

THE ROLE OF EDUCATION IN SHAPING GLOBAL CITIZENSHIP

by:

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Education plays a crucial role in producing people who can solve the challenges of interconnected inter-stepping out of the classroom walls; contemporary teaching and learning processes should equip learners with essential values of universal citizenship (UNESCO, 2015). Global citizenship thus gives an understanding of the world as a village, where everyone regards every other person as their neighbor and, therefore, has a responsibility in the vicinity. This pedagogy calls for a change with an inclusion of diversity, respect, analysis, and commitment.

Critical thinking is another desirable value, which means staying in a global citizen promotion process. Knowing which one can think critically and speak and write cogently is perhaps more important in the so-called information age currently engulfing the world (Brookfield, 2012). Schools can no longer afford to cultivate the mechanistic memory-response learning approach, which fails to prepare learners to be critical information consumers and active citizens. It helps people distinguish preconceptions and interconnect concepts and proposes solutions to the world's crucial problems like climate change, unfair distribution of wealth, machine learning morality, etc. (Banks, 2015).

Further, it brings civilizing aspects of global citizenship in the areas of recognition of and respect for culture. Within classrooms in diverse schools, students get ready to embrace different cultures, beliefs, and attitudes (Sterling, 2010). Getting people involved in other countries' cultures helps eliminate hatred due to prejudice, thus creating a better understanding between two or more people. Another advantage of multicultural education is that it enables the learner to learn how to work interculturally, which is vital

in the modern world economy. By understanding and embracing cultures, we know how to interact constructively with people from different cultures to make the world a better place.

The equally significant one contains the aspects of sustainability in education for global citizenship. As our planet suffers various issues such as deforestation and sea level increases, educational organizations need to ensure environmental competence. Making children aware of ecological concepts, the availability of natural resources, and the use of sustainable materials prepares children to take care of the planet Earth (Anderson, 2016). Most schools and universities have already introduced sustainability elements into curricula, and sometimes, they have done so in the form of projects that may include recycling or clean-up campaigns. These informative initiatives mobilize students to act positively in their neighborhoods and the world.

This paper establishes that technological development has presented unique possibilities for global citizenship education. Facilities such as online classes, virtual classrooms, and other resources help students get knowledge from around the globe and lead them to intercultural interaction. For instance, cross-national discussion boards allow students to communicate with other students residing in different countries, giving them opportunities to exchange ideas and global outlooks. However, this has made it necessary to embrace technology and has simultaneously brought the importance of teaching students digital skills. The students can grow in properly using technologies, averting security and fake news threats, or being ethically sound in embracing technologies.

As seen above, education's role in promoting global citizenship is highly significant; however, several issues must be addressed. Children's rights are still denied, especially when it comes to accessing quality education, as this continues to be a vice that is regionally determined, thereby guaranteeing cases of poverty and discrimination. Some of the challenges experienced by marginalized groups include poor infrastructure,

a lack of qualified teachers, and a lack of finances. Closing this gap requires effective policies and cooperation with other countries, providing every child, regardless of gender, race, or class, with an education that prepares them to be a world citizen.

ESL teachers are part and parcel of the process of developing global citizens. They disseminate information and are educators who demonstrate care, reasoning, and the right actions. To prepare teachers for this professional change, teacher professional development needs to continue throughout the teachers' profession. It is based on best practices for training to include incorporating global perspectives into units of study, using universal learning design, and using technology in the classroom. In addition, framing conditions suitable for the exchange of teachers' experiences and their cooperation in discussing effective strategies and techniques in forming the principles of global citizenship are crucial for further developing such an initiative.

Global citizenship involves educating families and communities in institutions of learning. The parents of learners and leaders in those schools can complement what is taught in school, advocate for discourses on those issues, and support other community-related programs. For instance, families can engage in cultural exchange or be involved in conserving the environment through projects. Such experiences foster a sense of collective responsibility and are likely to strengthen the concept of global citizenship education.

Despite globalization being in the process of clinching itself deeper into our society, responsible citizenship in the global realm remains a vital luxury, thus requiring the globalization of education. As educational institutions, schools and universities have an enormous civic mission to teach values of compassion, reason, and stewardship, preparing learners to confront the world's social issues. Suppose the focus is placed on improving equal educational opportunities, strengthening the teachers, and embracing the use of technologies. In that case, it will be possible to create a world where people not

only know about their belonging to the same large world but are willing to make the earth a better place.

In conclusion, education plays a vital role in fostering global citizenship as it empowers people to be aware of their position and responsibilities in a world continuously becoming a global village. When organizations and people work together to dismantle obstacles and integrate new approaches into practice, the international society can construct a future where one can observe common values and aspirations.

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