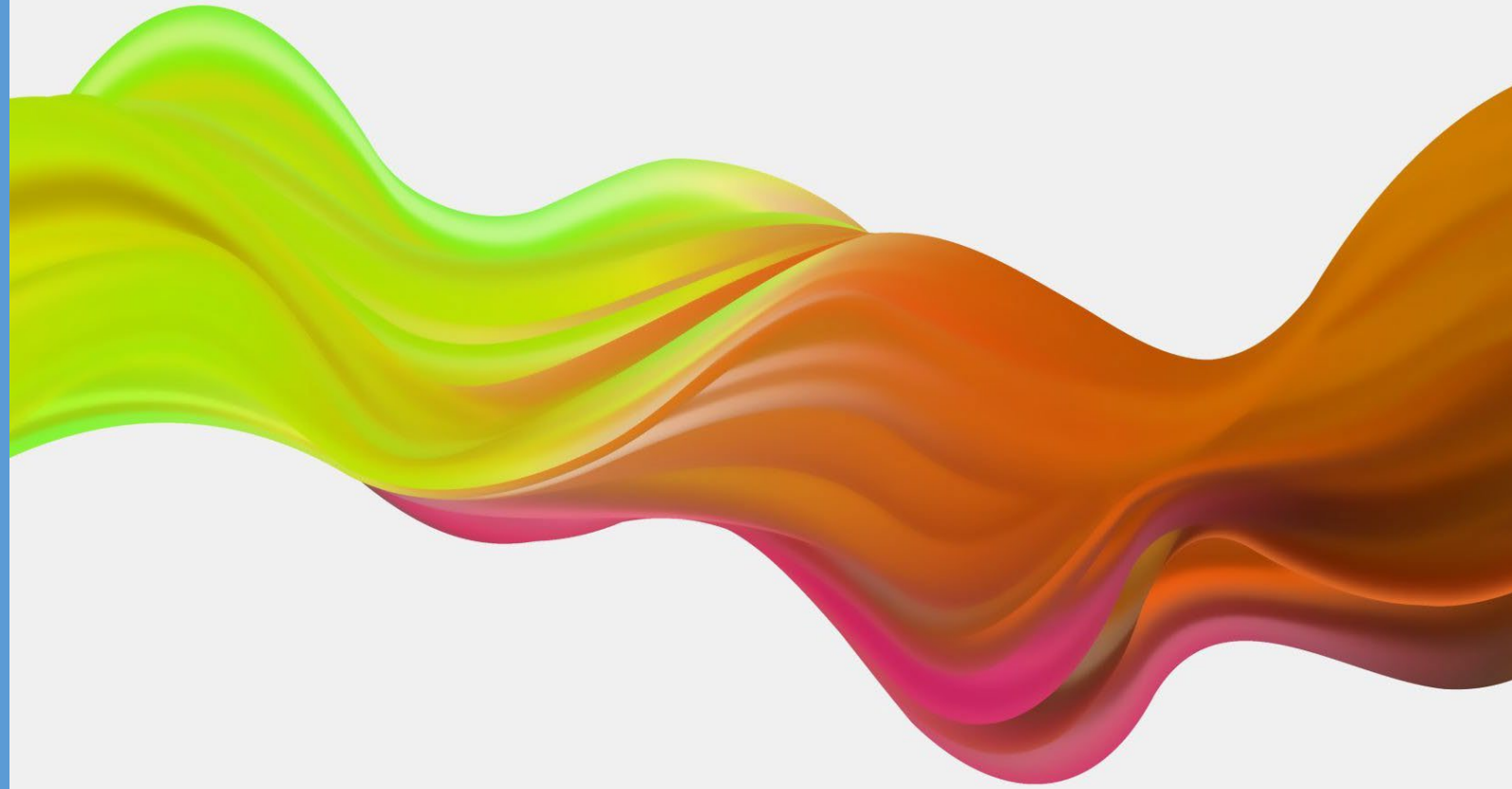


ECWB7004 Global Citizenship and Sustainability

Session 01



Module Aims and Learning Outcomes

AIM(S)

