



INTRODUCING GLOBAL CITIZENSHIP IN SCHOOLS THROUGH WORKING ON SUSTAINABLE DEVELOPMENT GOALS

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Introduction: A person who considers themselves to be primarily a member of humankind as a whole is referred to as a global citizen. The promotion of the spirit of global citizenship education aids students in the development of their faculties in a way that enables them to constructively connect with the best in the world and enables them to contribute to sustainable global development.

In order to embrace the idea of global citizenship, one must understand how linked the problems that humanity faces are.

GCED, or Global Citizenship Education, is UNESCO's response to these interconnected problems that humanity faces. The goal of global citizenship education is to instill the knowledge, abilities, attitudes, and values necessary to advance international peace, equity, and tolerance. It strengthens the connections between local, regional, national, and international challenges and encourages the recognition of interdependence on a global scale.

The curriculum module for teaching global citizenship covers topics including terrorism, politics, immigration, identity, obligations, and violence. The Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), New Delhi, devised the curriculum for this. Our understanding of the biology and psychology of teenage learning has been taken into consideration when developing the curriculum for adolescents aged 12- to 14-years-old. These initiatives aim to foster an interest in oneself as well as in the welfare of others. Thus, encouraging pro-social behaviours is the main goal. According to the UNESCO MGIEP framework, EMC2 Competencies—Empathy, Mindfulness, Compassion, and Critical Inquiry—should be developed.

We must address the core causes of violence, which are a lack of shared identity and a sense of duty to work together to find mutually beneficial solutions to the world's issues. The



global citizenship programme promotes peace and sustainable societies by encouraging students to comprehend and appreciate the diverse identities that make up the world.

Research has demonstrated that emotional and social involvement are essential for learning to occur in the brain as neuroscience has progressed. In addition to social and emotional learning, efforts at global citizenship education are necessary for the formation of good global citizens.

What does it look like in the classroom?

"Education is not a preparation for life, it is life itself."

-John Dewey

Global interdependence, diversity of identities and cultures, sustainable development, peace & conflict, and disparities of power, resources, and respect are all topics covered by education for global citizenship.

Through a wide range of interactive teaching and learning approaches, these challenges are addressed in the classroom. These engaging techniques are no longer just for global citizenship; they are widely recognised as good educational practise. At its core, Curriculum for Excellence is dedicated to increasing student engagement in order to foster the four capacities: successful learning, self-assurance, civic responsibility, and effective contribution.

It is crucial to understand that education for global citizenship encourages children and young people to explore, develop, and express their own values and opinions while always requiring them to listen to and respect other people's points of view. This is in contrast to the promotion of one particular set of solutions, values, or attitudes. This is a crucial step in empowering kids and teenagers to make responsible decisions about how to exercise their own rights and fulfil their obligations to others.

Additionally, it is critical that educators at all levels avoid approaching education for global citizenship with the assumption that they must already know the answers—which is unachievable in a world that is changing so quickly. The teacher's job is to empower students to learn about the world on their own and to guide them as they develop their ability to evaluate evidence, bargain and collaborate with others, solve issues, and make well-informed decisions.



We must evaluate the objectives of global civic education.

State borders have been shifting. Even a century ago, very many of the countries did not have the same borders as they do now. Five centuries are but a blip among the millions of years that the world has been in existence. There are very few modern-day countries that still have the same borders if you travel back five centuries. Thus, a more comprehensive, underlying collection of interests actually defines what unites people. They specify what is beneficial for everyone on earth.

Although not a legal concept, global citizenship encompasses a far larger range of values. It is, in a way, an objective for the future. Today, it represents a set of worthwhile goals that we should work towards since they are beneficial to everyone. While some principles have received some legal sanctity on a global scale through the auspices of international groups like the United Nations or other bodies, there is still a gap between what is desirable and what is universally practised. For instance, a rogue dictatorship can simply reject putting the plan into effect. Even in the current environment, there is no reason to stop working towards what is best for all of humanity as long as those obstacles still exist. Without a direction to move in, we would remain aimless.

