



Global Citizenship Education: A New Approach to Global Citizenship Development

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Abstract

Global citizenship education is a type of civic learning in which students take part in projects that deal with social, political, economic, or environmental problems that affect the whole world. The goal of Global Citizenship Education (GCE) is to give people of all ages the tools they need to take part in building more peaceful, tolerant, inclusive, and safe societies, both locally and globally. As a basic need of citizens, global citizenship education is of paramount importance today. The purpose of the paper is to provide understanding related to global citizenship and global citizenship education. The data was collected using secondary sources such as journals, articles, web sources, etc. Researchers shed light on the major elements, dimensions, and themes of global citizenship education. The major themes of global citizenship education, such as peace education, human rights education, civic education, humanitarian norms, and the psychosocial dimensions of global citizenship, are discussed in this paper. In this paper, it is concluded that global citizenship education enables citizens to

change the way they live and to adopt modern education for their betterment. Additionally, it changes their mentality towards different cultures of the world, bringing peace and harmony to the whole world. According to this study, teachers should be educated about global citizenship and provide global citizenship in all fields of education. The current government should provide facilities for Pakistani students in order for them to become global citizens.

Keywords: Citizenship Education, Global Citizenship, Global Citizenship Education

Introduction

People nowadays identify as global citizens because they are a part of a larger global society shaped by global engagement ideas. Contemporary transportation, information, and communication technologies have made this concept of global identity more viable (Estellés & Fischman, 2021). Providing universal access to education is not enough; all students must receive a high-quality education that prepares them for the twenty-first century (Israel, 2012).

Global citizenship education is an idea that needs to be considered right now. It has become a fundamental and essential part of quality education in the current milieu as humanity faces more complex and decisive challenges (Yemini et al., 2019). Pashby et al. (2020) express that it is pertinent to remember that access to such education is a matter of equality. Youth, regardless of their context, should be prepared to do meaningful work in the global economy and address global problems that affect their lives and societies.

A primary focus of UNESCO's program for the next four years is likely to be the global citizenship movement, with 2015 serving as the year of Global Citizenship. Be given a chance to determine their points of order "exemplifying a culture of peace and nonviolence, appreciation of cultural diversity, and appreciation of global citizenship" (de Oliveira Andreotti, & de Souza, 2012).

In particular, education helps students understand their position in the world by developing an understanding of global citizenship. On the other hand, only a few learning locations integrate internationalism into the main areas of study, including trade or foreign language classes. This is rather than focusing on it as a separate topic for education. It is most widely used in school subjects such as Social Studies or in subjects similar to fields where it already exists in the learning environment. We see the personal, social, and global education aspects of becoming global rarely included in the curriculum at primary and secondary levels. (VanderDussen & Toukan, 2018).

The first book on global citizenship was Oxfam's "Curriculum for Citizenship in the Classroom - Student's Guide to Understanding," which was recently updated in 2015. In most places around the world, the public, particularly in Pakistan, rarely discusses it. Global citizenship, as well as other tasks that are relevant to today's world, is also no longer a priority in schools. The school curriculum is the key to global citizenship and matters in general (Tawil, 2013).

Only a few countries have been able to successfully implement education programs aimed at global citizenship around the world, including UNICEF. There seems to be a bright future ahead for the field of international education. Such an eclectic range of options is needed for resolving the current issues in Pakistan. It is necessary to introduce a Global Citizenship program and educate Pakistanis about protecting themselves and about personal health and preserving character (Ibrahim, 2005).

There are many issues, including social, environmental, economic, and political, and several problems that are still unresolved (Carter, 2013). Our education must provide a global population with a stable and prosperous future. Propositions of this kind cannot be seriously considered in most countries around the world. If the priorities set in Education 2030 include human rights, social harmony, economic development, and gender equity, these values must be established in other spheres of society (O'Dowd, 2020). Teaching the skills of sustainable development and global

citizenship to individuals would equip people with the expertise, skills, and mindsets they need to manage conflicts on a global scale. To make students self-sufficient in the long-term by ensuring they have the knowledge and skills required to sustain their learning by 2030. This includes education for sustainable development and sustainable lifestyles, human rights, gender equality, promoting a culture of peace and nonviolence, global citizenship, and recognizing cultures' contributions to sustainable development (Pigozzi, 2006).

