

# **Global Citizenship Education for National Development**

**By**

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## **PROFILE**

Prof. Dr. Michael Platzer is a Liaison Officer for the Academic Council on the United Nations and Chair Vienna NGO Alliance for Crime Prevention and Criminal Justice. Served 34 years in the United Nations Secretariat in various capacities in the Office of the Secretary General, human rights, technical cooperation, HABITAT, UNDP, peacekeeping, and the Office on Drugs and Crime. Guest lecturer at the Diplomatic Academy of Vienna, University of Graz, Law School of Vienna University, and many other universities in (Australia (Netherlands), New Zealand), (UK) (USA). Organized various symposiums, workshops and conferences on Innovative Teaching Techniques, New Security Challenges, Criminal Justice Education, Social Media, Information Technology, Human Rights”. Produced/ directed teaching videos on victim rights and crime prevention. He is also Member of the European Society of Criminology, Academy of Criminal Justice Sciences, World Society of Victimology, International Catholic Commission of Prison Pastoral Care, Penal Reform International, and the United Nations Associations of Austria and of Australia.

Global Citizenship education is a form of civic learning that involves students active participation in projects that address global issues of peace, social justice, democracy, respect for diversity and tolerance, inter-cultural understanding, inclusiveness, and respect for human rights of all, particularly women and girls. In addition to developing these global values and “consciousness” for the environment and shared economic development, the concept also includes obtaining the skills necessary to participate in a changing world and utilizing the new technology available.

## **SUSTAINABLE DEVELOPMENT**

Sustainable Development can be understood as “development that meets the needs of the present without comprising the ability of future generations to meet their own needs” (Brundtland Report). It can also be understood as balancing the demands of the environment, economy, and society. The recently adopted Sustainable Development Goals (with its 178 targets) are a good road map of what needs to be done to make the world a better place.

For this reason, it is good to recall these priorities that the General Assembly has set. Goal No. 1 is “end poverty in all its forms everywhere” (this goal is hampered by growing inequality, fragile state structures). Goal No. 2 is to “end hunger, achieve food security and improved nutrition and promote sustainable agriculture” (agriculture sustains 40% of the population). Goal no. 3 “ensure healthy lives and promote well-being for all at all ages” (end epidemics like AIDS, tuberculosis, malaria and water borne diseases) Goal 4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (103 million youth lack basic literacy skills) Goal 5 - achieve gender equality and empower all women and girls (through technology, become agents of change; end traditional harmful practices). Goal 6

- “ensure availability and sustainable management of water and sanitation for all” (safe drinking water and hygienic toilets) Goal 7: “ensure access to affordable, reliable sustainable and modern energy for all” (share of renewable energy, improving energy efficiency, infrastructure support for LDCs, small islands). Goal 8: promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (emphasis is on upgraded technology, innovation, entrepreneurship, small enterprises, youth employment). Goal 9: “Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (high value added manufacturing) Goal 10: “reduce income inequality within and among countries’ (reduce cost of exporting goods from LDC’s and cost of remittances from migrant workers). Goal 11: “make cities and human settlements inclusive, safe, resilient and sustainable” (affordable housing; 880 million people live in slums). Goal 12: ensure sustainable consumption and production patterns (reduce waste; eco-friendly production methods. Goal 13: “take urgent action to combat climate change and its impacts by regulating emissions and promoting renewable energy” (economic development and climate inextricably linked). Goal 14: “conserve and sustainably use the oceans, seas and marine resources for sustainable development (over 3 million people depend on marine life, oceans absorb 30% of carbon dioxide; 30% of marine life have been destroyed, 30 % of fish stocks over exploited; marine pollution threatens 1 million sea birds, 100,000 marine mammals; microplastics; increase scientific knowledge). Goal 15: “protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss (land degradation neutral world, restoring forests; protecting endangered species, preserving mountain ecosystems) Goal 16: “promote peaceful and inclusive societies for sustainable

development, provide access to justice for all and build effective accountable and inclusive institutions at all levels” (reduce violent crime, forced labour, sex trafficking, child abuse; corruption; stronger judicial institutions). Goal 17: Strengthen the means of implementation and revitalise the global partnership for sustainable development (multi- stake holder partnerships to share knowledge, expertise, technology, and financial support)

These 17 Goals can not only serve as national action plans but also as priorities for national educational institutions and universities. It should be examined if all these topics are being adequately dealt with by scientific and research institutions, and are properly funded.

