The Role of a Responsible Global Citizen (Gitizen) in the 21st Century: The Need, the Challenges and the Future

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Abstract

UNESCO promoted global citizenship (gitizenship) since the launch of the UN Secretary-General's Global Education First Initiative (GEFI) on August 22nd 2012, which made fostering global citizenship one of its three priorities. This is a pedagogical guidance on global citizenship with 3 major outcomes: Education, Defense and Trade. (Taylor, 1997). It is the prerogative of the international community to clarify the conceptual underpinnings of global citizenship and provide policy and programmatic directions, this paper which is to a large extent conceptual and directive in nature has been developed in response after deeply studying the needs and demands of and on integrating global citizenship in most of the active countries in the world. It presents suggestions for translating global citizenship education concepts into practical and age specific topics learning objectives in a way that follows principles of adaptation in local contexts.It is intended as a resource for educators, curriculum developers, trainers as well as policy-makers, but it will also be useful for other education stakeholders working in non-formal and informal settings. Global citizenship encompasses a sense of belonging to whole humanity and common mankind.It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global. Growing interest in global citizenship has resulted in an increased attention towards global dimension of citizenship, education, policy, curricula, teaching and learningThey can serve as the basis for defining global citizenship goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning. These core conceptual dimensions are based on three domains of learning: cognitive, socio-emotional intelligence and global citizenship education (Freud, 1905).

Key Words: *Global, Education, Citizen, International Community, Gitizenship*

INTRODUCTION

Global Citizenship 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, 2008).

Before the outbreak of the First World War, the world must have looked very small to Economist (Keynes, 1919). As he aptly writes in his famous Essay 'The Economic Consequences of Peace'. The society is on the stage of enlightenment. We have never been more educated, rich, interconnected and technology driven. We are at stage 0.2 of civilization

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index, specifying development and utilization of 20% energy resources of the planet. But, if we pay even a marginal attention to the state of affairs, then we easily assume the global challenges we face because we lack the solidarity, motivation and institutional support to solve them. (Nicolai Kardashev, 1984).

The first period in geological History having a significant impact of Human activities on the Earth system. Trade, production and consumption are the root cause of all our problems and they can be eliminated by weaving together the concept of Global Citizenship. (O', Brien, K. 2000).

The concept of Global Citizenship has various stages of development and evolvement. In the 1800s, only men and property were included in the concept of citizenship and that too only national. With the advent of 1900s, women and children also got included and in the present days, the concept has crossed borders with the liberalization of economies and increased awareness, enactment and acceptance of political, civil and social rights and obligations. (Gies, W.T. and Wall, C. 2019).

Current perspectives on citizenship vary in different countries weather listed or unlisted, and include social rights and obligations and dimensions of national and global citizenship derived from demographic changes, historical regimes, and economic development in various geographic regions across earth. Further, the concept of global citizenship is enhanced by the establishment of international trade blocks, transnational organizations and corporations, civil society norms and movements and human rights frameworks. It has to be acknowledged that to what extent the concept of global citizenship extends and compliments traditional citizenship.

The aim of this paper is to spread awareness about the concept of global citizenship, study the challenges that lie ahead, methods to eradicate the imminent dangers lurking in the dark, scope of future research and overcome the limitations to further explore the subject and permanently weave it with the society.

OBJECTIVES

This study has two levels of objectives: National and International

a) National Objectives

i) To develop a sense of shared destiny

The first objective of the study is to develop and foster a sense of shared destiny in terms of local, national, social cultural, political, civil and political factors amongst various members of national and international associations. Team spirit should remain undeterred in times of prosperity, calamity or deluge. For

achieving this purpose, the process of socialization should be started involving a range of social agents such as the family, peers and religious groups in an explicit manner. The process of socialization has three stages: arrival, encounter and metamorphosis which is the last stage after which a concept, individual, idea or organization is finally accepted in the society.

