Education for Global Citizenship

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I. INTRODUCTION

Global citizenship is the rights, responsibilities and duties that come with being a member of the global entity as a citizen of a particular nation or place. Global citizenship is not an additional subject, it is an ethos. It is best implemented through a whole-school approach, involving everyone from learners themselves to the wider community. Education for global citizenship helps and enable young generation to develop their competencies which allow them to actively engage with the society and help to make it a more sustainable place for all the citizens in the world. Global citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable. Exploring global citizenship themes, it help learners grow more confident in standing up for their beliefs, interests and more skilled in evaluating the ethics and impact of their decisions regarding welfare of other learners or citizens and society as well.

A Global Citizen is someone who:

❖ is attentive in the wider world and has a sense of their own role as a world citizen.

❖ is one who respects and values diversity.

❖ has an understandable power of how the society works in relation to global context.

❖ is dislocate by the social injustice.

❖ team up with 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 by his contribution.

❖ takes responsibility for their actions towards the world.

To become the effective Global Citizens, young generation should be flexible, creative and proactive and the most important thing they should be educated too . They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups, also they have ability to become an effective leaders. These skills and attributes are increasingly recognized as being essential to succeed in other areas of 21st century life too, including many workplaces. These skills and qualities cannot be developed without the use of active learning methods through which pupils learn by doing and by collaborating with others.

Global citizenship education (GCE) is the form of civic learning that involves students' active participation in projects that addresses global issues of a social, political, secular, economic, or environmental nature.

Education for Global Citizenship: *Oxfam's definition*:

A transformative vision of education: Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.

Learning, thinking and acting: Oxfam believes that young people's learning, thinking and actions – both now and in their adult lives – are integral to the achievement of that more just, secure and sustainable global future. Therefore, alongside a rigorous development of global understanding and multiple perspectives, an education for global citizenship should also include opportunities for young people to develop their skills as agents of change and to reflect critically on this role.

The detailed learning objectives which are written as follows, developed by a broad-based faculty committee with representatives from many disciplines, could provide a working document for developing global citizenship skills over a student's entire educational experience that helps the student to become an responsible citizen in the world.

Understanding of a citizen's responsibilities to others, to society and to the environment:

1. Students will be able to examine the meaning of attitude, political, democracy and citizenship from differing points of view including non-dominant and non-western perspectives.

2. The student will be able to analyze the various rights and obligations that citizens may be said to have in their communities, societies, nations and in the world that are essential for every citizen.

3. Students will understand and reflect upon their own attitude, way of thinking, lives, careers, and interests in relation to

participatory democracy and the general welfare of the global society.

4. Students will explore the relationship among global citizenship and responsibility towards environment with the help of education.

Understanding of ethical behavior in personal, professional and public life:

1. Students will be familiar with fundamental national and international laws, documents and legal issues pertaining citizenship, democracy, secularism and human rights.

2. Students will be able to identify the civic and ethical responsibilities of peoples in the global context.

3. Students or learners will be able to compare, analyze and evaluate the plans and policies of an institution, community, state or nation and the world in the context of its stated philosophical and cultural and moral values.

4. Students will be able to examine various social policies and institutions (educational, economic, political, legal, media, military, etc.) in relation to democracy, respect for diversity, human rights and the environmental impact on the society as well as on the citizens of the society.

5. Students will investigate the interrelationship and interdependence of personal and professional decisions and actions on society and the environment.

Knowledge and skills for involved responsible citizenship at the local, state, national and global level:

1. Students will have knowledge of an increasingly pluralistic society, nation and world where the requirements of citizenship are open to important debates between citizens of different nationalities, races, castes, colors, creeds, genders, abilities and disabilities, sexual orientations and the different religions follow by the different citizens respective to their society, community and nationality.

2. Students will be able to situate information from a variety of sources, identify underlying values and investigate the veracity of information regarding educational and environmental issues.

3. Students will be able potentially viable to identify and investigate problems, examine underlying assumptions, synthesize information, formulate solutions, identify constituencies, compose arguments and identify appropriate forums for taking actions.

4. Students will be efficient to understand and practice various forms of citizenship skills: self-empowerment, media analysis, letter writing, evaluation of candidates etc.

5. Students will be encouraged to demonstrate skill development in participatory democracy by the completion of a community service, citizen participation or social action project.

Essential education for citizens In the 21st century, around the world there is a growing recognition of the fundamental importance of educating for global citizenship because:

 • All learners need a safe space in which to explore complex and controversial global issues they encounter through the media and their own experiences, and school can provide this. Even very young children are already trying to make sense of a world marked by division, conflict, environmental change, inequality and poverty.

• It has delicate role to play in fit up a generation with the vision and means to rise to complex challenges that go beyond national borders.

• We live in an increasingly globalised and interconnected world in which the global is part of our everyday lives and analysis of seemingly local issues benefits from social and global perspectives.

 • Research (for example, by Think Global and Educational) and our own work in schools have shown the demand from learners or the citizens that are required in social content.

Excellent education Teachers and school leaders have recognized that global citizenship education can develop and enhance values and skills of the student or the learner, they see as integral to their educational aims and school. In short, they see it as synonymous with their understanding of excellent education and integral to a broad and balanced curriculum and effective way of teaching. Education for global citizenship can support a wide range of school-improvement priorities and educational outcomes. That is because it involves a wealth of real-life contexts for learning, which can inspire learners and citizens to raise their motivation and attainment and also helps the students to fulfill their aims and to achieve their pre-determined goals. It also emphasizes developing skills in critical and creative thinking, scientific attitude and reasoning and improves the communication skills of the students. The wide range of participatory teaching and learning methodologies supports learners acquisition of such skills as well as their understanding of the global context of their lives.

