

CASE STUDY
A RESPONSIBILITY FRAMEWORK IN GLOBAL CITIZENSHIP EDUCATION
& STUDY TOUR

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Case study location: Aotearoa New Zealand. Study tour to South Korea, Japan, China, UK, USA, France, the Netherlands, Canada and Costa Rica

Case study period: 2016. 28 March to 30 April 2016 for study tour.

Case study summary:

Two conferences were held, the first was held with 100 secondary students from around New Zealand with a parliamentary reception and presentations and workshops on global governance and common goods. The second conference was attended by 200 secondary students to explore global citizenship through the arts.

The study tour was sponsored by NZ Centre for Global Studies and NZ UNESCO and involved visits to leading education for global citizenship initiatives globally to identify responsibility orientations, key features, build networks and develop policy. This was followed by a small group of students on an international tour for exchange with other institutions involved in global citizenship education.

Case Study

Conceptual Outline

The promotion and development of Global Citizenship Education (GCED) and an account of its fit with the principles of responsibility, as outlined in the proposal for a Charter for Responsibility and the Universal Declaration of Interdependence and Human Responsibilities.

Project Overview

The inaugural project for the New Zealand Centre for Global Studies was a Global Citizenship Education student conference where some 30 students from around New Zealand took part in a day of presentations and mentored workshops to discuss questions around what it means to be a global citizen in the 21st century. Eight students were selected from the group to attend a weekend retreat where they further developed the discussion and wrote a draft report on their findings.

Funding from the New Zealand National Commission for UNESCO allowed the project to expand significantly in 2016. Two student conferences, the first one launched with a cross party reception at Parliament to welcome the 100 participants from around New Zealand and was followed by a day of presentations and mentored workshops with NZCGS board members and members of parliament. Presentations and discussions were wide-ranging on issues around global governance and common goods. The second conference, held in association with Massey University, entitled *Create1World*,

hosted around 200 students, providing an opportunity to explore ways to engage as global citizens through the arts. Performers and activists were beamed in live from around the globe and finalists presented their performances live. Expert facilitated group discussions helped to clarify some of the concepts around global citizenship and galvanise the students into action.

A group selected from the two conferences met at a retreat, with their range of skills and knowledge. They identified their common values, understanding and commitment, culminating in the drafting of a statement detailing the imperative to take action to address the challenges faced by the world and the ways in which education for global citizenship is the way forward.

The grant also enabled travel to find out what progress is being made abroad in the promotion and development of global citizenship education. The most significant aspect of the trip has been the building of networks of like-minded groups, individuals and institutions. Furthermore, I travelled extensively in 2016, exploring and promoting the development of GCED. GCED is popping up seemingly randomly all over the world, which is not surprising, given the unstructured, chaotic nature of the globalised, networked world we find ourselves in.

The purpose of the grant is to contribute to the project "Global Citizenship Education in New Zealand". By its nature, GCED can not develop in isolation and can be implemented in many ways. GCED aligns with the aspirations of the New Zealand Curriculum, international trends and commitments, including the Sustainable Development Goals. There is a fast growing movement around the world to transform education, grounded in the values, knowledge and skills necessary to navigate the global era and GCED is central to that movement.

Context

The New Zealand Centre for Global Studies (NZCGS) is a charitable educational trust that was founded in December 2012. The Centre collaborates with schools, universities and other relevant educational institutions on issues that focus on global affairs. The condition for collaboration by the Centre is that the focus of the conference reflects the distinctive approach that characterises the Centre, namely, pursuing the 'global interest' in solutions to global problems faced by humankind in the 21st century, as distinct from the traditional approach to international relations in which international problems are analysed on the basis of national interests.

Senior Advisor on Education for Global Citizenship

Libby Giles is education adviser for the New Zealand Centre for Global Studies (NZCGS). Funds from the New Zealand National Commission for UNESCO, enabled a study tour to on global citizenship education (GCED) internationally. Over 35 days, I visited 9 countries and talked with a range of individuals and groups either directly or indirectly active in implementing GCED. The intention was to research best practices internationally (in collaboration with the ASPnet) in the implementation of GCED. What I experienced was a micro view of an explosion of activity and interest in this area.

Libby has been actively engaged in this area of work for six years since being appointed to a managerial position as global citizenship facilitator at Auckland Girls Grammar School. In that role, I coordinated all of the co-curricular activities to do with human

rights, cultural diversity and the environment. I developed a global thinking programme for Year 11 students and worked with all faculties and senior management at the school to make connections with the work already being done in the classroom and the wider school community in the area of GCED.

In September 2013, Libby was a member of the New Zealand delegation to UNESCO's ASPnet 60th anniversary conference in Suwon, Korea. At this conference UNESCO's ASPnet announced that the international focus of the ASPnet from 2014 -2021 will be Global Citizenship Education, strengthening resolve to develop and promote GCED in New Zealand and beyond, to work with an expand on contacts made through UNESCO and related organisations.