Formal education is not the only means of spreading socialization; we need a robust public policy at the heart of reproduction of all social activities. Indeed, beyond mere reiteration of theoretical fundamentals and principles, there is a need for building national and international cohesion by the education bodies. (Israel, 2012).

ii) To engage in civic and social action

Active and positive societal participation and transformation for realizing a broader sense of individual and group responsibility towards communities, religion, sect, culture, region, national and world as a whole should be articulately embedded in the curriculum, policy and design of education system. To the set the context, in any given country, this area overlaps many others such as history, geography, religion, social studies, civic and political science. Children and adults should be equally aware of the concept to be engrossed in it.

iii) To stratify the role of women in society

It is imperative for a society to create an environment of overall independence with role stratification. It includes increasing and improving the social, economic, political and legal strength of women, to ensure equal right to women, to make them confident enough to claim their rights, freely live with a sense of self-worth, respect and dignity both inside and outside of their house and workplace and to make their own choices and decisions, have equal rights to participate in social, public and religious activities, have equal social status in the society, have equal rights for socio-economic justice, determine financial and economic choices, get equal opportunity for education, get equal employment opportunity for any gender bias, get safe and comfortable working environment where women have rights for their voices heard. In the process of stratification of women's role in society, the following objectives with a degree of result orientation have to be kept in mind. Employability, talent acquisition, skill enhancement and replacement in certain job roles which were initially designed only for men.

iv) To imbibe inter-cultural justice

Each nation a country chiefly characterized by identity, cultural diversity, world heritage, arts, languages, world history, indigenous knowledge systems,

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peace and conflict resolution, learning to live together, education and inter-cultural/international understanding.The formulation of values, ethics and learning outcomes in youth and adults can be differentiated from more modest values like empathy and care to more committed in nature like willingness to challenge injustice.It is to be noted that issues of peace and conflict are rooted in the culture. Violent conflicts often and arguably revolve around po-litical, economic, social, cultural and natural resources. Cultural identities and differences serve as ideological opinions and solutions in context of conflict resolution and imbibing inter-cultural justice. Poor and down trodden should be uplifted by the implementation of the above learning outcomes. (OXFAM, 2006).

v)   To face all sorts of challenges

To face the challenges of a globalized world, the issues of society, economy and polity have to be understood and studied, analyzed and solutions have to crafted. A global village is the best place to live in. Awareness of the wider world and one's own role both as a citizen and consumer with rights and obligations is foundation stone for the construction of the formidable fortress and realization of the concept of global human community or global citizenship. One of the key deliverables in the concept of global citizenship is the valuation of the cultural diversity comprising languages, arts, religions and philosophies as components of the common heritage of humanity.

b)   International Objectives

i)   Commitment to sustainable development

The world today is facing considerable number interlinked challenges in the 21st century. Some of them are global financial crisis, climate change, shrinking bio-diversity, declining water and energy resources, threats to food and health risks. E.g. El Nino Mystery. The present anthology keeps us revolving knowledge which is connected to power, history and cultural differences. But, nowadays, mobility and access to new media and academic collaborations have democratized knowledge. Thus, we have to reduce, reuse and recycle for a sustainable future.

For example : World Scientific Community Report says that crude oil will totally vanish from the face of the planet by 2050 and the next generation fuel I.e. Ammonium Oxide whose atoms lied tucked up in the ice molecules has been found in sufficient quantity in the polar ice caps primarily in Alaska and Greenland . And speculations are there that there must be huge chunks buried in Antarctica as well. This next generation fuel is enough to run the planet for next 200 years. This is one of the major

examples of Sustainable Development; the concept itself was derived from energy sector.

ii) Environmental safety & awareness

We live in a world without borders as we knew them. We might be in closer interaction with a fellow academic across the Atlantic Ocean than we are with our own neighbors. Through technological development and means of communication and transportation, we can choose to interact with any part of the world. This means that we might think of ourselves as international rather than national beings. (Benhabib, 2006). 2nd World Conference on Environmental Safety, Geneva Protocol.

There is an imminent necessity to act as local entrepreneurs, or better as flexible citizens, both nationally and internationally at the same time as the definition of global citizenship puts it and this is possible only through environmental safety and awareness. Our students, youth and the entire academic staff will have to be deployed to educate people about poverty, climate, human rights, religious dialogue, global health governance and safety as well as the significance of being a citizen in today's well connected world.

