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COURSE TOPIC:

PERSPECTIVES OF GLOBAL CITIZENSHIP EDUCATION

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1.0 Introduction:

Citizenship is a status of belonging to and taking part in a political domain of a state, civil and socio-economic arena where people connect with each other and their community at large. Citizens are supposed to execute duties such as engaging in political processes, playing economic, social and cultural roles and responsibilities in line with the country's guiding principles and laws. The common goal of today's education scheme is raising values, attitudes, knowledge and skills of the learners to enable them become responsible citizens.

Global citizenship is connected to the rights and duties of considering oneself as belonging to a global community rather than a narrow territorial part of it. Basically, it is a common understanding of belonging to a broader community and identifying with all mankind which is beyond the national boundaries with major emphasis on humanity and interconnection between the local and global communities. Global citizens are individuals who think and act in a more honorable; fair, just, peaceful and sustainable community worldwide.

The term "Global Citizenship" is not a new concept, it gained significant momentum during the phenomena of globalization and the United Nations Global Education First Initiative (GEFI) launched by UN secretary-general Ban Ki-Moon in September 2012 which identified furthering global citizenship to particularly the three priority areas of global peace, global commons, and common good along with access to quality education to develop shared values, social, economic and political transformation. Growing interest

in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning. But the approach towards Global Citizenship Education (GCED) is different worldwide and the approach taken in Europe and North America is far from a standard that is accepted worldwide (UNESCO, 2014).

GCED has been described by some scholars as crucial to humans flourishing in a context of global interdependence, as an educational process which fosters learners who may appreciate others more for their differences than for their similarities (Torres & Bosio, 2020) and as a combination of educational practices which aim at fostering 'contributive' students. Teachers are challenged to recognize the fluctuating profiles of learners' learning, knowledge and societies and offer appropriate pedagogical responses that support students to develop ethics through facilitating the development of skills and knowledge that are thought necessary for students to be able to critically assess and evaluate equitable educational and societal structures and practices and inspire them to shape and exercise their agency in cognizant (Bosio, 2020).

GCED is a civic learning that involves the learners' active participation addressing global issues related to social, political, economic and environmental nature including global issues related to the moral and ethical aspects. It is an education system designed to encourage individual skills, knowledge, values, attitudes and behaviors of learners who are expected to be change agents in their own life and the lives of the people in their community.

2.0 Background of Global Citizenship Education:

Today the world is facing challenges of high rural to urban migration, conflicts, growing inequalities; climate change and environmental degradation; growing young people, demographic; rising globalization, high poverty rates, human rights violations and rapid developments in technology which requires people to act now than just think of solutions. These challenges jeopardize peace and sustainability at all levels, requiring a collaborative and effective way of handling these global challenges with global solutions. So Education is one way to empower all students or learners to understand that these challenges are global and its major aim is to encourage learners who are more peaceful, fair, just, inclusive and tolerant people who work towards ensuring sustainable societies.

For this reason therefore, UNESCO adopted the GCED movement as a way of empowering all learners to understand these problems as a global concern. This enables the learners to be more active promoters of peace, tolerance, inclusiveness, security and sustainable societies. Its vision is about raising responsible and competent citizens equipped and empowered with skills and knowledge to create sustainable development individually and collectively, peacefully, just and inclusive societies based on the respect of fundamental human rights

GCED was embedded within the Sustainable Development Goals because of various endeavors in the past. These include; the Global Education First Initiative (GEFI) launched in 2012 by the United Nations Secretary General's Ban Ki-Moon which advocated for education to further global citizenship in order to promote shared values, social and political transformation. Education should be geared towards care for the world

and the people in it by being more just, honorable, peaceful, tolerant and inclusive societies. It should give people the understanding, knowledge, skills and values that they need to collaborate in resolution of the 21st century interconnected problems (Global Education First Initiative , 2015).

Globally United Nations member communities in September 2015 adopted Sustainable development Goals (SDGs) specifically the SDG 4 Target 4.7 which put much emphasis on the need for global citizenship for all (United Nations, 2015). These countries committed to ensuring that all the learners are provided with skills and knowledge needed to promote sustainable development like education for sustainable development and sustainable life styles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and cultural diversity creating sustainable, resilient and inclusive societies and enabling the learners to make informed decisions and take appropriate actions on global issues like climate change and the current COVID 19 pandemics.

 GCED emerges from an informative concept that currently people live in the learning process at an international circumstance. This model encourages a meaning of belonging to a global society with emphasis on a shared democratic humanity among the population while ensuring the biosphere and environment is well protected by ensuring that learners think of citizenship as being associated with the ecological world.

The primary aim of GCED is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. It

is to empower learners to assume roles to face and resolve global challenges and become proactive contributors to a more peaceful, tolerant and inclusive, secure world. This will help the learners develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. It is a form of civic learning which makes learners active in addressing social, political, economic and environmental global issues.

GCED has been embedded within the Education 2030 Framework as a key driver for sustainable development and sustainable life style. It advocates for inclusive and equitable quality education and promotes lifelong learning opportunities for all as agreed in the Incheon Declaration of 2015.

GCED's major purpose is to empower learners of all ages to assume active roles locally and globally with the ultimate goal of encouraging peaceful, tolerant, inclusive, secure and sustainable societies.

