

Global Citizenship From Social Analysis To Social Action

The ABCs of Human Survival examines the effect of militant nationalism and the lawlessness of powerful states on the well-being of individuals, local communities, and global citizenship. Based on the analysis of world events, Arthur Clark presents militant nationalism as a pathological pattern of thinking that threatens our security, while emphasizing effective democracy and international law as indispensable frameworks for human protection. Within the contexts of history, sociology, philosophy, and spirituality, this book calls into question the assumptions of consumer culture and offers, as an alternative, strategies to improve overall well-being through the important choices we make as individuals. This study examines how Global Citizenship Education (GCE) is perceived and implemented in South Korea. GCE has received much attention worldwide among educators, policy makers, and organizations, as reflected by the Global Education First Initiative (GEFI), the Post-2015 education agenda, and The Sustainable Development Goals (SDGs). Consistent with this global trend, the World Education Forum, held in South Korea, also facilitated interest and discussions in GCE in South Korea. Within the context of heightened interest in GCE both in the global society and South Korea as well, my dissertation explores the core features of GCE in South Korea focusing on rationales, contents, and implementation from a critical perspective. The analysis in this study is informed by the concept of a critical approach of GCE (Andreotti, 2006; Davies, 2006; Shultz, 2007) along with critical social theories with particular emphases on the theory of hegemony, cultural reproduction, and critical race theory. This study employed a qualitative research approach relying on documents analysis and a series of interviews. I analyzed five teachers' guidebooks for promotion of GCE developed by government related organizations. Interviews were conducted with twenty education stakeholders in charge of GCE including a government officer, three International organization staff, eight NGO workers, and eight teachers. Through a critical analysis of GCE in South Korea, this study offers a detailed understanding of how different ideologies regarding GCE exist in a complex manner within a Korean context by extending the existing literature. This research demonstrates that despite the possibility of GCE serving as a counter-hegemonic force, the values and curricula of GCE in South Korea also reproduce hegemonic ideals of neoliberalism, dichotomous views of economic status, and binary views on core-periphery relationships. This study also illustrates conceptual and structural restraints that reinforce hegemonic ideas of GCE. Based on the findings, I argue GCE should be carefully addressed and implemented considering its different ideological foundations and aspects which potentially reinforce hegemonic ideas. Without taking these features into account, GCE may be well intended but in fact fails to open possibilities to transform discursive practices towards the values of social justice.

This Handbook is a much needed international reference work, written by leading writers in the field of global citizenship and education. It is based on the most recent research and practice from across the world, with the 'Geographically-Based Overviews' section providing summaries of global citizenship and education provided for Southern Africa, Australasia, Europe, the Middle East, North America, Latin America, and East and South East Asia. The Handbook discusses, in the 'Key Ideologies' section, the philosophies that influence the meaning of global citizenship and education, including neo-liberalism and global capitalism; nationalism and internationalism; and issues of post-colonialism, indigeneity, and transnationalism. Next, the 'Key Concepts' section explores the ideas that underpin debates about global citizenship and education, with particular attention paid to issues of justice, equity, diversity, identity, and sustainable development. With these key concepts in place, the 'Principal Perspectives and Contexts' section turns to exploring global citizenship and education from a wide variety of viewpoints, including economic, political, cultural, moral, environmental, spiritual and religious, as well as taking into consideration issues of ethnicity, gender and sexuality, and social class. Finally, the 'Key Issues in the Teaching of Global Citizenship' section discusses how education can be provided through school subjects and study abroad programmes, as well as through other means including social media and online assessment, and political activism. This Handbook will be vital reading for academics, postgraduates and advanced undergraduates in the fields of sociology and education, particularly those with an interest in comparative studies.

In *The Psychology of Global Citizenship*, Iva Katzarska-Miller and Stephen Reysen explore the theory and research of global citizenship through a social psychological perspective, integrating past work into a unified model of antecedents and outcomes of global citizenship identification.

Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness. The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility. Reflecting on the educator's experience, each chapter engages with critical questions surrounding teaching global citizenship, such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism, and how to do so without frightening, regressing, mythicizing, imposing, or colonizing. Based on narrative inquiry, the contributors convey their insights through stories from their classroom experiences, which take place in diverse educational settings: from New Brunswick to British Columbia to Nunavut, in rural and urban areas, and in public and private schools. Covering a broad range of topics surrounding the complexity of educating for global citizenship, this timely text will benefit those in education, global citizenship, curriculum development, and social studies courses across Canada. FEATURES: - Grounded in narrative inquiry, experiential learning, and teacher-based research - Includes study questions at the end of each chapter - Written by teachers for teachers with the accessibility of the material, diverse voices, and a broad spectrum of classroom settings in mind

Global Citizenship From Social Analysis to Social Action : GNED 500 GNED 500 Global Citizenship From Social Analysis to Social Action The Practices of Global

Citizenship Rowman & Littlefield

This edited book is the first full-length volume exclusively devoted to new research on the challenges and practices of teaching global issues. It addresses the ways that schools can and do address young people's interest and activism in contemporary global issues facing the world. Many young people today are passionate about issues such as climate change, world poverty, and human rights but have few opportunities in schools to study such issues in depth. This book draws on new research to provide a deeper understanding and examples of how global issues are taught in schools. The book is organized in two sections: (1) contexts and policies in which global issues are taught and learned; and (2) case studies of teaching and learning global issues in schools. The central thesis is that global issues are an essential feature of democracy and social action in a world caught in the thrall of globalization. Schools can no longer afford to ignore teaching about issues impacting across the world if they intend to keep young people engaged in learning and want them to make their own communities—and the greater world—better places for all.

In the spirit of Ivan Illich's 1968 speech 'To hell with good intentions', the book takes aim at a ubiquitous form of contemporary ideology, namely the concept of global citizenship. Its characteristic discourse can be found inhabiting a nexus of four complexes of 'ruling' institutions, namely universities with their international service learning, the United Nations and allied international institutions bent on global citizenship education, international non-governmental organizations and foundations promoting social entrepreneurship, and global corporations and their mouthpieces pitching corporate social responsibility and sustainable development. The question is: in the context of Northern or Western imperialism and US-led, neoliberal, global, corporate capitalism, and the planetary Armageddon they are wringing, what is the concept of global citizenship doing for these institutions? The studies in the book put this question to each of these four institutional complexes from broadly political-economic and post-colonial premises, focusing on the concept's discursive use, against the background of the mounting production of the global non-citizen as the global citizen's 'other'. Addressed to all users of the concept of global citizen(ship) from university students and faculty in global studies to social entrepreneurs and United Nations bureaucrats, the book's studies ultimately ask whether the idea helps or hinders the global quest for social and economic justice.

With the increasing integration of global economies and societies, the nation-state is no longer the sole force shaping and defining citizenship. New ideas of "global citizenship" are emerging, and universities, which are increasingly involved in international engagements, provide a unique opportunity to explore how fundamental understandings of modern citizenship are changing. Drawing on case studies of universities in China, the United States, Hungary, and Argentina, *Global Citizenship and the University* moves beyond a narrow political definition of citizenship to address the cultural and economic complexities of contemporary social life. Rhoads and Szelenyi show how universities should be mindful of the possibilities for faculty and student involvement in the production, management, and application of knowledge, and how this in turn allows for an engagement as citizens that reflects serious considerations of the global context. Ultimately, the authors challenge universities and readers alike to consider the many transnational opportunities that are redefining citizenship today.

The Dimensions of Global Citizenship takes issue with the assumption that ideas about global citizenship are merely Utopian ideals. The author argues that, far from being a modern phenomenon, world citizenship has existed throughout history as a radical alternative to the inadequacies of the nation-state system. Only in the post-war era has this ideal become politically meaningful. This social transformation is illustrated by references to the activities of global social movements as well as those of individual citizens.

In a very comprehensible and entertaining way explores the main findings of the first academic research on world scouting, the largest young movement on the planet. The work revisits scouting's origins, analyzing its structure and recognition policy, its role in developing ideas of global citizenship and belonging, and the spirit of scouting.

Global Citizenship Education explores key ideas and issues within local, national and global dimensions. Including examples and case studies from across the world, the authors draw on ideas, experiences and histories within and beyond 'the West' to contribute to multifaceted perspectives on global citizenship education. In concise chapters, the authors set out the key concepts and debates within the field. Global citizenship education is contextualized within key educational frameworks, including citizenship education, global education, development education and peace education. Edda Sant, Ian Davies, Karen Pashby and Lynette Shultz explore the different ways in which global citizenship can be taught, learned and assessed in formal and informal contexts. Including examples from a wide range of education institutions, chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education. With each chapter including a summary of key issues, an annotated list of key resources, an exercise for students and a further reading list, *Global Citizenship Education* will aid understanding of this complex and debated area of study.

