

The Value and Implementation of Global Citizenship Education

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Abstract: Under globalization, global issues such as climate change have become prominent, challenging the ability of human collaborative governance. Global Citizenship Education (GCE), as a path of educational innovation, aims to cultivate individuals' global perspectives, sense of responsibility, and collaborative abilities that break through regional and ethnic limitations. Its value is reflected in the enhancement of individuals' cross-cultural literacy and critical thinking, the cultivation of social inclusiveness, and the promotion of global governance and sustainable development. Currently, China's GCE is facing challenges: cognitive biases in concepts, insufficient coverage of global issues in curriculum (climate change and other content in textbooks account for only 12%, far lower than the EU's 50%), single practice and low participation in international exchanges (only 8% of high school students participate), less than 5.2% of full-time teachers, and a lack of systematic training. This article is based on the UNESCO GCE framework (with the core of cultivating the knowledge and values necessary for "fairness, peace, and sustainable development"), drawing on the experiences of France, the United States, and the United Kingdom (French phased curriculum, American lifestyle infiltration, and British national curriculum positioning), and combining with China's education reality, exploring the strategies of timeliness and localization from five dimensions, and providing support for cultivating new era citizens who participate in global governance and practice a community with a shared future for mankind.

Keywords: Global Citizenship Education, Value Implications, Implementation Methods, Globalization, Education Reform.

1. Introduction

In the 21st century, globalization is developing in depth, with unprecedented personnel mobility, cultural integration, and economic linkage, but global risk transmission is intensifying. The COVID-19, extreme weather, regional conflicts and other issues highlight the symbiotic relationship of "one prosperity, one loss and one prosperity". Simply recognizing national identity in education is difficult to meet challenges, and cultivating global citizens with a global perspective, sense of responsibility, and collaborative abilities has become a consensus on education reform in various countries.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) proposed the concept of "global citizenship education" at the end of the last century, defining it as an educational process that cultivates learners' understanding of global interdependence, respect for multiculturalism, and global responsibility. It is explicitly stated in the "Education 2030 Action Framework" as a core path for sustainable development, supported by official documents. The concept of "a community with a shared future for mankind" in our country is in line with it, providing theoretical guidance [1].

In the current education system in China, there is insufficient cultivation of global citizenship awareness: the moral and legal courses in primary and secondary schools have scattered global issues; The general education courses in higher education lack systematic literacy modules; There are few cross-cultural practical resources in society. This has led to some citizens having narrow perspectives, weak communication, and a lack of responsibility, making it difficult for them to adapt to their needs.

Therefore, exploring its value and building a path is not only a need to enhance civic literacy, but also a support for China's participation in global governance and the promotion

of the construction of a community with a shared future for mankind. This article combines international experience and domestic situation to analyze the value and propose implementation paths, providing reference for education reform and literacy improvement.

2. Definition of the Core Connotation of Global Citizenship Education

In the 21st century, with the deepening of globalization, unprecedented personnel mobility, cultural integration, and economic linkage, global risk transmission has intensified. The COVID-19, extreme weather, regional conflicts, etc. highlight the symbiotic relationship of human beings, which is characterized by "prosperity for all, and damage for all". Simply recognizing national identity in education is difficult to meet challenges, and cultivating global citizens with a global perspective, sense of responsibility, and collaborative abilities has become a consensus on education reform in various countries.

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The definition of the connotation of global citizenship education is the starting point of practical logic, and the core is to break through the limitations of traditional national identity and build a dual cognition of "national citizens" and "global citizens". The United Nations Educational, Scientific

and Cultural Organization (UNESCO) has clarified that the core of global citizenship education lies in three dimensions: cognition, social emotions, and behavior, which provide direction for countries to practice.

Cognitive understanding of the interconnections under globalization, such as the interconnectedness of global politics and economics, the causes of global issues, and the characteristics of different cultures. This is not to weaken national identity, but to broaden our understanding of the global community - our concept of a "community with a shared future for mankind" is very representative, which not only protects national interests but also emphasizes mutual benefit and win-win outcomes.

