Introduction: Educating for Global Citizenship in a Changing World

By Mark Evans and Cecilia Reynolds
Project Coordinators

This resource is designed to provide teachers, parents and other educational stakeholders with a range of ideas and practices for teaching and learning about citizenship within today’s global context. The ideas and practices were developed and piloted by practicing teachers and teacher educators in their own school settings.

Educating for Global Citizenship in a Changing World shares the results of an investigation into the teaching of global citizenship and is part of the Canadian International Development Agency (CIDA) “In the global classroom initiative.”

The aim of the investigation was, first, to explore current perspectives and practices of citizenship education around the world and, second, to suggest some strategies for how the “best of these” could be integrated into secondary curricula in Canadian schools.

All provinces and territories in Canada have made some form of citizenship education a part of their core curriculum for elementary and secondary students. At best this curriculum is fragmented. We wrote this resource to help fill the gaps.

You will find Educating for Global Citizenship in a Changing World helpful if you are Canadian secondary school teacher addressing the following learning expectations:

- Increase knowledge of international-development and cooperation issues (e.g. rights of children, gender inequities, human rights, environmental global issues).
- Instill an understanding of global interdependence and Canada's responsibilities as a member of the global village (and other related concepts e.g., globalization, rights and responsibilities, social justice, diversity, equity, peace and conflict).
- Raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance.
- Instill a sense of global citizenship and increase awareness of the difference that individual and collective actions can make on issues of global importance.
- Promote tolerance and respect for the many diverse cultures in Canada and around the world.

(Excerpted from the Learning Expectations of CIDA’s Global Classroom Initiative)

1 The opinions presented here do not necessarily reflect the perspective of the Canadian International Development Agency.
*Educating for Global Citizenship in a Changing World* is also designed to complement the Ontario Grade 10 Civics Course addressing the following learning expectations:

- **Informed citizenship.** In a diverse and rapidly changing society that invites political participation, the informed citizen should be able to demonstrate an understanding of the reasons for and dimensions of democracy. In the Civics course, students will gain an understanding of contrasting views of citizenship within personal, community, national, and global contexts.

- **Purposeful citizenship.** Students need to reflect upon their personal sense of civic identity, moral purpose, and legal responsibility—and to compare their views with those of others. They should examine important civic questions and consider the challenges of governing communities in which contrasting values, multiple perspectives, and differing purposes coexist.

- **Active citizenship.** Civic literacy skills include inquiry strategies, critical and creative thinking, decision making, resolving conflicts, and collaborating. Full participatory citizenship requires an understanding of practices used in civic affairs to influence public decision-making practices used in civic affairs to influence public decision-making. As well, students will learn about the work and contributions of agencies serving community interests and needs.

(Excerpted from the CHV20)

**Professional Learning Orientation: A Circle of Learners**

The research team for *Educating for Global Citizenship in a Changing World*—teachers, community activists, researchers and instructors in the Teacher Education Program at OISE/UT—approached the inquiry as a “circle of learners.” The “circle” enabled our team to:

- Bring varying perspectives and knowledge bases to the research
- Provide collegial support rather than top-down direction
- Increase our collective sense of responsibility for the study’s findings and our excitement about the potential of the resource to influence classroom practice

The central intent of this initiative was to investigate the ways in which varying perspectives and practices of global citizenship could be integrated into secondary school curricula. A professional learning orientation referred to as “a circle of learners” (Evans & Myers, 2003) was used to guide our professional learning in this project. The “circle” approach emphasizes inquiry, partnership, conversation, action and reflection, and professional choice and responsibility.
**Guiding Principles Underpinning Our “Circles of Learning”**

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enquiry</strong></td>
<td>• common focus with sub-themes</td>
</tr>
<tr>
<td></td>
<td>• enquiry process underpins project phases with application a key outcome of the process</td>
</tr>
<tr>
<td></td>
<td>• respect for and attention to the links between research and evidence-informed practice</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td>• partnerships include multiple knowledge bases, perspectives, and contexts</td>
</tr>
<tr>
<td></td>
<td>• emphasizes collegial support and mutual benefits rather than hierarchical instructional support</td>
</tr>
<tr>
<td></td>
<td>• diversity of the Circle’s membership encourages a broader and deepened enquiry</td>
</tr>
<tr>
<td><strong>Conversation</strong></td>
<td>• two formats – face-to-face meetings and online conferencing</td>
</tr>
<tr>
<td></td>
<td>• face-to-face meetings consist primarily of talking, listening, sharing, planning, and reflecting</td>
</tr>
<tr>
<td></td>
<td>• online conferencing allows face-to-face conversations to be extended and is responsive to different geographical locations and busy schedules</td>
</tr>
<tr>
<td><strong>Action and reflection</strong></td>
<td>• agreement that application, communication of the findings, and reflection are essential outcomes of the process</td>
</tr>
<tr>
<td></td>
<td>• initial phase of enquiry focuses primarily on learning about the project focus through meetings, discussions of professional experience and important research literature</td>
</tr>
<tr>
<td></td>
<td>• second phase, focus shifts to challenges, conceptual designs, and application considerations</td>
</tr>
<tr>
<td><strong>Professional choice and responsibility</strong></td>
<td>• respects personal choice and shared governance of one’s professional learning</td>
</tr>
<tr>
<td></td>
<td>• fundamental intent is to develop the teacher's capacity for informed problem-solving</td>
</tr>
<tr>
<td></td>
<td>• professional responsibility to personal and institutional improvement</td>
</tr>
</tbody>
</table>