General Education has taken center stage in the greater China area (Hong Kong, Taiwan and mainland China) because of a number of important developments. First, globalization has created both opportunities and challenges for college students. When they graduate and enter the real world, they must have the cultural sensitivities and social skills, in addition to their professional training, to compete in a knowledge-based global economy. Equally significant for institutions of higher education, pressing global problems challenge traditional disciplines and demand new forms of learning that reshapes the boundaries of knowledge. In response to those rapidly changing dynamics, general education has taken an increasingly important role in undergraduate education. As the first English publication on the subject, this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong, Taiwan and mainland China.

"Guyanese Achievers, USA and Canada" is the result of collaboration between Vidur Dindyal and the Guyanese diaspora, who shared with him its recommendations on whom to identify as examples of achievement. This volume chronicles Guyanese people who reflect their nation's rich multi-ethnic heritage. These people demonstrate that Guyanese have been successful in North America for a long time. For example, Sir James Douglas became the governor of the colony of Vancouver Island and later the colony of British Columbia in the 1850s. Today, he is considered the "father of British Columbia." For Guyanese, he is Guyana's "first gift to Canada." A statue of Sir James Douglas was unveiled in 2008 at his birthplace in Belmont, Mahaica. At the end of the first decade of the twenty-first century, the list of Guyanese who have been gifts to the United States and Canada is impressive. "Guyanese Achievers, USA and Canada" celebrates the academics, actors, doctors, educators, entrepreneurs, and others who, by demonstrating inventiveness and persistence, have been recognized as exemplars of Guyanese achievement in North America.

The notion of global citizenship education (GCE) has emerged in the international education discourse in the context of the United Nations Education First Initiative that cites developing global citizens as one of its goals. In this book, the authors argue that GCE offers a new educational perspective for making sense of the existing dilemmas of multiculturalism and national citizenship deficits in diverse societies,

taking into account equality, human rights and social justice. The authors explore how teaching and research may be implemented relating to the notion of global citizenship and discuss the intersections between the framework of GCE and multiculturalism. They address the three main topics which affect education in multicultural societies and in a globalized world, and which represent unsolved dilemmas: the issue of diversity in relation to creating citizens, the issue of equality and social justice in democratic societies, and the tension between the global and the local in a globalized world. Through a comparative study of the two prevailing approaches – intercultural education within the European Union and multicultural education in the United States – the authors seek what can be learned from each model. *Global Citizenship Education and the Crises of Multiculturalism* offers not only a unifying theoretical framework but also a set of policy recommendations aiming to link the two approaches. Drawing on contemporary global events, this book highlights how global citizenship education can be used to critically educate about the complexity and repressive nature of global events and our collective role in creating a just world.

This book promotes the development of nontraditional literacies in adult education, especially as these critical literacies relate to global citizenship, equity, and social justice. As this edited collection argues, a rapidly changing global environment and proliferation of new media technologies have greatly expanded the kinds of literacies that one requires in order to be an engaged global citizen. It is imperative for adult educators and learners to understand systems, organizations, and relationships that influence our lives as citizens of the world. By compiling a comprehensive list of foundational, sociocultural, technological and informational, psychosocial and environmental, and social justice literacies, this volume offers readers theoretical foundations, practical strategies, and additional resources.

The ideas for this reader came out of a conference organized through the Centre for Global Citizenship Education and Research (CGCER) at the University of Alberta in 2013. With the high expansion of global citizenship education scholarship in the past 15 or so years, and with most of this scholarship produced in the west and mostly focused on the citizenship lives of people in the so-called developing world, or selectively attempting to explain the contexts of marginalized populations in the west, the need for multidirectional and decolonizing knowledge and research perspectives should be clear. Indeed, the discursive as well as the practical constructions of current global citizenship education research cannot fulfill the general promise of learning and teaching programs as social development platforms unless the voices of all concerned are heard and validated. With these realities, this reader is topically comprehensive and timely, and should constitute an important intervention in our efforts to create and sustain more inclusive and liberating platforms of knowledge and learning. This collection of cutting-edge theoretical contributions examines citizenship and neo-liberal globalization and their impacts on the nexus of the local and global learning, production of knowledge, and movements of people and their rights. Case studies in the collection also provide in-depth analysis of lived experiences that challenge the constructed borders, which derive from colonial and imperial re-structuring of the contemporary world and nation-states. The contributors articulate agency in terms of both resistance and proactive engagement toward the construction of an alternative world, which acknowledges equality, justice and common humanity of all in symbiosis with the social and natural environment. It is a valuable reader for students, scholars, practitioners, and activists interested in the empowering possibilities of decolonized global citizenship education. N Dr