In terms of social emotions, it is important to cultivate tolerance, respect, and a sense of responsibility. Setting aside cultural biases, we should embrace the idea of "global responsibility" and integrate personal feelings and global sentiments when focusing on the collective. In terms of behavior, we need to put our ideas into practice, such as adopting a low-carbon lifestyle and participating in cross-cultural communication. Hangzhou Nanxiaobu Primary School uses the "Cross Border Integration Classroom" to connect with Dubai schools to explore cultural differences and conduct ecological research, which is a practical example of local action to connect with global issues.

In China's education system, there is insufficient cultivation of global citizenship awareness: global issues in primary and secondary schools are scattered, universities lack systematic literacy modules, and social practice resources are scarce. Exploring its value and path, enhancing civic literacy, and supporting China's participation in global governance. This article combines international experience and domestic situation to analyze the value and propose implementation paths, providing reference for education reform.

3. The Era Value of Global Citizenship Education: Dual Empowerment of Individuals and Society

The value of global citizenship education lies in the three levels of individuals, society, and the state. The dual empowerment of individual development and social progress is the core, which not only helps individuals adapt to globalization, but also injects momentum into social development.

At the individual level, it is the key to enhancing core competencies. In the era of globalization, professions and lifestyles require higher levels of civic literacy. Individuals with a global perspective and cross-cultural competence are more competitive in employment, and cross-cultural communication can avoid conflicts and achieve win-win outcomes. Cross cultural communication, understanding of global markets, and a sense of social responsibility are all key areas that this type of education should focus on cultivating. And it can help people broaden their horizons, no longer limited by geography, accept different cultures with an open mind, and enrich their spiritual world in cross-cultural communication [3].

China is currently in a period of social transformation, with an increasing number of foreign cultures and migrant populations, which can easily lead to friction due to cultural differences. The advocacy of tolerance, respect, and cooperation in global citizenship education can resolve barriers, reduce conflicts, and promote a diverse coexistence

atmosphere. Those with a global perspective draw on international experience and combine local innovation to offer new ideas for social development in the fields of environmental protection and public services, as well as promoting new models of learning from multiple regions, all of which are related to enhancing citizens' global perspectives.

At the national level, it is the key to enhancing cultural soft power and improving global governance capabilities. Cultural soft power not only relies on cultural attraction, but also on the international image of citizens: those who have this awareness demonstrate China's inclusiveness and responsibility in international exchanges, convey China's voice, tell China's story well, and enhance international influence. The global governance reform requires a large number of talents with a global perspective, which can cultivate reserve forces for China, help China have more say in international rule making and global problem solving, and make the governance system more just.

In addition, it is highly compatible with the concept of "a community with a shared future for mankind" in China. Through education, more citizens can understand the connotation of the concept, transform the governance concept of "consultation, co construction, and sharing" into action, and consolidate the citizen foundation for building a community. This value is manifested not only in national diplomatic cooperation, but also in individual cross-cultural exchanges and public welfare actions, forming a development synergy.

4. The Current Dilemma of Global Citizenship Education: The Tension between Ideology and Practice

Although global citizenship education has important contemporary value, China's educational practice still faces challenges in five aspects: conceptual cognition, curriculum system, teaching staff, practical path, and evaluation mechanism, forming a tension between conceptual advocacy and practical implementation.

Deviation and ambiguity in conceptual cognition: Some education managers and teachers equate it with "international education" and "foreign language education", neglecting value guidance and responsibility cultivation; Some people are concerned that it weakens national identity and puts the two in opposition, causing educational practices to be hesitant to advance [4]. At the same time, social awareness is weak, and parents prioritize academic and career development over cultivating a global perspective, making it difficult to form a collaborative atmosphere between home and school.

