

Global Citizenship Education Curriculum: Implementation Strategies for Nigerian Secondary Schools

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Abstract

The impact of Global Citizenship Education in the sustainable development of a nation and the entire globe cannot be quantified. Global Citizenship Education has been identified by many developed nations and international organizations as one of the most effective strategies to provide solutions to the 21st century's political, social and economic challenges that have been plaguing many nations of the world, most especially the developing countries. Unlike National Citizenship Education whose benefits are minimal and limited to the individual and her nation, the advantages accrued to Global Citizenship Education transcends international boundaries and thus prepares an individual into being a global citizen rather than the usual national citizen. In spite of these high-flying benefits, most developing nations, of which Nigeria is one, are still far from adopting the strategy. They hold on to the National Citizenship Education. This paper attempts to x-ray the curriculum of Global Citizenship –its meaning, origin, goals, contents, teaching-learning strategies and the skills needed for its effective implementation. A review of the existing literatures shows that Nigeria like many other countries of Africa, however, are yet to key into the programme. The study thus looks into the challenges that confront the implementation of the programme and how to combat the challenges. It highlights the benefits Nigeria will gain if it fully adopts the programme and proffer suggestions to guide the proper implementation of the programme

Keywords: *Global Citizenship Education, Sustainable Development, Global Citizen, Citizenship Beyond the Nation State, Citizenship Beyond Borders, Cosmopolitanism, Planetary Citizenship and UNESCO.*

Introduction

Parts of the principles of a curriculum that makes a shift in paradigm into emergent issues are those of dynamism and forward-looking. These are in response to the ever-changing society, changes in the needs of the learners, and what students need to learn and do to attain successful outcomes (Olibie, 2013). Lots of issues (political, social, economic, technological etc.) that confront nations today are not indigenous to them; they are effects of the interactions with each other that have shrunk the world into a 'global village', of which curricula solutions that assume global dimensions are needed. As identified by the Department of Education, Ohio University (2013), the dynamics of global interactions among nations and regions present issues that affect all humanity. This necessitates the promulgation of different policies which could offer solutions that would transcend all nations by some institutions, governmental and non-governmental organisations. The policy that brings forth Global Citizenship education is not an exception. On 5th of September, 2015, the 193-member United Nations General Assembly formally adopted the 2030 Agenda for Sustainable Development. Found among the 17 Sustainable Development Goals (SDGs) to end poverty and hunger, to protect the planet, and ensure prosperity for all, is the goal number four which ensures inclusive and quality

education for all and the promotion of lifelong learning which in its sub-section specifies education for global citizenship (UNESCO, 2016). This thus means that Global Citizenship Education is paramount to the World Sustainable Development Agenda of which every nation is called to subscribe to.

The idea of global citizenship has existed for several millennia. In ancient Greece, Diogenes declared himself a citizen of the world, (Laertius, 1853) while the Mahaupanishads of ancient India spoke of the world as one family (Deussen, 1980). Gary Davis, the founder and champion of One World movement renounces his US citizenship in 1948 claiming that he is now the citizen of the world. He had his own flag and passport and other forms of identity different from that of US. To him, he believed, 'if there were no nation-states, there would be no wars' (Fox, 2013). Today, Education for Global Citizenship has evolved and developed and thus recognized in many countries as a strategy for helping children and youth prosper in their personal and professional lives and to contribute to building a better world (UNESCO, 2017).

As a course/programme of study, Global Citizenship Education was newly inserted into global education with varying nomenclature, definitions and goals among scholars and institutions. While Weal (1999) calls it 'citizenship

beyond borders', UNESCO (2013) named it 'global citizenship' or 'citizenship beyond the nation state' (Bellamy, 2000). The view of Keck and Sikkink (1998) as 'cosmopolitanism,' has made the term to be broader and inclusive than the mere global citizenship. Scholars like Henderson and Ikea (2004) however opted for 'planetary citizenship', because of their focus in the global community's responsibility to preserve the planet Earth.

