

ADVOCATING THE INCLUSION OF GLOBAL CITIZENSHIP EDUCATION IN EDUCATIONAL POLICY AND CURRICULUM DESIGN IN NIGERIA

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Abstract

Arising from the popular endorsement and proclamation of global citizenship education (GCED) by the world education community as the new educational model for building the knowledge, skills, values and attitudes that people need to be able to contribute to a more inclusive, just and peaceful world, this paper advocated its inclusion in the educational policy and curriculum design in Nigeria. The paper began with the conceptual clarification of global citizenship and global citizenship education. It also discussed the goal and conceptual dimensions of GCED as well as the content and topical issues inherent in it. The paper equally discussed the dimensions of implementation of GCED in Nigeria from the formal, non-formal and informal educational approaches and pathways with specific examples of how GCED is being implemented from other countries. The paper recommended, among others, the mainstreaming of GCED in Nigeria's education systems, integration of GCED principles into existing school subjects, and production of content inclusive textbooks for GCED.

Keywords: Global citizenship, global citizenship education, educational policy, curriculum design, and humanity.

Introduction

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.” Ban Ki-moon, UN Secretary-General.

One of the significant landmarks of the post-2015 development agenda has been the universal recognition for a conceptual shift in the role and purpose of education beyond cognitive knowledge and skills. The relevance of education in the 21st century is now focused on the importance of values, attitudes and skills that promote mutual respect and peaceful coexistence (UNESCO, 2014). This is premised on the believe that the role of education should transcend beyond the development of

knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation.

The globally recognised paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes that learners need for securing a just, peaceful, tolerant, inclusive, secure and sustainable world is Global Citizenship Education (GCED). Thus, the United Nations Secretary-General's Global Education First Initiative (GEFI) established in 2012 perceived education as a means to ‘foster global citizenship’. Global Citizenship Education is now recognised by the international community “as a means of empowering learners to become responsible global citizens” (UNESCO, 2013); and “as a means for equipping individuals from an early age, and throughout life, with the knowledge, skills, attitudes and behaviour they need to be informed, engaged and empathetic citizens” (Lee & Fouts, 2005).

Global Citizenship Education is also recognised “as a means for the promotion of peace, human rights, equality, tolerance of diversity, and sustainable development” (Wierenga, 2013); “as a transformative pedagogy that enables learners to resolve persistent challenges related to sustainable development and peace that concern all humanity” (Torres, 2013); and “as a means for equipping learners with competencies to deal with the dynamic and interdependent world of the twenty-first century” (UNESCO, 2014). It was on this basis that UNESCO made Global Citizenship Education one of its key education objectives for eight years (2014-2021). In furtherance of making global citizenship education a key education objective in Nigeria, this paper was written advocating the inclusion of GCED in the educational policy and curriculum design in Nigeria with detailed justifications.

Conceptual Clarification of Global Citizenship and Global Citizenship Education

In the scholarly education discourse on global citizenship, there exist different perspectives on what it means to be a global citizen (UNESCO, 2013). For example, Weale (1991) interpreted global citizenship to mean ‘citizenship beyond borders’ while Bellamy (2000) called it ‘citizenship beyond the nation-state’. Keck & Sikkink, (1998) and Appiah, (2008) argued that global citizenship should be replaced with the term ‘cosmopolitanism’ because it is ‘broader and more inclusive than global citizenship’. Henderson & Ikea, (2004) opted for the term ‘planetary citizenship’, focusing on the global community’s responsibility to preserve the planet Earth. Irrespective of these views, there is a consensus that “a global citizen is someone who is aware of the wider world and has a sense of his/her own role as a world citizen” (Oxfam, 2006).