The curriculum system lacks systematicity and integration: content related to primary and secondary schools is scattered in subjects such as ethics and rule of law, history, geography, etc., without specialized modules - the content of "international communication" and "social responsibility" in ethics and rule of law is scattered, while history and geography focus on knowledge transmission and neglect cross-cultural understanding guidance; General education courses in universities often involve lectures and elective courses on global issues, lacking systematic design and fragmented settings, making it difficult for students to form a complete awareness.

The professional competence of teachers needs to be improved: This education requires teachers to have global knowledge, cross-cultural competence, and corresponding

teaching skills, but most teachers lack relevant systematic training, have a limited understanding of global issues, lack cross-cultural teaching ability, and find it difficult to design corresponding activities in teaching, only staying at the level of knowledge transmission; Some teachers still use traditional teaching methods, which are difficult to stimulate students' interest.

The practical path is single and ineffective: it requires practical support such as cross-cultural communication and public welfare activities, but currently there are few and single forms of activities - primary and secondary schools mostly have theme class meetings and knowledge competitions within the school, lacking social linkage; Cross cultural exchanges in universities are concentrated in a few institutions, mostly for short-term visits and difficult to deeply experience. Moreover, the disconnect between practice and classroom makes it difficult to consolidate teaching achievements and achieve the integration of knowledge and action.

The lack of evaluation mechanism makes it difficult to measure the effectiveness: educational evaluation still focuses on academic performance as the core, without specialized evaluation indicators and methods for students' global citizenship literacy. Schools and teachers lack effective evaluation tools, making it difficult to measure students' relevant literacy levels. This deficiency leads to a lack of goal orientation and motivation in education, low motivation from teachers to promote, and a lack of motivation for students to improve.

5. International Experience in Global Citizenship Education: Insights from Multi country Practices

Global citizenship education has become a consensus on education reform in various countries, and many countries have formed characteristic models based on their national conditions. Its experience is concentrated in four aspects: curriculum integration, teacher training, practical orientation, and multi-party cooperation, which has important reference significance.

In terms of curriculum integration, various countries have integrated it into their existing systems: the UK takes the National Standards for Civic Education as the guiding principle and integrates "global and environmental responsibility" into all stages of education. Primary schools in the UK use themed activities to cultivate inclusive awareness, secondary schools offer elective courses on "Global Citizenship", and universities include general education; Canadian science class explores the impact of climate change, language class conducts cross-cultural reading, and helps students establish awareness of multiple subjects [5].

In terms of teacher training, countries have established sound systems: UNESCO provides online and offline courses through the Global Citizenship Education Teacher Training Program; Finland has incorporated relevant skills into pre service and in-service training for teachers, with teacher training institutions offering courses on "cross-cultural education" and setting up workshops and international exchanges; Japan is organizing overseas teacher visits through the "International Understanding Education Training Program" to enhance cross-cultural teaching abilities.

In terms of practical orientation, various countries

emphasize diverse practices to promote the integration of knowledge and action: American primary and secondary schools promote "service learning", combining community service with global issues such as environmental protection and public welfare, and donating books; Model United Nations as a multi country training platform to enhance students' critical thinking and communication skills; Germany relies on international exchange students and cross-cultural summer camps to allow students to experience different cultures and increase their tolerance.

In terms of multi-party collaboration, countries have established linkage mechanisms: South Korea has identified it as a key reform focus in the Basic Plan for Education Revitalization and set up a special fund to support it; The World Wildlife Fund and other organizations collaborate with schools to promote environmental protection projects; By encouraging children to read international news and participate in cross-cultural activities, families can cultivate their global perspectives.

These experiences indicate that its promotion requires the unity of ideology, curriculum, faculty, practice, and collaboration. When drawing lessons from our country, we should base ourselves on the national conditions, combine the characteristics of the education system with the concept of "a community with a shared future for mankind", and construct a model with Chinese characteristics.