UNESCO describes GCED as a framing paradigm which condenses how education systems can promote knowledge, skills, values and attitude. Learners need to ensure the world is more just, peaceful, tolerant, inclusive, secure and sustainable. It therefore values the importance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental concepts. It should be noted that, education promotes the development of knowledge, cognitive skills, soft skills and attitudes among the learners leading to international cooperation and social transformation.

3:0 Meaning of Global Citizenship Education:

Global citizenship therefore, refers to a sense of belonging to a broader community and common humanity. It emphasizes political, economic, social and cultural independence and inter-connectedness between the local, the national and the global" (UNESCO, 2014).This means Global Citizenship emphasizes the relevance of learners' empowerment and attitudinal transformation.

Global citizenship is a 21st-century approach to living in which principles of global responsibility and accountability are applied to everyday local actions and complex global challenges which are addressed on an individual basis. Global citizenship entails consistent awareness and action in line with a broad understanding of humanity, the planet, and the impact of our decisions on both. Learners in the 21st century require GCED in order to be empowered with the knowledge, skills, and values that can assist them in taking actions to address the interconnected social, political, cultural and global realities of the 21st century (Guo, 2014).

GCED is "a framing paradigm which condenses how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. It represents a conceptual shift in that it recognizes the relevance of education in understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to building values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation". GCED can also be

conceptualized as a form of transformative education that seeks to: Educate citizens in the competencies to actively and responsibly participate in all dimensions of societal development at local, national and global levels, develop citizens who respect cultural diversity, practice intercultural understanding, and are competent in intercultural communication and cooperation, promote critical awareness and understanding of the causes of global, national and local conflicts, including the interconnection of global structures and national and local realities, empower citizens to engage in personal and social action to build a just, peaceful, tolerant, inclusive, secure and sustainable world (Swee-Hin Toh, 2017).

4.0 Why Global Citizenship Education:

Currently all countries globally are promoting GCED and a number of countries have integrated it into the formal and non-formal education systems with most countries including its elements to their local education resources, national curricular and teacher training materials so as to ensure teachers are able to include Global Citizenship components in their teaching plans. But this is being done differently at the national levels due to various and complex educational systems and cultural diversity.

Globally the world has gained increasing interest in global citizenship; consequently global dimension in citizenship education has been integrated in education systems, policies, curricula, teaching and learning in various parts of the world. The effects of globalization have widened the idea of citizenship from national to the global arena. It is a global education movement adopted by many education systems for the purpose of transforming the learners to take part in a global society due to the following factors:-

4:1 Peace and sustainable development:

With the approval of the new global education agenda where education is promoted to enhance peace and sustainable development as one of the overarching missions of education programs with specific focus on the transformative education through GCED, SDG-4 and the accompanying Target 4.7 and Education 2030, a great momentum has been made for promoting GCED. And presently, GCED has become a critical education target for all countries globally and GCED is expected to continue being integrated further into formal, non-formal, and informal educational contexts. Thus the majority of countries have taken steps to contain GCED related components in their national curricula, develop educational resources, and prepare teachers to teach global citizenship in the classroom. While GCED has advanced as a global education agenda, it is being understood and developed differently at the local level by interacting with diverse educational systems as well as the sociocultural climate. (SangSaeng, 2018).

GCED was engraved within the Education Framework for Action 2030, as one of the key drivers for sustainable development and sustainable lifestyles as well as for the realization of SDG4 which is aimed at promoting inclusive and equitable quality education and promotion of lifelong learning opportunities for all, agreed on in the Incheon Declaration of 2015. By 2030, all learners are meant to 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. Target 4.7 attributes a new role and a global dimension to education based on making sure the

wellbeing of all humanity and the global community are incorporated into the education agenda so as to encourage a peaceful, inclusive and sustainable world. GCED is crucial for achieving this goal. The vision of GCED lies in its competence in rising responsible and competent citizens, who are equipped and empowered with the knowledge, values, attitudes and skills, to create and sustain, both individually and collectively, harmonious, peaceful, just and inclusive societies based on the respect of fundamental human rights. (Opertti Kang, Magni, & Severin, 2018).

4:2 Human Rights abuse:

GCED is promoted to equip learners of all ages with the morals, values, knowledge and skills grounded on the principality of encouraging human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. Generally, education plays a critical role in supporting peace, human rights, equity, acceptance of diversity and sustainable development requiring a paradigm shift to education systems that recognize and promote respect of human rights. GCED contributes to the promotion of the competencies and opportunities for the learners to enable them to understand their responsibilities to ensure the promotion of human rights through human rights education, peace education, and education for international objectives of Education for Sustainable Development (ESD) to promote a better world and future for all GCED. Education is a human right and a driving force for sustainable development. Every agenda in 2030 requires education to empower people with knowledge, skills and values to live dignity, build their lives and contribute to their societies.

4:3 Increasing global challenges:

There is a rising trend in the interconnection between countries that is causing recognition of both shared problems and shared solutions for which citizens' rights, obligations, and responsibilities surpasses the outdated nation-state. Thus, global citizenship education was adopted to make significant adjustment of individual, corporate, national, and regional interests so as to align their interest to the global interconnectedness leading to continuous flow of people, transactions, and capital driven by globalization.