Despite differences in perspectives, there is a common understanding that global citizenship does not imply a legal status. It refers more to “promoting a ‘global gaze’ that links the local to the global and the national to the

international” (Marshall, 2005). UNESCO (2014) conceptualised global citizenship as referring to “a sense of belonging to a broader community and common humanity”. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

Global citizenship is also a way of understanding, acting and relating oneself to others and the environment in space and in time based on universal values of respect for diversity and pluralism. In this context, each individual’s life has implications in day-to-day decisions that connect the global with the local, and vice versa. Torres, (2013: 1) contended that: “Global citizenship is marked by an understanding of global interconnectedness and a commitment to the collective good.”

Tawil, (2013) perceived global citizenship education “as directly related to the civic, social and political socialization function of education and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today’s increasingly interconnected and interdependent world” (p. 22). It constitutes an original, necessary and forward-looking mental framework which seems to be indispensable to education in terms of globalization and a global society (Wintersteiner, Grobbauer, Diendorfer, & Reitmair-Juárez, 2015). Global citizenship education is a multifaceted educational approach employing concepts, methodologies and theories from related fields, including human rights education, peace education, education for sustainable development and education for international understanding. It, therefore, promotes an ethos of curiosity, solidarity and shared responsibility.

The surge of interest in global citizenship education emanated from three perspectives: (1) The phenomenal advances in information and communication technologies (ICTs) which have enabled people to connect and interact with others around the world anywhere and anytime; (2) the increasing heterogeneity of local communities, arising from transnational migration, which has necessitated the need to

learn how to live together; and (3) the Global Education First Initiative (GEFI) launched in 2012 by the UN Secretary-General. Through these three perspectives, especially the GEFI, the world education community entered a new era in which education is expected to contribute not only to the fulfilling of individual and national aspirations, but also to ensuring the wellbeing of all humanity and the global community.

In 2015, global citizenship education was included as one of the topic areas of Target 4.7 of the Sustainable Development Goal on Education that countries must promote and address. SDG Education Target 4.7 calls on all countries to:

Ensure that all learners are provided with the knowledge and skills 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 (UNESCO 2017: p.14).

Thus, GEFI and SDG Education Target 4.7 provided the impetus for the world community to pay attention to global citizenship education at the policy level.

The Goal and Conceptual Dimensions of Global Citizenship Education

The goal of global citizenship education is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2016). Global citizenship education enriches the concepts and content of all subjects and fields of education by widening their dimensions. Through this process, learners and educators examine the roots and causes of events and developments at

the local level, consider the connections with the global level, and identify possible solutions. The investigation of the relationship between micro and macro-level issues and developments is a critical element in equipping learners to fulfil their potential in a fast-changing and interdependent world (Global Education Week, 2012).

Global citizenship education has three conceptual dimensions according to UNESCO, (2015: p. 15). They are the cognitive, socio-emotional, and behavioural dimensions. The cognitive dimension focuses on the learners' acquisition of knowledge, understanding and critical thinking. The socio-emotional dimension relates to the learners' sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity while the behavioural dimension expects the learners to act responsibly at local, national and global levels for a more peaceful and sustainable world.

UNESCO (2014) summarised the three dimensions of global citizenship education as common elements that help to foster in the learners the following:

- An attitude supported by an understanding of multiple levels of identity and the potential for a 'collective identity' which transcends individual cultural, religious, ethnic or other differences.
- A deep knowledge of global issues and universal values such as justice, equality, dignity and respect.
- Cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues.
- Non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and
- Behavioural capacities to act collaboratively and responsibly to find

global solutions for global challenges, and to strive for the collective good.

peace keeping and peace building (UNESCO-IICBA 2018).