On the definitions of global citizenship, prominent academics and institutions have attempted to define global citizenship in more recent times. Oxley and Morris (2013) pinpoint eight major ways through which global citizenship can be conceptualized. The first four are based on a cosmopolitan lens (political, moral, economic, and cultural) while the other four are through an advocacy lens (social, critical, environmental, and spiritual). In its own capacity, UNESCO (2015) defines global citizenship as “a sense of belonging to a broader community and common humanity”. Global citizenship emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. This lends credence to the Parker and Fraillon's (2016) definition of global citizens as “individuals who appreciate and understand the interconnectedness of all life on the planet”. Global citizens act and relate to others with the understanding to make the world a more

peaceful, just, safe and sustainable place, and emphasize interconnectedness in global citizenship” (Centre for Universal Education, 2017)

In a similar vein, an attempt has been made to differentiate between Global Citizenship and national citizenship. Global citizenship consists of voluntary practices oriented to human rights, social justice, and environmentalism at the local, regional, and global levels and unlike national citizenship, global citizenship does not denote any legal status or allegiance to an actual form of government (Rapoport, 2009; Myers, 2006; Schattle, 2008).

The position of education in global citizenship also has variant perspectives with different permutations. While some see global citizenship education to mean mere definitions of the global citizen, and its implied educational framework to provide it; some see global citizenship education as international awareness plus rights and responsibilities of the citizens. The view point that sees global citizenship as an attempt to make citizenship education more globally or internationally relevant and to think global provides a framework for this article. It subscribes to Brownlie's (2001) Global citizenship as more than learning about seemingly complex 'global issues' such as sustainable development, conflict and international trade – important as these are, it is also about the global dimension to local issues, which

are present in all our lives, localities and communities. Realistically, Ayodeji (2013) narrated that “Global Citizenship involves caring about the people with whom we share the habitat (earth), respecting their opinions and human rights, while building a more peaceful world”. To him, “the world needs global citizenship education more than ever before, as humanity is plagued by poverty, adverse climate change impacts, and conflicts among others”.

Be it as it may, global citizenship is a multi-perspective concept with a wider spectrum that x-ray issues that borders on environmental, economic, cultural and social concerns using global viewpoints. It is linked with growing *i n t e r d e p e n d e n c y* and interconnectedness between countries in economic, cultural and social areas, through increased international trade, migration, communication, etc. (UNESCO, 2014) or as Lee and Fouts (2005) put it, it is also linked with our concerns for global well-being beyond national boundaries, and on the basis of the understanding that global well-being also influences national and local well-being.

Many nations of the world have keyed into Global Citizenship Education to reshape their economy, social and political situations. The reason for this global relevance could be more adduced to globalization that have made many

nations to now be more interconnected and interdependent than ever before (Carabain et al., 2012). Carabain et al (2012) also posits that “Global citizenship manifests itself in behaviour that does justice to the principles of global interdependence, equality of all people and shared responsibility in solving global issues”. Parmenter (2011) conducted an analysis of 199 articles in the Worldcat database concerning where discussion on Global Citizenship Education occurred. More of these discussions occurred in United States of America, United Kingdom, Australia, Japan, Hong Kong, Canada, Sweden and many other developed countries; Africa took the least. What this implies is that most African Nations are still within the ambit of their national citizenship education.

Since one of the goals of education is to prepare the learner for effective life in the society, and the present 21st century society is a globalized one, the curriculum that will integrate global citizenship education should be allowed to thrive. Events, nationally and globally have shown that the local Citizenship Education offered to learners at the Universal Basic Education (UBE) level, the Senior Secondary Schools and Tertiary Institutions in Nigeria is inadequate for achieving the goal of education and providing solutions to the emergent challenges---militancy, religious fundamentalism, kidnapping, ritualism, human right abuse, poverty,

lack of patriotism, political crises etc. that Nigeria is currently plunged into. Therefore, for learners to be equipped towards these challenges and be prepared for international competitiveness, Global Citizenship Education is desired. Never should we forget that the overall philosophy of Nigeria is to live in unity and harmony and “promote inter-African solidarity and world peace through understanding” (FRN, 2004) and the national educational goal to achieve this is “the training of the mind in the understanding of the world around” (FRN, 2004).