Citizenship studies is at a crucial moment of globalizing as a field. What used to be mainly a European, North American, and Australian field has now expanded to major contributions featuring scholarship from Latin America, Asia, Africa, and the Middle East. The *Routledge Handbook of Global Citizenship Studies* takes into account this globalizing moment. At the same time, it considers how the global perspective exposes the strains and discords in the concept of 'citizenship' as it is understood today. With over fifty contributions from international, interdisciplinary experts, the Handbook features state-of-the-art analyses of the practices and enactments of citizenship across broad continental regions (Africas, Americas, Asias and Europes) as well as deterritorialized forms of citizenship (Diasporicity and Indigeneity). Through these analyses, the Handbook provides a deeper understanding of citizenship in both empirical and theoretical terms. This volume sets a new agenda for scholarly investigations of citizenship. Its wide-ranging contributions and clear, accessible style make it essential reading for students and scholars working on citizenship issues across the humanities and social sciences.

As the world seemingly gets smaller and smaller, schools around the globe are focusing their attention on expanding the consciousness and competencies of their students to prepare them for the conditions of globalization. Global citizenship education is rapidly growing in popularity because it captures the longings of so many—to help make a world of prosperity, universal benevolence, and human rights in the midst of globalization's varied processes of change. This book offers an empirical account from the perspective of teachers and classrooms, based on a qualitative study of ten secondary schools in the United States and Asia that explicitly focus on making global citizens. Global citizenship in these schools has two main elements, both global competencies (economic skills) and global consciousness (ethical orientations) that proponents hope will bring global prosperity and peace. However, many of the moral assumptions of global citizenship education are more complex and contradict these goals, and are just as likely to have the unintended consequence of reinforcing a more particular Western individualism. While not arguing against global citizenship education per se, the book argues that in its current forms it has significant limits that proponents have not yet acknowledged, which may very well undermine it in the long run.

The essays in this edited collection argue that global citizenship education realistically must be set against the imperfections of our contemporary political realities. As a form of education it must actively engage in a critically informed way with a set of complex inherited historical issues that emerge out of a colonial past and the savage globalization which often perpetuates unequal power relations or cause new inequalities.

This set of essays critically analyze global citizenship by bringing together leading ideas about citizenship and the commons in this time that both needs and resists a global perspective on issues and relations. Education plays a significant role in how we come to address these issues and this volume will contribute to ensuring that equity, global citizenship, and the common wealth provide platforms from which we might engage in transformational, collective work.

This book examines the integration of the international, global, and intercultural dimensions in contemporary education systems. Yemini provides a comprehensive understanding of the process of internationalization from different angles including policy-making, curriculum implementation, media discourse, and individual agency. The book illuminates and analyzes a set of key tensions of internationalization across multiple levels of schooling and across the domains of popular discourse, policy, curriculum, pedagogy, and students' identity, by connecting or re-connecting the process of internationalization and its outcomes at individual level of global citizenship. The author uses solid empirical embedding of each of those aspects together with development of novel theoretical insights in each of the investigated domains.

In the first volume in the *Critical Global Citizenship Education* series, Torres combines theoretical and empirical research to present an original perspective on global citizenship education as a vitally important way of learning in a globalized world. In examining the requirements for effective global citizenship education and education reform, he investigates pathways to citizenship-building at the local, national and global levels and urges development of teaching methods, teacher education, and curriculum within a social justice education framework. Taking into account post-colonial perspectives, political realities at play, and practical implications, Torres provides a succinct but comprehensive understanding of how global citizenship education can expand the concept of civic education in a global society and interrupt inequality. This volume considers the ways that global citizenship education has been incorporated and is used by international institutions, governments, and the academy, and provides a clear framework for

anyone struggling to make sense of the tensions and complexities of global citizenship education today.

