

Analyses of Globalization of Citizenship Education

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ABSTRACT

The conception of citizenship education needs to be delivered to a wider range worldwide in terms of having development of globalization and integrating different communities and cultures. Under the environment of the COVID pandemic and intensifying global issues, carrying out citizenship education appears to be particularly important to individuals and society. However, citizenship education is commonly present in some countries and societies, and thus citizens have rarely expected the knowledge of their obligation and responsibility and consciousness of identity and multicultural issues. So the author aims to discuss the globalization of citizenship education and multiculturalism, to enhance the individuals' awareness to be global citizens. The result shows the importance of citizenship education worldwide. It is crucial that the government carry out civic education helping the public to be more inclusiveness to for multicultural problem. Also, global citizenship education might motivate the development of globalization, offering more opportunities for different minorities. Although some challenges required to be handled, educators and policy makers could integrate civic education and fundamental education in public school. The importance of creating global citizenship in each country is an advancement of globalization, even though there are some challenges.

Keywords: *Citizenship education, multiculturalism, globalization, identity, moral education.*

1. INTRODUCTION

With the consciousness of developing globalization in each country, the conception of global citizenship education widely spread in many countries to motivate citizens of different nations to engage with the administration activities. While some people believe that global citizenship is a complicated task to be carried out, to some extent, citizenship education still improves the cognition of citizenship. Westheimer & Kahne (2004) argues that for the rhetorical level, most citizens, educators, and policymakers approve that efficiently cultivating the conception and ability of democratic citizenship is crucial to society [1]. The government or educators must deliver the value of citizenship to students to develop their identity in a country. Notably, under the political and economic environment, citizenship education slightly relates to many aspects, such as migrants, multicultural issues, and refugees. Such different groups influence global citizenship development and establish new challenges to carry out citizenship education rationally.

The main purpose of this paper will focus on the impact on citizenship education under the global environment, and how does the measurement of

government and individuals enhance the awareness of global citizenship.

In the beginning, the text will define the concept of citizenship education and briefly introduce the contribution of civic education. Then the text will also argue the impact of global civic education in different dimensions, analyzing global background and impacts on society. Text also illustrates how to better understand and achieve global citizenship education. After that, the limitation of citizenship education will be discussed. Finally, the conclusion and recommendation will be shown at last of article. The government will focus on how to successfully operate citizenship education, and they also need to help individuals to develop consciousness of citizenship. The study will be based on previous findings to analyze citizenship education and globalization. To investigate the development of global citizenship education, this research covers many different groups in the world. It is essential that external communities, migrants, and refugees can be integrated into a nation or society. This study contributes to improving citizenship education in a wide range of the world, connecting different cultures and ethnicity. This text also includes philosophical and critical thinking to citizenship education, which provides more

consideration and aspects to policymakers. Cultivating citizens' consensus in terms of being legal citizens of the government motivates the public's recognition of the nation.

2. INTRODUCTION OF CITIZENSHIP EDUCATION

2.1 The notion and main purpose of citizenship education

Chinnery et al. (2018) claims that citizenship is the link between a person endowed with a state or nation's identity and the set of rights and duties that comes with being a citizen [2]. To understand citizenship, the role of citizens in society is given many rights and obligations to engage in social events, such as elections, paying taxes and engaging in politics. The engagement of citizens establishes a country completed system, cultivating a sense of national identity to the public. Hence, it is crucial that educators and poll-takers practice citizenship education in the state or public schools, unconsciously impacting individuals' minds and recognition during fundamental education.

Citizenship education broadly applies to different countries and societies, motivating individuals and organizations to carry out economic and social activities efficiently. Westheimer and Kahne (2004) argue that many education programs promote democracy by cultivating good citizens, pointing out similar targets and practices. Citizenship education needs to pay more attention to developing public benefits and democratic values. It is also crucial that citizenship education improve a sense of national identity, and such a sense motivate citizens to perform a duty to society [1]. The value of a prepared citizen's constitutional commitments includes awareness, understanding, and commitment to liberty, human rights, and citizenship. Another responsibility is the common good, and citizens must perform their duties accordingly [3]. Citizenship needs to be expected the morality and social responsibility, achieving better understanding to different ethnicity. Integrating citizenship education is significant that the government engage social activities, elections, and obligations. Consequently, the concept of citizenship into education will develop the inclusiveness and mobility of society, stimulating the enthusiasm of citizens.

2.2 The citizenship education under global background

Additionally, the understanding of good citizens has been deepened and broadened and connects many different aspects, such as culture, nationality, and communities [4]. Under the current environment, globalization is demanded to promote the integration of

diverse cultures and individuals. Therefore, it is crucial that the government and education department rationally blend citizenship education in national courses.