Places equal attention on gender equality and human rights, and world citizenship (people's stake in a global society) at the core of national education policies, the introduction of gender in schools, and teacher preparation and student assessment (unesdoc.unesco.org, 2016).

Globalization in Pakistan can be summarized as the movement of capital, labor, people, products, knowledge, ideas, capital, people, people, and information across national borders (Green et al., 2007). Globalization came out of necessity for Pakistan, as was the case for other developing countries in Asia in the past (Yoganandan, 2010). Citizenship has expanded rapidly, and now people worldwide have moved to a more comprehensive understanding of citizenship. While, of course, the benefits of becoming a naturalized citizen are substantial, there are significant pitfalls. Thanks to modern technology, people can fly all over the world now and view images of disasters in all places from their home seats. This technology has created the notion that every person is susceptible to pain globally, no matter where they are located. The powers of global involvement are consolidating feelings for those suffering, and people are raising their voices to declare their collective rights (Torres, 2017).

Via different means, such as general human development, social development, and economic development, individuals may discover global citizenship. With foreign perspectives becoming increasingly relevant, socialization happens at a faster rate than it did before international destinations (Tawil, 2013).

Global citizenship education must be incorporated into education for the following reasons; Global citizenship education pushes back on injustice and equality in every corner of the globe. It shatters misconceptions and myths about the rest of the planet. Global citizenship education is imperative for children and creates awareness that helps us to understand our roles and obligations in the world. The long-term goal of global citizenship education is adaptability and an optimistic image of the future. Be aware that we have power as individuals: we have control over our destiny. We both have the obligation and the ability to be aware of other societies (Davies and Pike, 2010).

Statement of the Problem

Citizenship is essential for the growth of a well-rounded child who cares about and loves the environment and has the ability to interact well with others and has a strong sense of self-efficacy. While children must reach their full potential, collaboration is viewed as more valuable than competition for improving global citizenship. Pakistan's youth are our present, and their future is also in their hands. They are internationally engaged and take an active interest in and express concern about global issues. Teachers and policymakers should bear the burden of starting the reform process. By providing them with global citizenship education, children can gain the awareness, skills, and attitudes necessary to recognize that global problems affect them.

Objectives of Study

- To explain the concept of global citizenship and global citizenship education.
- To explore the elements, dimensions and themes of global citizenship education

Methodology

The study was purely conceptual in nature. Secondary data was collected from a variety of sources, including websites, eBooks, and journals.

Global citizenship (GC)

Every individual on the planet is recognized as having obligations as a member of the global community. According to O'Dowd (2020), people from various countries cross borders in the north and south for various purposes and activities. Communication was encouraged by the Internet and telephone, as well as increased ease of travel. As a result of these events, global citizenship has emerged. According to The Oxford English Dictionary, citizenship has some political and legal rights, which describes "citizen" as a person who lives in a city or town and has civic rights and privileges. The concept of citizenship as it relates to multiple cultures is called an imagined understanding of individual identity at a time of globalization. The term "global citizenship" is made up of the adjective "global" and the noun "citizenship"; the two words together signify membership in a society. This culture is made up of everybody on the planet (OED, 2011).

According to the OXFAM (2006), website on global citizenship, a global citizen is a person who understands his obligations, is conscious of the larger world, embraces diversity, and values it. Wintersteiner et al (2015) depict global citizenship as an unavoidable fact in a networked world in a similar scenario. This reality necessitates a person's orientation in a world with many different lifestyles and values. Individuals' ability to make flexible political choices and judge possible consequences is becoming increasingly critical in an increasingly changing world of work (Print, 2015).