This book explores four interrelated themes: rethinking civic education in light of the diversity of U.S. society; re-examining these notions in an increasingly interconnected global context; re-considering the ways that civic education is researched and practiced; and taking stock of where we are currently through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education: while social studies researchers call for teachers to nurture skills of analysis, decision-making, and participatory citizenship, students in social studies classrooms are often found participating in passive tasks (e.g., quiz and test-taking, worksheet completion, listening to lectures) rather than engaging critically with the curriculum. *Civic Education for Diverse Citizens in Global Times*, directed at students, researchers and practitioners of social studies education, seeks to engage this divide by offering a collection of work that puts practice at the center of research and theory.

Grounded in research and theory, *Internationalizing US Student Affairs Practice* presents an inclusive framework for enhancing the intercultural competencies of practitioners, students, and faculty in institutions of higher education. This cutting-edge book explores how student affairs practitioners are well positioned to integrate internationalization strategies across student affairs divisions and functions. Each chapter intentionally incorporates theories and literature from higher education and student affairs disciplines infused with international and multicultural education. "Promising Practices"—case studies written and submitted by practitioners around the world—appear throughout the book to demonstrate practical applications in non-US settings. The strategies in this book help student affairs practitioners enhance the intercultural development of support programs and services, all without leaving the home campus.

Globalization and Global Citizenship examines the meaning and realities of global citizenship as a manifestation of recent trends in globalization. In an interdisciplinary approach, the chapters outline and analyse the most significant dimensions of global citizenship, including transnational, historical, and cultural variations in its practice; foreign and domestic policy influences; and its impact on personal identities. The contributions ask and explore questions that are of immediate relevance for today's scholars, including: How does globalization in its current form present a new set of challenges for states, non-state actors, and individual citizens? How has globalization diminished, expanded, or complicated notions of citizenship? What rights could exist outside the context of state sovereignty? How can social accountability be imagined beyond the borders of towns, cities, or states? What forms of political representational legitimacy could be productive on the global level? When is it useful, possible or desirable for individuals to identify with global political communities? Drawing together a broad range of contributors and cutting edge research the volume offers chapters that seek to reflect the full spectrum of approaches and topics, providing a valuable resource which highlights the value of an extended and thoughtful study of the idea and practice of global citizenship within a broader consideration of the processes of globalization. It will be of great use to graduates and scholars of international relations, sociology, and global studies/affairs, as well as globalization.

This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world. In that respect, it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity. Social and political changes brought by globalisation, migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship. In response to the challenges of today's globalised and interconnected world, such as inequality, human rights violations and poverty, global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world. In recent years, the development of global citizenship education and the building of students global citizenship competencies have become a focal point in global agendas for education, international educational assessments and international organisations. However, the concept of global citizenship education still remains highly contested and subject to multiple interpretations, and its operationalisation in national educational policies proves to be challenging. This volume aims to contribute to the debate, question the relevancy of global citizenship education's policy objectives and to enhance understanding of local perspectives, ideologies, conceptions and issues related to citizenship education on a local, national and global level. To this end, the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness.

In this book, Janet McIntyre addresses the need for transcultural thinking tools, to not only mend problems in the global environment but also to understand the essential nature of the problems. Thinking tools comprise the analytical concepts which organise, disorganise, pattern and question thoughts about the social and natural world. Specifically, the concepts introduced in this book are 'global citizenship', 'human rights', 'responsibility', 'social movements' and 'transcultural webs of meaning'.

Essays that highlight the role of education in bringing about inclusive citizenship and human rights norms.

With a focus on the Global South, this book argues that awareness and discussion of the politics of equity and inclusion in global citizenship education (GCE) research are essential to the future of nuanced and effective research in this area. The book explores the notion of heavily regulated hard spaces to examine areas of institutional blindness and reflects on ways to negotiate the issue of sensitivity in an institutional context, exploring how one's sensitivity relates to pedagogy and ethics. Through this in-depth metadiscussion of GCE research, the book provides a complex portrait of unique challenges in this domain and explores the nuanced experience of navigating temporal intersections of the global, the citizen, and education in geographically and thematically obstructed spaces. This book will be of great interest to researchers, policymakers, academics and postgraduate students in the fields of global education, comparative education, and educational policy.

