
Global Citizenship Curriculum Development

**A Deliberative
Dialogue on Educating
for Global Citizenship**

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Introduction

As the University of Alberta continues to address the challenges and opportunities of internationalization, it is presented with a unique opportunity to engage in a collaborative, university-wide dialogue related to the creation of an undergraduate global citizenship curriculum that helps prepare students to be active, responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and the world.

Background: Global Citizenship Curriculum Development (GCCD)

- ▶ Emerged out of University of Alberta's explicit commitment to fostering student excellence in the area of global citizenship.
- ▶ Received funding from Provost's Strategic Initiatives Fund for 2007-2008.
- ▶ Responds to the challenge issued by the President's office and echoed by students at the University of Alberta, to create educational initiatives which foreground a global perspective and fosters global citizenship. *Dare to Deliver* and President Samarasekera's *Connecting with the World* documents strongly support "linking the local and global, the near and the far" and connecting "education to active socially responsible citizenship."
- ▶ Recognizes the need to develop and "support new academic programs with a global perspective."

Key Outcomes, Year One of Four

Preliminary research shows that there are many models of global citizenship education. This project will, in part, focus on determining which model(s) would best suit the needs and values of students at the University of Alberta. To achieve these goals Global Citizenship Curriculum Development is:

- ▶ Collaborating with colleagues and students across campus and with key external stakeholders to build a shared understanding of the desired outcomes of education for global citizenship. This includes developing a coherent set of knowledge, skills and aptitudes associated with global citizenship.
- ▶ Working with all University of Alberta faculties and schools to develop online access to existing resources which contribute to global citizenship education.

Benefits to the University of Alberta

- ▶ Developing a collaborative, interdisciplinary process for arriving at common goals and understandings with respect to Global citizenship on campus.
- ▶ Conducting research into the most effective and appropriate practices relating to post-secondary global citizenship education.
- ▶ Providing an outstanding resource on global citizenship pedagogy, curriculum development and assessment to the entire University with provisions for professional development and consultation.

- ▶ Securing the University of Alberta's place as a leader in the field of global citizenship and international education.

A Deliberative Dialogue on Educating for Global Citizenship

An overview of deliberation

(Used with permission from CCIC deliberative dialogue materials, 2005)

Deliberation (or deliberative dialogue) is a "social technology" that provides opportunities for people to deliberate on key social issues. Through the course of a deliberation, participants work through tough choices to explore the areas of common ground from which alternatives can develop and some action can spring. They are values-based dialogues as opposed to agenda-driven debates. The grey areas of issues that most people experience in their daily lives do not find easy expression in this debate format. Instead people want to be able to work their way through different options, to weigh pros and cons, explore trade-offs and perhaps together find new solutions or at least common ground for action.

PEOPLE DO NOT NEED TO BE EXPERTS IN GLOBAL CITIZENSHIP OR GLOBAL CITIZENSHIP EDUCATION TO PARTICIPATE THESE DELIBERATIVE DIALOGUES, because deliberation is ultimately about values. The participants' guide that we will provide you with, should you participate in a deliberative dialogue session, provides background information, and with the assistance of skilled moderators, people can rapidly make the connections between an issue and their own experiences. Unlike the polarized debates that dominate public discussion on many issues, deliberation provides a chance to explore approaches, test ideas, and consider grey areas. It can help people break out of habitual viewpoints and consider new options. In a successful deliberation, people must face up to the contradictions and long-term consequences of their opinions, and make choices. By working through the conflicts and trade-offs associated with an issue, people clarify what is most important to them, improve their understanding of the issue, and may find common ground from which alternatives can develop. Any common ground that does emerge represents a more considered collective judgment than the top-of-the-head opinions collected through surveys and polls.

Deliberation is a way of discussing important issues and wrestling with tough choices. It is a way for members of the University community to reason and talk together, and to work through choices about basic directions for our University community with respect to global citizenship. In a deliberation everybody has a say and everybody listens. People explore what others think as well as their own beliefs. They don't have to come to conclusions. But they do weigh the consequences of various options based on what is truly valuable to them, and to others.

There are no easy answers to the challenges posed by complex issues like those associated with global citizenship and what it means to educate university students for global citizenship. Whatever approach the University decides to take there will be trade-offs. To get one thing, we will have to give up another.