Goals of Global Citizenship Education

Global Citizenship Education aims to empower learners to assume active roles, to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secured world. This goal is guided by the Education 2030 Agenda and Framework for Action, that predicated on the Sustainable Development Goals on Education, which calls on 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, 2014).

Specifically, UNESCO (2015) sees the aims of Global citizenship education as to enable learners to:

1. develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
2. “recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world” (UNESCO, 2015);
3. develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
4. recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
5. develop attitudes of care and empathy for others and the environment and for diversity;
6. develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age

and other issues;

7. participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens

These aims take a multifaceted approach to accomplish. It employs concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding and aims to advance their common objectives. Global citizenship education applies a lifelong learning perspective, beginning from early childhood and continuing through all levels of education and into adulthood, requiring both 'formal and informal approaches, curricular and extracurricular interventions, and conventional and unconventional pathways to participation

Contents of Global Citizenship Education

In line with the World Education 2030 Target, Global Citizenship Education has been recognized as one of the education strategy to realize this end. It prioritizes the relevance and content of education to help build a peaceful and sustainable world. "Global Citizenship Education also emphasizes the need to foster the knowledge, skills, values, attitudes and behaviours that allow individuals to take informed decisions and assume active roles locally,

nationally and globally with thematic areas of focus" (Global Citizenship Foundation, 2022). The theme might vary due to the vast and varied definitions and perception of the concept, however some common themes exist (Myers, 2006).

As pointed out by Global Citizenship Education (2017), promoting Global Citizenship and Sustainability Education means working on the values, knowledge, competences and attitudes that students require to cooperate for engaging with the most pressing societal challenges, in order to make sustainable development an achievable goal.

The UNESCO (2015) uses the domains of learning (cognitive, socio-emotional and behavioural) to delineate the Global Citizenship curriculum content. To the organization;

1. Cognitive domain has to do with the knowledge and thinking skills necessary to better understand the world and its complexities;
2. Socio-emotional domain deals with values, attitudes and social skills that enable learners to develop effectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully while the
3. Behavioural domain looks into the conduct, performance, practical application and engagement of global citizens

In a related development, Young (2002) and Oxfam (2006) cited in Davies,

Harder and Yamashita (2005) highlight the three components of global citizenship education and the various themes associated with it. He identifies:

1. knowledge and understanding of the background to global problems such as conceptual understanding of social justice, peace/conflict, diversity, sustainable development and globalization/interdependence;
2. skills such as critical thinking, argumentation, co-operation/conflict resolution and the ability to challenge injustice; and
3. values and attitudes such as commitment to equality, respecting diversity, concern for the environment and a sense of identity and self-esteem

The above domains correspond with the four pillars of learning described in the 1996 International Commission on Education for the Twenty-first Century report titled, "Learning: The Treasure Within" featuring learning to know, to do, to be and to live together (Delor, 2013).

However, most texts and curriculum guidance have a number of 'key concepts' which they use as the basis for curriculum stages in Global Citizenship Education. For example, the DFID et al. (2000) booklet uses:

1. citizenship
2. sustainable development
3. social justice
4. values and perceptions
5. diversity

6. interdependence
7. conflict resolution
8. human rights

UNESCO (2015) also stated the curriculum themes to accomplish her Global Citizenship Education aims as:

- peace and human rights
- intercultural understanding
- citizenship education
- respect for diversity
- tolerance, and
- inclusiveness

For each of these themes there are many sub-themes. A framework also exists for classifying them into domains and learning objectives

A more comprehensive and concise approach is the one highlighted in Wikipedia (2017) where the whole contents are broadly divided into three areas based on the attributes expected of the learners as a global citizen. They are: the informed and critically literate; socially connected and respectful of diversity; and ethically responsible and engaged.