Due to rising trends in global pandemics, it is vital for the global population to have the ability to quickly respond to unexpected risks by being able to realize the complexity, to evaluate various scenarios, negotiate, act, and collectively find quick and lasting solutions. So that is the reason behind integrating Global Citizenship Education into the national education agenda to provide learners with the required skills and knowledge to understand the complex world. And the socio-emotional and resilience skills needed for crisis preparedness, response and prevention of forthcoming occurrence. Promotion of these skills are key components of Global Citizenship Education which prepares learners for situations like the current COVID-19 pandemic and strengthen learners' capacity to handle any emerging threat worldwide.

There is a growing awareness of the vital role education can play in creating an understanding of the global issues and promoting peace, human rights, equality, sustainable development and accepting cultural diversity. Education should be able to address values and communication skills as the world continues to become more interconnected and interdependent. This can be the reason for the adoption of GCED

since its principles promote global citizens who are about a common humanity and sense of belonging to a global community. This promotes learners who understand contemporary global issues and crises such as pandemics, conflict, poverty, inequalities, environmental issues, diseases and human rights issues.

There are rising numbers of refugees due to conflicts so the learners at refugee settlement camps in foreign countries face challenges to adapt to the hosting county's education system. They are characterized by social injustice, tribal differences, poor leadership and gender stereotype at school. GCED components can scale up reconciliation, forgiveness, peace, social justice, respect through the principle of good leadership and empathy among learners and teachers. This can improve the student-student and teachers-students relationship generally.

With today's global challenges like climate change, global pandemic, migration and conflict will require citizens to do more and enact effective actions to tackle the global crisis. It calls for changes in how we think and act. Education must be transformative and bring shared values to life cultivating care for the world. Education should create an understanding of global connections, instill skills, knowledge and values to empower the citizens to be tolerant and co-exist with people of different cultural background. GCED is one way through which citizens can develop the skills, knowledge, attitudes, behaviors, attitudes and value for an effective and efficient individual and community action towards the global challenges for a sustainable world.

4:4 Rapid Population growth rates:

The world population is almost reaching 7 billion people which are putting a lot of pressure on the available natural resources so we need to act now and learn to live together in a sustainable and inclusive manner. Hence, GCED helps to avail quality education for sustainable development by empowering the learners to change their thinking to a sustainable future. This is done by including issues of environmental preservation, biodiversity, climate change into the teaching and learning approach which encourages learners to be responsible players who are problem solvers, respect cultural diversity and ensure a more inclusive and sustainable societies worldwide.

The global challenge of Climate Change and its associated effects like rising temperatures, storms, prolonged drought resulting to poor crop and livestock production, inadequate water supply exposing millions of people worldwide to water stress, food insecurity triggering mass migration nationally, regionally and internationally in search for better opportunities. This will challenge education systems because of differences in languages, culture, values, norms, customs and demographics among the intersecting inhabitants which may lead to conflicts and increase in human right violations. This can be resolved by adopting educational programs that goes beyond the expansion of the citizenship's idea from local to the international level with clear moral and political value. It supports the framework of ensuring education contributes to various knowledge, skills, abilities, capabilities and values empirically and ensuring that learners are exhaustively prepared to provide solutions to global challenges like climate change problem faced by humanity today.

4:5 Technological Development and Globalization:

Technological advancement presents the world with a number of challenges and opportunities like where low-skilled jobs are lost to mechanization and more opportunities created for high skilled jobs. Technology development and continuous increase in connectivity have also enabled people, goods, services, and ideas to freely move across national boundaries at a very fast rate leading to conflict in ideas and culture. GCED presents a vital plan of action to assist learners to have full access to these opportunities and skills to navigate the challenges offered by this interconnected world by equipping the learners with an understanding of global social relations, ties, connections and unions which require collective actions. This education approach promotes the skills, knowledge and values to enable learners think and act as global citizens through the practice and support of endurance, human rights, social justices and mental attitudes of diversity allowing people to co-exist within the different settings.

GCED is a global education trend connected to the democratic citizenship education recently adopted by many education systems for the purpose of preparing students to engage in global society. Much as globalization is associated with some challenges like creating values for citizenship, it thus provides some solutions to the challenges such as participation and civic engagement including the social movement unionism which is critical for citizens claiming rights in the global community and restoring some of the values of citizenship in the age of neoliberal globalization (Bosio , 2017).

Rapid transformation linked to globalization process which is something that is cultural, social, environmental and political as well as economic, resulting in new patterns of inclusion and exclusion as well as the erosion of culture and global economy which need

transformative education in developing a culture of peace to meet the ever changing world. GCED helps to covert global economic transformation challenges into opportunities and makes the world a better place by equipping students with global competencies in preparation for economic changes and developing human capital capable of competing globally so that no student is left behind by modifying the educational institutions and systems, and personal and cultural mindsets. This does not only open students' eyes, but also sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally and globally. It challenges traditional views and assumptions, allows students to introduce and access non-dominant perspectives and encourages new ways of thinking.