DELIBERATIVE DIALOGUE VERSUS DEBATE

DELIBERATIVE DIALOGUE	DEBATE
Collaborative	Oppositional
Common Ground	Points of divergence
Listening to find meaning	Listening to find flaws
Listening for possible Agreement	Listening to find points to argue
Openness to being wrong	Determination to be right
Weighing alternatives	Winning
Assumes that others have pieces of the answer and all can find it together.	Assumes that there is a right answer and someone has it.

Ground rules

- The moderator guides the discussion, yet remains objective.
- The deliberation will focus on the approaches, considering the pros and cons of each.
- Everyone is encouraged to participate, but you have the right to pass too.
- Speak your mind freely, but don't monopolize the conversation.
- This is not a debate – there are no winners or losers.
- Listen carefully to others and maintain an open mind.
- Help to develop one another's ideas. Ask clarifying questions.
- Engage in friendly disagreement, but don't personalize a conflict.
- Don't get stuck arguing about facts and figures.
- Confidentiality will be respected – what is said in the room stay there.

Background: Global Citizenship

Poet Piet Hein, a Danish poet, framed the dilemma of understanding global citizenship when he said, “We are global citizens with tribal souls” highlighting that while we have global responsibilities, people may not have the knowledge, skills, attitudes or consciousness to act on these responsibilities (Hein in Dower, 2002, p. 146). Thus, the role of educating for global citizenship has become a shared goal of educators and educational institutions who are interested in expanding their own and their students’ understanding of what it means to claim or to have citizenship in the twenty-first century. Efforts toward these goals are complicated by the multitude of definitions and conceptualizations that are, at the least, contested, and in many cases, in significant tension with one another. Many, who make claims to global citizenship education, share a pragmatic sensibility that suggests that the meaning of global citizenship is the difference it will make within and for our future experience (Hickman, 2004). Therefore, efforts are best focused on the practices of global citizenship education to fully understand what it is.

Lynn Davies (2006) suggests global citizenship education has grown out of the practice of global education which had its focus in international awareness through participatory learning and by engaging in holistic learning activities (p. 6). She argues that adding citizenship into the concept reflects the shift towards a focus on human rights and responsibilities implying a more active role and also a moving beyond an awareness of the issues. Held (1999) describes citizenship as primarily about the rights and obligations available to members of a state but also includes the formal and informal relationships between individuals and the state. Citizenship is also closely linked to processes of identity and participation. These relationships and processes serve to both reflect and challenge existing social contracts, binding citizens, including individuals, groups and communities, to each other. As Abdi & Shultz (2007; 2008) suggest, any understanding of citizenship should bring with it a concern with entitlements, exclusion, access, and equity. Therefore, educating for global citizenship has its roots in justice. Linking human rights and global citizenship suggests that justice entails the equitable redistribution of both goods and burdens within society, engaging in processes of reciprocal recognition, and the extension of authentic and inclusive processes of engagement. Wringe (1999) identifies that linking global citizenship with social justice means “ensuring that the collective arrangements to which we give our assent... do not secure the better life of some at the expense of a much worse life for others” (p. 6).

The term global citizenship has consequently been attached to very different work and often opposing ideologies. For example, global citizenship has been used to describe the education field experience in a summer placement in Ghana at the University of Alberta as well as describing the actions of participants in a boycott of the World Bank. Through the literature, the different approaches to global citizenship clearly have

different implications for fostering a particular kind of global citizen. Shultz (2007) warns that global citizenship educators must be conscious of the underlying assumptions that inform their practice so that their global citizenship curriculum reflects the values and principles they intend to convey. For instance, “if citizens of the wealthiest nations learn that their role as global citizens is to compete in the global marketplace, then the structures of inequality that keep members of less wealthy countries marginalized will be perpetuated, if not strengthened” (p. 257).

The responsibility that educators have in creating and perpetuating notions and models of global citizenship is echoed by several authors. Pike (2000), for instance, states “teachers, not textbooks, appear to be primary carriers of the global education culture,” reminding his readers that the practice of global citizenship is as important as theoretical understandings (p. 64). Taking into account that globalization and its effects vary from place to place and from person to person, Lapayese (2003) also warns practitioners of global citizenship education to critically engage in a fluid and variable model of curriculum to prevent global citizenship education from perpetuating dominant and uncritical discourse:

By enabling learners to examine discourse and power structures critically and creatively, critical global citizenship education opens a dynamic and evolving space that can accommodate diverse and changing communities and contexts, though without imposing a specific mode of action on them (p.501).