Under the Informed and critically literate citizens, learners are expected to develop their understanding of the world, global themes, governance structures and systems, including politics, history and economics; to understand the rights and responsibilities of individuals and groups (for example, women's and children's rights, indigenous rights, corporate social responsibility); and, to

recognize the interconnectedness of local, national and global issues, structures and processes. Learners develop the skills of critical inquiry (for example, where to find information and how to analyze and use evidence), media literacy and an understanding of how information is mediated and communicated. They have to develop their ability to inquire into global themes and issues (for example, globalization, interdependence, migration, peace and conflict, sustainable development) by planning investigations, analyzing data and communicating their findings (*Alan, et al, 1999*).

A global citizen with qualities of socially connected and respectful of diversity, on the other hand, will learn about their identities and how they are situated within multiple relationships (for example, family, friends, school, local community, country), as a basis for understanding the global dimension of citizenship. They develop an understanding of difference and diversity (for example, culture, language, gender, sexuality, religion), of how beliefs and values influence people's views about those who are different, and of the reasons for, and impact of, inequality and discrimination. Learners should also consider common factors that transcend differences, and develop the knowledge, skills, values and attitudes required for respecting differences and living with others (*Alan, et al, 1999*).

An ethically responsible and engaged citizen however, will explore their own beliefs and values and those of others. They should understand how beliefs and values inform social and political decision-making at local, national, regional and global levels, and the challenges for governance of contrasting and conflicting beliefs and values. Learners should also develop their understanding of social justice issues in local, national, regional and global contexts and how these are interconnected. Ethical issues (for example, relating to [climate change](#), [consumerism](#), [economic globalization](#), [fair trade](#), migration, poverty and wealth, sustainable development, [terrorism](#), war) are also addressed. Learners are expected to reflect on ethical conflicts related to social and political responsibilities and the wider impact of their choices and decisions. Learners should also develop the knowledge, skills, values and attitudes to care for others and the environment and to engage in civic actions that should include among others the virtues of compassion, cooperation and collaboration, dialogue, respect, social entrepreneurship, empathy and active participation. They learn about opportunities for engagement as citizens at local, national and global levels, and examples of individual and collective actions taken by others to address global issues and social injustice (*Alan, et al, 1999*).

Of importance to curriculum designers

and teachers, most especially in the Nigeria context, is the idea of harmonization of the above themes and concepts to form the contents of their school curriculum bearing in mind the aims of Global Citizenship Education programme. There might be variations in the curriculum of most nations but with equal goals to achieve and thus empower the learners of all ages to

become proactive contributors to a more just, peaceful, tolerant, inclusive and sustainable world. Nevertheless, such contents desired should provide a holistic pedagogy, transformative purpose and the acquisition of wider skills (UNESCO, 2016).

The table below shows examples of some countries and their Global Citizenship Education curriculum contents.

Countries	Curriculum Contents
Australia,	The curriculum includes three cross-curriculum priorities and seven general capabilities that are linked to global citizenship education. Cross-curriculum priorities are: “Sustainability; Asia and Australia’s links with Asia; Aboriginal and Torres Strait Islander Histories and Cultures. General capabilities include literacy, numeracy, ICT competence, critical and creative thinking, personal and social competence, intercultural understanding, and ethical behaviour. These are applied across all curricular subjects” UNESCO 2016)
Colombia,	The curriculum aims to develop four core competencies: language, mathematics, scientific and citizen competencies. Citizen competencies, including sound reasoning, care for others, communication skills, reflection on action, knowledge and active participation in classroom, school and community matters, are developed in a cross-curricular manner. Learning expectations for 3rd, 5th, 7th, 9th and 11th grades are organised into three groups: living together and peace; democratic participation; and diversity. These relate to cognitive, emotional, communicative and integrative competencies. In line with the decentralised nature of the school system; schools develop their own teaching and learning materials.
Indonesia,	The curriculum includes core competencies related to global citizenship education. For example, “through social attitudes, it refers to honest behaviour, responsibility and caring including tolerance and mutual understanding” (UNESCO, 2016). .
Tunisia	A competency-based approach was introduced in the curriculum in 2000. In addition, ICT is emphasised (InfoDev), with support from international organisations such as the World Bank, so as to incorporate ICT at all levels of education. A renewed civic education curriculum is being introduced through international and local partnership organisations, including promoting principles