We began with a common question: *What and how* should young people learn about global citizenship in a changing world? More specific questions, related to such themes as interdependence, diversity, international and cooperation issues, and the role
Canadian individuals and organizations play in responding to issues of global importance, were introduced as the project evolved.

Because personal and collaborative action and responsibility were central to this project, we agreed to develop a teacher’s resource as an outcome of our learning. Attention to the application dimension focused our discussions on the connection between research and practice.

The first phase focused primarily on surveying important literature, clarifying intentions, and designing exploratory classroom strategies. Following this phase, the focus shifted to chapter sub-groups developing strategies, designing and implementing classroom applications, and finally, reflecting about the range of challenges associated with educating for global citizenship.

Over 40 teachers and faculty instructors were involved in the design and development of the learning materials. These materials were trialed in 13 schools with over 1500 students. The culminating product, a teacher’s resource handbook, provides a range of ideas and practices for teaching and learning about citizenship within today's global context. It is intended that this resource will be helpful for all of those who want to ‘critically’ consider ways in which they might infuse dimensions of global citizenship into the curricula of their classes and school-wide programs.

**What is Citizenship? What is Citizenship Education?**

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 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.

In Sears’ framework, citizens are “expected, and enabled, to participate in the affairs of the state,” and the extent of this participation is guided by understandings of citizenship that range from elitist to active. The “good citizen” in the elitist conception is one who is “knowledgeable about mainstream versions of national history as well as the technical details of how public institutions function...the highest duty of citizenship in this view is to become as informed as possible about public issues and, based on this information, to vote for appropriate representatives at election time” (1996, p.7). The activist conception assumes significant participation by all citizens. The good citizen in this conception is one who participates “actively in community or national affairs. They have a deep commitment to democratic values including equal participation of all citizens in discourse where all voices can be heard and power is relatively equally distributed” (1996, p. 8).

Across these various conceptions of citizenship, there are four common elements:

1. A sense of membership or identity with some wider community, from the local to the global.
2. A set of rights and freedoms, such as freedom of thought or the right to vote.
3. A corresponding set of duties or responsibilities, such as an obligation to respect the rights of others or a duty to obey the law.
4. A set of virtues and capacities that enable a citizen to effectively engage in and reflect upon questions and concerns of civic interest.

These four elements are addressed largely through the social studies curriculum although they have been characterized and approached in different ways at different times, revealing both the contested nature of citizenship and citizenship education and the changing contexts in which it has been implemented.

**Classroom Practices**

Attention has also been directed towards how we educate for citizenship. As understandings of citizenship and citizenship education broaden, educators are exploring classroom and school-wide practices that will effectively accommodate the multiplicity and complexity of learning goals associated with citizenship education. Teachers wishing to explore and integrate new understandings of citizenship into their curriculum are finding a host of useful ideas to inform and guide their work. In particular, there has been important work with discrete aspects of instruction related to citizenship education. These include the following: controversial issues/conflict (Bickmore, 2001; Evans, 1996); decision-making and deliberation (Parker, 1996); pluralism and equity (Banks, 2002); political participation (Avery, 1997); and global/international orientations (Merryfield, 1997; Pike and Selby, 1999, 2000).

Recent reforms in curricula across Canada have sparked pedagogical work related to emerging new understandings of citizenship education. Various websites, texts, and resource materials (e.g. Historica’s *YouthLinks*, UNICEF Canada’s *Global Schoolhouse*, Kielburgers’ (2002) *Take Action: A Guide to Active Citizenship*, and Classroom
Connections’ *Cultivating a Culture of Peace in the 21st Century*) provide a rich array of performance-based classroom ideas and activities.