Contents and Topical Issues for Discussion in Global Citizenship Education

Global citizenship education is an education that promotes such values as non-discrimination, respect for diversity, and solidarity for humanity. Topical issues for discussion include:

- 1. Prevention of Violent Extremism-** One of the fundamental principles of global citizenship education is the respect for diversity. Therefore, extremism (which refers to a position so adamantly held by an individual or groups that no recognition is given to other perspectives and positions) can be prevented through global citizenship education (GCED). Similarly, violent extremism, which connotes the use of violent force to achieve an extremist ideologically motivated objective, can be prevented through GCED which is grounded in the principles of nonviolence, empathy and solidarity for humanity (UNESCO 2018).
- 2. Peace Education-** This specifically focuses on the critical investigation of all forms of violence. The aim of peace education is to overcome war and violence and contribute to a culture of peace through education. This occurs through the initiation, support and supervision of social and political learning processes aimed at developing prosocial behavior and the ability to practice political participation (Ban Ki-Moon, 2012). Peace education attempts to make a pedagogical contribution to the abolition of the institution of war and the reduction of social violence. The core issues in peace education comprises human rights education, the theory and practice of non-violent communication, knowledge about war and peace, as well as corresponding national and international mechanisms of

- 3. Education for Sustainable Development (ESD) -** Sustainable development is regarded as one of the major challenges of the 21st century (UNESCO, 2014). Education for Sustainable Development (ESD) is defined as a type of development that safeguards the quality of life of the current generation without taking away the ability of coming generations to mold their future (Agbedahin & Lotz-Sisitka, 2019). In 2005, the United Nations (UN) Decade of ESD was launched to enhance the role of education in promoting sustainable development. At the UN Conference on Sustainable Development in 2012 (Rio+20), the international community agreed to “promote education for sustainable development and to integrate sustainable development more actively into education beyond the UN Decade of Education for Sustainable Development” (UNESCO, 2014).

There is now a growing international recognition of ESD as an integral element of quality education and a key enabler for sustainable development (UNESCO 2014). Education for sustainable development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. ESD is premised on the maxim “A Better Tomorrow Begins Today” (UNESCO, 2014).

- 4. Civic education-** Increasingly, the core values of global citizenship education are now reflected in civic education which is also known as citizen education or

democracy education. Civic education can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate effectively in democratic processes.

5. **Human rights education-** A universal culture of human rights requires that people everywhere must learn the common language of humanity and realize it in their daily lives. One of the best speeches on Universal Declaration of Human Rights was given at the United Nations in 1958 by former American President Eleanor Roosevelt (1958) thus:

Where, after all, do universal rights begin? In small places, close to home....Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world. But to uphold their rights, such concerned citizens need first to know them. Progress in the larger world must start with human rights education in just those small places, close to home (p.4)

Dimensions of Implementation of Global Citizenship Education in Nigeria

Global citizenship education must be implemented from a lifelong learning perspective. In other, words, global citizenship education should be seen as comprising all learning activities undertaking throughout a lifetime with the goal of building the knowledge, skills, values and attitudes that people need to be able to contribute to a more inclusive, just and peaceful world. Therefore, the domain of learning in GCED involves three stages: Cognitive domain (people need to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations); socio-emotional domain (people need to have a sense of belonging to a common humanity, sharing values and responsibilities,

empathy, solidarity and respect for differences and diversity); and behavioural domain (people need to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Thus the implementation of GCED must begin from early childhood and continue through all levels of education and into adulthood. From this perspective, global citizenship education must be implemented in formal education system, non-formal education programmes, and informal education pathways. The levels of implementation of GCED are discussed below:

Formal Education Approach of Implementing GCED in Nigeria-

The promotion of core values of GCED in terms of the cognitive, socio-emotional, and behavioural domains of learning must start with learners in the formal education system. At early childhood, caregivers must begin to plant in the children's minds the attitude of friendship, care, love, sharing values, and empathy for others. This can be promoted through plays, nursery rhymes, and behavioural demonstration of the caregivers. The children, as small as they are, are watching and observing. They will eventually grow to imbibe these attributes.

