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## Education for Global Citizenship

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*There is an increasing need for a paradigm shift in educational system from the traditional to technological ways. Every child born in our country should have an opportunity, with access to quality of education in a safe and nurturing environment to reach their full potential. This paper tries to analyse the need for global education to our student community. Education for Global Citizenship is asking questions and developing critical thinking skills. It should equip young children with Attitude, knowledge, skills and values to participate as active citizens. Education should be acknowledging the complexity of global issues. It should reveal the global relevance as part of learning to live together, the fourth pillar of education, whether in a small village or a large city and understanding how we relate to the environment and each other as human beings. The concept of knowledge having universal application is not alien to Indian culture. But in recent times the stress of Indian Educational system had taken an overdose of accidental subjectivity.*

**Keywords:** Citizenship Education, Global learning, Advancements and Stress.

### Introduction

The technological advancements through the twentieth century and its impact on international arena in the twenty first century have made our planet into a global village wherein the activities of one nation cannot be viewed in isolation and their impact on the global scenario are an inevitable occurrence in present spread and reach of media. In the past, the progress or deterioration was grossly localized without even known outside that particular community or society. Today however, movement across regions, culture, countries even continents have become an order of the day and the education can be considered complete only when it has got an international relevance. Recently Global Citizenship Education has gained lot of relevance and has been incorporated as part of systematic curriculum in nations like Australia and Canada. Global Education Magazine is a digital journal supported by UNESCO and UNHCR, inspired in the universal values of the Declaration of Emerging Human Rights that aims to contribute to achieve the Millennium Development Goals by GCE consciousness.

On the other hand, it is a matter of pride that the Ancient Indian Education System was quite inclusive of this concept. 'Vasudeiva Kudumbakam' – the Global family is a concept mentioned in 'Mahopanishad' in Vedic period. Similarly, in Tamil, 'Puranaanooru' of 300 BC states 'Yaadumooreyaavarumkelir' meaning, 'every country is my own and all the people are my kinsmen.' The concept of 'Tawhid' that is 'doctrine of Unity' advocated by Ahmadiya Sect of Islam also refers to the similar thought process. Jainism, Bahai, for that matter name a religion this is a major component of this concept of Global kinship and ancient educational system of India was rich in its contents in this aspect.

### Need for Global Citizenship Education

The status of present Education system can be traced to the fundamental shift in content brought in by the British during their reign. Lord Macaulay said the following about India in 1835 in British Parliament. "I have travelled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such calibre, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native self-culture and they will become what we want them, a truly dominated nation."

Economically India owes lot of its infrastructure including Railways to the British rule. At the same time the diversion of Education system towards westernization and progressively losing its original values and becoming completely dependent on Western concepts for contents is a real matter of concern. However, history is always a cycle and anything which goes down has to come up. The tradition of Indian attitude to emulate western culture has become a matter of past. Today the President of United States visits India and talks about Swami Vivekananda as his inspiration on truly representing universal brotherhood and promoting Global Citizenship Education. Thus, one can be sure that in Indian context there is enough scope to dig into our past heritage to revive this concept of Global Citizenship. With this background it would be prudent to observe the emergence and development of this concept in modern times.

The two world wars of the past century, has resulted in emergence of power blocks and the cold war between them. Towards the last decade when the power blocks were neutralized and the concept of globalization, particularly in the field of economy, came into existence. This development has necessitated the emergence of an Education System with a global perspective. The economic development of globalization has resulted in the countries realizing the importance of interdependence and that has led to the modern concept of Global Citizenship Education. A few early references in this direction can throw some light on the emergence and progress in this field.

Roland Case (1997, p. 76) maintains, "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 student are likely to continue viewing the world narrowly through the lenses of their own interests, location and culture". Graham Pike and David Selby (2000, p. 12) add,

“World-mindedness is no longer a luxury but a necessity for survival in the new millennium. Encountering diverse viewpoints and perspectives engenders, too, a richer understanding of self”.

### Meaning of Global Citizenship

In the research on citizenship and citizenship education, attention has been directed to development of conceptual frameworks that infuse new and expanded understandings of what it means to be a citizen.

In the UK, global learning is promoted by Think Global, which is a membership charity that works to educate and engage people about global issues. The Development Education Association’s (2012) website has defined global learning (thinking globally) as education that puts learning in a global context, learning about the wider world and our interdependence with it. According to Think Global, global learning (thinking globally) fosters:

- Critical and creative thinking;
- Self-awareness and open-mindedness towards difference
- Understanding of global issues and power relationships; and
- Optimism and action for a better world

In Canada, Alan Sears (1996), for example, constructed a framework for analyzing citizenship and citizenship education based on a continuum from elitist to activist. His Conceptions of Citizenship model compares themes of sovereignty, government, and citizen expectations while his Conceptions of Citizenship Education model compares knowledge, values, and skills, again from these two perspectives.

Global Citizenship Education as viewed by UNESCO is that, “Global Citizenship Education (GCED) aims to equip learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all. GCED builds on many related fields such as human rights education, peace education, Education for international understanding and is aligned with the objectives of Education for Sustainable Development (ESD).”

