

Ch. 12 Citizenship Education (Benjamin Mallon, DCU Institute of Education 0000-0002-8764-9712)

'Global citizenship education: Interconnection, social justice and sustainability'

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1. Introduction

“Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.” (M. L. King, 1963)

There is increasing understanding that social justice and sustainability cannot simply be viewed as local matters. Issues such as climate change, conflict, poverty and racism are embedded in complex global systems. Global Citizenship Education (GCE) is an educational approach which supports learners to interrogate their position within these global processes and to explore how their actions, or inactions, may have significant consequences for people living elsewhere in the world (Bryan & Bracken, 2011). As UNESCO (2015) describe, GCE “emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global” (p. 14).

This chapter begins by exploring the relationships between social justice and citizenship education, focusing on Westheimer and Kahne’s (2004) typology of citizenship and the idea of “good citizens”, as personally responsible, participatory or justice-oriented. The chapter then considers social justice in light of global interconnectedness, and argues as to the importance of GCE in supporting classroom practices for global justice. Analysing Westheimer and Kahne’s (2004) typology through the lens of GCE, several questions are raised. Firstly, how might we understand “good citizenship” in light of the global nature of certain issues, social systems and patterns of injustice? Secondly, what actions for global justice are supported by this understanding? Finally, how can teachers support learners to orient their citizenship practices towards justice as both a local and a global concept? Underpinned by this framework, the chapter considers how critical GCE and Young’s (2006) Social Connection Model may shape the professional practice of primary teachers, both inside and outside of the classroom, and offers two exemplars which may support children to

investigate the fairness of global interconnections, and to explore the forms of action which challenge these injustices.

2. Social justice and active citizenship

Typically, national forms of citizenship education (CE) are concerned with the rights and responsibilities of citizens (Engel, 2014). Children may learn about the protections, provision and participation that they can expect, whilst exploring citizens' obligations. However, there is recognition that these outcomes may sometimes be contradictory. Forms of CE concerned with fostering obedience may be opposed to approaches which nurture critical thinking and the exploration of collective action (Johnson & Morris, 2012).

Westheimer and Kahne (2004) provide a notable framework for exploring the relationships between justice and action within education. They propose three conceptualisations of active citizenship. Firstly, the personally responsible citizen who is honest and law-abiding. Westheimer and Kahne identify litter collection and recycling, blood donation and financial prudence as common actions for such citizens. Secondly, the participatory citizen, who takes an active leadership role within community structures, and understands democratic workings. These citizens are engaged in collective community approaches, "whereas the personally responsible citizen would contribute cans of food for the homeless, the participatory citizen might organize the food drive" (p. 242). Here the development of relationships and collective actions are emphasised. Finally, Westheimer and Kahne (2004) suggest a justice-oriented citizen, whose deep critical assessment of societal structures supports their transformation of systems and structures which reproduce injustice. Similar to the participatory citizen, the justice-oriented citizen contributes towards collective action, however the justice-oriented citizen asks why social injustices occur, and takes action on their findings. These conceptualisations present a challenge to those teachers – namely, what forms of citizenship do I want to promote in my classroom, school and society? To what extent can educational approaches support children to be personally responsible? How can I make space for children to develop participatory citizenship and leadership for collective action? How can I support children to investigate the reasons behind social issues, and to explore the forms of action which challenge these injustices?

3. Global Justice and GCE

Traditional approaches to CE have been criticised for utilising narrow ideas of citizenship. For example, CE may reinforce dominant cultures whilst ignoring the rights of

minorities (Banks, 2004, Scott & Lawson, 2002; Tully, 2002). Furthermore, those who do not hold particular national forms of citizenship may not be given the same level of rights as others. For example, there are a significant number of children across the world who remain without, or are unable to prove, legal identity (e.g. Bhabha, 2011) and as such are excluded from citizenship, and potentially from CE. A significant question is, therefore, how can forms of inclusive CE be developed which support the rights and participation of all?