Bates (2012) agrees that global citizenship cannot be identified in legal terms, but can be described in various ways metaphorically, such as in his article, since he says it has elements of legal, social, moral, ethical, and political elements. As such, Parekh (2003)

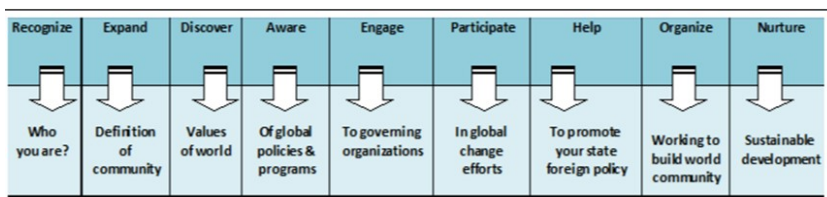


Figure 1: Steps for being a Global Citizen. Source: Own illustration

argues for the use of the term "citizen broadly engaged" since it has no connection to politics.

Global citizenship is a perspective that focuses on skills. The term "global citizen" in OXFAM's vocabulary relates to four interrelated issues: global socioeconomic patterns, political, cultural, technological, environmental, and technological aspects (Aktas et al.,2016). Global people are aware of their rights and responsibilities and thus think they must be mindful of their responsibilities. In the era of global citizenship, or as an explicit goal in modern education, global citizenship is about connections beyond one's own country; it extends to the entire planet. In history, civics, history, and social studies classes, primary or elementary GC is included in the curriculum (Pigozzi, 2006).

Pashby (2018) describes global citizenship as a metaphor. It is almost impossible to be good citizens of the world in the same way it is almost impossible to be good citizens of a nation. Generally speaking, individuals who demonstrate the qualities of global citizenship include an understanding of global problems and the ability to think about how they impact other people and humanity. They can also work on raising awareness of these issues, whether or not they are part of the global community. According to the literature, many recent theories extend the traditional meaning of "citizen" to include people born abroad (Torres, 2017). This diagram illustrates what we aim for as global citizens and shows how these values progress towards this goal.

The studies that have looked at the possible meaning of the word global while researching in Pakistan have only sought to expand on the concept. Citizenship also includes a range of privileges and

responsibilities, such as voting, jury duty, and serving in the military, paying taxes, or protecting freedom of speech. Numerous languages are also encouraged to learn an array of language skills and learn skills such as community involvement and thinking critically for participation in a democratic society (Dean, 2005; Naseer, 2012). It was revealed in these studies that the needs of Pakistan must be reconsidered and redefined at the local level. This is especially true as the country may also have implications for the global community.

Global Citizenship Education (GCE)

It is argued that formal education is the most fiercely contested socialization vehicle. Through educational institutions, individuals are active participants in productive activities. They take a hands-on approach to making the world a better place and are mindful of their obligations (Tawil, 2013). The study of world languages and global situations has recently shifted with the shifting international climate and the advancement of new paradigms and new models that are advancing quickly, academically, technically, and politically (Marshall, 2009).

The idea of global citizenship encompasses education such as global peace, international cooperation, and intercultural learning. The ways of teaching and learning in this updated GCE all clearly do not exclude other styles of teaching, but do clarify how they relate to one another (Wintersteiner et al., 2015). These are the main priorities of UNESCO's programme for the next eight years. The ultimate goal is to empower global citizens, promote national stability, and provide a path to sustainable development.

Keevy & Matlala (2016) emphasize the importance of GCE in building the nation's spirit, fostering national unity, raising national consciousness, and encouraging the understanding of shared values. However, training that is primarily aimed at transforming education is based on a person's basic knowledge and expertise that is applied at specific levels of education.

The claims made by the OXFAM initiative (OXAM, 2006) describe a vision of global citizenship as being integral to school reform that aims to accomplish educational goals. Global development and global citizenship were high on the United Nations' (UN) agenda when the General Assembly decided to set out the new sustainable development goals with regards to education. In order to equip the finest and brightest of UN youth for the 21st century, the UN must make high-quality education accessible to all. However, the UN's First Global Education Program notes that human capital would not be sufficient if people could only read, write, count, and comprehend numbers. In order to create a more equitable, just, and humane society, education must serve to empower people and benefit the most vulnerable members of society (Menten, 2015).