In October 2014 Libby represented New Zealand along with four students and the events for students and teachers to the ASPnet conference on Education for Sustainable Development (ESD) in Okayama, Japan.

Responsibility and Education for Global Citizenship

It is responsibility that gives legitimacy to the concept of global citizenship and responsibility lies at the heart of global citizenship education. When asked what global citizenship education is, my first response is that the short answer is *the responsibility side of globalisation*. Globalisation can be defined as broadly as to include the interchange of world views, ideas and culture. Most commonly, globalisation refers to global integration and development and specifically to business. "the process enabling financial and investment markets to operate internationally, largely as a result of deregulation and improved communications".

Criticisms of globalisation include the diminution of human rights, environmental degradation, loss of cultural diversity and sovereignty. Where then does responsibility lie? On the history of public responsibility, Gay Morgan argues that the loss of responsibility, which has been a core value of societies, cultures, religions and the great thinkers, occurred not during *The Enlightenment* as one might expect. Enlightenment thinkers firmly embedded responsibility into their work - John Locke's *proviso* on property ownership to leave as much and as good for others or John Stuart Mill's assertion that whereas societies are never justified in interfering with a person's freedom for their own good, nor are people released from their civic responsibilities.

Morgan suggests that the blow to responsibility came with the notion of limited liability, beginning with the East India Company in 1600 and a journey towards corporate rights without investor responsibilities. If the predominant player in globalisation is the multinational corporation, then it is unsurprising to see cultural and environmental destruction on a global scale. Public duty lies in the hands of the individual in the face of corporate rights. Global citizenship focuses on the global community's responsibility to preserve the planet Earth. Principle 2:

Global Citizenship Education and its Purpose

If we are defined as citizens according to the rights vested in us by a state, then no one of us can claim to be citizens of the world. It is the character and behaviour of in terms of duties and responsibilities of an individual member of a society, that gives legitimacy to the notion of belonging to a region or community not bound by the borders of a nation-state. The idea of global citizenship is as old as political thought.

I am a citizen of the world was the claim of Cynic, Diogenes of Sinope in the fourth century BCE. Diogenes, the cosmopolitan individual, “sets an example of high-minded virtue for all other human beings.” Diogenes is the poster boy of cosmopolitanism, the ideology that all people belong to a single community. The universal view was assumed by ancient civilisations as it is by indigenous peoples all over the world.

The nation-state system ushered in by the Westphalian Peace of 1648 sets rights and obligations within national boundaries. States treatise with one another in an attempt to interact and achieve peace in a Hobbesian state of war. ‘The Nation State is Dead, Long Live the Nation State’ - *The Economist*, 1996 Twenty one years later, the number of nation-states is edging closer to 200, the forces described in *The Economist* article, continue to challenge but not displace the nation-state as the basic unit of geopolitics. The emergence of a globalised, networked world shapes the 21st century. The United Nations Climate Change conference in Paris, 2015 marked a change in thinking beyond the nation-state to the global interest. “What brings us here together is the planet itself”, French President, François Hollande.

At the individual level, a recent BBC World Service Poll tells us that more and more people are identifying as global citizens. What global citizenship means to those people varies and includes the ability to communicate, travel, gain economic power and “tackle the world’s problems in a spirit of togetherness”.

Togetherness is the operative word, it is not about “us and them”, but “we” and that is not to suggest any loss of national, cultural or indigenous identity. This may go some way to answering questions around some of the tensions between cosmopolitanism and patriotism and the suggestion of “either/or” belonging or identity. Viewing from afar in no way minimises responsibility in day to day practices at home, it is a complex environment with rapidly developing opportunities and challenges. Globalisation homogenises and threatens diversity, at least, commercially, distancing personal and societal responsibility from local activity. A hybrid term has been coined, *glocalisation* - “the simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems...it points to the interconnectedness of the global and local levels...Thus, globalization entails neither the end of geography nor declining heterogeneity” In the UK Oxfam’s *Curriculum for Global Citizenship* a global citizen “participates in and contributes to the community at a range of levels from the local to the global”. A question asked at the NZCGS student conference: “How does global citizenship equate with indigenous people’s views and their land-based systems of governance, knowledge, traditions, spirituality etc?” Such ideas of guardianship, connectedness and responsibility to preserve the earth and all that lives on it are the embodiment of global citizenship.