## **GLOBAL CITIZENSHIP EDUCATION**

In addition, Global Citizenship Education entails three core conceptual dimensions:

1. Cognitive- to acquire knowledge, understanding, and critical thinking about global, regional, national and local issues and about the interconnectedness and interdependency of different countries and populations
2. Behavioural- to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
3. Social-emotional-to feel that one belongs to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity

In order words LEARN, THINK CRITICALLY, FEEL EMPATHY, and DO SOMETHING

UNESCO expects more from education for sustainable development. It should be transformative, empower learners to know how to play an active part in their local community in shaping a more just and sustainable world globally

Education for Sustainable Development has four dimensions

1. LEARNING OUTCOMES - promoting core competencies, such as critical and systematic thinking, collaborative decision making and taking responsibility for present and future generations
2. LEARNING CONTENT - integrating critical issues such as poverty eradication, climate change, biodiversity, disaster risk reduction, sustainable consumption and production into the curriculum
3. PEDAGOGY AND LEARNING ENVIRONMENTS- Designing teaching and learning in an interactive and learner-centred way that enables exploratory, action oriented and transformative learning (physical settings, online programmes) to inspire action for sustainability
4. SOCIETAL TRANSFORMATION- empowering learners of any age, in any education setting, to transform themselves and the society they live in; enabling a transition to “greener” economies, “green jobs”; motivating people to adopt sustainable lifestyles; empowering people to assume active roles, both locally and globally, to face and resolve global challenges and to contribute to creating a more just, peaceful, tolerant, inclusive, secure, and sustainable world

## **SITUATION IN PAKISTAN**

I know very little about Pakistan however I have researched the topic through the internet and have found some critical articles about the state of citizenship education in Pakistan. The Institute for Educational Development of the Aga Khan University ran a project together with the Canadian Development Agency training secondary teachers a few years ago and found the following deficiencies: the factor of peace, tolerance, and coexistence were absent in the curricula. While knowledge acquisition was exemplary; student were not taught problem solving skills, critical consciousness, and civic mindedness. The lack of volunteer roles for students or projects for social engagement was noted. Also the fact that textbooks do not distinguish between Islamic education which promotes a passive citizen and an activist civic education was commented upon.

UNESCO has developed a manual “Teaching Respect for All” which has its learning objectives to develop empathy for others, respond effectively to acts of discrimination; critically examine, analyse and discuss opinions on global issues; distinguish different levels of personal and collective identity; skills for collaboration, communication, communication and critical thinking; reflecting on sense of self, self-esteem and belonging; forming individual opinions based on pro and arguments and then reaching a common consensus; value different point of views, engage with others, develop a deeper understanding about global issues; cultivate empathy and solidarity; work together and take action; analyse problems at the community level.

The UNESCO Manual lists an example of “volunteering and community work for global citizenship’ here is Islamabad. The Pakistan Red Crescent Society has entered into an official partnership with Roots Millennium Schools to promote volunteerism, community awareness, sense of belonging to a global community, and common humanity. The students engage in different projects, such as working with people who were affected by recent floods, raising funds and in-kind contributions. The schools also celebrated World Poverty Day and World Food Day and organized interactive discussions about causes and solutions to eradicate poverty. These awareness raising and volunteerism programmes were replicated across Pakistan in the Roots Millennium Schools.

## **OTHER GOOD EXAMPLES**

Japan- Tokyo Global Engineering Corporation is an education services organization that provides complementary (to the coursework requirements) global issues programs to engineering students and other stakeholders around the world. All correspondence among members is via e-mail and all meetings are held via Skype, with English the language of instruction and publication. Students never have to travel or leave their geographic location and can publish their personal observations in their own languages when English is a secondary language.

In England, the Department for Education and Skills produced “Developing the global dimensions in the school curriculum, a publication for head teachers, teacher, senior managers and those with responsibility for curriculum development. It aims to show how to integrate the global dimension, covering eight key concepts - global citizenship, conflict resolution, diversity, human rights, interdependence, sustainable development, values and perception and social justice.

Activate in South Africa is a network of young leaders which aims to bring about change through creative solutions to problems in society. Youth from all backgrounds and provinces in the country participate in a two-year programme. In the first year, there are three residential training programmes, working on a particular task. In the second year, participants form the action groups to tackle specific tasks, taking their work into the public domain.