The development of citizenship education should link to society. According to Nussbaum (2006), a proper liberal education could cultivate three capacities expected by global citizens, liberating one's thinking and habits from a traditional way that might include conventional critical thinking and judgement [3]. A correct curriculum designing of citizenship education also speeds up the recognition of global moral and destiny of human beings, namely the ability to imagine the differences of cultures. Such skills help individuals understand others better, which sympathetically connect human beings. Hence, developing global citizenship education into each education system could promote the relationship in each country.

3. THE IMPACT OF GLOBAL CIVIC EDUCATION

3.1 global background

Notably, the development of global civic education helps government or politicians starts to focus on many different aspects of society. Initially, politicians only spend more time on their nations and building a peaceful community, but immigrants and other cultures break the primary rules and patterns as time goes on. Such a phenomenon underlines the expansive effects of globalization. Oxfam (1997), cited in Ibrahim (2005), illustrates that globalization's influence is seen in trade and employment patterns, financial market volatility, the increase of intra-state disputes, growing disparities within and across countries, environmental degradation, and mass migration [5].

The impact of globalization redefines citizenship education and endows the new conception of national identity. Embracing multicultural becomes one of the crucial tasks to a nation to carry out civic education. Also, when the concentration of globalization turns to multiculturalism, inevitably multicultural policy will closely connect national identity and ethnicity.

3.2 The reformation of society by global citizenship education

Meanwhile, to a great extent, global citizenship education motivates students to obtain diverse cultures from the learning period. It is a method of educating society about multiculturalism's guiding principle — namely, civic equality. A multicultural education founded on the ideas of liberty, justice, equality, fairness, and human dignity teaches pupils about and about other cultures and encourages them to acquire good attitudes toward cultural diversity and tolerance [2]. When students can have an objective perspective on various

cultures, society will be more inclusive and promote a harmonious degree. Therefore, global citizenship education reforms society and reduce discrimination, stereotypes, and bias. Knowing the diversity of cultures helps learners develop the inclusiveness of community and cultivates the younger generation to establish new conceptions for later generations.

4. HOW TO BETTER ACHIEVE CITIZENSHIP EDUCATION

The globalization of citizenship education is closely connected to multicultural nations and immigrants. The diversity of cultures and immigrants relate to several aspects. With the raising diverse cultures, languages, and nationalities, democratic nation-states and their educational institutions must contend with a slew of critical challenges, mindsets, and ideologies [6]. Diverse cultures has become an irreplaceable problem, which multicultural nations should not ignore.

4.1 How to realize citizenship education under multicultural system

The globalization of citizenship education is closely connected to multicultural nations and immigrants. Although policymakers are facing challenges in balancing different cultures into a system, these problems need to be overcome through civic education.

4.1.1 Establishing a platform for civic education in a multicultural nation

To achieve the target of citizenship education, immigrants and people have different backgrounds have the right to keep their own cultures and languages. According to Kymlicka (1995) and Rosaldo (1997) cited in Banks (2009), ethnic and immigrant groups should have the right in a democratic society to preserve their ethnic cultures and languages while also actively participating in the national civic culture [6]. Citizenship education would be helpful if school could be required to teach in different languages, offering different choices for students. Learners can depend on their own cultures and backgrounds to choose subjects, delivered citizenship conception to improve inclusiveness.

Kymlicka coined the term “multicultural citizenship” to refer to this notion. Rosaldo refers to it as “citizenship cultural”. The term “multicultural citizenship” and “citizenship cultures” reflect a strong relationship between cultures and citizenship. The impact of citizenship education is required to develop the public’s consciousness of multicultural citizens, accepting, and familiarizing different cultures in their community. Therefore, the government needs to establish a platform for civic education in a multicultural nation.

4.1.2 Combining multicultural conception in curriculum

Assimilationist conceptions of citizenship are unsuccessful in modern society, owing to the increasing global variety and the aspirations of disadvantaged communities for cultural acknowledgment and rights. Multicultural citizenship and cultural democracy are critical (Kymlicka, 2009 cited in Banks 2009). Creating an environment and offering more opportunities motivate immigrants or individuals to embrace the policy and political events actively. Hence, the government should grant the conception of multiculturalism in their curriculum [6].

While the government needs to design diverse courses about different cultures, some structural factors might restrict the developmental progress of global citizenship education. Age, gender, ethnicity, and class are all structural characteristics that impact access to money, time, knowledge, and skills. Those structural factors decide how pupils obtain correct information and values during the schooling period. Exceptionally, the older generation, coming from original cultures, might be difficult to accept new cultures. Therefore, many aspects will cause the failed citizenship education in a community or even a society to delay cultural development.

