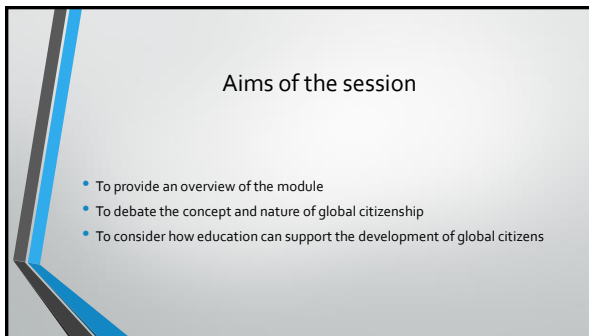




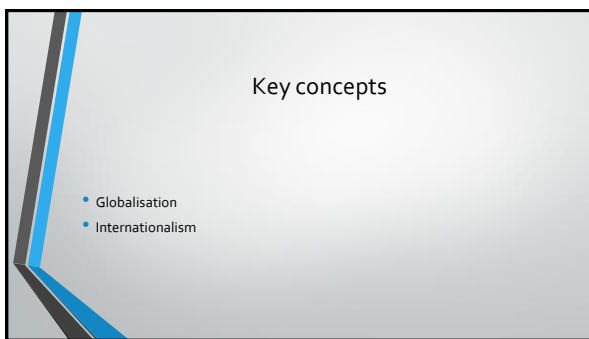
Global Citizenship in Context

Week 1 – Welcome to the module



Aims of the session

- To provide an overview of the module
- To debate the concept and nature of global citizenship
- To consider how education can support the development of global citizens



Key concepts

- Globalisation
- Internationalism

Internationalism

- '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)

- Borderless global economy
- Complete denationalisation of all corporate procedures and activities
- Eradication of economic nationalism
- Transnational capitalist class

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.

The Role of Culture

- What does the term culture mean to you?

What do we mean by Culture?

- Culture *'means whatever we use it to mean'* (Keesing, 1974)
- *'when you hear the word "culture" you reach for your dictionary'* (Appiah, 2005)

Some perspectives

- *the shared way of life of a group of people'* (Berry J W, Poortinga Y H, Segall M H and Dasen P R, 1992)
- *'the way we do things around here'* (Charles Handy)
- Different groups of people in different parts of the world *"formed different sets of logical assumptions"* about how to solve the problems faced in survival: *"people's relationship to time, nature and other human beings"* (Trompenaars 1993)
- *"Individuals from a given cultural group develop behaviour patterns and subjective cultures that are functional for their particular environment"* (Albert and Triandis 1994)

- Over long periods of time such practices become so absorbed into a group's way of life that it can become difficult to be aware of, or articulate, what the culture is:

"Culture is like gravity: you do not experience it until you jump six feet in the air"
(Trompenaars 1993)

- People in different cultures have different "patterns of thinking, and acting" which, in computer terms, can be described as "software of the mind"
- Culture means "the collective programming of the mind which distinguishes the members of one group or category from another" (Hofstede G 1994)
- Culture shapes the mind and "provides us with the toolkit by which we construct not only our own worlds but our very conceptions of ourselves and our powers" (Bruner 1996)

- Trying to understand culture is

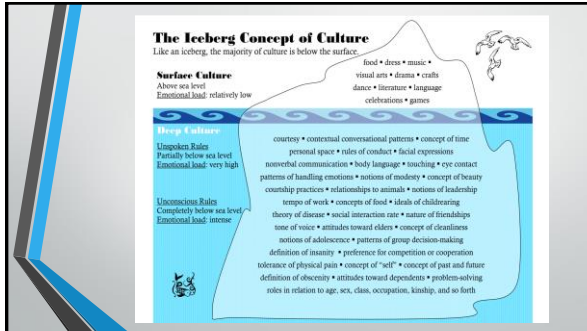
"like a fish trying to understand water - the water is something that a fish is surrounded by at all times, that it is part of and cannot get away from. Culture surrounds us at all times and, therefore, it is not possible to perceive one's own culture objectively"

Fennes H and Hapgood K (1997)

- The concept of culture is analogous to an iceberg:

"only a small part of it is visible. A large portion of what constitutes culture is beyond or below our conscious awareness. We know how to act and behave according to it but we are not aware of it and subsequently cannot control it. We take culture as self-evident, like nature, and not as if it were a construction of our society."

Fennes H and Hapgood K (1997)



Some related concepts in this context

- Conflict theory: eg Sherif et al (1961):
Conflict is likely to arise between groups that have the same goal but cannot both achieve it: related to the notion of scarcity

- Social identity theory (eg Tajfel and Turner, 1986): derived from an individual's perceptions of the groups to which he or she belongs (Gross, 2001)
- Each individual may have a number of social identities, depending upon the group(s) with which he or she identifies
- Establishing a positive social identity can be linked to the development of negative feelings about other groups

- The contact hypothesis (Allport, 1954)
- Prejudice *may* (but will not necessarily) be reduced if at least three conditions are present (ie contact alone is not enough):
 - equal status contact;
 - the pursuit of common goals;
 - institutional support.

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 Starkey (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 the 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 education

- Globalisation has blurred the boundaries between countries. Therefore brings into question of what it means to be a citizen of a particular country.
- Tensions between the need to understand local and national interests yet still retain a global outlook
- What does a 'global citizen' look like?
- Multiple dimensions in terms of what citizenship education should look like

Osler and Starkey (2005)

- Education **about** citizenship that provides students with knowledge of national political institutions and systems is indicative of a minimalist approach that could take place exclusively for the classroom
- Education **for** citizenship reflects a maximal approach that aims to ensure students are ready to take on the role of adult citizens and associated responsibilities. This requires the development of relevant skills, values and attitudes to be an effective citizen, as opposed to simply the acquisition of knowledge and understanding.

Research into citizenship education

- International Association for the Evaluation of Educational Achievement Civic Education Study (IEA CIVED study)
- <https://iccs.iea.nl/home.html>
- Ongoing research into citizenship provision across 28 countries. Assessed on:
 1. Knowledge of civic content (state institutions, civil institutions)
 2. Skills in interpreting civic information (including interpretations of announcements made through the media)
 3. Concepts of the role of citizens and the extent to which they intend to become involved in citizenship activity

Key findings (2007 study)

- Citizenship education has a low status in many countries, has value in teaching critical thinking skills but mostly didactic in practice
- Young people across countries have a positive sense of national identity
- Main source of news is television
- Although aware of importance of voting, 80% showed no interest in other forms of political engagement
- Young people prefer to belong to organisations in which they can work with peers and see the results of their efforts
- Schools that model democratic practice are most effective in promoting civic knowledge and engagement

Case Study

• In groups research and feedback on the key issues of citizenship education in relation to one country from the following areas:

1. Western Europe
2. Eastern Europe
3. South America
4. Asia
5. North America