Environmental safety and awareness programs should be made a part and parcel of routine life. People should be taught how to behave and deal in the event of a natural calamity both at the grass root level and at the communal level. The safety and awareness concept only accumulates and forms the content of the concept of global citizenship and is also linked personal health and hygiene.

iii) Ethical responsibility and engagement

Human rights approaches, attitudes and values of caring for others, transformation of personal and social responsibility, societal contribution, skill development through a well informed, ethical and peaceful action for exploring own and other's values is the most viable mechanism for socio-cultural and political decision making at local, regional, national and global level.

iv) Upheaval of global human values

Human values can be up heaved only when informed and critically literate person from corners of society come up and create an atmosphere of fostering such value systems completely understanding the underlying assumptions and power dynamics of inter-woven cultures.

A 'spiral-societal' approach is needed which is elaborated in the inclusion of global citizenship education all levels of education; primary, secondary and higher. Teachers should be well versed with the concept, its requirements

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and scope of implementation and further study and research. As education systems, levels of education and student age groups vary between countries, these groups are merely meant to be indicative. Users at all levels should feel free to select, adapt and organize their own learning objectives in way which is suited to their country, context and preparedness.

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v) Social connectedness and respect towards diversity

People differ in their levels of identity and thoughts, the factor which entwines them or separates them is the diversity and that entails a certain degree of respect which is the chief characteristic of this planet. Diversity is characterized by difference in psychographic parameters like styles, appearance, knowledge, loyalty etc which results in difference of opinions. Other kinds of diversities are political diversity, bio-diversity, cultural diversity, economicdiversity, zoological and botanical diversity and above all historical and evolutionary diversity. Now, it depends on us weather we want to harness this aspect or close our windows. It is this diversity only which makes us look beautiful. The only way to garner respect for diversity and spur molecules of positive change is Global Citizenship.

NOTABLE LITERATURE REVIEW

The concept of Global Citizenship starts with Organizational Citizenship Behavior i.e. relation with peers, sub-ordinates, seniors and the entire surrounding environment with immediate and surround effect and impact on society's health. (Mossai, 1997). American Researcher, 7 times published in Harvard Business Review. Post the era of spiral societal approach, the concept of Global Citizenship became a public deliberation unbounded to the political, jurisdictional and territorial boundary of a geographical state resulting in creation and protection of global rights and responsibilities. (Allan 1998). Minister of State for Public Affairs, Minnesota. There arose an increased sentiment and awareness about the concept of Global Citizenship as concern for society, culture, policy and academia forms the essence of the concept of global citizenship. Democratic decision-making and community service build resources, time and energy of the country. (Davies, 2009). Social Servant, Wisconsin State, USA .We have drifted apart, and forgotten our shared destiny (...). But the burdens of global citizenship continue to bind us together. Our candidates must be equipped with social, ethical and civic competences, with initiative and with entrepreneurial spirit. We must provide a learning environment and an atmosphere that are conducive to self-development. (Obama, 2008). Addressing Germans Berlin. Global Citizenship can be seen as a modern version of 'bil-dung', style of society, stimulating autonomy and

critical thinking, and fostering an ability to gauge the interdependence that characterizes the world of today. Not everybody respects diversity, shoulders the responsibility, shares resources and information, empathies, connects openly, competes healthily, dies graciously, which is the essence of global citizenship and emulates the importance of living together. (Stieglitz, 2005). Nobel Laureate.

RESEARCH TOOLS USED

1. KMO-Bartlett's Test

Table 1: KMO-Bartlett's Test

Generic Preferences	KMO Measure Of Sampling Accuracy	Bartlett's Test of Sphericity Approximation	
		Chi-Square	**Significance Level**
Linguistic Preferences	**0.826**	**338.780**	**00.00**
Logical/Mathematical Preferences	**0.868**	**707.817**	**00.00**
Visual/Spatial Preferences	**0.820**	**677.971**	**00.00**
Musical Preferences	**0.848**	**980.437**	**00.00**
Kinesthic Preferences	**0.858**	**386.436**	**00.00**
Natural Preferences	**0.825**	**400.003**	**00.00**
Interpersonal Preferences	**0.867**	**608.780**	**00.00**
Intra-Personal Preferences	**0.892**	**142.096**	**00.00**

Interpretation

- Significance Level remains same for every change in the sample
- Tool used is SPSS
- Accuracy Level changes but remains within a specified range owing to the non-shift in the geo-political climate
- Chi-square value changes signify co-relation between different values and preferences of sub-groups of people
- A group of 150 people was chosen from Wisconsin, Washington and California

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2) Paired Sampling with MCT (Measure of Central Tendency) of pre and post adoption periods of liberal govt. Policies.