Globalization has led to inter-regional and transnational migration, increasing inter-connectivity between individuals, conflicts taking place beyond national boundaries, environmental challenges and social-economic differences posing several problems, challenges and opportunities through migration, cultural differences, global economy, environmental degradation and various global social problems. The world is increasingly becoming smaller and smaller day by day with boundaries fading away, global barriers are broken with people being connected globally and getting closer to each other. Due to this rising heterogeneous communities and schools, it is a necessity to find ways on how to live together and collectively take action to overcome globalization challenges at all levels.

In general globalization has put forth new issues, which demand rethinking. New security problems related to infra national threats such as nuclear annihilation or environmental

disasters have made governments more concerned about other nation's rights. As an example; ecological citizenship has brought about a rather deeper understanding of citizenship beyond our materialistic interests, to think about environmental issues beyond our own society and to even think of the future generations, and other species. Rethinking about citizenship for answering environmental concerns is a great evidence for the claim that struggling with the world danger requires desolation of citizenship with whatever restricting concept with only local considerations (Farahani, 2014).

4:6 Rising diversity:

With the rising global unemployment rates, students need to be prepared to compete in the global economy by exploring opportunities globally justifying the introduction of GCED which ensures education that focuses on the development of fully engaged learners with absolute respect for the dignity of life and confident citizens who can create value in their own lives, communities and in society at large. GCED gears up learners to gain employable skills and be prosperous in the workplace of the 21st century which in return reduces unemployment rates.

There is a growing diversity in opportunities worldwide so students need to understand that cultural differences exist and they should to be aware that people don't think and behave alike. Learners should know, understand, learn and evaluate to live with these differences since diversity is not considered only as a threat but opportunity. Students should be encouraged to get along with people from different backgrounds which can be achieved through the integration of GCED with the national education system so as to produce learners willing and able to work in the diverse world.

Some valuable skills will be obsolete in some years to come so GCED is necessary to help the education sector to equip the learners with skills that will help them thrive in the 21st century. Learners need skills to collaborate, communicate, to be creative and innovative, have problem solving skills, conflict resolution skills and to be critical thinkers in the ever changing work places due to technological advancement and globalization. Education therefore is recognized for its ability to accomplish a double mission in regards to the contours and complications of given problems and encouraging a vision of a better reality. So to upgrade the education system to the 21st century then both international and national leaders need to recognize globalization in its many forms.

It should be noted that education plays a critical role in increasing the understanding of the global issues and in promoting peace, human rights, equity, acceptance of diversity and sustainable development. Due to the increasing global interconnectedness and interdependent world, GCED education is promoted to address issues linked to values and communication skills as well as cognitive knowledge. It encourages the promotion of the word global citizens connected to citizenship beyond borders or beyond the national boundaries leading to a common humanity and a sense of belonging to the global community. Global citizens are, therefore, not only concerned about the rights and well-being of their own community and country but also about the rights and well-being of all people and the wider global community.

5.0 The relevance of GCED as an international agenda and its relevance to society:

GCED is one of the fast growing education reform movement, it has gained support from different stakeholders like teacher's union, governments, foundation bodies, institutions, corporations and its major focus are on curricular and extra-curricular activities with the aim of preparing the learners for global opportunities and challenges. It is anticipated to make the education sector relevant in the twenty-first century and make learners global citizens equipped with the required competencies, skills and knowledge necessary to achieve prosperity in highly competitive and fundamentally new and different global opportunities. GCED is intended to work at the intersection of programs, education and globalization for the preparation of the young people.

Most countries have adopted GCED and are integrating its components to their national curriculum, education materials and teacher's training resources due to the following reasons:

5:1 Promotion of a more just, peaceful, tolerant and inclusive societies:

According to the United Nation's Global Education First Initiative, it is not enough to produce individuals who are able to read, write and count. Education must assume its central role in helping people to forge a more just, peaceful, tolerant and inclusive society. GCED therefore provides understanding, skills and values students need in resolving global challenges of the 21st century such as climate change, poverty, inequalities, conflict and helping the students to be able to work in the diverging work environment of the 21st century.

GCED is very relevant in today's education sphere to ensure that young people acquire social, civic and global-intercultural attitudes by promoting democratic values and

fundamental rights, social inclusion and non-discrimination as well as active citizenship across all disciplines.

It encourages greater intercultural understanding and peace by instilling skills and perception of learners in the global village era so that they recognize and understand the surrounding global issues while nurturing the emotional sensitivity and empathy to manage the global challenges. This influences global peace, promotes engagement paying attention to economic, social and cultural inequalities aimed at reducing global poverty. It also stipulates a concrete model and guidelines to support national morals which will lead to more democratic social groups.

GCED equips learners with a deep knowledge of global issues and universal values like justice, equality, dignity and respect, cognitive skills to think critically, systematically and creatively, adopting a mufti-perspective approach that recognizes different dimensions, perspectives and angles of issues, non-cognitive skills including social skills like empathy and conflict resolution, communication skills and attitudes for networking and interacting with people of different backgrounds, origins, culture and perspectives and behavioral capacities to act collaboratively and responsibly and to strive for collective goals.

