citizen's responsibilities toward others, society and environment.
2. Democracy and citizenship from different points of view.
3. Citizen's duties and commitments towards society, nation and the world.
4. The importance of environmental protection.
5. Familiarity with the rules and regulations concerning citizenship, democracy, and human rights.
6. Civic and moral responsibilities of people in different jobs.
7. The role of governmental institutions and NGO's concerning citizenship education, democracy, human rights and environmental safety.
8. Characteristics of a pluralistic society and the necessity to consider the rights of people of different race, nationality, and religion.
9. Global controversial issues and scientific study of them.
10. Different citizenship skills such as expression ability, media analysis, writing letter, evaluating candidates, propaganda for desired representative etc.
11. Human rights issues and peaceful methods for settlement of conflicts

In general, Global Citizenship Education should result in equipping the students with necessary skills needed to be responsive and sensible to the global issues in the following ways:

Participation: be an active member of a social group and his own society specially in global issues.

Engagement: further participation i.e. taking the effort to influence the group's strategies and policies.

Advocacy: supporting a certain idea through reasoning.

Research: the ability to find different sources and needed information.

Evaluation: the ability for value judgment and evaluating the relative advantages of different facilities.

Empathy: viewing an issue from other people's point of view.

Conciliation: analysis and settling disagreements and oppositions.

Leadership: the ability to manage the group, participate and cooperate in activities that group members have agreed upon.

Representation: the ability to talk and act on behalf of others.

Responsibility: thinking before acting and accepting the consequences of action.

Challenges in implementing Global Citizenship Education in our Curriculum

Even though there is a greater need for Global Citizenship education now a days, there comes a lot of challenges in the way to incorporate it into the curriculum. Some of those challenges can be discussed here:

- **other stakeholders regarding relevant global issues:** Sometimes teachers and policy **The problem of balancing unity and diversity:** There exists the challenge of citizenship education in a world where globalisation and nationalism co-exist, and where there are competing demands between recognising diversity locally and globally, promoting unity within and between nations.
- **The problem of excessive nationalism:** Patriotism will always be mixed with our concerns for global issues. "No local loyalty can ever justify forgetting that each human being has responsibilities to every other"(Banks, 2008).
- **Lack of perception of teachers** makers are not that much sensitized towards the problems. At times they feel that discussing about such global concerns are out of the level of understanding and maturity of the learner.
- **Differences in attitude of teachers of different subjects:** The reaction of teachers towards the inclusion of Global Citizenship Education in the curriculum may vary according to the subject of specialisation. For example, teachers of humanities subjects being most sensitive towards these issues (Bourn, 2012).
- **Less confident and ill equipped teachers to explore such grave issues:** Teachers not being equipped or experienced in the kind of methodologies recommended for exploring complex issues.
- **The controversy of tradition and innovation:** The people who raise their voice against issues of global interests are always ready to break the shackles of tradition. There should be a sense of open mindedness and cosmopolitan outlook for the people who are in the way towards global citizenship. Education, being orthodox in its basic structure may feel it difficult to break the conventional mould.

Conclusion

Global citizenship empowers individual human beings to participate in decisions concerning their lives, including the political, economic, social, cultural and environmental conditions in which they live. It is expressed through engagement in the various communities of which the individual is a part, at the local, national and global level. It includes the right to challenge authority and existing power structures, to think, argue and act with the intent of changing the world. In recent years, there has been a growing interest in global citizenship as a concept and its implication for education. Our education system should address the new demands of the world we live in with a global concern. It is high time we started thinking of incorporating global citizenship education in our curriculum, so that young people will be able to make sense of their place in a complex world and move towards shaping that world for a better life.

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