There is increased understanding that significant social justice and sustainability challenges are deeply connected to unequal social structures which transcend the globe. Recent analysis of globalisation highlights connections between global systems and extreme inequality and environmental destruction (Davies, 2006; Noddings, 2008). Considering Westheimer and Kahne's typology, an important question might be to what extent do approaches to CE consider our connections to wider global issues and injustices? Other ways of thinking about our relationships to people across the world have been considered. Cosmopolitanism is one such example, and can be explained as an allegiance to the worldwide community of human beings (Nussbaum, 2002) or a widening of the political realm (Linklater, 1998). Similarly, Delanty (2006) proposes a form of "world openness" (p. 27) which takes into account the multiple social, cultural and national identities. These ideas have been challenged and there are questions of whether such large obligations can be acted upon (Miller, 2002), whether global responsibilities might conflict with national citizenship (Linklater, 1998) or whether cosmopolitanism fails to address the lived experiences of disadvantaged groups (Banks, 2004; Parekh, 2003).

Despite this ongoing debate, ideas of cosmopolitanism have increasingly permeated CE curricula across the globe (Bromley, 2009; Osler, 2011), as a means of addressing "peace, human rights, democracy and development, [and] equipping young people to make a difference at all levels, from the local to the global" (Osler & Starkey, 2003, p. 243). As one such approach, GCE seeks to empower learners to develop their understanding of local and global injustices, and take action to create a fairer world (Bourn, 2015; Bryan & Bracken, 2011; Davies, 2006, 2008; Osler & Starkey, 2003). UNESCO (2014, p. 17) suggest that GCE can provide learners with a deep knowledge of global issues, the skills to think critically, compassionately and creatively about these matters, and the behavioural capacities for collective action. This presents teachers with the challenge of developing classroom practices which provide learners with the opportunity to explore global issues, to consider universal values, and to develop the skills to address complex global challenges in diverse contexts. Furthermore, in line with other approaches to SJE, GCE is recognised as an action-oriented

educational process (Bryan & Bracken, 2011) where learners consider their individual and collective actions. As such, we can focus on Westheimer and Kahne's (2004) typology and consider how personally responsible, participatory and justice-oriented *global* citizens (see Table 1).

<Insert Table 1 here>

The actions of citizens are considered through a global lens, firstly as individual responses to global issues, secondly as understanding of international agreements and global leadership, and thirdly as the interrogation of global injustices and the pursuit of global collective action. The assumptions underpinning these ideas follow those of Westheimer and Kahne (2004) in that personally responsible global citizens might address global issues through individualised, ethical actions, that global citizens could influence global systems and structures through participation, and that justice-oriented global citizens should critically analyse, and through collective action, seek to transform the global structures that reproduce injustice. These are clearly significant challenges, and therefore the purpose of this chapter is to consider how teachers might begin to tackle questions of global justice in their classrooms. As such, Table 1 also provides a series of suggestions for how teachers' classroom practices might support children to explore their roles as citizens. The remainder of this chapter considers those practices which might nurture children's transition from personally responsible citizens, to justice-oriented global citizens.

4. Nurturing the “good” citizen in the Primary classroom

Dobson (2006) argues that there is a need to move beyond cosmopolitanism as belief, towards cosmopolitanism as practice, and he suggests “identifying relationships of causal responsibility” (p. 182), namely recognising the ways in which we are connected to people and places across the globe, and considering how our actions, or inactions, as individuals and groups, might affect others. In this regard, Iris Marion Young developed the “Social Connection Model” of responsibility, to further the understanding of these interconnections, specifically between those living in the Global North (or Western world) and those living in the Global South. Young (2006) argues that, through our actions, we are linked to others across the globe through social connections, which could be in the form of trade, migration, or conflict, for example. Because these social processes often lead to inequalities, Young argues that we must take collective action to address these injustices. However, Young also

identifies that different individuals live in varied contexts, which shape the types of action they can or might take: "different agents have different opportunities and capacities, can draw on different kinds and amounts of resources, or face different levels of constraint with respect to processes that can contribute to structural change" (p. 127). Young suggests that the forms of action that might be taken depend on interest in an issue, level of privilege, degree of power held and wider collective ability. In the following section, I will explore how critical GCE might provide the foundations for children to explore these social connections and consider their responses to injustice. The section also reflects on the role of the teacher in enhancing the capacity of children, and developing the resources afforded to children in overcoming the barriers to citizenship action.