Knowledge and Understanding	Skills	Values And Attitude
Social Justice	Critical and Creative Thinking	Sense of Identity
Identity & Diversity	Empathy	Commitment to Social Justice
Globalization	Self-Awareness	Respect for Human Rights
Sustainable Development	Communication	Value Diversity
Peace and Conflict	Co-operation	Concern for environment
Human Rights	Ability to manage complexity	Communication to participation
Power and Governance	Reflective Action	Social Change can occur

II. GLOBAL CITIZENSHIP IN THE CLASSROOM

Education for global citizenship uses a concourse of participatory teaching and learning approaches and methodologies, including discussion and debate, effective communication between teacher and student, role play, ranking exercises, cause and consequence activities, and communities of enquiry. These methods are not unique to education for global citizenship but, used in collaborate with a global perspective and in effective way, they can advance global understanding while nurturing skills such as critical thinking, scientific attitude, wider outlook among global issues, questioning, communication and cooperation. They also enable learners to explore, develop and express their own values, ideas and opinions while listening respectfully to others viewpoints. This is an important step towards learners making informed choices about how they engage with global issues. The following studies highlights how teachers have successfully developed a focus on global citizenship in their curriculum development. They provide insights into how global citizenship can enrich different areas of the education and of the curriculum across the age range.

Art and Craft • to investiagte how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art and expressed through craft • recognize different perspectives, ideas, beliefs and values and cultural diversity • provide opportunities to learn about, and from, different cultures through handling images and art facts.

Citizenship • engage with issues of social justice, human duties, human rights, community cohesion and global interdependence • provide opportunities to challenge injustice, raise his voice against violence, inequalities and discrimination through informed, responsible action • explore issues of diversity, identity and belonging • learn about power of human rights and governance that makes policies for the welfare of citizens, and also helps to analyze the causes and consequences of unequal power relations in society .

Technology and Design • explore the impacts of design and technology on the world and on quality of life • address sustainability issues in product design • consider social, environmental and economic contexts of products, and sustainable technology • analyze ethical and sustainability issues in food systems, and social, economic, environmental and political factors affecting nutrition.

Geography • question, investigate and critically engage with issues affecting people’s way of lives throughout the world according to their state, nation or world • to evolve understanding capacity of the citizen in relation to global interconnectedness and interdependence, and of sustainable development • provide engaging real-world issues and data to support core geographical skills • address diversity of different areas among global context and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions.

History • explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence among them• consider questions of power and privilege, and critically think about reasons why history is illustrated in different ways • consider significance of individual and collective action and questions of civic and social responsibility • explore objects such as inequality, injustice, prejudice, conflict and harassment and relating historical examples to contemporary events and experiences

ICT • develop computational thinking, applications and creativity to understand and solve real-world problems •improved thinking capacity, develop intellectual skills • data handling, data modeling and control • consider impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (for example, impacts on globalization, poverty, inequality, democracy, diversity and conflict) • develop critical thinking and online media literacy 12 Education for Global Citizenship – A guide for schools

Mathematics • provide opportunities to illustrate mathematical concepts and processes by means of global issues and data •develops the understanding power of the learner • use and apply mathematics to real-world problems and data (for example, international development data) • provide opportunities to consider the influence of different cultures on mathematics • develop critical thinking around use, presentation and manipulation of data •develops the problem solving ability.

Music • explore how music expresses identity, belonging and feelings in personal life • consider how music is used to protest at social injustice and promote visions of positive change • develop appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilization of various musical traditions and the common elements in different musical traditions

Social, Personal, Health and Economic Education •provide knowledge of different duties of the citizens and also develop knowledge of different types of rights •discussion of social, moral and health education • engage with issues of diversity, identity and equality through the exploration of similarities and differences between people and their experiences • explore well-being in all senses and key factors in this local, social, national and global, and causes and consequences of economic inequalities • consider how use, scold and inequalities of power from different levels i.e. from local to global levels can affect the well-being of individuals and communities and also improves the health related issues of the citizens through education .

Physical Education •develop cooperation skills and an appreciation of interconnectedness and interdependence through teamwork • promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict • provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence • develops quality of leadership •it also provide good health and also provide knowledge about benefits of sports in the life of every citizen.

Science • engage with the social, cultural and economic contexts in which scientific enquiry takes place • explore ethical issues surrounding science and its pursuit and uses • consider the contribution of science to debates around sustainable development and climate change • develop

appreciation of interdependence within the natural world and between the people and planet • provide opportunities to explore the contributions of different cultures to science.

III.   CONCLUSION

The critical analysis of the education of citizens as the member of the global entity in the several researches has identified some weaknesses in relation to responsibilities and ethical behavior of the citizens towards other citizens, environment and society. Citizen will be able to examine the meaning of democracy, rights, duties, career and interest with education. Education involves the formation of the responsible citizen at different levels i.e. local, state, national and global level which will able to locate information from a variety of sources and investigate the variety of information. Education will help the students for understanding the various forms of citizenship skills like self-empowerment, media analysis, letter writing, evaluation etc. The wide range of teaching methodologies supports the learner or citizen for understanding of global context of their lives. Art and Craft, Science, Geography, History, ICT, Mathematics, Music, Physical Education etc. are the different subjects which provides the education to the students for the Global Citizenship in the classroom. Therefore, in today's era, for the better development of the learner, the importance is given to 'EDUCATION FOR GLOBAL CITIZENSHIP'.

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