The Declaration of Interdependence and Responsibility and Global Citizenship Education

Among the concepts that shape global citizenship are global interdependence and cultural diversity – global citizens respect human rights, cultural diversity, peace, justice, equality and the environment. Equipped with the values of rights, respect and responsibility, students gain knowledge and understanding of global concerns while developing the global competence, critical thinking and cooperation skills to meet the challenges of a complex world. Global citizenship education is about equipping young

people with the knowledge, skills and values to participate as active citizens. GCED fosters social responsibility in students for a peaceful and sustainable world. GCED builds a sense of belonging to a common identity, it helps young people to become responsible participants in the challenges and opportunities in the future. The future is now and GCED can help to prepare students with the necessary knowledge, skills and values.

One of the major goals of global citizenship education is to help learners to attain a sense of identity (individual, national, regional and global) so that they will be able to participate actively and responsibly with the creation of opportunities as well as the solutions to problems such as human rights abuses, conflict, pandemics and environmental degradation. To develop responsible leadership of the world. "A world where we reduce inequalities and create sustainable cities and communities and where we consume responsibly and no longer behave in ways that change the climate or harm life on this planet. A world where we honour and protect life underwater and on land. A world of peace and justice for all. "These are the sustainable development goals (SDGs) as adopted by the United Nations in 2015. Goal 4 – *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.* all. Target 4.7:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The SDGs officially came into force on 1 January 2016. All countries are expected to establish frameworks to achieve the goals and governments are responsible for following up and reviewing the progress of the goals and meeting of targets. Global Citizenship Education provides a framework for states to meet their educational expectations and responsibilities. GCED is more than an idealistic aspiration, it is a requirement.

Connected within the Target 4.7, GCED and Education for Sustainable Development (ESD) are recognized as mutually reinforcing approaches, with commonalities and specificities.

The aspirational document on which ESD was founded is *Agenda 21* - the United Nations Sustainable Development Plan, produced at the *Earth Summit*, Rio de Janeiro, 1992.

On GCED, UNESCO was guided in this field by the *Incheon Declaration and Education 2030 Agenda and Framework for Action*

- ♦ Adopted in May 2015 at the World Education Forum 2015
- ♦ Commitment of countries and the global education community to a single, renewed education agenda-holistic, ambitious and aspirational
- ♦ Country level and governments have the primary responsibility for successful implementation, follow up and review

The foundation for UNESCO's approach to GCED is in its 1974 recommendation concerning education for international understanding, cooperation, peace and education relating to human rights and fundamental freedoms.

Principles of Universal Responsibility

Global citizenship education links directly to the principles of universal responsibility because it is behavioural responsibility that defines and legitimises citizenship of the world in the absence of global polity or a meta sovereign.

Therefore, *the exercise of one's responsibilities is the expression of one's freedom and dignity as a citizen of the world community.* GCED teaches and enables individuals to exercise their freedom and dignity responsibly.

GCED is interdisciplinary and embedded in the ethos of the teaching, learning and pastoral care of a school or other educational institution, thus engendering empathy with close and distant communities at the same time as drawing connections between the learning areas that traditionally stand alone. Giving equal weight to developing good character and critical thinking skills fosters connectedness with knowledge and common goods. Students understand that it is their responsibility to seek the truth and to act upon it and not to assume the validity of information presented to them.

The recognition of the importance of and the implementation of GCED, draws attention to the responsibility of institutions, public, private, local or international to ensure that all people are free to participate as active global citizens for the greater good.

Gaining an understanding of concepts around global governance and common goods is essential to understanding the responsibilities that go with possession and enjoyment of natural resources allowing them to be managed in a way that is likely to promote and respect peace, diversity, rights, equality, and the environment.

GCED is whole education not limited to schools and universities. The community and institutions are large are responsible for ensuring GCED under sustainable development goal 4.7.

Understanding concepts around the freedoms of individuals to participate politically provides the ability to recognise or reject the exercise of power according to whether it acts in the interest of the planet and its population.

Critical thinking, values and principles required by GCED leave no room for ignorance of the wants and needs of others. People educated as global citizens will recognise the essential role of empathy in human flourishing.

NZCGS -UNESCO Study Tour on GCED

The purpose of the tour was to gain insights into activity and best practice in global citizenship education abroad in order to enhance GCED in New Zealand.

The tour included visits to a range of people and institutions in ten cities, nine countries and four regions from 28 March to 30 April 2016 (refer contacts below and document: Global Citizenship Education trip 28 March to 29 April 2016, Background, Contacts and Reflections, Libby Giles)

Project Strategic Development

NZCGS intent to support global citizenship education was established at its first board meeting and became active with its first student conference in Auckland in 2013. It has now developed and established a unique youth conference experience that can be extended further to include students from the Pacific and other regions of the world.

The Centre has an extensive outreach to local and international networks with expertise and common goals. The recent study tour has and continues to grow that network specifically in the area of global citizenship education. NZCGS is well placed to advocate for policy change in New Zealand and abroad.

Inroads have been made in New Zealand working with the New Zealand National Commission for UNESCO and at the invitation of the Secretary of Education in 2015, with the Ministry of Education.