	of sustainable development, and the empowerment of women and gender equality. (Union for the Mediterranean, 2014.)
Republic of Korea,	The national curriculum outlines and specifically emphasizes the importance of being a global citizen equipped with relevant competencies such as tolerance, empathy and cultural literacy. Moreover, global citizenship education is promoted through tripartite cooperation involving the central government, provincial governments and schools, and further expanded with examination-free Semester.

Source: Adapted from UNESCO, 2015

Methods through which Global Citizenship Education can be introduced into the Curriculum

Several approaches exist in the curriculum design for Global Citizenship Education but the most common approaches within formal education, according to UNESCO (2015) are: as a school-wide issue; as a cross-curricular issue; as an integrated component within different subjects; or, as a separate, stand-alone subject within the curriculum.

Under the school-wide or whole School approach design, Global citizenship education themes and issues can be explicitly expressed in the Secondary school goals and priorities which give opportunity for global citizenship education to transform curriculum content, the learning environment, and teaching and assessment practices. Examples of this include the integration of global citizenship education learning outcomes into existing subjects at all levels, the use of participatory learning methods like critical thinking, problem solving and field research on Global Citizenship issues across subjects; the inculcation of education for global

citizenship issues in the activities to mark international days such as children's day, labour day, democracy day; setting days out to create awareness in schools about the roles of individual as a global citizen; inputting Global Citizenship themes and activities into activist-oriented clubs and societies such as Literary and Debating Society, Home Makers club, community engagement etc..

Another strategy that can also be used is the cross-curricular method. This method involves addressing the global citizenship education related topics in different subjects. It has the advantage of promoting collaboration among both teachers' and students' groups with exchange of ideas.

Global citizenship education can also be integrated across a range of subjects such as visual arts, physical and health education, civic education, religious knowledge, social studies, geography, history, religious education, science, music and arts. This approach is used for the national citizenship education at primary and secondary schools level in

Nigeria but the skills of impacting the themes are faulty. Teachers use conventional methods to deliver the themes which are part of the reasons why the effects is not felt. This approach will be more functional if skills to impact the education for Global Citizenship concepts are separately identified and highlighted for the teachers.

Separate courses on global citizenship education can also be taught in secondary schools. This approach is in used in the Republic of Korea where a mandatory subject entitled 'creative experiential activities', which aims to strengthen collaboration, creativity and character building among students were introduced into the 2009 curriculum. However, the activities undertaken to achieve this – for example, youth organisations, school and community volunteering, and environmental protection – are similar to those associated with a whole school approach UNESCO (2015). The curriculum on the other hand can take the form of stand-alone subject where Global Citizenship Education is introduced as a subject of its own as seen in the tertiary institution in Nigeria.

Some nations of the world also deliver their Global citizenship education within the non-formal education programme. This could be through some youth-led initiatives, NGO coalitions, and collaboration with other educational

institutions, and the use of internet. Examples of these groups as related to the Nigerian secondary schools are Boys Scout, Girls Guide, Red Cross and many other Associations. It can also be introduced as part of the curriculum to the nomadic education most especially in the northern part of Nigeria.

The approaches above can be complementary and can have maximum impact when adopted together. For example, a school might adopt a whole school approach and still uses separate and non-formal methods to send down the core messages of Global Citizenship Education. Consequently, it is expected that policy-makers and planners in Nigeria will decide which approaches are most appropriate for their context. This should be influenced by factors such as educational policies and systems, competing priorities in the curriculum, available resources or other factors.