5:2 Preparations of learners for the challenges of the 21st Century:

With the ever-growing globalized world, it almost feels like a necessity to identify ourselves as global citizens by being part of the emerging global community and with the actions of contributing to building this community's values and practices. Historically in Africa, people are organized into groups and communities that share similar values, ideas, culture, and an overall identity. This helps in shaping our needs economically,

politically, religiously and socially. But in the 21st century, as the world becomes flatter with less physical and communication barriers, there is need for global engagements, thus resulting in global citizens who crave a sense of belonging to a world community rather than a small, local one. And this is only possible by adopting education systems which produce learners who advocate for several issues such as human rights, religious pluralism, and gender equity, the rule of law, environmental protection, sustainable worldwide economic growth and poverty reduction. GCED produces learners who are able to respect themselves as well as others, regardless of where they live by understanding how the world works, they take part in the community work at all levels ranging from the local to the global and are always willing to make the world a more equitable and sustainable place to live. With global citizenship education, young people are able to solve problems, make decisions, think critically, communicate ideas effectively and work well with others which help them in resolving the 21st century challenges with less difficulty. This educational approach broadens the worldview through which the learners view school subjects hence, bringing young people into the field of global politics, economy, and community. An essential supplement to globalization, a solid GCED can help people solve conflicts, protect human rights, participate in the global economy, and approach development projects responsibly.

5:3 Social contributive learners:

GCED promotes the rise of social issues and recognition of global injustice and disparity. This results into the respect of global diverse perspectives and construction of an ethics of social service to address global and local issues. It thus creates an understanding of

the interconnectedness among countries and its associated global impacts. GCED ensures the teachers focus on getting the learners to examine the existing social issues and distinguishes the numerous samples of inequalities and discrimination in regards to building up the learners' sense of compassion by encouraging them to observe and respect different viewpoints. GCED teaches the learners with skills and attitudes that make them aware, active, critical and social citizens. Leaners a cross the world require these skills to enable them have an active role in the different areas as members of the global village. Hence, GCED is very paramount in creating knowledge and understanding, skills and values related to citizenship (Farahani, 2014).

5:4 Professional advancement of teachers' capacity:

GCED is relevant since it promotes professional development of teachers who play a very vital role in the implementation of its activities at school level. Quality education provides all learners with capacities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing. It promotes teachers who are agents of change, the teachers' capacities are enhanced to provide them with the skills and knowledge needed for teaching GCED that is vital to promoting change and education reform.

5:5 Protecting human rights:

An international code of human rights defines the social contract between global citizens. Protecting that social contract for all people is essential to preserving global society. GCED can draw students' attention to universal human principles thus, benefiting humanity by ensuring learners respect the human rights of others and stand up to those

actors who violate human rights. One of the instant and future relevance of GCED is that, learners and teachers will feel that they can be effective in ensuring the world is a better place where people's rights are respected and protected. This improves the peace, respect for values like justice, equality and truth seeking (Farahani, 2014).

5:6 Promotion of Civic committed learners:

These are people who demonstrate a predisposition towards recognizing local, state, national and global community issues and responding to it by taking appropriate measures including volunteering, political activism and community participation encouraging the adoption and promotion of voluntary work or helping in global civic organizations. They construct their political voices by synthesizing their global knowledge and experiences in the public domain and they engage in purposeful local behaviors that advance a global agenda.

5:7 Globally inclined learners:

Citizenship is not only about people's responsibilities to the world, but also about the opportunities the world gives its people. Without proper GCED, the global economy can exacerbate cultural tensions and encourage exploitative business practices. With proper GCED for, ideally, everyone, young people from all walks of life can take advantage of the economic opportunities of globalization.

Education and learning objectives are not only focusing on the development of knowledge and work-related skills but is more about understanding and being able to resolve global challenges related to social, cultural, economic, political and environment issues. GCED

consequently is vital in promoting globally liable learners who are able to identify their own limitations and abilities for engaging in intercultural encounters. They demonstrate a range of intercultural communication skills and have the abilities to engage successfully in intercultural encounters. Such learners are willing to take up steps in ensuring that the interest and acquaintance regarding the world issues and events are taken care of and they demonstrate abilities in handling the societal issues by supporting an array of personal values which demonstrate that they care about inequities at both local and global levels. Thus the goal of GCED is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges. It is built on the view point of ensuring a lifelong learning which takes into consideration all with people regardless of their background so that no one is left behind by adopting reduction modes and venues including formal, non-formal and informal systems. Flexible pedagogical approaches may be useful in targeting populations outside the formal system and those who are likely to engage with new information and communication technologies, such as social media (Yonemura, 2015).

5:8 Belonging to a global community:

Promoting GCED at higher levels of education is problematic in connection to the new wave of post-truth populism that prioritizes extreme neo-liberalism, shuns any idea that might imply a downgrading of national sovereignty and explicitly rejects the value of multiculturalism and internationalization. In Africa, traditionally, schools were meant to prepare people to pass exams, proceed to the next level and graduate into the workplace. But currently, the world is facing much greater challenges of raising global citizens.

Promoting respect and responsibility across cultures, countries and regions need to be central in the education agenda, education should change the ways of doing things, it should be tailored to ensuring the learning contents are more relevant to contemporary life and global challenges, introducing innovative and participatory teaching and learning styles. Policy makers and educationalist should rethink the purpose of education and prepare students for life, not exams alone.