The interest and capacities of children to engage with global injustices

Young (2006) illustrates her Social Connection model by focusing on the global clothing industry and the living conditions of those mostly female, often children, predominantly in the Global South, working within the industry. Young (2006) notes, many would argue that "the workers at the bottom of this system suffer injustice in the form of domination, coercion, and need-deprivation within a global system of vast inequalities" (p.111). Although there is a strong argument for action from both retailers and consumers, these workers are part of a complex production chain which crosses international borders, and the responsibility for addressing the social injustices does not rest with one individual. Furthermore, it is important to recognise that such factories are also operating in a global market which influences local practices. Although these social connections may appear difficult to disentangle, research reveals that children have the interest and capacity to engage with complex and sometimes controversial global issues (Davies, 2006). In their study on the global thinking of children aged seven to nine years in an Irish context, Oberman, O'Shea, Hickey and Joyce (2014) recognise that younger children are already developing a world awareness. However, the research identifies that often this understanding can be limited in focus, and is framed by broader European conceptualisations of poverty. This research reveals that, with the support of age-appropriate pedagogical approaches, younger children have the capacity to engage with potentially complex global issues. Therefore, exploring the connections between people in the Global North and people in different regions of the Global South, allied with the opportunity to reflect on the injustices underpinning these relationships may be a fruitful approach for GCE. This research draws upon the ideas of Bruner (1960) who argues that any subject can be taught in an age appropriate way, and greater depth can be

added to meet children's evolving capacities. As Oberman et al. (2014) state, "rather than seeing global justice issues as outside of the understanding of young children, educators should work at making complex ideas accessible in age-appropriate ways" (p. 40)

Developing children's power and influence within the primary classroom

As Larkins (2014) explains, "children have an unsettled relationship with the status of citizenship, being given some rights, responsibilities and opportunities for participation, and being denied others" (p. 7). Whilst there is criticism of tokenistic approaches to children's participation (Waldron, 2004), there is recognition that educational curricula can provide opportunities for active and participatory learning. Many educators have sought to develop practices which provide children with increased opportunities to exercise power and shape what happens in their classrooms, schools and wider communities. Such a focus supports the goals of SJE, which asks teachers to develop empowering, democratic, action-oriented classrooms (Hackman, 2005).

Drawing on Article 12 of the United Nations Convention on the Rights of the Child (1989), Lundy (2007) argues that children must be provided with opportunities to express views (Space), be facilitated to express views (Voice), be listened to (Audience) and have their views acted upon (Influence). A focus on each of these concepts may provide teachers with the opportunity to consider how classroom and whole school practices may be shaped to support children's participation and the expression of their views in matters which affect them, including matters of social justice.

In relation to "Space", we might consider how children are encouraged to shape the classroom community through the development of classroom conventions. The views of the children on what makes a safe and democratic classroom might shape this document as it is developed over time. We also might ask whether there are opportunities for children to share their perspectives anonymously, through strategies such as suggestion boxes.

With regards to "Voice", we might focus on developing classroom activities which support children to develop their confidence in sharing their perspectives. Anonymous ideas may be shared by the teacher with the class. Activities may focus on developing listening skills as a prerequisite to supporting others to feel valued in sharing their opinions. Paired discussions may lead to small group discussions. Children may be facilitated through "sentence starters" to develop their skills in supporting, building on, or respectfully challenging, the ideas of others.

A focus on “Audience” may be deeply connected to the ideas developed around “Voice”, where children are themselves the audience to the perspectives of their peers. However, “Audience” also raises important questions for the teacher, such as how can I model a good audience to the children in my class? How can I support children’s perspectives to reach audiences beyond the classroom, such as other teachers, parents and the wider community?

The concept of “Influence” poses particular challenges, as children’s perspectives have traditionally been excluded from decision-making processes. As such, it could be important to infuse examples of how children, and importantly groups of children, have influenced decision making in schools, in wider communities and indeed at a global level. Significant examples in this regard could include the international climate strikes or the work of child and youth councils. Representative case studies of where and how children have influenced decisions in classrooms and schools would reinforce the importance of their voices within decision making.