- To critically examine and understand the meaning of a globally responsible citizen.
- To gain an in-depth awareness of the historical and political background on global citizenship in the UK and internationally.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the implementation of ESGDC and sustainability into the curriculum from policy and practice perspectives.
- Critically reflect on the impact and development of globalization and the challenges of becoming a globally responsible citizen in Wales and the wider world from both a theoretical and political perspective.
- Critically debate the issues relating to the characteristics of global citizenship and sustainability from a legislative, historical and contemporary perspective as well as the potential challenges for future generations.

ECWB7004 Assessments 24/25 (part-time)

Assessment Component 1 – 70%

Written Assignment (3500 words)

Critically evaluate the implementation of ESDGC (Education for Sustainable Development and Global Citizenship) through the lens of policy, curriculum, or practice.

You may:

- Explore universal acceptance and definition of ESDGC.
- Explore the effects of ESDGC on curriculum.
- Discuss how is policy linked to education.
- Discuss how was ESDGC implemented in school.

Submission deadline: 23:59, 19 May 2025

ECWB7004 Assessments 24/25 (part-time)

Assessment Component 2 – 30%

Individual Presentation (10 mins)

Select a country of your choice and present a critical examination of the impact of globalisation on education in your chosen country. You should also consider how the country and its respective government should respond to future challenges and issues including (but not limited to) human rights, climate change, and the sustainability agenda.

Presentation date: (17:00-20:00) 19 May 2025 or by appointment before this date.

Submission deadline (slides): 23:59, 19 May 2025

Module Overview

Topic 1 Citizenship vs Global
Citizenship

Topic 2 Understanding Sustainability
and Sustainable Development

Topic 3 Citizenship Education vs
Global Citizenship Education

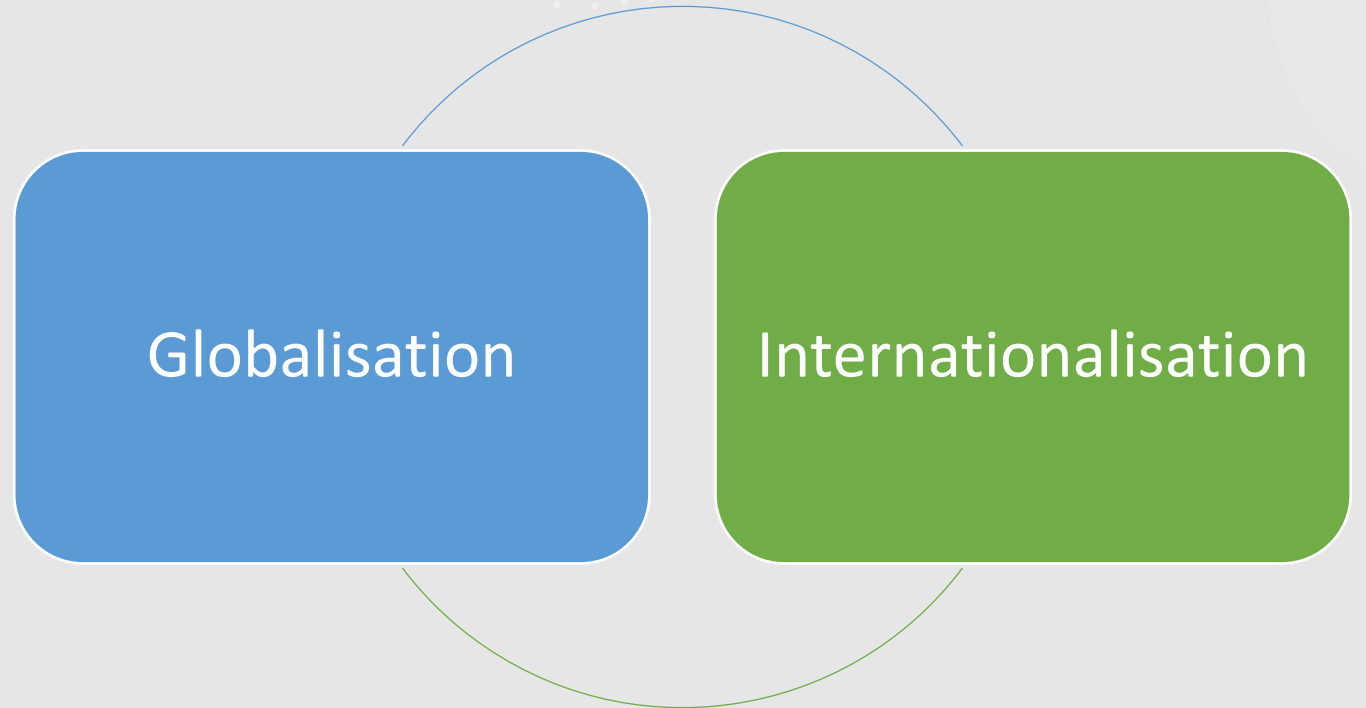
Topic 4 Global Citizenship and
Sustainability Education