Strategies for Teaching and Learning Global Citizenship Education in the Nigerian Secondary Schools

For the contents of the Global Citizen Education to be well delivered there is need for some professional strategies. Such strategies cannot be farfetched from the primary characteristics of the 21st century teaching-learning competences. Nigerian teachers can help students achieve the wide range of knowledge, skill and values' objectives of Global Citizenship Education

through: Critical thinking, Problem solving, Inquiry learning, Storytelling, Community and Collaboration, Values clarification, Technology skills, Adaptability, Cross-Cultural awareness and Field teaching.

Significance of Global Citizenship Education to Nigeria as a Nation

Global citizenship education is capable of helping students think globally, help nationally and solve local problems (Baxter, 2012). The numerous challenges Nigeria is facing today such as religious fundamentalism, insurgency, human trafficking, kidnapping, poverty, HIV/AIDS, COVID-19 and political crises are issues that cut across all nations and thus need solutions in a broader perspective more than what a local strategy could solve.

Putting global citizenship into the curricula at all levels of the Nigerian education will build the 21st century skills and competencies for solving local, national and regional problems that Global Citizenship education hopes to instill into every child. They would be so equipped with the skills of critical thinking, problem solving, adaptability, community and collaboration and many others.

Global Citizenship Education will help the Nigerian students to stand a chance of gaining a broader knowledge to

analyse and solve contending issues both locally and internationally using the international standard approach. This gives a free level ground to them to compete favourably well with children from any other parts of the world.

Themes such as peace and human rights education, intercultural understanding, citizenship, respect for diversity and tolerance, inclusiveness, environmental education etc. are the features of the knowledge receivable by a global citizen. Being fortified with these concepts will raise individual student into being a highly responsible and environmentally conscious person that the world desires through exposure to different knowledge, skills and values that could provide a sustainable development.

The Teachers' acquisition of the 21st century professional skills and competencies that Global Citizenship Education provides as identified above will assist them in their pedagogical activities and in solving problems in different facets of life. Thus the traditional skills that are no longer relevant will be dropped. It will not be out of place if a Nigerian student, using the universal problem solving skill to provide solution to ISIS insurgency or find solution to any other world challenges.

In all, the nation will on the long run largely benefit from the competent skillful teachers and students that could reform the society.

Challenges Facing the Implementation of Global Citizenship Education Curriculum in Nigeria

Developing the global dimension in the Nigerian school curriculum has been facing a lot of challenges. While many believe the development of global citizenship will bring the death of the national citizenship and as such should not be allowed to see the light of the day, to many advocates, this is however not true. Global citizenship provides a beam through which many national citizenship concepts are better understood using wider perspectives and as expressed by Landwehr-Brown (2008) saying Global Citizenship is a multiple, co-existing layer of citizenship that mirror the entire world.

The mode of introducing global issues into the curriculum is also of great challenge to curriculum designers. Numerous subjects already exist in the secondary school timetable that the timetable and even the curriculum are overloaded with barely no space for any additional subject. There seems no hope for the inclusion of Global Citizenship Education curriculum other than through integrated approach. Integration of the different Global Citizenship Education themes into the existing Nigerian

secondary school curriculum of all subjects with their associated skills of learning will provide equal significance as the use of separate approach. Thus, for secondary education, this means a substantive focus on all subjects of the curriculum since there is no subject that could not anchor Global Citizenship Education- geography, economics, cultural education, creative arts, social studies etc. Of equally more important, however, is the infusing of Global Citizenship issues into the non-formal education programmes in the school which might enhance the unconscious learning of the knowledge, values and skills embedded in the programme.

The goal of any curriculum will be best realized if implementation is effectively carried out. Effective delivery of the curriculum however depends on some teachers' factors- interest, academic and professional qualification and experience. As observed in the Nigerian secondary school teachers, their level of acceptance and teaching of Global Citizenship Education is still not encouraging. Nigerian teachers still lack adequate awareness about Global Citizenship Education; they misconstrue Global Citizenship Education with National Citizenship Education. Thus, teachers need enlightenment and training on Global Citizenship Education for quick and easy implementation.

The inadequate requisite knowledge to teach the concepts therein is another hindrance for its proper implementation.