At primary and secondary formal education system, pupils must be further exposed to rights and responsibilities of individuals to humanity, traits of responsible and responsive citizens, recognition of inequalities and multiple identities such as culture, language, religion, gender, etc prevalent in humanity, solidarity and respect for these identities, differences and diversities, attitude of care and empathy for others and the environment, values of fairness and social justice, peaceful co-existence, and respect for all. After the exposure of the pupils to these attributes, they should be allowed to engage in the performance and practical application of these attributes. The learning outcomes from this exposure, backed by favourable environment, will be mutually reinforcing. For example, learners will develop attitude of empathy, solidarity and respect for differences and diversity.

At the tertiary educational level, students should be exposed to advanced contents and components of GCED which include:

- Understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes.
- Skills for living in an increasingly diverse world.
- Application of skills for critical inquiry and thinking, problem solving, decision-making, negotiation, peace building and personal and social responsibility.
- Skills for analysing inequalities based on gender, socio-economic status, culture, religion, age and other issues.

- Examination of beliefs and values and how they influence political and social decision-making, and
- Perceptions about social justice and civic engagement.

With the exposure of students to the advanced content, they will begin to contribute to contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens. The description of this approach is shown below in table 1 below

Table 1: *The Proposed Formal Education Approach of Implementing GCED in Nigeria*

Level of Education	Domains of GCED Exposure	Key Learning Outcomes
Early Childhood Level	Attitude of friendship, care, love, sharing values and empathy for others through plays, nursery rhymes, and behavioural demonstration of the caregivers.	Children’s mindsets are conditioned to demonstrate this attitude as meaningful way of living.
Primary and Secondary Education Level	Rights and responsibilities of individuals to humanity. Traits of responsible and responsive citizens. Recognition of inequalities and multiple identities such as culture, language, religion, gender, etc prevalent in humanity. Solidarity and respect for these identities, differences and diversities. Attitude of care and empathy for others and the environment. Values of fairness and social justice. Peaceful co-existence.	Students develop interest in humanity. Students develop attitudes of empathy, solidarity and respect for differences and diversity. Students develop skills for participating in the community and contributing to a better world through informed, ethical and peaceful action.
Tertiary Educational Level	Understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes. Application of skills for critical inquiry and thinking, problem solving, decision-making, negotiation, peace building and personal and social responsibility. Examination of beliefs and values and how they influence political and social decision-making, and Perceptions about social justice and civic engagement.	Students develop skills for critical thinking and analysis. Students develop attitudes of empathy, solidarity and respect for differences and diversity. Students develop motivation and willingness to take necessary actions.

Source: Adapted from Oxfam (2006): Education for global citizenship: A Guide for Schools and reconstructed by the authors.

Non-Formal Implementation Approach of GCED in Nigeria

Since global citizenship education is contextualised from the lifelong learning

perspective, its implementation must also be extended to the non-formal education (NFE) programmes organised by government ministries, agencies and parastatals, non-governmental organisations, civil society organisations, workers associations/unions, international developmental partners working in partnership with national and local government bodies, and multilateral institutions, among others. The targeted NFE programmes should include, among others, basic and post-literacy programmes, industrial and worker education, training and development programmes, vocational and entrepreneurial education programmes, family health and reproductive educational programmes, nomadic or migrant education, prison welfare and rehabilitation education programmes, continuing education programmes, continuing professional education programmes, women education programmes, rural development or rural transformation programmes.

In the design of these non-formal education programmes, organisers should be persuaded to expose participants or beneficiaries of the programme to the knowledge and practices of the cognitive, socio-emotional, and behavioural domains of global citizenship education. The practical aspects of GCED that the beneficiaries can be exposed to should include:

- Different levels of human identity
- Rights of others and your responsibilities to them.
- Attitude of friendship, compassion, empathy, care, love, collaboration, dialogue, and social entrepreneurship to others and the environment.
- Solidarity and respect for others.
- Values of fairness and social justice.
- Peaceful co-existence,

- Connections between local and national systems to the global systems.
- Understanding of differences and respects for diversities
- Opportunities for engagement as citizens at local, national and global levels.
- Ethically responsible behaviour Individual and collective action(s) that should be taken to address community issues and social injustices that could have implications at the global level.