Current instructional initiatives like Case’s *Critical Challenges Across the Curriculum Series* and the Library of Parliament’s Teachers’ *Institute on Parliamentary Democracy* also provide helpful ideas for designing and analyzing effective instruction, with the underlying intent to encourage young Canadians to become informed and involved citizens. Evans and Saxe’s (1996) *Handbook on Teaching Social Issues*, Gibb’s (2001) *Tribes: A New Way of Learning Together*, and the instructional work of organizations like the Citizenship Foundation (UK) are a few of the many sources emerging in other parts of the world that offer useful instructional guidance.

Case analysis, public issue research projects, model town councils, peace building programs, community participation activities, public information exhibits, online international linkages, and youth forums are types of classroom and school wide practices being developed to assist young people learn about the principles and practices of citizenship. A cursory examination (Evans & Hundey, 2000) reveals the emergence of a range of sophisticated learning strategies.

Across the rich diversity of new learning strategies for citizenship education, six key dimensions are emphasized:

1. Deepened conceptual understanding
2. Public issues investigation (from the local to the global)
3. Capacity building (e.g., skills of inquiry, research, communication; skills which are central to the disciplines; skills used by practitioners)
4. Personal and interpersonal understanding (e.g., personal reflection and decision-making; co-operation and collaboration; respect for diversity and multiple perspectives; local and global mindedness)
5. Provision for community involvement and political participation (new knowledge shared with the community; community service; working with community members; participation in the political process)
6. Authenticity (e.g., the practitioners’ environment; sense of purpose and reality; opportunities for insights into the work-place)

**Impact of Global Developments**

Recently, international forces of change have prompted hard questions to be asked about what it means to educate for citizenship within the global context and the location and representation of global citizenship in school curricula. Audrey Osler (2002, p. 2) writes:
“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. It is important that young people are informed about the world in which they live and are provided with the skills to enable them to be active citizens and to understand how they can shape their own futures and make a difference. Education for living together in an interdependent world is not an optional extra, but an essential foundation”.

Discussions of global citizenship are a critical element of a young person's education. 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 students 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, “Worldmindedness 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”.

Forces of change that surround us include:

- Growing awareness of the interconnectedness of our everyday lives with others throughout the world has prompted discussion about the tensions and contradictions that accompany diverse allegiances to one’s community, culture, nation, and now, a global context (Huntington 1996).
- Attention to Canada’s growing cultural diversity has prompted discussion about the challenges of fostering a sense of citizenship that encourages social cohesion and is respectful of social difference (Kymlicka, 1995).
- Recognition of the need to re-examine historical understandings concerning First Nations peoples in Canada and to develop deeper understandings of Indigenous knowledge within Aboriginal, Inuit and Metis cultures (Reynolds & Griffith 2002).
- Rapid shifts in information technology and “our immediate access to a wealth of on-line news sources, government documents…” etc. (Alexander & Pal, 1998) have prompted discussion about uneven access and its implications for civic participation.
- Expansion and deepening of a global economy and the increasing power of multinationals and transnational conglomerates have prompted concerns about an emerging democratic deficit and the sustainability of democratic citizenship as we currently understand it.
• Proliferation of civil society organizations intent on building and sustaining democratic communities, distinct from the operation of formal governmental processes, has prompted discussion about new forms of civic engagement and activism worldwide (Van Rooy, 1999).

The Research Base for This Resource

Various initiatives have been undertaken as educators, policy-makers, and researchers attempt to understand and assess what and how young people should learn about citizenship within the global context. Traditional understandings of citizenship education that emphasized structures and functions of government in official curriculum guidelines are shifting to understandings that stress its multidimensional character. Understandings that forefront such themes as human rights, diversity and inclusion, issues exploration and analysis, and active, purposeful participation are stressed as are the complexities of our fast-changing and interconnected world.

Notions of appropriate teaching and learning practices are also shifting. Participatory forms of learning that actively engage young people in real public issues and meaningful civic engagement are receiving more attention. What is becoming abundantly clear is that earlier approaches to educating for citizenship, that focused primarily on knowing about citizenship are no longer sufficient.

_Educating for Global Citizenship in a Changing World_ grows out of these new understandings. Four key research pieces guided our initial thinking about instructional practices for the resource and are summarized below:

**Open-mindedness, Full-mindedness, Fair-mindedness**

According to Case (1997), a global perspective refers to a point of view or lens for viewing people, places and things around the world. He encourages explicit attention to two dimensions: a substantive dimension and a perceptual dimension. The substantive dimension, “the object of focus of a global perspective,” he suggests, should encourage awareness and deepened understandings of:

• Universal and cultural values and practices
• Global interconnections
• Present worldwide concerns and conditions
• Origins and patterns of worldwide affairs
• Alternative future directions in worldwide affairs

The perceptual dimension, the “point of view” or “lens of a global perspective,” ought to infuse into the curriculum a sense of:

• Open-mindedness (recognize differences in point of view, entertain contrary positions)
• Full-mindedness (anticipate complexity, recognize stereotypes, suspend judgment when warranted)
• Fair-mindedness (empathize with others, overcome bias)

**Approaching Problems Globally**
Cogan and Kubow’s four year, nine-nation study (1997) forecasts eight key characteristics that will be required of citizens for the 21st century, and provides guidelines for educational policy-makers based on these characteristics:

1. Ability to look at and approach problems as a member of a global society.

2. Ability to work with others in a cooperative way and to take responsibility for one’s roles (and) duties within society.