Whilst this framework provides an important scaffold for the development of participatory classroom practices, a grounding in the UNCRC supports a transition from personally responsible to participatory global citizens. There are calls for cosmopolitan citizenship to be enacted through democratic human rights education, and, as such, rights frameworks can support exploration of the roles and responsibilities of global citizens and nation states in relation to social injustices (Davies, 2006; Osler & Starkey, 2003; Oxley & Morris, 2013). Understanding of international agreements could provide a valuable global extension to the conceptualisation of participatory citizenship described by Westheimer and Kahne (2004) providing opportunities for children to consider collective actions for global justice. For example, children could be supported to explore, or even contribute towards, the national reports on children’s rights gathered by the Committee on the Rights of the Child, considering what they feel are the biggest issues facing children at a local, national and global level (Forde, Kilkelly, Kelleher & Lundy, 2020).

Addressing privilege and developing inclusive citizenship practices

Applebaum, (2012) argues that, although compelling, Young’s (2006) Social Connection Model does not interrogate the extent to which individuals are immersed in, and reproduce the structures which underpin injustice. Critical GCE can offer the opportunity to consider how individuals and groups may be implicated in, or indeed benefit from, unequal global relationships. For example, consideration might be given to the distribution of wealth, processes of consumerism, or contributions to global carbon emissions. Of course, as Young

(2006) notes, individuals will have varying degrees of privilege by virtue of these structures. In this chapter I have already explored some of the narrow exclusionary forms of citizenship, which can be mirrored in forms of CE. Therefore, a challenge for teachers is to develop citizenship practices which support the inclusion of all children, including those from marginalised backgrounds, and including those children who may be excluded from frameworks of national citizenship. Rights-based approaches to educational practice are important in this regard, as they are premised on the idea that these rights, such as children's rights in the context of the UNCRC, are universal (apply to all children) and inalienable (cannot be taken away).

Within classroom practice, teachers might pay particular attention to individuals or groups who are under-represented and who typically do not have their voices heard. Kelleher, Seymour and Halpenny (2014) consider the barriers to personal and public participation faced by "seldom-heard young people" and they argue for "flexible practices tailored to the unique circumstances of the young people in question" (p. 57) which respond to their needs and the types of decisions being made. For example, within the context of the typology in Table 1, it would be important to ensure that all children get the opportunity to take active leadership roles within the classroom. This could include ensuring that all children have the opportunity to feedback their groups work to the rest of the class, to make leadership decisions about the direction of enquiry questions or citizen research and to offer their voices in peer assessment.

Collective ability and collective action

UNESCO (2015) suggest that children should have the chance to "learn about opportunities for engagement as citizens at local, national and global levels, and examples of individual and collective action taken by others to address global issues and social injustice" (p. 24). Westheimer and Kahne (2004) mention obeying laws, volunteering in times of crisis and recycling as the practices of the personally responsible citizen. Whilst these may be valuable examples to explore in a classroom, there are recognised limits to individualised action. Aarnio-Linnanvuori (2019) argues that a focus on individualised responsibility may limit the transformative potential of education. Instead she suggests the development of collective responsibility, to enhance a broader range of potential actions. However, in their compelling study of GCE practice within Irish schools, Bryan and Bracken (2011) found that few teachers considered citizenship action in political or collective terms. Teachers are therefore presented with the challenge of infusing examples of both individual and collective actions for social justice and sustainability into their classroom practices, to provide children

with examples and potential frameworks for the development of future global citizenship action. For example, when considering the connections between the carbon emissions of countries in the Global North and the effects of climate breakdown experienced in the Global South, a teacher could consider the forms of collective climate action that have taken place in recent years. The involvement of young people in the collective actions against the climate breakdown make particularly compelling case studies of children influencing a global audience on a matter inherently connected to global justice. This can provide an example of what Mochizuki and Bryan (2015, p.13) describe as personal, institutional and socio-political transformation through individual and collective action.