The Centre supports the teaching of Philosophy in New Zealand schools, works with the New Zealand Association of Philosophy Teachers and recognises the crucial role that philosophy plays in the delivery of effective global citizenship education. Philosophy specialises in the skills and values required for global citizenship education. The teaching of ethics is essential in a world where we are technologically able to do things at a much faster rate than we can figure out whether or not we ought to be.

The Centre will continue to produce and share communications with partner organisations for the promotion and development of global citizenship education, locally, regionally and globally. It welcomes the opportunity to work with the Alliance-Respons on common goals and the value of responsibility in modern global citizenship. The theme of responsibility is firmly embedded in GCED. There is no shortage of literature available on global citizenship education and significant work being carried out at an institutional level. What is needed now is the drawing together of those thread with active educators intent on *doing* global citizenship education.

Study Tour Contacts and Locations - 29 March - 30 April 2016

Seoul, South Korea

Tongyeong Centre - Dr Park (no response)

APCEIU - Lee Yeonwoo (Stella), Anna Chung, Rigoberto Banta jr., Kim Hyun, Yang Hyeran, Kim Seulgi

Tokyo, Japan

ACCU - Tomoko Shibao, Yumi Shindo, Miki Saito

UNU RCE - Philip Vaughter, Kyoko Shiota

Centre for ESD

Shanghai, China

Yew Chung International School (YCIS) - Philippa Walter, Richard Swann (Co Principal) + lead teachers

Shanghai High School - Marshall Ni, Director, International School and ASPnet coordinator

Beijing, China

International School of Beijing - Tarek Razik, Principal

Paris, France

La Fondation Charles Léopold Mayer - Pierre Calame, Jacqueline Charron, Maryse Clary

UNESCO Headquarters - Alexander Leicht, Chief of Section ESD/GCED; Lydia Ruprecht, GCED (no response), Sabine Detzel, International Schools Coordinator, ASPnet

Victor Hugo School - France Ponsart, Principal + lead teachers and students

The Hague, Netherlands

Cornelieke de Klerk acting on behalf of Marieke Brugman, Policy Officer/ASPnet coordinator Netherlands National Commission for UNESCO

London, UK

Oxfam - no one available with any knowledge of the Global Citizenship Education Curriculum

University of London - Chris Williams (International Advisory, NZCGS)

New York, USA

Rutgers University - Roger Clark (International Advisory, NZCGS)

Senior Fellow and Co-Director, Project on Sustainable Global Governance, CUNY -

Tapio Kanninen (International Advisory NZCGS)

One World United and Virtuous - Joe Carvin

Global Kids - Kevin Murungi (no response)

The Avenues World School (closed for spring break)

United Nations International School (no response)

IB School for Global Citizenship (no response)

Columbia University Teachers' College - William Gaudelli, Megan Laverty (Philosophy in schools); Pearl Rock Kane (The Klingenstein Center for Independent and International School Leadership)

Canadian Green Party, Elizabeth May

Toronto, Canada

Ontario Philosophy Teachers' Conference - Ken Peglar and Trevor Norris; Jesse Hirshe (Presentation ethics of algorithms)

University of Toronto, Ontario Institute for Studies in Education - Mark Evans (GCED)

University of York - Gerry Connelly, Director, Policy and Knowledge Mobilization

UNESCO - Charles Hopkins (was away, comms by email)

The Learning Partnership - Ian Hartlen

Cuidad Colon, Costa Rica

University for Peace (UPEACE) - Toh Swee Hin, Gal Harmat, Juan Carlos Sainz Borgo, Pia Carazo, Mirian Vilela (Earth Charter), Charles Skinner, Lesley-Jane Davies (NZ Masters Student)

Alliance for Global Citizenship - Adam Beeson and Andrea Portillo

Resources/Further Reading

Gaudelli, William, Global Citizenship Education: Everyday Transcendence, Routledge, New York, 2016

Gerzon, Mark, Global Citizens, How Our Vision of the World is Outdated, and what We Can Do about it, Rider, London, 2010

Fernando M. Reimers and Vidur Chopra, Empowering Global Citizens: A World Course, Harvard, 2016

<http://www.birmingham.ac.uk/Documents/college-social-sciences/education/cier/global-citizenship-report.pdf>

http://www.tc.columbia.edu/centers/epe/PDF%20articles/Davis_ch13_22feb08.pdf

<http://www.tc.columbia.edu/newsroom/featured-news/gaudelli-calls-for-more-global-citizenship-education-at-un-academic-meeting-in-s/>

http://www.unesco.ch/fileadmin/user_upload/3_Wie/bildung/Global_Citizenship_Education.pdf

<http://en.unesco.org/gced/resources>

<http://www.oxfam.org.uk/education/global-citizenship>