## **THE RELEVANCE OF NON-ENGINEERING EDUCATION FOR DEVELOPMENT**

It is easy to see that agricultural engineering (irrigation, soil analysis, water conservation, crop substitution, architecture (quake/ flood resistance, energy efficient buildings), structural engineering(bridges, roads), medicine and nursing, social workers and extension agents, regional planners, economists, business promotion, supportive public administration can promote prosperity and development. However, there is a great deal of evidence that analytical problem solving, inductive and deductive reasoning, sound judgements and inclusive decision making, originality, social/ interpersonal skills, working in team, oral communication and writing skills are equally important. The Georgetown University Center on Education and the Work Force says that 95% of employers are looking for candidates who have a demonstrated capacity to think critically, communicate clearly and solve complex problems. On the international level, knowledge of other cultures, languages, knowledge of the natural world, problems the world is facing, engagement with the “big questions”, and active involvement with diverse communities and real world challenges are the qualities that international organizations, NGOs, development aid agencies and national counterparts are looking for. Narrow technical skills are not enough. For these reasons, a liberal education remains valuable, particularly if it is combined with an internship, service learning with a community organization, a field project in a diverse community with people from different backgrounds, research done collaboratively with peers, a senior thesis demonstrating problem solving skills, and many involving significant writing.

A leadership consortium of Association of American and Colleges and Universities has undertaken to educate students for personal and social responsibility. Babson College “shapes the leaders our world needs most; those who can envision and navigate change, understand global perspectives, and motivate teams in a common purpose to create economic and social value.” The students, faculty, and staff work together to address real world problems and to make a difference in the world, by furthering student connections to nonprofit partners, fostering dialogue on respect for others, embracing diverse perspectives, and developing materials to integrate social responsibility into curricular activities. Bowling Green State University introduces all first year students to critical thinking through focused academic experiences, to make thoughtful judgements about moral and ethical issues, engage in the community and become responsible citizens. Michigan State University has launched dialogues among faculty, students, and guests to explore personal, social, and institutional responsibility with issues such as environmental change, political engagement, social justice, war and peace, and artistic freedom of expression. The capstone course mixes students from different programs to study the multi-dimensionality of professional and civic responsibility. The University of Pacific is a doctoral university composed of nine schools which promotes personal and social responsibility (PSR) by requiring three academic seminars “What is a Good Society?” and practical learning experiences of social competencies, integrity and inclusiveness.

The United States Air Force already had the core values of “integrity first”, “service before self” and “excellence in all we do”. By joining the consortium, USAFA completed a comprehensive revision of its institution learning outcomes adding “taking seriously the perspective of others” and “ethical reasoning and action”. The Academy has also created the “Center for Character & Leadership Development” which advances understanding and integration of character in leadership programs.

The United States Military Academy at West Point, created a “Cadet Leader Development System (CLDS) to integrate personal and social responsibility within the academy’s

curriculum. The USMA integrated PSR curricular experiences across six domains and developed a comprehensive plan for assessment, established community partnerships and opportunities for self-reflection.

Oakland Community College serves 47, 000 students on five campuses, since one-thirds of the US automotive manufacturing occurs within 70 miles of the College, it is uniquely positioned to observe the effects of outsourcing, globalization, and economic uncertainty and realize its vision of an ethical, responsible citizenry. It established several programs to provide job skills training for disadvantaged or displaced populations. OCC nurtured a culture of personal and social responsibility through consensus-building among the faculty and has worked closely with the consortium.

The other 18 members of the consortium consist of different types of institutions - business schools, three Catholic universities, a teacher's college for women,- all are committed to experiential learning as well as international and cross cultural understanding- "to educate for service". Each has pledged to "Core Commitments", exchange those most promising practices, and contribute to a Social Responsibility Institutional inventory.

## **CONCLUSION**

Whether to make an impact on a more open campus, a direct improvement to a community's or disadvantaged group's life, a contribution to a better urban or rural situation, comprehensive national development, or drawing attention to national or international issues, each person has a role to play. The agronomist, the social worker, teacher, historian, poet, journalist, priest, imam, parent, grandparent, community organizer, parliamentarian, film maker, economist, government officer, president or simple citizen has to "think big", beyond his or herself. This is what it means to be a "global citizen". We have shown good examples from Asia, Africa, Europe, and North America. Of course, Pakistan should find its own models of Global Citizenship for National Development. Nonetheless, its own educational planners should take into account in the critique leveled in the paragraph above and look seriously at the promising models elsewhere.

