

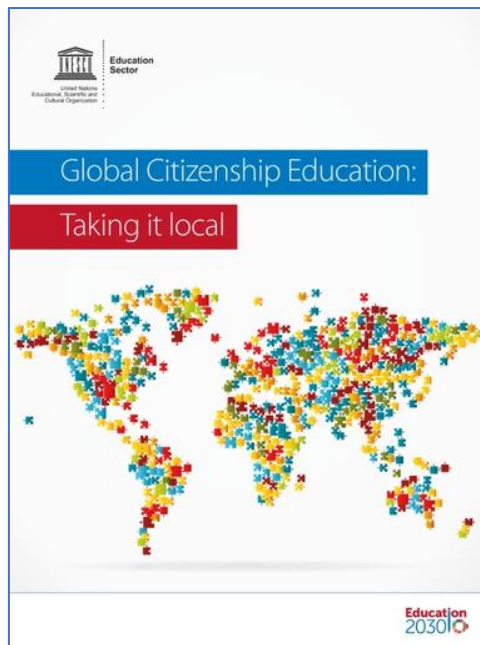
Lecture No. 3

Global Citizenship Education

Transcending the traditional classroom into a globally competent community

This lecture is mainly derived from:

<https://unesdoc.unesco.org/ark:/48223/pf0000265456>



As educators, we establish that teachers play a crucial role in propelling the country's economy. We may not be able to turn around societal problems directly nor play the protagonist function in delivering socio-economic programs, but we can realize the such vision through our students. As we teach them with school works and interact with them, we prepare them for a more mature and responsible way of managing themselves and communicating and working with the community. How we teach and support them will hint at how they will act as adults and mature members of society in the future. On top of these, we also collaborate with other school stakeholders; hence, **socially literate**.



About the UNESCO Global Education Agenda 2030

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) serves as the organization's professional educational institution and has been responsible for leading and organizing the Education 2030 Agenda. This agenda is a component of a more significant effort to end global poverty by achieving 17 Sustainable Development Goals by the year 2030. Education, essential to achieving these goals, has its dedicated Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The Education 2030 Framework for Action guides the integration of this ultimate vision and commitment.

Looking Back at Lecture 2 Conclusions

1. Pre-service teachers who are the promising catalysts of social literacy in society are believed to be curious, communicative, critical thinkers, cooperative, computer literate, creative, and compassionate. They are trained to be more mature citizens and professionals who will be change champions, communal leaders, comprehensive thinkers, collaborative, competent in pedagogical technology, curriculum developers, and cross-cultural.

2. UN's Global Sustainable Development Goals and three-fold vision of the Philippines' AmBisyon Natin 2040 serve as guideposts in aligning curriculum, instruction, practice, and learning assessment in K-12. The socially literate teacher uses cases, issues, problems, and features of society to equip students with the knowledge, values, and skills to become contributors to national and global socioeconomic targets.



Credits to the owner of the image:
<http://www.globaleducationmagazine.com/our-mission/>

The rise of a massive array of technological, digital, and industry-based advances has caused educational institutions to change everything from their infrastructure to their curriculum. Education shifted its focus on developing human resources to keep up with global standards that are changing quickly and getting stricter.

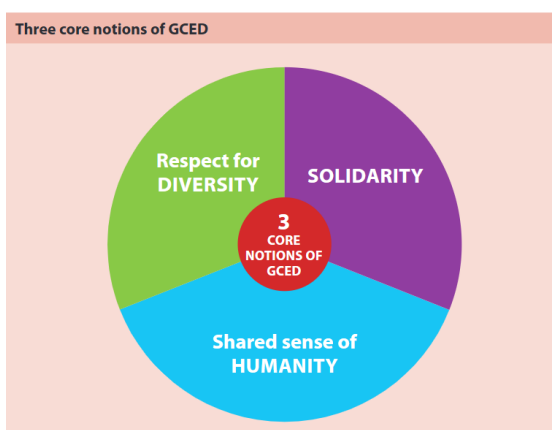
Klaus called what is happening now the Fourth Industrial Revolution (4IR) in 2016. All business transactions and industrial processes are digital and automated (Chou, 2019). But because of these changes, the global market is now a madhouse where everyone is trying to compete by using the most modern facilities, equipment, and services to get the most investments and profits. Ooi (2022) thought these trends resulted from technology-changing knowledge management, technical-vocational skills, and work operations.

It could be said that globalization forces people and businesses to work together, like in a global business network (Terrell & Rosenbusch, 2013). As the world moves forward, the leaders and people who started this revolution will soon die, and the process will need new brains and hands to carry on. They said that schools must keep up with the needs of globalization, the 4IR, and the so-called "new normal" economy.

This lecture is intended to encourage you to probe into the essence of global competence and how it could propel your teaching career and support your would-be students through Global Citizenship Education. Specifically, you are expected to accomplish the following objectives.

1. To elaborate social literacy as inspired by global concepts of education toward sustainable development;
2. To explain Global Citizenship Education (GCEd) as a strategy to become a globally competent teacher; and,
3. To integrate GCEd the post-pandemic pedagogies in designing curriculum, instruction, and learning assessment.

A contentious debate has been going on about GCED since 2012 when it first appeared in the worldwide conversation about education. Some people think it is not connected to the circumstances and requirements of the local community, while others see it as a timely approach emphasizing the necessity to increase the significance of education. Tensions and debates surrounding GCED have been particularly heated in contexts where the terms "global" or "globalization" are misunderstood as referring to processes exogenous to their societies. For example, globalization is often equated with "Westernization," which can lead to tensions and debates.