4.2 Participating in international education programs

Moreover, the government must integrate citizenship education with the curriculum to deliver global citizenship education. Since the 1970s, instructors in the United Kingdom have worked on various international education programs to help students comprehend the concepts of justice and equality in the context of cultural diversity and global development [7]. Operating the citizenship program in schooling reveals that the younger generation could be educated to have a developmental understanding of society. As participants of this programme, students will also establish more views of citizenship education. These programs influenced the mainstream practice and all development education via the use of key ideas such as global interconnection, cultural diversity, and participatory learning methodologies. They drew on a philosophical viewpoint that stated that learners might better know themselves and their society if they participated actively in the learning process. Practice is more likely to produce a better understanding of society and policy for the public. A deeper understanding might be a political intervention to individuals in accepting an inclusive world. Hence, the in-person experience of obtaining citizenship education to being more comprehensive individuals in society.

4.3 The integration of faith and civic education

Additionally, considering many different religions and beliefs constitutes a comprehensive education system, teaching and citizenship education need to be more inclusive to people from different background. This combination of faith and citizenship education would not affect the purpose of civic education. There is have been religious education, which was the sole subject legally required in all public schools in England for a long time. The personal characteristics that such education should foster seemed to align in many situations with those required of a good citizen —concern for the well-being of others, honesty, conscientiousness, and so on [8].

The fundamental of society is made up of education and an ideology of a country. The ideology of a country is difficult to be replaced and affect. Carrying out education cultivates teenagers to be more democratic in their community. Therefore, in a democratic society, citizenship education reinforces the conception of being a good citizen and consolidates the development of democracy in a community.

4.4 The integration of moral and civic education

Moral education plays a crucial role in citizenship education, which explores students' quality. Classical philosophers such as Aristotle and Confucius spent considerable time debating the critical issues in each profession. What sort of person do we want each of our children to be, and how can we nurture and educate them to be that person [9]? These questions develop citizenship education to another aspect, namely, moral education. A country must carry out moral education to improve citizens' cognitive ability.

In the traditional element, citizenship education is always taught as the national subject or crucial value for specific nations, promoting fundamental understanding to society. In Britain, Fundamental British Value is delivered in many state schools, including the basic knowledge of being a legal citizen in the UK. Notably, each country would develop different values based on its diverse background and historical events. More importantly, the government should improve each citizen's moral standard, thus broadly delivering their values around the nation.

5. THE CHALLENGES OF GLOBAL CITIZENSHIP EDUCATION

5.1 The challenge of fixed ideology

In terms of carrying out global citizenship education worldwide, it is challenging that the parties from different governments operate a variety of management strategies in their countries. A fixed ideology of a

country is rarely to be changed because reformation might weaken the power and material of monarchy. Costa and Pais (2020) argue that global citizenship education synthesizes these two seemingly incompatible discourses into a narrative that disavows the apparent discrepancy [10]. Also, such a story obscures is the plain impossibility of realizing critical democracy's high objectives under the hegemony of contemporary capitalism. Highly praising global citizenship education is challenging to be achieved.

5.2 Lack of recognition

The lack of recognition degree of global citizenship education produces public arguments and debates about citizenship education worldwide. Goren and Ymini (2017) argue that the term's absence of a universally accepted meaning, as well as the diversity of views around whether or not it should be taught and, if so, how, have generated much criticism and discussion [11]. Although, to some extent, it is less likely to successfully operate citizenship education in a universal concept. Accordingly, it is crucial that the governments and political parties could maintain the same understanding of citizenship education.

6. CONCLUSION

The primary purpose of global citizenship education is to obtain more cultures, languages, and ideologies, namely, build up an inclusive nation for immigrants and people from different backgrounds via citizenship education. Hence, the role of citizenship education in integrating cultures and minorities helps the government combine the national value into citizenship education to achieve the goal of democracy and morality. The impact of citizenship education promotes multiculturalism in a diverse community, decreasing discrimination and stereotype. All in all, while some challenges might restrict that globalization of citizenship education affects multiculturalism and national identity, the civic education still contribute to many different aspects such as society, morality, and democracy, which is necessarily done by the government. The government can blend the citizenship education in fundamental and state education, to some extent, reinforcing the conception of citizenship education in most students. Also, government needs to emphasize that the effects of citizenship are to establish an inclusive society and accept differ cultures.

There are some limitations. It is challenging to be objective to view the citizenship education and being completely accurate fair to each culture is unavailable. Also, the discussion of this text is limited in many aspects, and global civic education is a broad conception which requires more resources and practices in further studies.

In case, this text means to evaluate that the impact of global citizenship education motivates the development of society, integrating citizenship education and moral education to push the cultural fusion. This text also helps to bring some objective influences that enhance the consciousness of citizenship, consolidating the awareness of multicultural conception nationwide.

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