The practical key learning outcomes from the exposure of participants/beneficiaries to the above domains of GCED will include recognition of the diversities in human identity and a sense of belonging to common humanity, development of feelings of compassion/empathy/respect for others, sharing of values and responsibilities, appreciation of the values of fairness, and solidarity, as well as acting responsibly at local, community, national levels and, by extension, at global level for a more peaceful and sustainable world.

Informal Education Pathways- For civic, political, mass and general education of the citizenry, the domains of GCED can also be promoted through informal education pathways. Informal education is the type of learning that goes on all the time, resulting from daily life activities related to work, family, community, or leisure. The value of the three domains of GCED (cognitive, socio-emotional, and behavioural) must be preached in family circles (nuclear and extended), in workplaces, in sporting activities, in community associations, in on-air media broadcasts, in editorial columns of newspapers, and in social media platforms. These informal education pathways will help produce citizens who are well-informed and critically conscious of the tenets of global citizenship education, citizens who are socially connected and respectful of diversities, and citizens who are ethically responsible in their behaviour and willing to take necessary actions in promoting global citizenship education.

Therefore, for effective implementation of the three domains of global citizenship education, there is the need for core teaching and learning practices that:

- Nurture a respectful, inclusive and interactive learning environment (e.g. gender equality, inclusion, shared understanding of norms, learners' voice, and use of space).
- Infuse learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals (e.g. independent and collaborative learning, media literacy).
- Embed authentic tasks (e.g. creating displays on learners' rights, creating peace building programmes, creating a student newspaper addressing global issues).
- Draw on globally-oriented learning resources that help learners in understanding how they fit in the world in relation to their local circumstances (e.g. the use of a variety of sources and media, comparative and diverse perspectives).
- The use of assessment and evaluation strategies that align with the learning goals and forms of instruction used to support learning (e.g. reflection and self-assessment, peer feedback, teacher assessment, journals, portfolios).
- Offer opportunities for learners to experience learning in varied contexts including the classroom, whole school activities and communities, from the local to the global (e.g. community participation, international e-exchanges, virtual communities).
- Emphasis on the teacher/educator as a role model (e.g. up to date on current events, community involvement, practicing environmental and equity standards).
- The use of learners and their families as a teaching and learning resource, especially in multicultural environments

Adapted from Evans, Ingram, MacDonald, & Weber, (2009).

Some Country Examples in the Implementation of Global Citizenship Education

1. **The Connecting Classrooms of the British Council** is an initiative designed to partner classrooms from different parts of the world. It gives learners the opportunity to gain an understanding of various cultures and thereafter develop skills of global citizenship. Teachers also develop their skills of teaching about global citizenship issues, learn about different educational systems, and improve their teaching skills. One example is a partnership between a primary school in rural Lincolnshire, United Kingdom and a primary school in Beirut, Lebanon, where the children had the opportunity to talk to each other via Skype on the theme of *'living together'*. The initiative has created an emotional bond of empathy between students of the two schools and also promoted empathy between the different communities within the school in Beirut (UNESCO, 2015).
2. **Nigeria and Scotland: The Power Politics** - This collaborative project involving schools aims to raise awareness of global development issues and to promote relations between countries. Working with learners and teachers in Port Harcourt, Nigeria and Aberdeen, Scotland, the project develops curriculum materials addressing issues relating to oil and gas-the main industries in both regions. For example, students in Port Harcourt made a film about the positive and negative effects of oil on their country, identifying economic, social, environmental and political impacts while students from a school in Aberdeen developed a comic to explain the MDGs and to think about how to set priorities for the post-2015 agenda (UNESCO, 2015).
3. **iEARN** is a non-profit organisation of over 30,000 schools and youth organisations in more than 140 countries. iEARN supports teachers and young people to work together online using the Internet and other communication technologies. Every day,

more than two million students are engaged in collaborative project work worldwide through iEARN (iEARN, 2016).