Topic 1 Citizenship vs Global Citizenship

What are the key global issues at this moment in time?

What role could/should education play to respond to these?

Key concepts for consideration



Internationalisation and Internationalism

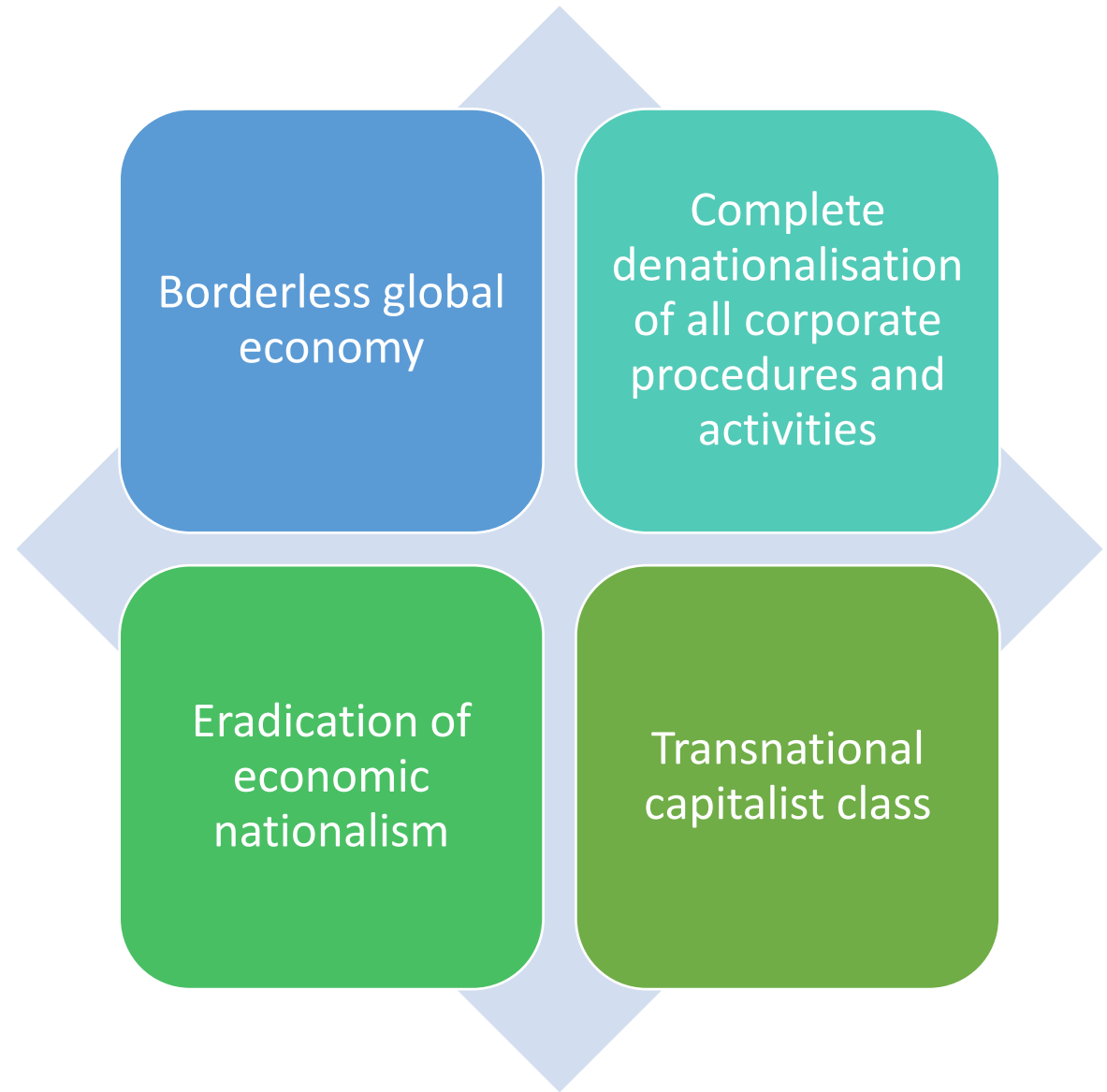
Internationalisation is:

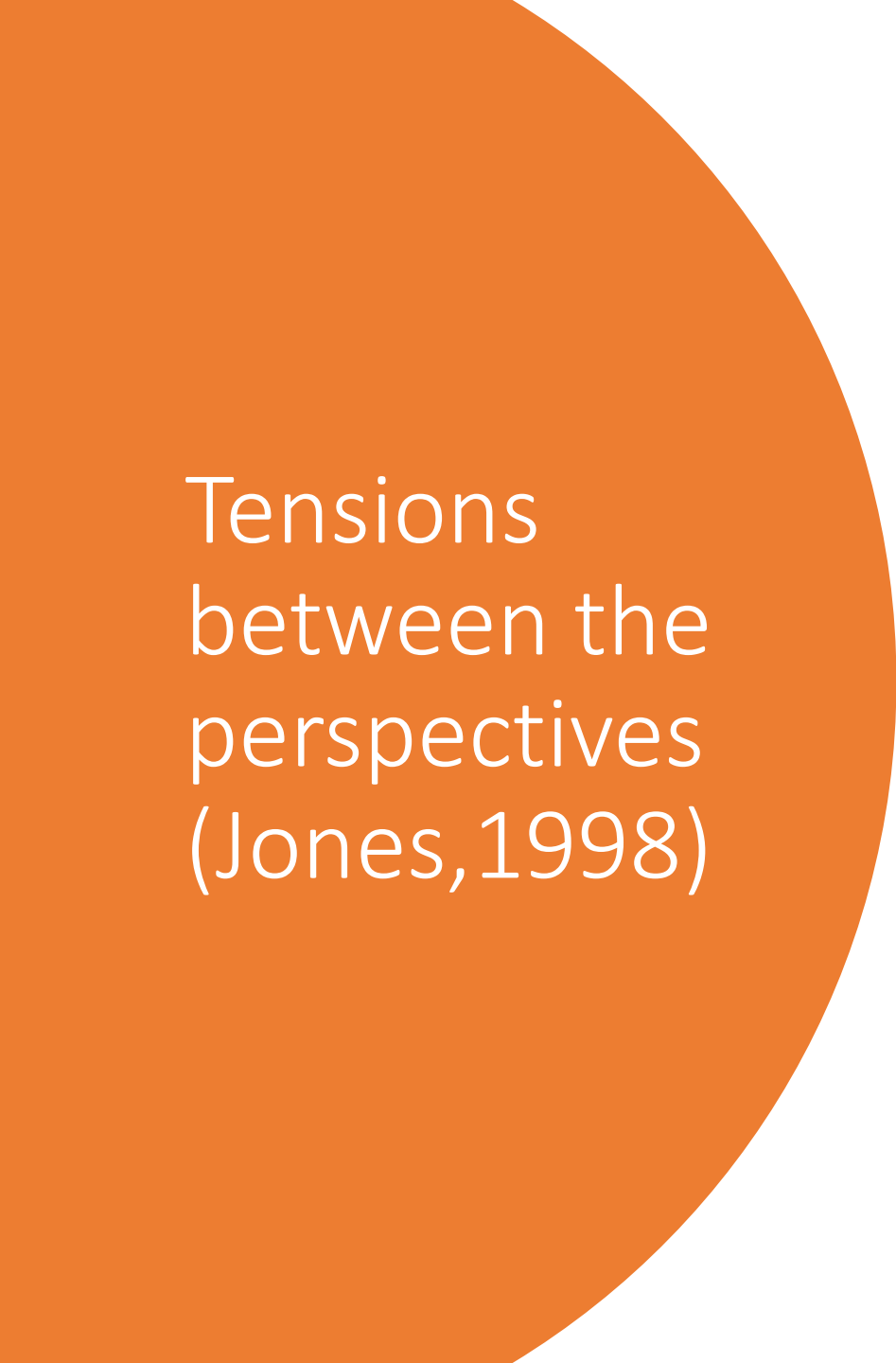
1. the action of becoming or making something become international (Cambridge dictionary).
2. 'a term that after World War II became associated with a particular way of understanding the relations between nations (inter-national relations), in the proceedings of multilateral organisations and in disciplines like international relations' (Marginson, 2023, p.1).