Davies and Pike (2010) state that a global citizen is one who is aware of his responsibilities and responsibilities, who accepts and values all forms of social injustice and who appreciates and values diversity.

Teaching people what they will need to know to live well in the world cannot be overstated. Education is needed to help children understand the threats that they may face because of the ever-increasing consumption of the media and problems encountered in their personal lives (OXFAM, 2006). Cultural transition is a shift that can be facilitated by the paradigm of global citizenship. It also includes things that have already been tried and tested in several other fields and diverse subjects and techniques that use different approaches. It aims to help students succeed in developing, helping others, and encouraging awareness of the causes of sustainable development and human rights. GCE and the corporate initiatives both want to improve the overall well-being of their communities, which is why they each serve different social goals (UNESCO, 2014).

Goren and Yemini (2017) described the school as "a place" where children are involved in activities at all times but where information is gathered as well. However, schooling does contribute to the development of students' intellectual abilities. The

education effect refers to the importance of access to a person's cognitive and intellectual development. They can be seen in the size of the brain, personal development, and school experiences but are not necessarily related to chronological age. Nevertheless, the influence of schooling is specific to each of these specific outcomes (Cahan et al., 2008).

People of all ages are eager to learn about national and international problems (Rapoport, 2010). However, the updated curriculum does not extend far enough to satisfy current needs. In this sense, proponents of traditional schools believe that there has been substantial change over the last decade. Based on the organization OXFAM's latest research, these areas combine education for global citizenship, international awareness, and sustainable development, and they define global education (OXFAM, 2015).

While other aspects of a school can help create global citizenship, the curriculum cannot inspire students to a sense of belonging while students are not learning about it (UNESCO, 2014). Indeed, educators in developing countries have to overcome significant obstacles when it comes to educating students about global problems and citizenship in classrooms (Lapayese, 2003). Ox fam divides its efforts into three key categories: knowledge and understanding, skills and values and attitude.

Table 1

The Key Elements for active and responsible Global Citizenship

1. Knowledge and Understanding	2. Skills	3. Values and Attitudes
4. Social justice and equity	5. Critical and creative thinking	6. Sense of identity and self-esteem
7. Identity and Diversity	8. Empathy	9. Commitment to social justice and equity
11. Globalization and 12. Interdependence	13. Self-awareness and reflection	14. Respect for people and human rights
15. Sustainable development	16. Communication	17. Value diversity

18. Peace and conflict	19. Cooperation and conflict resolution	21. Concern for the environment
		22. and commitment to sustainable development
23. Human rights	24. Ability to manage complexity	26. Commitment to participation
	25. and uncertainty	27. and inclusion
28. Power and governance	29. Informed and reflective	31. Belief that people can bring
	30. action	32. about change

Source: Adopted from “Education for Global Citizenship: A guide for schools,” by Oxfam, 2015, p.8.

The three ways of looking at it, UNESCO (2015) has recognized are in several cases: cognitive, socio-emotional, and behavioral in contrast, UNESCO looks at the behavioral and socio-emotional dimensions, while (instead of separating) we here look at the cognitive and social ones. It is essential to have a global comprehension, appreciation for problems, and specific and insightful awareness and knowledge of patterns, from the macro to the micro, to use for your cognitive learning. Emotional characteristics such as awareness, respect for diversity, sense of belonging, commitment, understanding, and support for other people's differences, and belief inequity are a part of the socio-emotional aspects.

Table2:

Dimensions of education for global citizenship

Cognitive	Learn about global, foreign, national, and local problems and how various countries and cultures are interconnected and interdependent.
Socio-emotional	To have a sense of belonging to a shared community, shared values and responsibilities, empathize, unite in harmony, and embrace differences and diversity.
Behavioral	To work effectively and wisely at the local,

national, and global levels for a more stable and sustainable world.

