



Global Citizenship in Education

Dr Vinutha M¹, Kantharaj M S²

¹Assistant Professor, The Institute of Education, Onkarmal Somani college of Education,
Kuvempunagar Mysore.
Email:vinudosinedu@gmail.com

²Assistant Professor, Vivekananda College of Education, Arsikere, Email:
kanthrajesh@gmail.com

DOI: [10.33329/ijless.12.S1.611](https://doi.org/10.33329/ijless.12.S1.611)



ABSTRACT

The rights, obligations, and responsibilities that come with belonging to a global entity as a citizen of a specific country or location are known as global citizenship. Global citizenship is an ethos, not an extra subject. A whole-school strategy that involves everyone, from the students themselves to the larger community, is the most effective way to implement it. Young people can actively participate in society and contribute to making it a more sustainable place for all people worldwide by developing their competencies through education for global citizenship. Respect for oneself and others, no matter where they reside, is fostered by global citizenship. It challenges people to reflect carefully and critically on what is fair. By examining global citizenship themes, students become more adept at assessing the morality and effects of their choices on the welfare of other students, citizens, and society at large, as well as more confident in defending their opinions and interests.

Keywords: Global Citizenship, Education

Introduction

Young people should be adaptable, imaginative, and proactive in order to become good global citizens. Above all, they should receive an education. In addition to having the capacity to become an effective leader, they must be able to solve problems, make decisions, think critically, communicate ideas clearly, and collaborate well with others. These qualities and abilities are becoming more widely acknowledged as being necessary for success in many workplaces as well as other facets of 21st century life. It is impossible to cultivate these abilities and traits without employing active learning strategies, which teach students by doing and working together. The type of civic education known as global citizenship education (GCE) entails students actively participating in projects that tackle social, political, secular, economic, and environmental global issues.

- **A Transformation vision of education:** A framework known as "education for global citizenship" prepares students to actively and critically engage with the opportunities and

challenges of living in a world that is changing quickly and becoming more interdependent. It is transformative, giving students the knowledge, skills, values, and attitudes they need to secure a more equitable, safe, and sustainable world than the one they inherited as well as to fully engage in a globalized society and economy.

- **Thinking, Learning and Acting:** The learning, thinking, and behaviour of young people both now and as adults are crucial to achieving that more equitable, safe, and sustainable future for the world, according to Oxfam. Therefore, an education for global citizenship should include opportunities for young people to develop their skills as change agents and to critically reflect on this role in addition to a rigorous development of global understanding and multiple perspectives.

A broad faculty committee comprising representatives from various disciplines developed the following detailed learning objectives, which could serve as a working document for fostering global citizenship skills throughout a student's academic career and assisting them in becoming a responsible member of society.

Recognizing one's obligations to society, the environment, and other people:

- From various perspectives, including non-dominant and non-Western ones, students will be able to analyze what attitude, politics, democracy, and citizenship mean.
- The student will be able to examine the different rights and responsibilities that citizens have in their communities, societies, countries, and the world at large, which are fundamental for all citizens.
- In regard to participatory democracy and the well-being of the global community, students will comprehend and consider their own attitudes, ways of thinking, lives, careers, and interests.
- With the aid of education, students will investigate the connection between environmental responsibility and global citizenship.

Knowledge of moral conduct in public, professional, and personal spheres:

- Basic national and international laws, documents, and legal issues relating to citizenship, democracy, secularism, and human rights will be familiar to the students.
- Pupils will be able to recognize the ethical and civic obligations of individuals in a global setting.
- In the framework of its professed philosophical, cultural, and moral values, students or learners will be able to compare, analyze, and assess the plans and policies of an organization, community, state, nation, and the world.
- In order to understand democracy, respect for diversity, human rights, and the effects of the environment on society and its citizens, students will be able to analyze a variety of social policies and institutions (economic, political, legal, media, military, etc.).
- Students will look into how decisions and actions made on a personal and professional level affect society and the environment.

At the local, state, federal, and international levels, the following knowledge and abilities are necessary for active, responsible citizenship:

- The requirements of citizenship are open to significant debates between citizens of different nationalities, races, castes, colors, creeds, genders, abilities and disabilities, sexual orientations, and the various religions that the various citizens follow according to their society, community,

and nationality. Students will gain knowledge of this increasingly pluralistic society, nation, and world.

- Students will be able to evaluate the accuracy of information about environmental and educational issues, locate information from multiple sources, and recognize underlying values.
- It may be possible for students to recognize and research issues, analyze underlying presumptions, synthesize data, develop solutions, identify stakeholders, create arguments, and determine the best places to take action.
- Students will be able to comprehend and apply a variety of citizenship skills, such as media analysis, letter writing, self-empowerment, candidate evaluation, etc.
- By completing a community service, citizen participation, or social action project, students will be encouraged to show that they have developed their skills in participatory democracy.

Citizens' essential education the basic significance of teaching global citizenship is becoming increasingly acknowledged in the twenty-first century worldwide for the following reasons:

- Every student needs a safe place to discuss difficult and contentious global issues that they come across in the media and through their personal experiences, and schools can offer this. Young children are already attempting to make sense of a world that is characterized by inequality, poverty, conflict, division, and environmental change.
- It has a delicate role to play in equipping a generation with the skills and vision necessary to overcome difficult problems that transcend national boundaries.
- Our daily lives are becoming more and more interconnected and globalized, and social and global viewpoints are useful when analyzing issues that appear to be local.
- The demand for social content from students or citizens has been demonstrated by research (e.g., by Think Global and Educational) and our own work in schools.