3. Ability to understand, accept, appreciate, and tolerate cultural differences.

4. Capacity to think in a critical and systemic way.

5. Willingness to resolve conflict in a non-violent manner.

6. Willingness to change one’s (way of life) and habits (of consumption) to protect the environment.

7. Ability to be sensitive towards and to defend human rights.

8. Willingness to participate in politics locally, nationally, and internationally.

**Thinking Holistically**
Merry 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). Instructional practices should address holistically:

• Self-knowledge (identity, heritage, privilege).
• Cross-cultural experience and skills (listening, cooperation, conflict management).
• Perspective consciousness (multiple perspectives on a range of local and global issues).
• Values analysis (analyze values, beliefs and attitudes that underpin public information).
• Authentic learning and authentic applications.
Being World-Minded and Child-Centred

Pike and Selby (2000, p. 11) emphasize that thinking globally involves two strands. The first strand is *worldmindedness*, “a commitment to the principle of one world,” in which the interests of individual nations must be viewed in light of the overall needs of the planet. Education, they reason, “has a role to play in the development of young citizens who demonstrate tolerance of, and respect for, people of other cultures, faiths, and worldviews, and who have an understanding of global issues and trends”. The second strand is *child-centeredness*, the idea that children learn best when encouraged to explore and discover for themselves and when addressed as individuals with a unique set of beliefs, experiences, and talents”.

Pike and Selby suggest that citizenship may be understood at a variety of levels and within a variety of contexts, recognizing “the plural and parallel nature of contemporary citizenship.” At all levels, and in all contexts, certain elements of citizenship need to be continually considered. These include:

- Identity
- Nationality
- Loyalty and allegiance
- Civic virtue
- Status
- Commonalities and differences
- Culture
- Perceptions and perspectives
- Stereotypes
- Conflicting loyalties and allegiances
- Social action

In terms of classroom practices, Pike and Selby (2000, p. 23) maintain that “a broad-based and varied program of learning opportunities is necessary, both for meeting the needs of all students and for helping each become a more effective learner in non-preferred styles. It follows that no single style of teaching should enjoy hegemony in the global classroom”.

Pike and Selby do indicate, however, that an emphasis on student involvement, whole-person development, and activity-based learning is more congruent with pedagogical orientations at the transformation end of the teaching-learning spectrum. They also stress the critical importance of classroom climate and the need to infuse such values as respect for rights and freedoms, environmental consciousness, nonviolence, and social responsibility into day-to-day classroom realities. They argue that there are countless possibilities for infusing a sense of worldmindedness into all the traditional subjects and through more integrated approaches.

Various international organizations are taking a close look at classroom practices related to educating for global citizenship. Oxfam provides guidance in terms of how it views a global citizen and the type of curriculum that would nurture this image:
How This Resource Is Organized

Each chapter provides discrete learning strategies. Chapter themes in the resource include:

- Educating for global citizenship in a changing world: Perspectives and practices
- Exploring the dimensions of global citizenship
- Creating an inclusive classroom climate with a global perspective
- Examining social justice and our human rights
- Investigating issues of global importance
- Connecting moral issues to global concerns
- Building collaborative partnerships for enquiry and engagement in global citizenship
- Getting involved as a global citizen
- Infusing perspectives of global citizenship through school-wide activities
- Assessing student learning and global citizenship
- Resource Info-guide

These strategies reflect varying perspectives and practices of the authors. Each chapter provides:

- A rationale for the particular thematic focus and instructional approach
- Reflections about the learning strategy’s application in the classroom
- A description of sample learning strategies, with attention to
  ⇒ Learning expectations
  ⇒ Steps at a glance
  ⇒ Resources
  ⇒ Suggestions for assessment

References


teachers (pp. 75-82). Burnaby, British Columbia: Faculty of Education, Simon Fraser University.


Osborne, K. (1997). The teaching of history and democratic citizenship. In P. Clark, P. R. Case (Eds.), The Canadian anthology of social studies (pp. 29-40). Vancouver: Simon Fraser University Press.


Calgary: Detselig Enterprises Ltd.