4. **Taking it Global for Educators** is a network of 4,000 schools and 11,000 teachers in more than 125 countries that aims to empower young people to learn about and engage with global challenges with a focus on global citizenship, environmental stewardship, and student voice. Educators are supported to use technology to create transformative learning experiences for their students. This network offers a community of educators, who are interested in collaborating on international learning projects, a safe, advertising-free virtual classroom platform designed to support international collaboration through the use of digital media tools. It also provides practical professional development e-courses, webinars and in-person workshops on global citizenship, environmental stewardship and student voice, and a range of programmes open to classrooms around the world that provide innovative ways to teach and learn about specific global issues, and a database of issue-oriented, curriculum-linked global education resources developed by teachers for teachers. *The Global Youth Action Network, a Taking it Global for Educators programme* has also created a clearinghouse to support youth movements and youth activism (UNESCO, 2015).

5. **Human Rights and Citizenship School Clubs-** In a joint initiative between the Tunisian Government, the Arab Institute for Human Rights, local NGOs and UN agencies, Tunisia established human rights and citizenship school clubs in 24 primary and secondary schools. The aim is *'to transfer knowledge about democracy that is linked to the social context and spread the values and principles of human rights and citizenship among educated youth, by using participatory pedagogy oriented to citizenship projects'*. Students participated

in the management of their school space and in community projects in order to develop skills for civic engagement and improve the local community (Council of Europe, 2012).

Recommendations

In order to effectively promote global citizenship education in Nigeria, it becomes highly imperative for the following recommendations to be implemented. They are:

1. **Inclusion of GCED in the National Policy on Education (NPE) in Nigeria-** There is the urgent need to review the country's National Policy on Education, the sixth edition 2013 to include the philosophy, goals, and objectives of global citizenship education. The sections of the current NPE can be re-arranged to include global citizenship education as Section 2 while the policy brief of its implementation can be elaborated in other sections on Basic Education, Post- Basic Education and Career Development, Mass and Nomadic Education, Tertiary Education, Open and Distance Education, Vocational Education, Special Needs Education, Educational Support Services, Planning and Administration of Education, and Funding and Partnerships.
2. **Mainstreaming Global Citizenship Education in Nigeria's Education Systems-** Since global citizenship education has emerged as an educational paradigm which is expected to contribute not only to the fulfilling of individual and national aspirations, but also to ensuring the wellbeing of all humanity and the global community, it should be mainstreamed in the educational systems of the country in the education policy, curriculum design, teacher training, and assessment mechanisms. This will tremendously assist the country in intensifying the perceptions of today's learners to the reality of being interconnected and living beyond local perimeters. Global citizenship education

will help the country to produce learners who will make use of what they have learnt to make the world a better place for humanity.

3. A National Workshop on Guidance and Capacity Building on GCED in Nigeria-

There should be a National Workshop on Guidance and Capacity Building on Global Citizenship Education in Nigeria possibly with the theme: *“Promoting Global Citizenship Education in Nigeria”*. The national workshop should be organised by the Federal Ministry of Education in collaboration with UNESCO as part of the challenges taken on by the international organisation to contribute to the debate on Global Citizenship Education. This challenge is embedded in the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDG), particularly SDG 4 that calls for an inclusive, equitable and quality education and lifelong learning opportunities for all.

4. Dedication of a National Day for Promotion of GCED in Nigeria-

In 2015, global citizenship education was included as one of the topic areas of Target 4.7 of the Sustainable Development Goal on Education that countries must promote and address. In order to achieve this objective, it is advocated that a national day be set aside for the promotion of the tenets of global citizenship education in Nigeria. The day should be marked by cultural displays and dramas in schools, writing and recitation of poems; quiz and essay competitions, among others. The focus of the day should be on the need *for all of us to learn how to live together with those from different cultural and ethnic backgrounds*. This is because our local communities are becoming more heterogeneous in nature due to increasing intra-national migration. The call for a national day for the promotion of the tenets of GCED is, therefore, inevitable.