Throughout this time, UNESCO has observed that many nations and societies have national concepts, local concepts, or traditional concepts that promote ideas that are similar to those at the core of GCED (for instance, Libert , Egalit , Fraternit  in France; Hongik-Ingan in Korea; Ubuntu in South Africa). These regional ideas are consistent with the three principles

that set GCED apart from other methods of education: (1) "respect for DIVERSITY," (2) "SOLIDARITY," and (3) "a shared sense of HUMANITY."

Let's learn GCED from my choice of local and traditional cultural contexts

1. *Libert , Egalit , Fraternit * in France

The national motto of France is "Libert , Egalit , Fraternit ," which may be translated as "Liberty, Equality, and Fraternity." These three ideas are intrinsically linked and are essential in the French concept of "valeurs r publicaines" (Republican values). The phrase "Libert , Egalit , Fraternit " has been associated with Francois

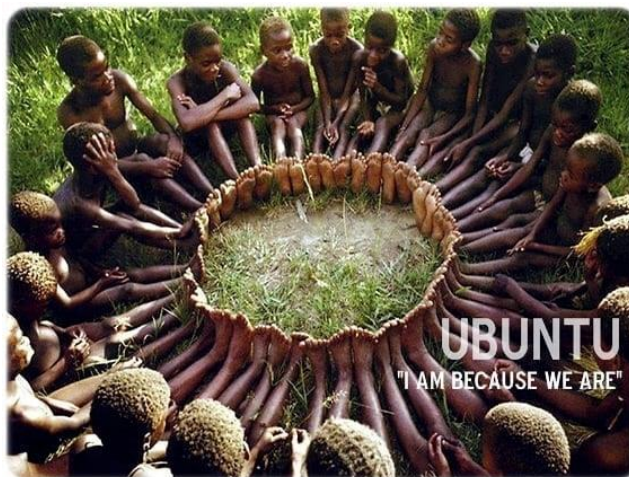


► University of Paris, Faculty of Law building

F nelon, who lived at the end of the 17th century, as well as with the French Revolution, during which time Maximilien Robespierre first expressed it in a speech on December 5, 1790. This date is significant because it marks the beginning of the French Revolution. When considered as a whole, these ideas reflect the GCED values of solidarity and tolerance for diversity – regardless of class, race, religion, and non-religious views – which are the foundation upon which a shared sense of humanity may be established.

2. *Ubuntu* in South Africa

Ubuntu is a humanist philosophy that emphasizes how one's identity is shaped by their connections to and treatment of others. This alludes to the idea of mutual responsibility and a way of life based on caring for one another and respecting one another as a result of the realization that one's actions have consequences for others. South Africans are taught from an early age that all humans have a similar biological and spiritual heritage as well as a common destiny, making the concept of shared humanity the most central GCED theme within Ubuntu. Focusing on the interconnectivity and dignity of all women and men, the notion also invokes appreciation for cultural variety, peace and non-violence, and human rights.



Credit to the owner of the image:
<https://www.facebook.com/WilburSmith/photos/a.213324788682563/4030183166996687/?type=3>

3. *Hongik-Ingan* in South Korea

Hongik-Ingan is best described as the Korean ideal society's overarching philosophy and moral compass. The earliest dynasty on the Korean Peninsula, the Gojoseon dynasty, is credited with the invention of the ideology (2333 BC–108 BC). The concept was first proposed by Dangun Wanggeom, the first king of Gojoseon, and its literal translation is "to broadly benefit all humanity."



Credit to the owner of the image: **Dr. Hyun Jin Preston Moon** from <https://www.facebook.com/hyunjinmoon/videos/2650419618323721/>

Hongik-Ingan encourages Koreans to have a more spiritual approach to life and work toward creating a compassionate society. It is founded on a vision of solidarity and volunteering for the common good, and it is fueled by a communal spirit that emphasizes the idea of well-being and love for everyone. Although it originated in the first Korean Kingdom, the idea is now considered universal and relates to the key GCED concepts of solidarity and shared humanity.

Integrating the three GCED local contexts into the Philippine K-12 Curriculum

Global Citizenship Education (GCED) has become our global standard in managing the school's curriculum for children and youth. Integrating the GCED's core concepts into the teaching and learning engagement means that teachers provide educational experiences to the students that promote respect for diversity, solidarity, and a shared sense of humanity.

This part of the lecture proposes the integration of the three selected local contexts of diversity, solidarity, and humanity.

GCED Local Context	English Translation	Value Focus	Curricular Integration
<i>Liberté, Egalité, Fraternité</i> in France	Liberty, Equality, Fraternity	Solidarity and tolerance for diversity	<ul style="list-style-type: none"> - Replacing competition with collaboration in the classroom - Division of labor in the academic tasks - Learning Buddies
<i>Ubuntu</i> in South Africa	I am because we are; We are because I am	Appreciation for cultural variety, peace and non-violence, and human rights	<ul style="list-style-type: none"> - Focus group discussion of social issues - Sharing of experiences and learning - Teambuilding activities
<i>Hongik-Ingan</i> in South Korea	To broadly benefit humanity	well-being and love for everyone	<ul style="list-style-type: none"> - Character building - Self-directed or independent learning - Group tasks concerning community functions

Conclusion:

The global citizen is competent, conscious of social issues, cross-culturally literate, communicative, collaborative, and creative. The socially literate teacher applies the core values of GCED in the teaching and learning process, making the curriculum responsive to the promotion of respect for diversity, solidarity, and a shared sense of humanity.

References:

Deardorff, D., Kiwan, D., & Park, S. (2018). *Global citizenship education: Taking it local*. UNESCO-UNESDOC Digital Library. Retrieved on October 16, 2019, from <https://unesdoc.unesco.org/ark:/48223/pf0000265456>

Oxfam Education: <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>