Learning goals established by UNESCO's global citizenship education programme

In order to execute this, students must be capable of the following:-

1. Being aware of the critical inquiry process and applying it to foster global citizenship.
2. Acquiring knowledge of mindfulness, empathy, and compassion and using them to improve one's social interactions and mental health.
3. Developing pro-social behaviours towards individuals of various nationalities, racial backgrounds, and ethnic groups.
4. Acquiring knowledge of global citizenship.

The GCED project is intended to be taken by individual students and is aimed at children worldwide between the ages of 12 and 14. The curriculum emphasises independent study and is created so that it can be completed at one's own pace.



The design takes advantage of the libre process, which prioritises "problem-based" learning and aids in students' development of "critical consciousness." Understanding the physical, cultural, and societal roots and effects of exclusion and marginalisation is aided by this. This method of posing problems in the classroom involves leveraging student inquiry to find solutions to common problems that directly affect the lives of the students.

The GCED Curriculum incorporates five pedagogies, including discourse, games, reflection, and storytelling. In order to make learning rewarding, intense, and participatory, the teaching and learning process is to be approached through various senses.

Games{Games are a great way to keep students' minds engaged and active through interactive activities.

Dialogue:The development of the classroom's collective growth in knowledge and understanding of concepts and ideas, as well as the recognition of the advantages of many perspectives and values, is facilitated by including students in discussions and treating all students and teachers equally. There are several other tools available to be employed along with this pedagogical process; e.g., "6 thinking hats" and other creative thinking techniques and so on.

Storytelling: This is a condensed method of explaining difficult ideas with examples from a plot.

Enquiry: With the use of their observations, considerations, and reasoning, students are encouraged to come up with their own or a group's own responses to the questions.

Reflections: In order to assist students to recognise and assess connections between what they learn in the classroom and their practical experiences in the real world, this requires encouraging them to reflect on their own activities.

What we can do in schools to foster the development of world citizens

Educate the educators:To enable them to better prepare our kids to be citizens of the world. Workout plans for developing knowledge, a mindset, and abilities for pursuing goals of global citizenship.



Determine the objectives to be met in order to become a global citizen{These could include multilateral issues that need to be resolved, sustainable development goals, and so forth.

Choose a multifaceted strategy: Through the sciences, the arts, music, drawing, physical activity, hobby clubs, etc. to sensitise students and encourage activity.

Combine with other routine activities : Consider and decide how the objectives for achieving global citizenship can be integrated into regular school activities like curriculum, sports, contests, and leisure clubs. Include universal human issues in any activity, whether it be academic or extracurricular. Additionally, by doing this, you'll help organise the issues according to their priority in light of the local situation.

Advocacy: Get pupils ready to spread the idea of global citizenship. While it may appear a passive strategy, advocacy goes a long way in helping people accept the idea of global citizenship in the first place. Very often, if the idea is entirely new to a person, it will take more than one iteration before it is deemed acceptable by the individual. Advocacy thus has a very important role to play in success of all the other measures.

Rejoice in diversity: Teach teachers to tolerate, accept, and appreciate differences, and children will do the same. Sensitise teachers, who will then sensitise students, to the various cultural perspectives and methods. Interaction with pupils from other nations and schools with different cultures and religions is encouraged. The internet or in-person engagement could be used to accomplish this.

Encourage project ownership: Facilitate the implementation of concerns that teachers and the student community identified as needing to be addressed first. Encourage students to take responsibility for their projects throughout the project's entire life cycle, including the selection of objectives, implementation strategies, target audiences, activity structure, collaboration, and partnerships; as well as the development of financial models, seeking feedback, modifying the activity or goal, and subsequent implementation.

Sustainable Development Goals: Using an All-Inclusive Approach to Identifying Problems to Address



The Sustainable Development Goals give us a ready-made framework that satisfies all the criteria for the broad process of producing future global citizens. The Sustainable Development Goals lend themselves to easy modification for inclusion in any programme for developing global citizens of the future, even though these may not have been included in the earlier set of issues addressed in the GCED.