Conclusion: Teachers as Justice-Oriented Global Citizens

This chapter has argued that a framework of cosmopolitan Global Citizenship offers an important extension to Westheimer and Kahne's (2004) typology of "good" citizens. With this global turn, the personally responsible citizen undertaking individual actions is connected to broader global issues and injustices. The participatory citizen takes leadership in local and transnational community structures and, in addition to understanding local democratic workings, also understands the global systems which frame contemporary injustices. Finally, the global justice-oriented citizen investigates why local and global social issues and injustices are taking place, and takes collective action on their findings. It is also recognised that global issues are framed within a wider eco-system, where bio-diversity loss and climate breakdown further perpetuate injustices, thus sustainability should be threaded through any educational response. The focus on collective action remains integral to the conceptualisations of citizenship suggested by Westheimer and Kahne (2004) and is strengthened with reference to Young's (2006) analysis of shared responsibility:

"Our forward-looking responsibility consists in changing the institutions and processes so that their outcomes will be less unjust. No one of us can do this on our own. Even if it were possible to do so, a single shopper would not change the working conditions of those toiling in sweatshops by refusing to buy all items she had reason to believe were produced under unjust conditions. The structural processes can be altered only if many actors in diverse social positions work together to intervene in these processes to produce different outcomes." (P.123)

Young (2006) has provided the framework through which primary teachers have been presented with a series of challenges and opportunities for supporting the development of global-justice oriented citizens in their classrooms and schools. Firstly, the opportunity to

stimulate the interest of younger children, through age appropriate GCE which allows them to explore their connections to issues and injustices across the globe. The chapter then poses the challenge of developing children's power and influence within primary classrooms and schools and suggests developing spaces for children to develop their confidence and competence in expressing their views and engaging with the ideas of others, matched with pedagogical approaches to support children's voice, develop meaningful audience, and learn about and explore how children's perspectives have shaped and could continue to shape local and global issues. Finally, the chapter considers how all children must have the opportunity to explore social injustices and to work collaboratively to develop ideas as to how collective action might address these issues.

The exemplars following this chapter seek to develop this framework providing teachers with potential classroom activities which could support learners to explore global interconnections. Building on children's interest in global issues these activities seek to connect children's everyday practices to people and regions across the globe. Illuminating these social connections will provide the foundation for the exploration of fairness and justice in these relationships and shape planning for action for global justice. This work should run alongside broader participatory and inclusive educational approaches which have been highlighted within the chapter.

The chapter also presents important questions to teachers, as citizens. Modelling of democratic, rights-respecting attitudes and behaviour is recognised as an important facet of teachers' effective engagement with GCE (Covell, Howe, & Polegato, 2011; Jerome, 2016). There is also recognition that the extent to which teacher's feel confident modelling active citizenship is dependent on personal biography and the context within which they are teaching (Niens, O'Connor, & Smith, 2013). Teachers may have the power and privilege to support children's engagement with global justice, but as education specialists, a global-justice oriented teacher could also be recognised as someone capable of a deep critical assessment of educational structures and as someone who can support the transformation of education systems. This may include engagement with the injustices recognised within various international educational systems, such as the exclusion of young people from minority ethnic backgrounds or discrimination on the grounds of religion or gender. This engagement could also extend to a consideration of the wider injustices concerning education, such as the attacks on education in countries affected by conflict (Martinez, 2013), or broader global policies which weaken transformative education (Bamber, Lewin, & White, 2018). Of course, for Young (2006), Westheimer and Kahne (2004) and others, the pursuit of

justice is not an individual undertaking. Research from across Europe identifies the important relationships between Universities, Non-Governmental Organisations and teachers, alongside other actors such as teaching unions, in developing spaces for transformative professional learning in the area of GCE (Tarozzi & Mallon, 2019). These spaces offer teachers the opportunity to consider their connections to local and global injustices, to develop collaborative relationships with those inside and outside of formal education, to seek alternative discourses “that open up – rather than close down – possibilities for deeper engagement with difficult questions of individual and collective responsibility” (Bryan, 2013, p.7) and to explore working with children and others in the development of collective actions for social justice and sustainability across the globe.

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