6:0 Obstacles in Global Citizenship Education implementation and integration in the national education system:

Generally, there is a growing need for global GCED, but teaching, learning and implementing it is facing several obstacles like limitations in human and material resources, timetable and logistical, demographic and technological constraints. All these challenges raise questions related to leadership, citizenship, belonging, recognition of diversity and active democratic participation at all levels. Some of the constraints in integrating, adopting and implementing the GCED into the local education context include the following: -

6:1 Inadequate Resources:

Given the clear value and importance of global citizenship education and other SDG 4.7 themes, most developing countries cannot support these efforts due to dominance of over-crowded classrooms and scarce resources to engage students in structured, collaborative learning environment. This makes it quite challenging to support schools and teachers who wish to move away from the dominance of rote learning for high stakes examinations to more participatory teaching practices. One of the critical policy

instruments to promote GCED is the review of the curriculum, particularly textbooks, teacher guides, schemes of work and lesson plans which require adequate resources in terms of money and expertise which may not be readily available in some of the developing countries. These textbooks should be in position to engage learners' hearts as well as their minds. To be effective, the quantity of textbooks should be limited and the content chosen selectively, so that students have time to comprehend, analyze and evaluate what they read. Illustrations should be rendered in culturally sensitive, inclusive and level-appropriate ways to enhance students' engagement with and understanding of the text. Even in settings where teachers lack specific pedagogical preparation, well-designed textbooks (SangSaeng, 2018).

GCED implementation requires huge investment but in most developing countries like Uganda, education is under-resourced, class rooms are overcrowded and schools lack the required resources to engage learners in structured, collaborative learning which affects the adoption and implementation of this model in the education system particularly in low income countries. This is even made worse by the fact that most developing countries cannot solely rely on their domestic financing ability for education, and most of them still need a lot more foreign aid. According to Global Partnership for Education (GPE), only 20% of foreign aid in low-income countries is directed for education sector and yet on average education cost in developing countries is approximately $1.25 a day per child.

6: 2 Poor and inadequate infrastructures:

A child cannot learn without the enabling learning environment. Children in many countries in sub-Saharan Africa are often squeezed into overcrowded classrooms, classrooms that are falling apart, or are learning outside under the tree shades. They also lack textbooks, school supplies, basic facilities like running water and toilets and other tools the learners require excelling. If nothing is done in regards to this, it will definitely have an impact on the outcome of GCED in developing countries for example, when girls don't have access to safe toilets at school, they are then forced to look for private places to help themselves exposing them to rape and attacks among others. Some girls will also miss or drop out of school when they begin menstruating if they don't have the sanitation facilities or sanitary products to manage their periods with pride and dignity.

Learners overcrowded in a classroom in a Ugandan school. Source: Uganda National Commission for UNESCO

6:3 Wars and conflict:

Wars and conflicts often destroy education systems, children exposed to violence are more at risk of under-achieving and dropping out of school but the effects of conflict on achieving GCED cannot be overstated. Conflict prevents governments from functioning, teachers and students often flee their homes, and continuity of learning is greatly disrupted. Without support, conflict-affected children lose out on the chance to reach their full potential and rebuild their communities.

6:4 inadequate capacity of teachers (lack of awareness):

In developing countries teacher training programs are not adequately equipped with the theoretical understanding and professional skills to effectively involve and enable the learners to become global citizens who are responsible for ensuring a more just, peaceful and environmentally secure world. Most teachers start their careers with deep knowledge and robust skills essential to respond to the wide diversity of learners in their classrooms. The lack of understanding and knowledge required for teachers to develop the learners' professional competency in educating for global citizenship education can be one of the obstacles in achieving GCED in the developing countries and around the globe. So, there is need for teacher development reforms if they are to take up the GCED skills and transform the way the students are learning by ensuring the teachers are comfortable with the content of what they are meant to teach and the model they are using.

6:5 Lack of understanding and challenges related to transforming the Global Citizenship education guiding principles with the national policy:

There is a problem of comprehensively understanding how to transform the Global Citizenship guidelines with the national policy practice. This implies that there are certain equal values and measures that are mediated by historical, cultural, economic and political conditions from country to country making the GCED guidelines not to be embraced in all places equally. And yet transformative dimension of global citizenship education necessitates the modification of both educational institutions and systems including personal and cultural mindsets. From this angle, a global citizen intricately connects people and issues those cross-national boundaries and yet different countries are faced with different problems making it hard to attain the integration of GCED locally.

GCED has been widely criticized for its strong emphasis on global orientation while being irrelevant to the wellbeing of people of the local communities, hence making it a challenge to integrate its principles and activities into the national education system. For GCED to be effective, then it should identify the local values, beliefs, practices and culture, analyze it, build on it and ensure it is included in the education framework and this will foster its acceptance locally.

In Uganda for example the government has continued to promote educational policy reforms since Independence in 1962 with the aim of advancing equity among learners, particularly among the marginalized groups. The integration of GCED into the education system has been supported by Ministry of Education and Sports but the challenge is the mainstreaming it across the education system. This is worsened by lack of understanding, awareness and the readiness of the teachers to incorporate GCED elements in the plans. The integration of this movement to classroom practices, where classes are always over

crowded with more than 100 learners per stream make the implementation of GCED very difficult practically.