What is global citizenship, exactly? Are we all global citizens? In *The Practices of Global Citizenship*, Hans Schattle provides a striking account of how global citizenship is taking on much greater significance in everyday life. This lively book includes many fascinating conversations with global citizens all around the world. Their personal stories and reflections illustrate how global citizenship relates to important concepts such as awareness, responsibility, participation, cross-cultural empathy, international mobility, and achievement. Now more than ever, global citizenship is being put into practice by schools, universities, corporations, community organizations, and government institutions. This book is a must-read for everyone who participates in global events—all of us.

Globetrotting or Global Citizenship? explores the broad range of international experiential learning options available to Canadian students, as well as the opportunities and the ethical dilemmas that come with them. Combining practical advice with critical examinations of international experiential learning, this essay collection is designed to help the reader to move beyond photo-ops and travel opportunities and towards striving for a deeper global citizenship. *Globetrotting or Global Citizenship?* is a valuable guide for students considering going abroad for experiential learning and a useful resource for those returning from such programs, as well as instructors and administrators facilitating pre-departure and return orientation sessions. Anyone taking part in international volunteering will find the reflections and analysis provided here an excellent starting point for understanding the potential impact of their time abroad.

This edited book provides new research highlighting philosophical traditions, emerging perceptions, and the situated practice of global citizenship education (GCE) in Asian societies. The book includes chapters that provide: 1) conceptions and frameworks of GCE in Asian societies; 2) analyses of contexts, policies, and curricula that influence GCE

reform efforts in Asia; and 3) studies of students' and teachers' experiences of GCE in schools in different Asian contexts. While much citizenship education has focused on constructions and enactments of GCE in Western societies, this volume re-centers investigations of GCE amid Asian contexts, identities, and practices. In doing so, the contributors to this volume give voice to scholarship grounded in Asia, and the book provides a platform for sharing different approaches, strategies, and research across Asian societies. As nations grapple with how to prepare young citizens to face issues confronting our world, this book expands visions of how GCE might be conceptualized, contextualized, and taught; and how innovative curriculum initiatives and pedagogies can be developed and enacted.

Global Citizenship Education addresses the intersection of globalization, education and programmatic efforts to prepare young people to live in a more interdependent, complex and fragile world. The book explores topics such as sustainability education, cultural diversity, and human rights education, offering critical insights into how these facets of GCE are interpreted around the world. The book also strives to give voice to student populations within historically marginalized communities, rather than focusing solely on the role of GCE in elite schools. Gaudelli blends theory and practice to provide both an overview of GCE as well as examining current efforts to develop more globally-conscious classrooms. Blending empirical research and practical illustrations, this important volume encourages educators to take seriously their own call to prepare young people to engage global challenges with a sense of urgency and helps chart a new direction for global learning that is increasingly expansive, dialogic and inclusive.

The idea of citizenship and conceptions of what it means to be a good citizen has evolved over time. On the one hand, good citizenship entails the ability to live with others in diverse societies, and to promote a common set of values of acceptance, human rights, and democracy. On the other hand, in order to compete in the global economy, nations require a more innovative, autonomous, inventive, and reflective workforce, meaning good citizens are also those who successfully participate in the economic development of themselves and their country. At the same time, supporting citizens to realize their responsibilities beyond the nation has become important in this rapidly changing and interconnected world. These competing citizenship purposes often compel people to either ignore or act ambivalent to democratic and human rights values. That is, profit-driven labor exploitation, for instance, contradicts human rights and democratic tenants. Thus, global citizenship education is fundamental to teaching, learning and redressing sociopolitical, economic and environmental exploitation, globally. Detailing its historical development to be recognized as a field of study, Global Citizenship Education provides a critical discourse on global citizenship education (GCE). Authors in this collection offer underpinnings of global citizenship education by discussing its contemporary theories and methodologies, and specific case studies that illustrate the application of GCE initiatives. Aboagye and Dlamini aim to motivate learners and educators in post-secondary institutions not only to understand the issues of social and economic inequality, political and civil unrest facing us, but also to take action that will lead to equitable change in local and global spaces.

This volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence-based strategies for addressing the challenges associated with implementing equity and inclusion.

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