The Sustainable Development Goals satisfy all the requirements, promote social responsibility, and foster an awareness of one's obligation to the community as a whole rather than just to oneself. Working on the Sustainable Development Goals helps students develop their social and emotional abilities. Overall, these are commonly acknowledged as spanning national, regional, and local boundaries and shining a bright light on mankind as a whole, making them easily identifiable as strong unifying objectives.

There are 17 sustainable development goals, but there are two approaches that can be taken. The first may be to educate pupils on each of the 17 Sustainable Development Goals, giving them a comprehensive understanding of these UN-defined objectives.

The fact that the 17 goals may be grouped into three major categories—relating to the environment, to society, and to economic issues—is significant. In order for the latter aim to be achieved sustainably, the first two must also be taken care of. At the strategic/overall level, all 17 goals must be addressed at once; however, pragmatism would dictate choosing the goals that can be handled by the participants in a given class or programme.

The alternative strategy, which can come after the initial introduction, is to pick out the development objectives that students in the programme at hand can actually reasonably address.

Suggested Approach for Use in Schools: We don't need a lot of resources to develop educational procedures; that is the demand. This would therefore enable us to develop an inclusive programme that can be applied anywhere, even in places with limited resources. It is important to note that some of the world's most densely inhabited areas have less access to resources and would benefit most from a strategy that recognises this fact.



It would be beneficial to have a variety of pedagogical methods from which educators might select the one that best fits their regional circumstances.

Target age groups.: Greater results might be obtained if the teaching were maintained as a steadily ascending process starting in the early school years rather than being restricted to students aged 12 to 14. This need not be done solely through the curriculum or formal schooling. There are clear benefits to incorporating SGD-focused activities into regular school activities, including as assemblies, plays, school design (e.g., water conservation), relationships with the local community (e.g., the mentoring of impoverished students), and so on.

How We Can Help in the Schools: The following educational practises could be used in schools to promote global citizenship education centred on sustainable development goals:

- 1. A review and audit of the school's systems and procedures.** Among these are energy, sanitation, and water. This would help kids collaborate more, enhance their critical thinking, problem-solving abilities, and sense of responsibility for their immediate environment, among other things.
- 2. Discussions in groups.** This might be accomplished by putting students into multiple groups that work on specific SDGs. Sitting down and thinking will increase critical thinking, teamwork, problem-solving abilities, action planning, and social and emotional interactions.
- 3. Planning Community Engagement Activities.** Families of students frequently reside close to the school. It will be easier to establish clear connections between strategic/global challenges and best practices/solutions that are appropriate for local circumstances if teachers or students divide students into smaller groups and facilitate their contacts with the local community. It will assist in educating pupils about the reality and true scope of a number of challenges addressed in the SDGs, such as hunger, poverty, water, energy, hygiene, and sanitation, as well as entrepreneurship and industry. After completing these encounters, students could gather to discuss them in order to come up with solutions for how to solve difficulties. Then they could return and put everything they could into practise.



4. **Introducing Students to Diversity.** Encourage students to recognise and respect diversity. By physically interacting with schools from a wide range of socioeconomic and cultural backgrounds, it is possible to expose pupils to diverse cultures, faiths, ethnicities, and languages while promoting acceptance of differences and educating them about the benefits of diversity. Additionally, it might be beneficial for students to communicate with distant schools either physically (which might be expensive) or virtually, such as through video or audio conferencing, on the internet. There have been significant benefits throughout the Covid pandemic's later stages. Distances are no longer relevant due to the proliferation of the internet and communication tools (including cell phones), and prices have significantly improved. The benefits that have gained must be utilised.

We are currently living in fascinating times. There have been major developments as a result of the Covid pandemic. Even though many people around the world fear that the pandemic would slow down globalisation, the advancements in communications and information technology present chances to work towards global citizenship.

Fostering a sense of global citizenship will only contribute to the improvement of the world. The Sustainable Development Goals give us a ready-made set of goals to strive for. Working on the Sustainable Development Goals as part of Global Citizenship Education will have a lot of benefit, since the broader goals are congruent.