6:6 Neo-liberal policies:

Over the past three decades, neo-liberal policies have promoted open markets, free trade, reduction in public sector spending, reducing state intervention in the economy, and de-regulation of markets. It is based on this that the state participates less in the provision of social services such as education leaving these services to the free market and privatization. With high level of privatization in the education sector in developing countries like Uganda, adoption, integration and implementation of GCED becomes challenging because the private schools' major interests are ensuring that the learners passed highly so as to attract more learners and in the end the school proprietors are able to make enough money.

Education is an essential ingredient for economic and social development and most countries are willing to adopt education reforms like integration of GCED framework into the national education sector. The education sector reforms specifically in developing countries however have to continue to be challenged by slow and weak policy implementation in areas like teacher training, infrastructure and livelihood generation for youth. The emergence of privatization and misappropriation of education funds affects the achievement of equity and social cohesion within the education sector and ensuring a smooth implementation of GCED.

6: 7 Out-dated curricula and learning materials:

In most developing countries schools are still using curricula and textbooks that reinforce stereotypes, exacerbate social divisions, and foster fear and resentment of other groups or nationalities. The curricula are not developed through a participatory process that embraces excluded and marginalized groups. But change is possible when educators adopt a vision of ethical global citizenship.

6:8 Inadequate focus on values:

The values of peace, human rights, respect, cultural diversity and justice are often not embodied in the school's lessons. Instead of empowering students to learn and thrive, schools often replicate social inequalities and reinforce social pathologies by tolerating bullying and gender-based violence and subjecting children to physical and psychological punishment. Young people learn much from schools, but what they learn is not only in their lessons. Teachers and administrators must learn to model the skills we want students to develop, such as good environmental practices, participatory decision-making, and the control and prevention of violence through reporting policies and clear codes of conduct. This will enable the creation of young generations that value the common good. Goals and targets should be set around 21st century skills and regularly assessed to measure progress.

7:0 Way forward to the GCED integration and implementation obstacles:

GCED is seen as an approach developed to deal with global challenges which require collective responsibilities to find a way forward to some of the implementation challenges its facing. For countries to implement GCED activities effectively, they need to adopt

among others the following strategies; review of national curriculum, holistic and trans-formative educational strategy which focuses on emotional and behavior attributes of the GCED, professional teachers' development, regular monitoring and evaluation of the GCED activities and implementation of progress. It should be incorporated in the curriculum and the entire education institution and the learning environment.

7:1 Curriculum review:

The major instrument for education reform globally is for the government to support the review of national curriculum for example learning textbooks, teachers' guides, schemes of work and lesson plans so that education is able to produce students who are ready to go-global with employable skills required by the global labor market. Therefore, there is need to incorporate GCED right across the curriculum and the whole school approach would ideally be applied rather than targeting in specific subjects. This implies that there should both broad-based and subject-specific curriculum opportunities across the school years for teachers to address aspects of global citizenship education. Text books should be revised in such a way that it will engage all the learners. Learning materials should be culturally sensitive and inclusive so that all learners are in position to fully understand the text and ensure the teaching methodology focuses on critical thinking, empathetic learners who can work together to resolve global problems and crisis. This curriculum review should promote opportunities for the learners to be able to compete for global employment opportunities and gain 21st century skills. The school curriculum, apart from helping learners to acquire the necessary knowledge helps the younger generation to

develop a global outlook, to learn how to learn and to master lifelong skills that can be used outside schools. This will prepare them to become global citizens.

Competency-based curricular approaches focus on what learners can do with their knowledge in addition to what they know. Often competencies are described as a combination of knowledge, skills and attitudes, and the focus is on observable outcomes which can be measured. Around the world, international organisations scramble to develop their own versions of competency-based curricular, making it a clear example of 'Global Education Policy'. (Tromp & Datzberger, 2019).

Gender issues should be mainstreamed in teacher training and curriculum so as to eliminate gender-based violence in education institutions. Education system should abolish gender bias and discrimination; gender sensitive policies should be put in place.

If the curriculum review processes is well-rounded, transformative, value-creating curriculum not only opens students' eyes, but also sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, nationally, regionally and globally. It challenges traditional views and assumptions, allows students to introduce and access non-dominant perspectives and encourages new ways of thinking.

7:2 Adoption of inclusive and resilience education system:

Government should adopt inclusive and resilience education system to overcome challenges posed by conflicts, violence, natural disasters and pandemics which can negatively affect education. Access to inclusive, resilience and equitable education

system can promote lifelong learning where learners are in position to acquire the needed skills and knowledge always. Learners should be attracted and retained at school. The values underpinning the inclusivity will include "respect for diversity, tolerance, equality, social justice, cooperation, care for others and the environment, and respect for all people." This can be achieved by government ensuring quality assurance, promoting accountability and transparency principles in education, quality education information/data management, adequate financing procedures and adoption of ICT and innovation so as to strengthen the education system.

7:3 Capacity Buiding of the teachers:

Teachers play a key role in bringing changes in and through education, and there is an urgent need for capacity-building of educational experts, including teachers particularly in Uganda. As reiterated by the United Nations, the lack of teacher capacity is one of the barriers to foster global citizenship and therefore equipping key educators with relevant knowledge and skills is crucial, which will empower them to become agents of carrying out the transformative educational initiatives in their own local and regional contexts.