Internationalism is:

'the antithesis of both nationalism and isolationism. It denotes a cosmopolitan, non-parochial stance toward obligation beyond borders' (Lynch 1999, p.83).

Globalisation (Sklair 2001)



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Tensions between the perspectives (Jones, 1998)

Globalisation is seen as economic integration, achieved in particular through the establishment of a global marketplace marked by free trade and a minimum of regulation.

Internationalism refers to the promotion of global peace and well-being through the development and application of international structures, primarily but not solely of an intergovernmental kind.

Citizenship

Terminology

Definition

Citizenship

Two dimensions to any definition of citizenship.

1. Citizenship is a status accompanied by a set of responsibilities
2. It is an entitlement to certain rights

- Osler and Starky (2005) citizenship as a feeling of belonging (status, a feeling, a practice).
- 'If the concept and institution of citizenship were suddenly erased from all human consciousness and behaviour, morality and justice would be acutely impaired' (Heater, 1990).
- The need to learn about rights and responsibilities associated with the status.
- Number of countries moving towards an understanding of citizenship as a lever for social cohesion or civic engagement.

Citizenship

Three layers (Anderson, B. 2011):

- Legal Status – gives one the right to live in one country freely and not deported from it; Rights to welfare, education and health
- Subjective identity – who you are
- Social belongings - Relationship between citizens – insider/outsider

[Citizenship: What Is It and Why Does It Matter? - Migration Observatory - The Migration Observatory \(ox.ac.uk\)](#)

Directed task

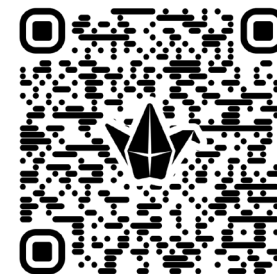
Q1: What is/are the current definition(s) of citizenship?

Q2: Why did the definition(s) of citizenship change over time?

Q3: In what ways has the internationalisation and globalisation influenced the definitions of citizenship in your country?

(You can use UWTSD library catalogue/Google Scholar and Copilot to find answers to the above questions)

Please post your answers (with citations) [on Padlet](#) (please click on the link on the left or through the QR code below).





Directed task cont.

Base on your answers to the previous task...

What do you think the term 'global citizenship' means?

Group work

What does a global citizen of the 21st century look like?

What skills and attributes do they need?

In your group produce a list that answers the above points.

Now rank these in order of importance as you see them

Now that you have your list consider how education is responding to address these issues. What more could we be doing?

Please post your answers [on Padlet](#).