Excellent Education:

Outstanding instruction Teachers and school administrators see global citizenship education as essential to their educational goals and school because it can help students develop and improve their values and skills. To put it briefly, they consider it to be synonymous with their conception of a top-notch education and essential to a well-rounded curriculum and efficient teaching methods. Numerous educational goals and priorities for school improvement can be supported by education for global citizenship. This is due to the fact that it incorporates a multitude of real-life learning contexts that can motivate students and citizens to increase their motivation and achievement while also assisting them in fulfilling their objectives and reaching their pre-established goals. Additionally, it stresses the development of critical and creative thinking abilities, a scientific mindset and reasoning, and enhances students' communication abilities. The diverse array of participatory teaching and learning approaches facilitates students' development of these abilities as well as their comprehension of the global context of their lives.

Global Citizenship in Classroom:

A variety of participatory teaching and learning techniques, such as debate and discussion, effective teacher-student communication, role-playing, ranking exercises, cause-and-effect activities, and communities of inquiry, are used in education for global citizenship. These techniques are not specific to teaching global citizenship, but when applied effectively and collaboratively with a global perspective, they can foster skills like critical thinking, a scientific mindset, a broader perspective on global issues, questioning, communication, and cooperation while advancing global understanding. They also give students the opportunity to listen politely to the opinions of others while exploring,

developing, and expressing their own values, ideas, and opinions. This is a crucial step in helping students make well-informed decisions about how to interact with global issues. Teachers have successfully incorporated a focus on global citizenship into their curriculum development, as demonstrated by the following studies. These offer valuable perspectives on how global citizenship can enhance various facets of education and curriculum for students of all ages.

Art and Craft:

- to examine the ways in which art and craft represent and convey global issues and themes like identity, shared humanity, difference, diversity, conflict, and justice.
- acknowledge cultural diversity and a range of viewpoints, concepts, values, and beliefs.
- Give students the chance to interact with pictures and art facts to learn about and from various cultures.

Citizenship:

- Discuss social justice, human rights, human responsibilities, community unity, and interdependence on a global scale.
- give him the chance to confront injustice and speak out against discrimination, violence, and inequality by taking responsible, educated action.
- Examine topics related to identity, diversity, and belonging.
- Analyze the causes and effects of unequal power relations in society by learning about the power of human rights and governance, which creates policies for the welfare of citizens.

Technology and Design:

- Examine how technology and design affect the world and people's quality of life; discuss sustainability concerns in product design.
- Think about sustainable technology and the social, environmental, and economic contexts of products.
- Examine social, economic, environmental, and political aspects that impact nutrition as well as ethical and sustainable concerns in food systems.

Geography:

- Examine, explore, and critically engage with issues that impact people's lives globally based on their state, country, or world
- In order to develop a better understanding of citizens' capacity for sustainable development and global interconnectedness and interdependence.
- Offer interesting real-world problems and information to reinforce fundamental geographic knowledge.
- Examine the differences and similarities between individuals, locations, environments, and cultures; investigate various values and attitudes in relation to social, environmental, economic, and political issues; and address a variety of topics within the global context and identity issues.

History:

- Examine the variations and parallels among historical occurrences, individuals, locations, cultures, and environments, as well as their interdependence and connectivity.

- Think critically about issues of privilege and power, as well as the reasons behind the various historical illustrations.
- Think about the importance of both individual and group action as well as issues of civic and social responsibility.
- Examine issues like harassment, conflict, unfairness, and inequality while connecting historical instances to current affairs.

Conclusion:

In a number of studies, the critical evaluation of citizen education as a component of the global entity has revealed certain shortcomings concerning citizens' obligations and moral conduct toward one another, the environment, and society. Through education, citizens will be able to investigate the meaning of democracy, rights, responsibilities, careers, and interests. Developing responsible citizens at all levels – local, state, national, and international through education entails having the ability to find and examine a wide range of information sources. Students who receive an education will be better able to comprehend the different types of citizenship skills, such as evaluation, media analysis, letter writing, and self-empowerment. The diverse array of instructional approaches aids students or citizens in comprehending the global context of their lives. The various subjects that teach students about global citizenship in the classroom include art and craft, science, geography, history, ICT, mathematics, music, physical education, and more.

References

- [1]. Shefali Gupta and Megha Gupta (2017), Education for Global Citizenship, *International Journal of Innovative Science and Research Technology*, Vol-2, Issue-6, pp. 75-78.
- [2]. Eybers, Oscar; Muller, Alan (March 2024). "Left, Right then Left Again: Educators at the Intersection of Global Citizenship Education, Technology and Academic Literacies". *Journal of Creative Communications*. 19 (1): 94–106. doi:10.1177/09732586231199549. ISSN 0973-2586
- [3]. Keevy, James; Chakroun, Borhene (2015). Level-setting and recognition of learning outcomes: The use of level descriptors in the twenty-first century. Paris, UNESCO. pp. 30–31. ISBN 978-92-3-100138-3.
- [4]. UNESCO (2015). *Global Citizenship Education: topics and learning objectives* (PDF). Paris, UNESCO. pp. 20–21, 44–46. ISBN 978-92-3-100102-4.
- [5]. UNESCO and UNODC (2019). *Strengthening the rule of law through education: a guide for policymakers*. UNESCO. ISBN 978-92-3-100308-0.
- [6]. UNESCO. 2014. *Global Citizenship Education. Preparing Learners for the Challenges of the 21st Century*. Paris, UNESCO.