Educating for global citizenship: Terms and definitions

Citizenship

Held (1999) describes citizenship as primarily about the rights and obligations available to members of a state. While citizenship concerns the formal and informal relationships between individuals and the state, it is also closely linked to processes of identity and participation. These relationships and processes serve to both reflect and challenge existing social contracts binding citizens, including individuals, groups and communities, to each other. The roles and responsibilities of citizenship are currently debated as the forces of globalization challenge state and non-state relationships.

Globalization

While this is a contested and evolving term, generally, globalization refers to processes that exceed, extend, and challenge traditional boundaries of national states and institutions. Brodie (2004) suggests globalization is best understood in terms of the processes of *globality*, the forces that break down barriers of time, space, and nation, creating what might be described as a global community, and *globalism* that promotes a transnational institutional and governance structures. *Neoliberal globalism* proposes that a strong economic focus through globalization is necessary to achieve a progressive agenda.

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Three approaches to educating for global citizenship

- I. Global Citizenship Education is education for a competitive citizenry
- II. Global Citizenship Education is education for helping ourselves while helping others
- III. Global Citizenship Education is working to create equity of opportunity and quality of life

I. Global citizenship education is education for a competitive citizenry

A global citizen:

- Moves freely across the world accessing opportunities
- Enjoys the benefits of a global community
- Participates fully in global economic growth
- Is able to compete with the best in the world
- Is a marketable entrepreneur
- Negotiates the cultural, political, and economic global environment

Education for global citizenship:

- Ensures students have adequate language skills
- Provides students with the skills necessary for participation in the global market
- Provides knowledge, skills and attitudes that promote cross-cultural competencies
- Provides opportunities for international travel experiences
- Has entrepreneurship as a central principle

Voices in support

Globalization has opened the world and our students need to be ready to compete and be successful in it.

In order for our students to be successful in a globalized environment they will need to develop specific competencies that allow them to work abroad, in different cultures and to work in Alberta and Canada, with those from outside of our culture and country.

Voices in opposition

This approach overemphasizes economic citizenship at the expense of other aspects of citizenship.

The big global issues facing humanity require citizens with more than economic capacity.

II Global citizenship education is education for helping ourselves while helping others

A global citizen is:

- Able to share knowledge and skills across borders of nations and cultures
- Culturally competent
- Is enriched by the cultures of others
- Recognizes that there is unequal opportunity in the world
- Understands that improved quality of life is the result of individual initiative
- Is able to work and learn in a number of environments
- Able to compete in the global economy

Education for global citizenship is:

- Focused on building the capacity of individual University of Alberta students as well as international students
- Provides opportunities to learn new languages
- Promotes cultural sensitivity
- Provides learning opportunities for service to local and global communities
- Helps students become self-directed and entrepreneurial

Voices in support

This global citizen is able to contribute to their own wellbeing in a globalized environment.

This global citizen recognizes that she/he is privileged and works to aid those who are not.

This global citizen is curious about other cultures and strives to learn more about them.

Voices in Opposition

This citizen misrecognizes the knowledge and ability of other people.

Inequality will never be addressed by individuals – structural injustices require a social challenge.

III Global citizenship education is working to create equity of opportunity and quality of life

A global citizen:

- Is able to think critically about her/his own place in the world.
- Understands he/she shares a common humanity and shared planet
- Is able to act for the common good with regard for local and global consequences
- Works in a creative, cooperative way to ensure a sustainable economic, environmental and social future for all

Education for global citizenship:

- Focuses on rights and responsibilities of citizenship and the local and global implications for these
- Teaches about diversity- including bio-diversity, economic diversity, political diversity, and human diversity- and that diversity is necessary for life
- Focuses on active global citizenship
- Presents multiple perspectives including respect for multiple knowledge systems (for example, indigenous) as well as multiple historical perspectives (for example, eastern history and philosophy).
- Has critical thinking as a central principle

Voices in support

This approach recognizes the individual as well as the importance of social aspects of citizenship.

This approach recognizes the realities of the complex, globalized world we inhabit, one which requires citizens to engage easily across a range of different contexts: geographic, cultural, linguistic and economic.

Voices in opposition

Economic wellbeing is the key indicator of quality of life and a global citizen must be able to contribute to the global economic system. Global citizenship education should provide the means for individuals to participate in this system.

This approach hinders student's competitive advantage and thus will disadvantage the whole province as well as the students themselves.

General Questions for Further Discussion

How does global education fit with/in your discipline?

Within your discipline how would including curriculum about global citizenship extend disciplinarity?

Why is educating for global citizenship important for your particular students? How does it extend or enhance your discipline? How does it extend or enhance your students' education?