Table 2: Pre and post adoption periods of liberal govt. policies

Compared Study Variables N = 49	Mean Difference	Standard Deviation	t – Test	p – Value
Average of pre-adoption period	.48	1.28	2.62	.01*
Average of 1 year post adoption	.31	.80	2.76	.01*
Average of 2 year post adoption	.64	.165	2.73	.00*
Average of 3 year post adoption	.63	1.33	3.34	.00*

(* Significant) (a = .05 two tailed)

Interpretation

- The trend shows p value greater than .05
- There is a significant difference between averages of pre and post adoption periods
- Pre ESOP window is also under comparison
- There is more subtle difference between 2 and 3 year difference averages
- 3 year difference window is the widest

FUTURE SCOPE

This subject needs quite a further education and exploring on behalf of academicians to identify the global concerns of the global citizens. Each country of a specific trade or regional block has its own advantages, historical baggage, own de-merits on account of population, such as in most Asian countries and occupation. Occupation often depends upon geography and abundance of natural resources in a state which in turn decide the macro-economic parameters of industry. Actionable solutions have to be implemented at the international level for sage guardingagainst all kinds of controversies, resentments. Major issues needing highlight are: Global Poverty, Communicable Diseases, Education, Migration, Climate Change, Access to Water, International Trade, Hunger, Financial Stability and Regional Conflicts. These areas need extensive research to be brought to the notice on a global scale. Lead education bodies should come hand in hand for joint studies and govt. should provide sufficient avenues for grants boosting the entire process.

CHALLENGES

Global citizenship has two categories of challenges: primary and secondary which are described below.

Primary

These challenges have arisen as consequences of archaic globalization in which is a term used to describe the relation between states and communities and have they have been created by geographical spread of ideas and norms prompted by travel. The necessity of trade between different regions was majorly because of richness in natural resources and increasing population and gave rise to new trade routes e.g. the famous Silk Route, Suez Canal etc.

- Unsustainable level of CO_2 emissions in atmosphere making life miserable for all forms inhabiting the planet. This is the most pressing challenge. Many species become extinct even before they are discovered. Australian Scientist Edward refers this phenomenon as 'Ermocene' – the age of loneliness.
- Inter-connection of financial crises and ecological aberrations which make the world suffer pain agony when due to crunch and unemployment, the society faces a brutal consequence and collapse of machinery and all constituent units. The ultimate safeguard against this vector is prediction and prevention technique. E.g. the Financial and Credit Crunch related to the Lehman Brothers. (Lioudis, 2019).
- Inability to restrict the spreading of epidemics following natural disasters such as the devastating tsunami of 2004, the spread of emboli in the fall of 2014 , the unprecedented health risks, perils and hazards presented as imminent dangers particularly to the undernourished.
- In the 19th century, people, goods and services used to freely move across borders but due to historical interventions and excavations, the concept of global citizenship has given rise to a new danger, global terrorism which has its roots in commerce and trade regimes of today. The freedom and ability to cross borders can at one time be a blessing and at other time be a bane giving rise to consequences felt far from origin. We as citizens of global human world have to free ourselves from prejudices of actions and words. (Butenko, 1997).
- Collapse of judicial and constitutional machinery of at let 10 countries in the fall of 1914, was a concrete example of the dire and bizarre results of an over-globalized world. Our system, the world over is not yet accustomed to enact and implement global commercial, political and legal regimes due to religious, cultural, economic and philosophical differences between various sects of society. There is an absence of acceptance of global norms, willingness to tolerate and expertise to perform and deliver.

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Secondary

These challenges are a result of modern or proto-globalization leading towards increasing trade links and cultural exchanges across the world during early 19th century. Mostly, this was due to European empires that had for more than a century controlled a large portion of land area itself and had in turn impacted and created modern, quick, populist and rather complex systems which were produced in medieval Europe after the sinking of the Spanish Armada and start of the 'The Renaissance Period' (1535 A.D. – 1875 A.D.)