5. Integration of GCED Principles into Existing School Subjects-

Since global citizenship education is an education that promotes values such as non-discrimination, respect for diversity and solidarity for humanity; it should be integrated into existing school subjects and not as an independent subject area. It should be delivered as an integral part of existing subjects such as civics, citizenship education, Social Studies, peace education or other similar subject areas addressing human rights, democracy, or justice. Therefore, the core values of global citizenship education should be reflected in and supported by the country's education policy and the curriculum.

6. Special Training Programme for Teachers-

There is the need for special pedagogical training for teachers on the teaching of global citizenship education. This is because global citizenship education requires a transformative pedagogy which encourages learners to critically analyse real-life issues and creatively and innovatively identify possible solutions. It also supports learners to critically revisit assumptions, world views and power relations in mainstream discourses, as well as focuses on engagement in action to bring about desired changes. Therefore, teachers need this special training programme so that they will be able to learn the specific pedagogical orientations of GCED.

7. Pedagogical Guidance for Educational Experts –

Similar to the special training programme for teachers, other education experts such as education policy designers/makers and managers, curriculum planners/developers, non-formal education instructors/facilitators, and researchers also need pedagogical guidance on the knowledge, teaching, learning objectives, and implementation mechanisms of GCED. This is because global citizenship education is a relatively new term to many education experts mentioned above. UNESCO has

developed a global guidance document on the overall teaching and learning objectives of global citizenship education (UNESCO, 2015).

- 8. Production of Content Inclusive Textbooks for GCED-** Content inclusive textbooks on global citizenship education should be produced to put an end to prejudices and harmful stereotypes. The textbooks, which should be written in a simple, practical style manner, will provide awareness and insights to curriculum developers, teachers, publishers, political stakeholders, teacher educators, and all those interested in development and education on how to promote peace, equality, and social cohesion in developmental and educational contexts.
- 9. Adoption of Participatory Assessment for Global Citizenship Education-** For the assessment of the impact of global citizenship education on the students, teachers are advised to adopt participatory assessment mechanisms such as assignments, demonstrations, observations, projects and other performance tasks to measure the acquisition, development, and formation of cognitive knowledge, socio-emotional attitude as well as behavioural skills and competences of students. Global Citizenship Education must not be perceived by teachers as a mere theoretical concept but as more of a practical programme to be implemented in schools and any other learning environment.
- 10. The Use of Local Concepts as Starting Points for Teaching GCED-** Global citizenship education should not be misconstrued as referring to educational processes that are exogenous to the Nigerian societies or perceived as dissociated from local needs and realities. Rather, it should be perceived from national/local/traditional concepts and

cosmogonies which promote echo and ideas similar to that of global citizenship education. Therefore, teachers and other stakeholders are advised to identify examples of local concepts that convey similar notions to those found in GCED and use these concepts as the starting point for teaching it. For example, the local concept “*Ubuntu*” meaning “*I am because we are- we are because I am*” has been used to promote the notions that are key to GCDE in South Africa. In other words, the scope of GCED can be widened to explicitly include local concepts that emphasize peaceful social relationships, communities, and environment.

Conclusion

This paper was able to provide a strong justification for the inclusion of global citizenship education in the educational policy and curriculum design in Nigeria. It argued that global citizenship education must be perceived from the lifelong learning perspective starting from early childhood to adulthood. If the pathways for the implementation of global citizenship education as well as the recommendations specified in the paper are strictly adhered to, Nigeria can then begin to empower her citizenry to engage and assume active roles both locally and globally and ultimately become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

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