### Indian Educational System

National Council of Educational Research and Training (NCERT) published the National Curriculum Framework (NCF) in 2005. This document was inspired significantly by the ideas of Rabindranath Tagore. Following the NCF guidelines, syllabi and textbooks have been developed in the areas of environment studies, political science and social sciences. These major topics include subthemes such as water usage, family, life in the community, the World Citizenship Education and Teacher Training in a Global Context of marginalized groups, gender

issues, sensitivity towards issues to minority communities and democracy etc. It has been introduced in high school syllabus. But this new curriculum reform is to make teaching and learning more student centered. This has presented new challenges for many teachers who are not trained in such methodologies. There is also a new emphasis not only on knowledge acquisition but on the use of thinking and problem-solving skills and the application of knowledge to real life situations. Teachers are required to assist students under the new system in acquiring skills in global citizenship training along with practical skills.

### Approaches of Global Education

Creative approach is to teaching and learning, decided to develop a curriculum which would inspire and empower pupils as part of its school improvement strategy. Critical Political Economy Approach brings the inter connection of politics and economics and the relationships that shape the world economy and new challenges, cultural diversity social change and the type of governance effect economic development.

Merryfield (1997) suggests that educating for citizenship within the global context should embrace a holistic approach that allows students and teachers to better understand themselves and their relationship to the global community. Classroom practices, according to Merryfield, must attend to “teaching and learning globally oriented content in ways that support diversity and social justice in an interconnected world” (p. 12), which includes Self-knowledge, Cross-cultural experience and skills, Perspective consciousness and Values analysis.

### These Approaches Include

Gender Oriented Citizenship which is according to Hutchings (2002), ideals of feminism and global citizenship are compatible since both are concerned with rights and responsibilities, sustainable development, the environment, war and global justice.

Ecological Citizenship which shows global issues, such as pollution and global warming act as the bonding threads and stimulators of the notion of interconnectedness among human beings (Armoure,2011; Valencia, 2005). The importance of ecological citizenship is not only in a better understanding of human impact on nature, but rather that it can faster world peace and justice, as well as economic prosperity (Armoure, 2011; Shiva, 2005).Justice Oriented Citizenship and or, 2009; Shultz, 2011argue that citizenship education needs to teach about current social issues, such as human rights, peace and social justice and at the same time define individuals’ ethical responsibilities to the global world. This global citizenship education should be connected with the sources of media, ICT social media, parents, and family with school.

While this has been the trend in the last decade of twentieth century, the first and comprehensive effort in this direction can be traced to a book named ‘Education for Global Citizenship’, published in July 2012 by a Qatar based NGO called ‘Education Above All’. This book is basically a compilation of articles by eminent practitioners in the field of Education, particularly in war torn disturbed environment around the globe.

The formal recognition of this field is the effort at UNESCO. Global citizenship education (GCED) is one of the strategic areas of work for UNESCO's Education Programme (2014-2017) and one of the three priorities of the UN Secretary-General's Global Education First Initiative (GEFI) launched in September 2012. 'Global Citizenship Education (GCED) equips learners of all ages with those values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunity to realize their rights and obligations to promote a better world and future for all,' as stated in the UNESCO website.

### Addressing Challenges and Concerns

The latest initiative is that of a forum in UNESCO in this direction. 'Building Peaceful and Sustainable Societies—preparing for post-2015' was the title of the Second UNESCO Forum on Global Citizenship that took place in Paris from 28 to 30 January 2015 at UNESCO Headquarters. The Forum was to promote an approach to education that does not only focus on cognitive skills but imparts the values, attitudes and competencies needed to build a more peaceful, just and sustainable world. During the proceedings, "GCED could change people, communities, nations and the world if it is well embedded in the global education system," said Choong-hee Hahn, Deputy Permanent Representative of the Republic of Korea to the United Nations.

Curriculum for citizenship education programs stresses the great responsibility of educational institutions in assisting and preparing students for active engagement in diverse global issues. It should be student centered. At UNESCO, such activities in support of GCED are being implemented within the Education Sector by the team in Headquarters, several UNESCO Field Offices and the 'Mahatma Gandhi Institute of Education for Peace and Sustainable Development' – New Delhi. The forum had studied the subject in detail and set a target and line of action in this direction.

These are few excerpts from such deliberations. It is also necessary to consider the role of both teachers and learners in GCED. "Teachers need support in terms of continuous professional development, continuous resources, trust from authority and parents to be fully professionally accountable," said Susan Hopgood, President of Education International. "Education has the ability to empower communities and a broad and flexible curriculum is crucial to GCED." Similarly, the needs of learners of all ages should be considered with GCED embodying both lifelong learning and intergenerational learning.

### Conclusion

The attempt in this paper is just to highlight the emergence, the importance being gained and the relevance of the topic, 'Global Citizenship Education'. Ultimately the education gained by any child in this globe should be comprehensive, sensitive to humane issues and stretching beyond local barriers. As Guru Rabindranath Tagore stated, the Education for Global Citizenship should lead the mind to be fearless and the head to be held high, due to free knowledge, and Education

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to ensure that the knowledge is not broken into fragments by narrow domestic walls. It is high time that the educational practitioners and administrators keep pace with the international development in the field and ensure its prompt incorporation into Indian Educational Scenario so that our nation is not let out unaware of this important universal manifestation.

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