Global Citizen Education is more or less a project that should be action based to be able to realize the targeted ends. Twenty-first century pedagogical skills that are pragmatic, (the types discussed above) are needed for its effective delivery. In that wise, Nigerian teachers need special training, workshop, symposium and other means through which they could be abreast of knowledge of the international community before Education for Global Citizenship can be successfully delivered otherwise it will be rendered inactive like the local Citizenship Education Curriculum.

The resources for the teaching most subjects of the curriculum, such as text books, instructional materials and finance (to purchase tools and embark on field research) are insufficient. The coming in of education for Global Citizenship might face similar challenges only if the appropriate agencies such as the Nigerian governments, corporate organizations and NGOs such as UNESCO, Department for International Development (DFID), Youth Advocacy Group (YAG) and many others put their financial and moral supports into it.

S u g g e s t i o n s f o r P r o p e r Implementation of Global Citizenship Education Curriculum in Secondary Schools

For Nigeria to design and implement a comprehensive curriculum that could provide the benefits inherent in the

Global Citizenship Education much efforts are needed. Adapting Ayodeji (2015) eight point idea could be helpful. These are:

1. The need to develop a framework on global citizenship by UNESCO and other stakeholders that will harmonize the controversial misconceptions of different scholars. A universal framework that can be adapted to suit the prevailing realities of the various countries.
2. The need to harmonize national citizenship with the global citizenship and integrate it into all subjects of the curriculum and all levels of education in Nigeria.
3. Strengthening the Global Citizenship Education by stakeholders, especially The Nigerian Ministry of Education, policy makers, Non-governmental Organization-UNESCO, NCDO and different political organizations in curriculum development and resources; teachers training and development etc.
4. Development of research teams to design and package its curriculum, and organizing seminars, conferences and symposiums on different themes of global citizenships to train teachers and students.
5. Development of relevant learning materials by the Nigerian Education, Research and Development Council

(NERDC), UNESCO and other governmental and non-governmental organizations.

6. Promotion of peaceful coexistence, fundamental human rights, and environmental sustainability through the enforcement of appropriate laws and sanctions.
7. Government, philanthropists, and private firms should increase commitment and monitor investments in education, especially in developing countries.
8. Promoting intense awareness of global citizenship through the mass media (print, visual and radio), using local languages to raise the consciousness of people who do not have access to formal education (Ayodeji, 2015).

Conclusion

Many countries all over the world are already implementing the Global Citizenship Education of which Nigeria could not afford to be an exception. The call for Global Citizenship Education is borne out of the fact that it is one of the most potent educational programmes that could radically solve the challenges of the 21st century that Nigeria is a part. Among the numerous importance of Global Citizenship Education are its ability to create a sense of belonging to the global community and common humanity; creation of respect for the

universal values of human rights, democracy, non-discrimination and diversity; and empowerment of learners to engage and assume active roles to shape a more peaceful, tolerant, and inclusive world. Many developed nations are already adopters and beneficiaries of this curriculum with consequent reform in their social, political and economic sectors. It is expected that with efficient and effective implementation of the programme, most Nigeria problems (such as militancy, religious fundamentalism, kidnapping, ritualism, human right abuse, poverty, lack of patriotism, political crises etc.) could be reduced to the barest minimal if not totally eradicated. Several challenges may come up on its implementation but with total commitment from the government, educational institutions, Non-Governmental Organizations and philanthropists and the private sector, these challenges will be surmounted. By 2030 Nigerian citizens would have moved away from being national citizens into being Global citizens. That is someone who:

1. “is aware of the wider world and has a sense of their own role as a world citizen” (Oxfam Education, 2023)
2. respects and values diversity of culture, religion and race
3. has knowledge and understanding of the workings of the wider world
4. is easily irritated with social

- injustice that diffuse the world
5. participates in the community, locally and globally to the global
 6. is willing to act to make the world a more equitable and sustainable place
 7. takes responsibility for their actions (Oxfam,1997).

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