Although useful to demonstrate globalization, the teacher needs to be prepared by raising awareness of the most effective approach or model of implementing GCED principles in the school system in order to equip the learners with the relevant skills that can enable them to cope with the 21st century skills.

To successfully achieve the objectives of GCED, the government needs to invest in teacher professional development since they are the foundation for guaranteeing quality education. Training is the basis for building knowledge about the change and the required

skills to succeed in the future state. Ensuring teachers receive the training they need for education system change at the right time is essential role for ensuring the approach is adopted timely without resistance from other stakeholders. Teacher training globally is still geared towards academic with less interest in vocational and technical education. We need urgently a new group of teachers willing to make a difference in their profession so as to achieve the global commitment to sustainable development.

It should be noted that, education policy makers, leaders and teachers must understand fully the guiding principles of GCED and they should be able to examine their practices, perceptions, values and world view so that they are able to take the learners as global citizens. This therefore implies that, the educators should be well informed about the world, critical thinkers, socially connected and having respect for diversity meaning that; it is very necessary to build the capability of educators and their professional capacity should be developed continuously. This will re-enforce a culture of professional learning in education system as required in GCED principle of peer collaboration, observation, social responsibility promotion, action learning and instilling a sense of community and active participation among the learners.

7:4 Continuous monitoring and evaluation:

Policy makers should ensure GCED implementation progress, successes and failures are continuously monitored and evaluated to assess its interaction with national contexts and national citizenship, its link to sustainability policies and the cost of implementing it. The issue of monitoring and evaluating the effectiveness and efficiency of the system needs

and obstacles to successful implementation of GCED should be discussed and realistic solution agreed upon between UN system, the global system and national system.

7:5 Public Private Partnership:

National governments have a major role and responsibility for ensuring the right to quality education but to achieve the GCED principles and activities, there is need for collective engagement at local, national, regional and international levels. This can be achieved through universal partnership with the public sector, private sector, civil society organizations, UN agencies, the youth and multilateral bodies so as to identify educational issues and build sustainable systems which are inclusive, equitable and relevant to all the learners.

7:6 Resource mobilisation:

Government should increase education funding by unlocking available resources to support the right to education through improved coordination and prioritizing financing. They should be committed to providing adequate and effective financing to education. For instance, the Incheon Declaration encourages increased public spending on education according to each country's contexts. On average, countries allocated 5.0% of its GDP and 13.7% of public expenditure to education sector. To increase education financing can be achieved through widening the tax base in order to raise income to fund education activities, giving priority to disadvantaged children and those affected by conflict, efficient and effective resource utilization, lobbing for external funding, good governance and accountability.

7:7 Education policy reforms:

Government should adopt education policy which addresses the barriers to education depriving majority of children from accessing quality education. In order to incorporate GCED in the policy, there is need to review the existing national education sector goals, policies and curriculum to identify areas of synergies with GCED and the national policies, identify existing opportunities and gaps to facilitate a realistic policy reform. Policy makers needs to take into consideration issues to do with strengths, weaknesses, opportunities and gaps in the current national policy environment. And the policy review and reform process should be transparent, inclusive of all people, participatory in consultation with all the relevant stakeholders. Young people should be engaged since they are the driving force behind GCED principles.

Policy reforms will help in confronting with the associated negative trends; it leads to a transformation of value-creating pedagogical approach which gives students opportunities to transcend their local boundaries and enables them to develop a sense of belonging to the global community, while recognizing instances of global inequality and discrimination.

GCED encourages the learners to become more inclusive, non-discriminating, open, reflective and emotionally able to change and it is necessary in developing the critical thinking skills and critical reflection among the graduates and ensuring the teachers are transformative intellectuals. Therefore, this education approach requires moving beyond the creative initiatives of individual teachers towards a more holistic redesign of university curricula.

Conclusion

Presently, issues such as globalization and fast growth of communication technology has led to the non-existence of the borders between countries calling for cultural coexistence, so education systems need to be adjusted to focus on reducing inequalities by equipping every learner with basic skills and knowledge requiring the local, national, regional and international education policymakers and development practitioners to take these contextual processes of translation and enactment into account when designing GCED programme. Education should encourage all learners to position themselves as typical global citizens and ascertain that, they promote inclusive global planet by holding multiple, overlapping, non-exclusive, partial identities based on issues such as gender, age, race, nationality, religious background, and socio-economic status. Leaners should be held to develop a global self which engages with various groups of people from different societies by creating a culture of global knowledge and capabilities about other society thus instilling tolerance, peace, social justice and challenging inequality with emphasis to the importance of individual and collective power and creating a sense of social responsibility.

The whole society along with different institutions and organizations should get involved in global citizenship education with the role of government being very outstanding. Governments should put a step forward through establishing an appropriate institutional education framework and by establishing an efficient educational system specialized in citizenship and global citizenship so as to overcome the challenges and take advantage of the opportunities presented by global interconnection. So this will need the education system which will not only teach learners how to read, write and count but the system

which will cultivate an active care for the world and the people in it by transforming the

way people think and act.

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