Source: Adopted from “*Global Citizenship Education: Topics and learning objectives*,” by UNESCO, 2015, p. 15

The distinction between global citizenship and global citizenship education is participation; according to Davies (2006), to be a student is to be an active member of the world. Instead of simply knowing something about other countries, a GCE increases the learner's appreciation of values and activities beyond one's own country. It has a vast range of subject matter of subjects, such as educating young people to accept diverse populations, intervening in wars, teaching social conduct and awareness, and highlighting humanity's ties to the world, as well as personal and civic duty and citizenship (Peters et al., 2008). GCE includes merit education, peace education, human rights education, humanitarian norms education, history education reform, and the psychosocial component, as shown in Table 3.

Table 3

Themes within the field of education for global citizenship

Themes	Contents
Value education and life skills education	Core values such as empathy for other human beings and respect for human dignity, together with core life skills, including intra-personal skills such as emotional awareness, and interpersonal skills such as communication, cooperation, problem-solving, conflict resolution and advocacy.
Peace education	Respect for human rights is required for "positive peace," so core values and skills, as well as an introduction to human rights, are required. Similar problems can be found in "Education for Tolerance." Studies of the roots of conflict and how to resolve it and other global problems can be included in peace education.
Human rights Education	Critical thinking, empathy, resisting stereotyping and exclusion, and the ideas of human rights and obligations are all core skills and values. It typically covers some aspects of particular human rights instruments (for example, the Convention

Citizenship or civic education	on the Rights of the Child) and how human rights values like participation and non-discrimination can be expressed in the lives of students. Citizenship is a term that refers to Learning about civic education institutions at the state, national, and international levels, good governance, the rule of law, democratic structures, civil society, and participation, among other topics, has progressed. Include the items listed above (values and life skills education, peace education, and human rights education), especially to promote social cohesion in a divided society. One of the main goals is to get people from various backgrounds to work together peacefully to ensure the project's success. Everyone's fundamental human rights are respected without discrimination or abuse.
Education in humanitarian norms	a) Humanitarian principles and actions, which involve aspects such as (Value education and life skills) from the list above (a) Introduction to humanitarian law principles, including peace education, human rights education, and citizenship education); (b) introduction to humanitarian law principles.
History education reform	To move from a limited sense of self and reflection on past events to a more realistic vision based on multiple viewpoints.
The psychosocial dimension	Psychosocial interventions and child-friendly pedagogy are intended to assist students in coping with emotional stress and developing pro-social attitudes.

Source: Adopted from “*Education for Global Citizenship*,” by Education Above All, 2012, p. 16-17.

Conclusion

Globalization in education has truly changed the world in every aspect, as it interconnects the whole world on the same platform. Education has been improved on the basis of these connections because the whole world is becoming a world of technology and

new advancements are being applied in the classrooms to make the teaching and learning process more interesting with long-lasting effects. This study concludes that a global citizen is a person who understands his obligations, is conscious of the larger world, embraces diversity, and values it. Global Citizenship Education (GC) is an extension of the term "citizen" to include people who are part of the global community. Global citizenship education aims to teach students how to think critically about how they impact other people and humanity. The ultimate goal is to empower global citizens, promote national stability, and provide a path to sustainable development. Global citizenship education improve the overall well-being of their communities, which is why they each serve different social goals . In OXFAM's research, these three areas define global education: citizenship, international awareness, and sustainable development. Indeed, educators in developing countries have to overcome significant obstacles when it comes to educating students about global problems and citizenship in classrooms.

Recommendations

There are some suggestions related to the better implementation of global citizenship education in Pakistan.

- Awareness related to global citizenship education must be developed among teachers.
- Developing a clear vision of global citizenship education is necessary to improve the educational system in Pakistan.
- Priority must be given to education and a sufficient budget must be allocated for the training of instructors for global citizenship education.
- The current government should consider providing facilities for Pakistani students in order for them to become global citizens.

Further research is needed to answer these questions in order to cope with the challenges faced by the underdeveloped countries in globalizing the education sector.

- How can global education improve the educational environment without changing the values, traditions, and morals of the people who follow it?
- What can be done to manage the learning needs of students while trying to meet the challenges of globalized education with limited resources?
- What measures are needed to create a global educational environment for both teachers and students?

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