6. The Implementation Path of Global Citizenship Education in China: Transformation from Concept to Practice

Based on the current situation of education in China and international experience, global citizenship education needs to start from five aspects: updating concepts, constructing curriculum, cultivating teachers, expanding practice, and ensuring mechanisms, to build a systematic path.

The renewal of ideas is a prerequisite, and it is necessary to establish the concept of "unity of national identity and global perspective": through special training and academic seminars, guide educators to understand its connotation and combine it with national identity education; The importance of promoting media and community activities, changing parents' attitudes, and creating a collaborative atmosphere between families, schools, and communities; Simultaneously integrating the concept of a "community with a shared future for mankind", clarifying value orientation, and cultivating citizens with Chinese sentiments and a global perspective.

Curriculum construction is the core and requires the establishment of a "vertically connected and horizontally integrated" system: primary and secondary schools will integrate relevant content into disciplines such as ethics and the rule of law, history, etc., and compile teaching guidance manuals - such as adding a "global responsibility" chapter to ethics and the rule of law, teaching geography on global ecology, exploring climate issues scientifically, and setting up school-based or elective courses; Universities have incorporated global citizenship into the core of general education, offering courses on "global governance" and "cross-cultural communication", and encouraging professional courses to integrate global issues.

Teacher cultivation is key, and a "combination of pre service and in-service training" system needs to be established: teacher training colleges optimize their programs,

offer "global citizenship education" courses, incorporate relevant abilities into teacher training student goals, strengthen international cooperation, and provide cross-cultural internships; In service teacher training will be included in the plan, with lectures and workshops to enhance their global knowledge and teaching skills, and an international exchange platform to organize overseas visits.

Practical expansion is the support, and it is necessary to enrich the carrier of "combination of inside and outside the school, local and international connection": conducting Model United Nations and global debate competitions on campus; External joint social organizations and international organizations provide environmental public welfare and international volunteer practice; Utilize information technology to establish online platforms and conduct cross-border exchanges; Guide students to integrate local actions, participate in community low-carbon and rural revitalization, and fulfill global responsibilities [6].

Mechanism guarantee is the foundation, and a system of "policy guidance, evaluation incentives, and resource support" needs to be established: the government should introduce policies to clarify its status and incorporate it into education planning, as well as guidelines for implementing the education sector system; Incorporate global citizenship literacy into students' comprehensive quality evaluation and measure it in multiple ways; Set up special funds to support courses, training, and practice, and encourage universities and research institutions to provide theoretical and practical guidance.

7. Conclusion

In the wave of globalization, global citizenship education is essential to address global challenges and safeguard sustainable human development. For our country, it can not only enhance civic literacy and facilitate participation in global governance, but also serve the community with a shared future for mankind. Its value lies in nourishing individuals, promoting social inclusiveness, and enhancing national influence, and it is a key link connecting the three.

This article clarifies that its core connotation is the unity of cognition, skills, emotions, and behavior. It analyzes its empowering role at the individual, social, and national levels, points out the difficulties in the five aspects of ideology, curriculum, teaching staff, practice, and evaluation in China, draws on international experience in curriculum integration and teacher training, and proposes a five in one implementation path of "updating ideology, constructing

curriculum, etc." based on national conditions.

At present, China's promotion of global citizenship education requires adhering to the combination of Chinese characteristics and international perspectives, absorbing international experience while based on national conditions and cultural traditions, and integrating the concept of "a community with a shared future for mankind" throughout, avoiding blindly copying foreign models and gradually promoting their integration into all aspects of education.

In the future, the government, schools, society, and families need to work together: the government should strengthen policy guidance and resource support, schools should deepen teaching reform, society should provide practical platforms, families should change their educational concepts, form a comprehensive educational force, cultivate global citizens with Chinese sentiment, global vision, responsibility and practical ability, and enable them to contribute to international exchanges, global governance, and sustainable development.

Global citizenship education is a long-term project that requires continuous summarization of experience, optimization of paths, response to challenges and opportunities, and laying a foundation for personal growth, social progress, and sustainable development of human civilization as citizens.

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