- Non –coherent states on grounds of religion. Religion is product of history and some out-worldly incidents which have shaped our entire social structure in due course of time. It is so close to people's sentiments that the membrane is difficult to crack and penetrate into settling new embodiments there.
- Difficulty in bounding nations due to difference in languages, arts, cultures, customes and habits which are more of individual in nature than communal. The difference in language is a major bottleneck and barrier in communication between the states and people.
- Diversity in geo-politics is another striking impediment in the way of global citizenship. Geographical movements and migrations have always been there since pre-historic times. Some regions, weather naturally or due to manmade reasons are more accessible than others. This is the major reason for development of few regions more than others.
- An innovation in transport technology gives a huge impetus to cross border trade. Those states which have superior transport infrastructure have a better access to trade and commerce filling their ex-checker's pocket as compared to those states which are still in a evolving state.
- Military impact creates a region which is almost inaccessible to people or even difficult to cross. E.g. Nevada, Area 51 & 52, NORAD Mountains Region in USA. These regions have been created for more national security, prowess and military muscularity. This strategy is adopted mostly by those countries which have a long border, vicious neighbor, and vast economic assets to protect and are used for deployment of tactical weapons, weapons of mass destruction and surveillance. (Pablo, 2011).

LIMITATIONS

Poverty and inequality play a game foray in introducing limitations in the pathway of research on the area. Regional data due to political influence is often distorted and accurate figures cannot be arrived at most of the times which hampers the final solution to be implemented or suggested. Non access to govt. research labs is also a creepy issue. Trade reforms, malnutrition human development create impediments in the way of research on the topic due to migratory trends exhibited across the world.

the 13th century world-system, as described by Janet Abu-Lughod
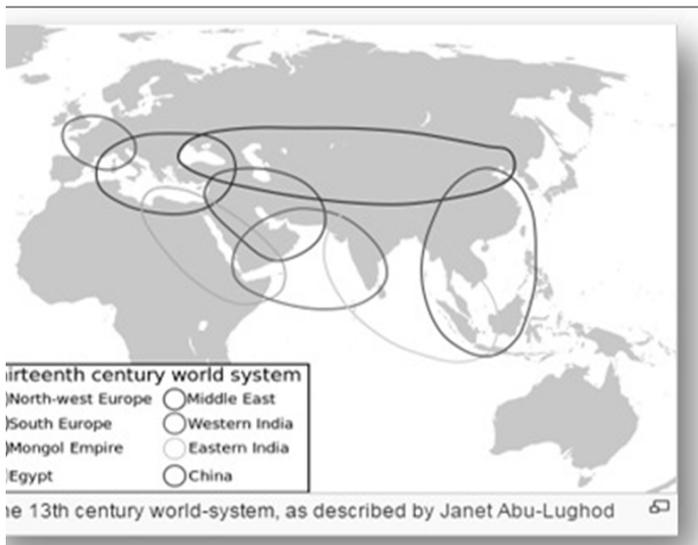
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At a Glance
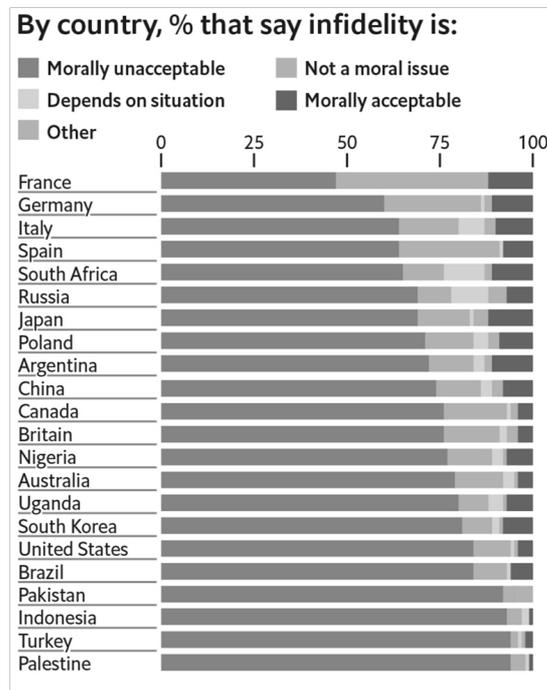
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